BOSTON COLLEGE
The Carolyn A. and Peter S. Lynch School of Education
Counseling Master’s Student Handbook 2013-2014
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USING THIS HANDBOOK

The Master’s Program student handbook is an official publication of the Department of Counseling, Developmental, and Educational Psychology (Campion 309). It has been prepared to inform Master’s students about the requirements of their program. The handbook supplements information online. The online Master’s information contains general information concerning graduate studies, Lynch School policies, and student life.

Be sure to consult your faculty advisor before making academic decisions and changes. In addition, Master’s students are urged to consult both the Boston College Academic Catalog (Office of Student Services, Lyons Hall, and online) for University policies, and the academic calendar for important dates and deadlines. Students should become familiar with all the requirements in these manuals, as they clarify the policies of the Master’s programs and the Lynch School.

KEEPING RECORDS:
YOUR PROFESSIONAL ARCHIVES

Maintaining your professional records needs to become a priority from the very beginning of your work in psychology. Because we live in a mobile society, it is sometimes difficult to predict where anyone will be in 10 years. Therefore, it is important to create your Professional Archives for future reference. It should contain the following:

- Course catalog for each of your years of study
- Department Handbook for each year of graduate study
- Course syllabi for each course taken
- Official Program of Study with signatures
- Records, logs, and other documentation pertaining to field work that you may need for future licensure or certification
I. MISSION AND PURPOSE

The Master of Arts degree program in Counseling is intended to provide students with a broad background in counseling theories and skills. Upon completion of the program, students are prepared to gain entry-level counseling positions. These, in turn, will help them further develop their skills and areas of specialization, under supervision in a variety of educational, mental health, and organizational settings. Students may also choose to continue to develop their skills and knowledge through graduate education in Ph.D. or Psy.D. programs.

The Master of Arts (M.A.) degree in Counseling involves a two-year course of study and practice. Students choose to enter one of two program tracks: Mental Health Counseling or School Counseling. The programs are differentiated in terms of whether a student desires to work in a mental health agency as a clinician or a school setting as a school guidance counselor.

The Mental Health Counseling program track is a 60-credit hour program that meets the current pre-Master’s requirements for licensing as a Mental Health Counselor in the state of Massachusetts. A 48-credit hour Mental Health track option is also available for students who do not plan to pursue mental health licensure immediately after graduation and/or who plan to enter doctoral study soon after completion of the Master’s degree.

The School Counseling program is a 42-credit hour program that meets the requirements of the Massachusetts Department of Education for initial licensure as an elementary or secondary school counselor.

The dual Master of Arts degrees in Counseling and Pastoral Ministry include completion of the 60-credit hour Mental Health Counseling program along with the 37-credit requirements for the MA degree in Pastoral Ministry. A small number of courses are shared between these programs resulting in a small reduction in the total number of credits required for the two degrees.

Students must commit to a program track prior to beginning their Program of Studies. (see VII below for more information on the program of studies form.) Students interested in seeking licensure from states outside of Massachusetts are responsible for assuring that they meet the standards for credentialing in those states. The Practicum Director is available to assist students in reviewing the requirements of specific states.

II. DIVERSITY TRAINING VALUES OF THE COUNSELING AND COUNSELING PSYCHOLOGY PROGRAMS

The mental health counseling, school counseling, and dual degree Master’s programs at Boston College adhere to the practitioner-scholar training model in preparing graduates for employment in academic, research, and/or service delivery settings. The program faculty adheres to the Ethical Principles and Code of Conduct of the American Mental Health Counseling Association (AMHCA), the American Counseling Association (ACA), the American School Counseling Association (ASCA) and American Psychological Association (APA). Although faculty interests are diverse, there is a shared
emphasis on social justice as a critical foundation for training, research, and professional practice. This emphasis reflects one of the foundational and overarching missions of Boston College as a university. The social justice emphasis is congruent with the Multicultural Counseling Competencies of the ACA, as well as the APA Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists; the APA Guidelines for Psychotherapy with Lesbian, Gay, and Bisexual Clients; the APA Guidelines for Psychological Practice with Girls and Women; and the APA Guidelines for Psychological Practice with Older Adults. Together, these standards and guidelines apply to all aspects of professional behavior, including (but not limited to) the practice of counseling and psychotherapy, supervision, teaching, classroom behavior, research, consultation, and collegial relations. Members of our community are committed to educating each other about the existence and effects of racism, sexism, ageism, heterosexism, classism, religious intolerance, and other forms of invidious prejudice and discrimination. Evidence of bias, stereotyped thinking, and prejudiced beliefs and attitudes will not go unchallenged. However, we are also committed to creating and maintaining a positive educational climate that (a) allows for open inquiry, free expression, and effective conflict resolution; and (b) promotes understanding and respect for all aspects of human diversity.

Faculty members and students will engage with each other in a manner inclusive and respectful of each party’s background and socio-demographic identities and group memberships. Where appropriate, faculty members will examine their own values, biases, and prejudices in the course of their interactions with students in order to model and facilitate the processes in which they would like students to engage, such as self-examination, self-disclosure, discovery, and introspection. Assuming that no one is free from biases and prejudice, faculty members will remain open to challenges from students with respect to their own held biases and prejudices. Students should be aware that self-exploration and self-knowledge are prerequisites for effective counseling, teaching, and research. Consequently, many courses and training experiences require students to engage in self-reflection. This might include self-disclosure and personal introspection about attitudes, beliefs, opinions, feelings, and personal histories that might be expected to have injurious effects on members of the counseling community and/or clients if left unexamined. The specific implications of this position are elaborated as follows:

1. Freedom of expression is protected and encouraged. Students are expected to express themselves in a professionally responsible manner that demonstrates respect for others. Students are expected to address values or belief systems that are incongruent with the standards of the profession, that impede culturally competent counseling, and that may have injurious effects on clients. Students are also urged to address values and belief systems that differ or conflict with those of fellow students by maintaining an open mind, showing respect and empathy for others, and a commitment to continuing the dialogue. When necessary, faculty members or a neutral party may
play a facilitative role in these difficult dialogues.

2. We emphasize appreciation of diversity over the notion of ‘tolerance’ of students and/or clients from minority and marginalized groups in society. Faculty members and students in our programs must work together to foster and maintain a welcoming and affirming environment for individuals from across diverse backgrounds. Unprotected forms of expression—threats, verbal abuse, and harassment—are not tolerated. There are no acceptable excuses for such behavior; therefore, students are cautioned about what they may say as a “joke” or “in the heat of the moment.” In addition to challenging these blatant expressions of biases and prejudices, we will raise awareness of and challenge subtle expressions of biases and prejudices.

3. Throughout their training, students should expect to work with faculty, colleagues, and clients whose life experiences might be different from their own with respect to some aspect of human diversity, but similar with respect to others. Learning to work with people rather than labels or on the basis of stereotypes toward members of particular diverse groups is a central goal of professional training. Students are urged to recognize their own biases and/or conflicting values so that they are able to avoid imposing them on clients for whom imposition of the student’s belief systems might be harmful.

4. The program takes seriously its values regarding respect for diversity as put forth in this statement. Students who believe that they cannot or will not work with a group of clients simply because of the clients’ ascribed sociodemographic identity or group membership should be prepared to remain open to critically reflect on and evaluate these beliefs as they relate to the professional standards of our field.

III. COURSE CURRICULUM

The first year of the two-year program involves academic coursework and practicum skills training for Mental Health Counseling students, and school-based pre-practicum experience for School Counseling students. The community-based mental health counseling internship or the full school counseling practicum and any remaining course work are completed in the second year. While students in either program may take summer course offerings to assist in the completion of their degrees, students in the Mental Health Counseling program must take summer courses to complete the 60-credit hour program in two calendar years. Summer courses are not required for students to complete the School Counseling program within two years.

In cases where an individual’s background in behavioral and social sciences is limited, additional course work may be required. Courses in developmental, personality, social, and quantitative psychology are particularly important foundational courses.
Transfer of Credit and Waiving Courses

A maximum of six graduate credits not applied to a previous degree may be transferred from another institution. All transfers of credit from other institutions must be approved by the advisor, Department Chair, and the Associate Dean of Graduate Student Services. Graduate Transfer of Credit Request forms are available online at www.bc.edu/content/bc/schools/lsoe/resources/Welcome/student_forms.html.

Students who have taken an equivalent course may waive the requirement of a particular course and substitute another elective course. Students who wish to do so should bring a copy of their transcript and course description to their advisor. All students who are substituting courses must file an official Course Substitution using the Master’s Student Transaction Form, available online at www.bc.edu/content/bc/schools/lsoe/resources/Welcome/student_forms.html.

Registration

Students should meet regularly with their advisors to discuss their graduate training needs and goals and to complete a Program of Studies form. (See VIII below.)

Registration for graduate-level courses is as follows:

- Early to mid-April through the first week of classes for summer and fall classes
- Early to mid-November through the first week of classes for spring courses

University Consortium

Graduate students may cross-register for graduate courses at Boston University, Brandeis University, or Tufts University. Further information about the Consortium registration is available in the Boston College catalog, available in the Student Services Office in Lyons Hall.

IV. PRACTICUM & INTERNSHIP PLACEMENT

Practicum and internship placements are major components of each student’s experience in the Master’s Program. Working as a member of a clinical team in a community mental health agency or guidance team in a school while engaged in academic studies and dialogue with professors and fellow students provides a rich context for developing counseling skills and critically evaluating community and school systems of care. The practicum for the school counselors and the internship for the mental health counselors occur in the second year of the program and are accompanied by a practicum/ internship seminar. These seminars use a group supervision format and are specifically designed to facilitate integration of subject matter knowledge and practice.

Mental Health Counseling Program

Successful completion of the practicum and internship meets the pre-Masters field experience requirements for licensure as a mental health counselor in Massachusetts. During the first year, Mental Health Counseling students meet the practicum requirement by completing PY 440, Principles and Techniques of Counseling and PY748, Practicum in Counseling. These
courses and their accompanying labs satisfy the state requirement for practicum training. The requirements include a 100 hour practicum with 40 hours of direct service, 10 hours of individual supervision and 15 hours of group supervision.

During the second year, Mental Health Counseling students meet the internship requirements for licensure by completing a 600-hour internship, which includes 240 hours of client service. The placement typically consists of 20 hours per week for the academic year. Internship sites include community mental health centers, substance abuse clinics, day treatment programs, hospitals, and college counseling centers.

The process of securing an internship site begins towards the end of the first semester of the first year. A directory of current sites is available online via the following website: https://htmldbprod.bc.edu/shrinkink.

The practicum director meets with all of the students for an informational meeting and then meets with each student individually as she/he proceeds with the process. Additional sites are continuously added and students are encouraged to work with the practicum director around their particular placement interests.

School Counseling Program

The program in School Counseling meets the requirements for initial licensure in Massachusetts. Students complete a two-part pre-practicum (PY648) in their first year. In the first semester, they spend a half-day per week in an urban school becoming acquainted with how children from different races, cultures and ethnic groups experience school. During the second semester, each student completes a one-day a week pre-practicum in a school where he/she gets a beginning experience in the role of the school counselor. Students process their pre-practicum experiences in a small group seminar led by an advanced Doctoral student.

In the second year of the program School Counseling students complete a year-long practicum of 600 hours (PY643/644 and PY649/650) which typically translates into three days a week at the school. For both the 75-hour pre-practicum and the 600-hour practicum, students meet with the practicum director to find school placements that fit their needs and interests. As noted above, students participate in a weekly small group seminar to both process and shape their field experience and learning.

Prerequisites for Proceeding to Internship or Practicum

Prior to beginning internship, mental health counseling students must complete 30 credits, including the following courses:

PY440 Principles and Techniques
PY444 Personality and Counseling Theories I
PY446 Personality and Counseling Theories II
PY748 Practicum
PY549 Psychopathology
PY528 Multicultural Issues
PY605 Ethics in Counseling

Prior to beginning the practicum, school counseling students must complete 21 credits including the following courses:
PY440 Principles and Techniques
PY648 Pre-Practicum
PY540 Issues in School Counseling
PY418 or 447 Applied Dev.
PY528 Multicultural Issues

Any departure from these requirements must be approved by your academic advisor.

V. COMPREHENSIVE EXAMINATION

In January of the second year of the Program, students must pass a written Comprehensive Examination in the form of a multiple choice test.

The test will be composed of several cases followed by multiple choice questions derived directly from the case. Students will be able to receive the cases approximately one month in advance of the exam. For mental health counseling students, courses covered include PY444 Theories of Personality and Counseling; PY528 Multicultural Issues, PY518 Life Span Development, PY549 Psychopathology, and PY605 Ethical and Legal Issues in Counseling Psychology, though other course content may be relevant and helpful. For school counseling students, courses covered include PY 440 Principles and Techniques of Counseling; PY 528 Multicultural Issues; PY 540 Issues in School Counseling; and PY 743 Counseling Families.

Students must register for PY888 Master’s Comprehensives for the semester they are taking the exam. In addition, an approved, up-to-date Program of Studies form must be submitted with a Master’s Comprehensive Exam Request to the Office Graduate Student Services (Campion 135) at least one month prior to the exam date. Both forms can be obtained online at www.bc.edu/content/bc/schools/lsoe/resources/Welcome/student_forms.html

Students who take the exam will receive a grade of “high pass”, “pass”, “remediation necessary”, or “failure”. For those students who receive a grade of “remediation necessary,” an individualized remediation plan will be developed to cover the specific areas in which the student demonstrated unsatisfactory performance. Students will then be reassessed on those areas only. Students who fail the reassessment will not meet requirements for graduation.

Accommodations for Disabilities or Students whose First Language is Not English

Students for whom English is not a first language and/or students with disabilities who would like to request accommodations consistent with their individualized learning plans or as specified by Lynch School policy must do so formally with the relevant office at Boston College. In consultation with the student’s advisor, the student may request accommodations not otherwise covered by existing policy providing that the modifications are consistent with Boston College policy and relevant educational regulations. Any request for accommodations must be made to the relevant Master’s Program Coordinator no later than three weeks before the examination and approved by the examining faculty.

VI. MASTER’S THESIS

No Master’s thesis is required, although individuals interested in research have numerous opportunities to participate in
organized research teams led by the faculty. At times, students may be able to work on an independent research project under the guidance of a faculty member in the Department. These projects typically emerge out of a student’s involvement in research team.

VII. FINANCIAL AID AND ASSISTANTSHIPS

Students seeking financial aid should obtain an application from the Graduate Admissions Office (103 Campion Hall) and complete and return it to that office before March 15. There are a very limited number of Master’s-level graduate assistantships available for students.

Full-Time Status

Students in the Master’s in Counseling program have full-time academic status if they are enrolled in 7 or more credits per semester or are enrolled in a year-long internship (mental health) or practicum (school counseling). This full-time status entitles the student to deferment on student loans.

Health Insurance

The university automatically enrolls students in the Boston College Insurance Plan if they are enrolled in 9 or more credits per semester. If you do not wish to be enrolled, you may waive the Insurance Plan electronically through Agora (BC’s intranet). If your course load falls below 9 credits per semester, you may choose to enroll in the health program by accessing your records through Agora and selecting the health insurance option.

VIII. PROGRAM OF STUDY

Students must complete the Program of Study form during the second semester of the first year of study. The Program of Study form can be found online at: www.bc.edu/schools/lsoe/academics/pos/.

The faculty advisor reviews and approves the Program of Study in consultation with the student. At that point, the Program of Study is submitted to the Lynch School Office of Graduate Student Services. After the Graduate Student Services office approves the Program of Study, the original is sent as a PDF document to the student for his/her professional file and a copy is kept in the student’s file in the department. Before a student graduates, the Program of Study is compared with the student’s transcript to ensure that the student has fulfilled the approved course of study.

To make changes to the Program of Study, a student completes a Request for Course Substitution, (using the Master’s Student Transaction Form, available online at www.bc.edu/content/bc/schools/lsoe/resources/Welcome/student_forms.html) and gives it to her/his advisor for signature.

IX. LICENSURE

Licensing is a function of the State Board of Registration of Allied Mental Health Professionals (for mental health students) and the Massachusetts Department of Education (for school counseling students). The 60-credit program in Mental Health Counseling is designed to meet pre-Master’s requirements for licensure as a mental health counselor (LMHC) in Massachusetts. Students seeking licensure have the responsibility to ensure that
they are complying with licensing requirements on all the course work and supervised experiences. (See Appendix A for Massachusetts Licensure requirements.)

The Board of Registration has a web site that answers frequently asked questions about licensure and also includes the licensing regulations: [http://www.state.ma.us/reg/boards/mh](http://www.state.ma.us/reg/boards/mh)

The School Counseling program is a state-approved program designed to meet the requirements for initial licensure as a school guidance counselor in Massachusetts.

The Department of Education also has a website: [http://www.doe.mass.edu](http://www.doe.mass.edu)

X. TIME LIMIT

A student is permitted five consecutive years from the date of acceptance into the Program for completion of all requirements of the Master’s degree. Extensions are permitted only with the written approval of the Associate Dean of Graduate Studies. Students must apply for a leave of absence for the semester in which she/he is not registered for course work or for PY885 Master’s Interim Study. A leave of absence is not normally granted for more than two semesters at a time. A leave of absence usually does not affect the total time limit for the attainment of the degree. Students must file the Readmission form with the Student Services Office in Lyons Hall and pay the re-admission fee at least six weeks prior to the semester in which they expect to re-enroll. Students who wish to withdraw from the University must make this known in writing to the Student Services Office and the Associate Dean of Graduate Studies, to avoid involuntary termination from a failure to register each consecutive term. Students may request a Leave of Absence/ Withdrawal from Program using the Master’s Student Transaction Form, available online at [www.bc.edu/content/bc/schools/lsoe/resources/Welcome/student_forms.html](http://www.bc.edu/content/bc/schools/lsoe/resources/Welcome/student_forms.html).

XI. FACULTY ADVISORS

Each is assigned to a faculty advisor who works with them during their time in the program. Students should consult their faculty advisor regarding their plan of study, goals for training, career questions, and as a liaison to the program.

XII. ACADEMIC STANDING

A minimum Grade Point Average (GPA) of 3.0 is required for retention and graduation from the program. Students whose GPA falls below 3.0 are subject to probation or dismissal. Students who receive two or more grades of C or lower, or a grade of C or lower in internship or practicum, may be brought before the Academic Standards Committee, and may face dismissal from the Program.

XIII. PROCESS OF EVALUATION

Master’s and Ph.D. students in the Counseling Psychology department at Boston College are reviewed at the end of each academic year. Faculty, training staff, supervisors, and administrators provide input into this review process regarding academic performance, as well as professional fitness. These evaluations are conducted to ensure that students are making satisfactory progress toward their
degree, as well as to identify potential problems a student may have toward meeting program requirements. In addition to this annual process of evaluation, the faculty may review the status of any student at any time during the year should there be reason to believe that the student is experiencing difficulty in the program.

Faculty may evaluate students based on grade point averages, course loads, number of incompletes, performance in the required counseling core curriculum, acquisition of counseling skills, and the advisor's evaluation of the student. In addition to evaluating students' adequate progress through the requirements of the program, professional fitness will also be evaluated. The evaluation of the latter is based on students' ethical conduct, interpersonal skills, professional development, self-awareness and self-reflection, and resolution of problems or conflicts with faculty, course instructors, supervisors, peers, and clients.

**Failure to Meet Program Requirements**

Serious concerns about student performance within the Counseling Psychology Program are rare. When serious concerns do arise and/or students fail to comply with program requirements, policies, and procedures, this is handled on a case-by-case basis, generally following the feedback template described below. Student feedback reflects an individualized process that considers each person's strengths and weaknesses and offers prescriptions to remedy serious concerns, and in some cases students may receive written notice of an identified concern that must be addressed and the manner in which it is to be addressed, without being formally placed on probation.

**Probation in Counseling Psychology Program and Remediation Steps**

Being placed on probation indicates a very serious faculty concern about a student's performance. Students are placed on probation in the program (as opposed to being terminated from the program), when, in the opinion of the faculty, it is likely that the student will be able to address the difficulty that led to the probation if appropriate remediation is provided. Once the faculty has determined that a serious concern about a student's performance exists, the following steps are generally taken:

1. The program director (i.e., Ph.D. Training Director, M.A. Coordinator of Mental Health or Coordinator of School Counseling) and the student's advisor will notify the student, in writing, that the student is on probation within the program. Additionally, the student will be requested to make an appointment with the advisor to discuss the issues involved. (In the rare case, a student may be recommended for suspension from the program with an opportunity to reapply, or for a leave of absence from the program to take corrective action. Note that any of these actions beyond probation within the program would require a review outside of the department by the Associate Dean's office and Academic Standards Committee.)

2. The advisor will meet with the student and inform the student of the identified problem areas noted by the faculty.

3. The student and advisor will develop a written plan for remediation of the student's behavior. This plan will:
a) behaviorally define the student's problem areas
b) identify the expected behavior patterns or goals
c) specify methods that will be used to reach these goals, which may include personal counseling, behavioral change, adapted program plan with additional or repeated courses or practica, additional supervision, suspension from the program with an opportunity to reapply, leave of absence while taking corrective action, or other remedies as appropriate
d) specify how goal attainment and competence in the problem area will be demonstrated
e) set a date for reevaluation of the student's progress and competence.

4. This plan will be submitted to the program faculty for review, possible modification, and approval.

5. If the plan has been modified by the program faculty, the advisor and the student will meet to review the modified plan.

6. A copy of the approved plan will be provided to the student and a copy will be retained in the student's file. Both copies of the plan will be signed and dated by the student and the advisor.

7. A date for reevaluation will be set. Near the date for reevaluation, the student will present to the advisor any available documentation of progress in the identified problem areas and completion of the remediation plan.

8. At or near the date for reevaluation, the student's progress will be reviewed by the program faculty at a regularly scheduled faculty meeting, and the faculty will make one of the following recommendations:
   a) **Continuation in the program**: The identified concerns no longer present a significant problem and the student is no longer on probation within the program.
   b) **Continued probation and remediation**: The student has made significant progress in addressing the identified concerns, but has not yet attained the expected degree of competence in the problem areas. An updated behavioral plan is prepared, and a date is set for another reevaluation at the program faculty's discretion.
   c) **(For MA students) Transfer from the licensable Counseling Degree to a non-license degree program**: The student is deemed a better fit with the non-license track of the Counseling Program or has failed to attain the behavioral goals relevant to practicing competently as a licensed counselor and there is no expectation that he or she can reasonably attain them in the near future. (Faculty can recommend to a student that he or she transfer, but ultimate decision to transfer is up to the student.)
   d) **Dismissal from the program**: The student has failed to attain the behavioral goals
and there is no expectation that he or she can reasonably attain them in the near future. Involuntary dismissal from the program would require involvement from the Lynch School of Graduate Student Services and the Academic Standards Committee (ASC). Faculty would submit to the Associate Dean's office, and then the ASC, the necessary paperwork (e.g., evidence of academic failure in lab or other course is necessary). See procedure below.

9. The advisor will notify the student in writing of the reevaluation decision and will request that the student make an appointment with the advisor for feedback concerning the decision.

10. The student will be requested to sign and date two copies of the reevaluation decision. One copy will be retained by the student and one copy will be placed in the student's file.

11. If dismissal from the program is recommended by the faculty, a written notification will be sent to the student. One copy will be provided to the student, one copy will be placed in the student's file, and one copy will be sent to the Graduate School. This recommendation with supporting documents (e.g., academic record) would then be reviewed by the Lynch School graduate office and then be reviewed by the Lynch School Associate Dean of Graduate Studies. If approved by the Associate Dean, faulty would submit the recommendation to the Academic Standards Committee (ASC). If the ASC approves, the University will then dismiss the student.

12. Depending upon the reevaluation decision, the student and the advisor will meet to review the options available to the student and assist the student in educational, career, and remediation planning.

XIV. PROCEDURE FOR STUDENT GRIEVANCES

Respectful treatment of students is an obligation and responsibility for faculty and supervisors; and the evaluation of student ability and performance is a right and responsibility for faculty, programs and supervisors. The purpose of the Undergraduate and Graduate Student Grievance Procedure is to provide a mechanism for ensuring the fair treatment of students. These guidelines pertain to fair treatment both in terms of maintaining a respectful environment and providing fair evaluation of students.

For official Lynch School of Education grievance procedure see www.bc.edu/content/bc/schools/lsoe/resources/policies/grievance.html.

XV. DIVERSITY AND SOCIAL JUSTICE COMMITTEE

The aim of the committee is to promote social justice and respect for diversity within the doctoral and master’s programs in counseling psychology, mental health counseling, and school counseling. Doctoral and Master’s students have representatives who participate in bi-weekly meetings; however, all members of the community are welcome to attend any meeting.
The committee is comprised of doctoral students, master’s students, and faculty representatives with the fourfold mission to (a) provide a place to join efforts and facilitate communication about social justice and diversity between doctoral students, master’s students, and faculty, (b) respond to the needs of our counseling psychology community, value issues related to social justice and diversity, and advance recommendations for organizational change, (c) welcome new ideas about social justice and diversity from any member of the counseling psychology community, and (d) proactively focus on how social justice and diversity-related issues are being infused and addressed within the program.

XVI. LOCATIONS

Faculty Mailboxes: Campion 311A

MA Student Mailboxes: Campion 107

Counseling Psychology Main Office: Campion 309  Phone: 617-552-4222
Office hours: 9:00-5:00 pm

Dean's Office: Campion 101
Phone: 617-552-4200

Office of Graduate Student Services: Campion 135
Phone: 617-552-4214

XVII. STUDENT LIFE

Office of Graduate Student Life

Under the auspices of the Office of the Dean for Student Development, the Office of Graduate Student Life provides outreach to Boston College graduate students through a variety of programs, services, and advocacy efforts. Working together with faculty, staff, and student organizations, the Office of Graduate Student Life provides both academic and non-academic support to the graduate student community, in the service of developing the whole person and furthering the University’s mission. More information can be found at http://www.bc.edu/offices/gsc/home.html.

Murray Graduate Center

Founded in 1997, The John Courtney Murray, S.J. Graduate Student Center is dedicated to the support and enrichment of graduate student life at Boston College. Its primary purpose is to build a sense of community among the entire graduate student population, and cultivate a sense of belonging to the University as a whole. The center is located at 292 Hammond Street, just across Beacon Street from McElroy Commons on campus. It is about a 10 minute walk from Campion Hall.

Amenities include:

- Comfortable Reading Room
- Quiet Study Room
- Group Study and Meeting Space
- Computer Lab For Use Exclusively By Graduate Students
- Wireless Capabilities Throughout the Center
- Dining Room and Kitchen Area
- Indoor and Outdoor Spaces for Social Gatherings
- Complimentary Coffee, Tea, and Water
- Complimentary Newspaper Services
- Game area (billiards and ping pong)
- Television and DVD Player
- Free DVD Lending Library
- Discounted AMC Movie Tickets
- Space Available for Reservation at the Murray Graduate Student Center

More information can be found at [http://www.bc.edu/offices/gsc/mgc.html](http://www.bc.edu/offices/gsc/mgc.html).

**Graduate Student Lounge**

In addition to the many lounges and study spaces found in the Murray Graduate Center, there is a graduate student lounge in Campion 107.

**Graduate Education Association**

Students are represented by the Graduate Education Association (GEA) of the Boston College Lynch School of Education, which is the student organization of all of the current graduate students in the Lynch school. The GEA is funded by your student activity fee and is designed to represent your interests as a graduate student. The GEA sponsors many social, educational, and service events for Lynch School graduate students. Information can be found by visiting the office in Campion 107 or at [http://www.bcgea.com](http://www.bcgea.com).

**XVIII. ACADEMIC INTEGRITY**

The pursuit of knowledge can proceed only when scholars take responsibility and receive credit for their work. Recognition of individual contributions to knowledge and of the intellectual property of others builds trust within the University and encourages the sharing of ideas that is essential to scholarship. Similarly, the educational process requires that individuals present their own ideas and insights for evaluation, critique, and eventual reformulation. Presentation of others' work as one's own is not only intellectual dishonesty, but also undermines the educational process. Plagiarism, that is, failure to properly acknowledge sources, written or electronic, used for verbatim quotations or ideas, is a violation of academic integrity. Each student is responsible for learning and using proper methods of paraphrasing and footnoting, quotation, and other forms of citation, to ensure that the original author, speaker, illustrator, or source of the material used is clearly acknowledged.

Students should consult the university policies on Academic Integrity (see [http://www.bc.edu/publications/gcatalog/policy.shtml#integrity](http://www.bc.edu/publications/gcatalog/policy.shtml#integrity)) and that of the Lynch School of Education ([http://alumni.online.bc.edu/content/dam/files/schools/lsoe/pdf/Studentforms/Academic%20Integrity.pdf](http://alumni.online.bc.edu/content/dam/files/schools/lsoe/pdf/Studentforms/Academic%20Integrity.pdf)) for a discussion of academic integrity. There will be no exceptions to these policies. Please also note specific additional www resources on the Responsible Conduct of Research ([http://www.bc.edu/research/oric/rcr.html](http://www.bc.edu/research/oric/rcr.html)) as well as those within your individual disciplines.

**XVIX. INFORMATION FOR STUDENTS WITH DISABILITIES**

If you have a disability, you are entitled by law to equal access to University programs and facilities. The most relevant laws are Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Under these laws you cannot
be discriminated against on the basis of your disability. In the University setting, this often means that alterations must be made in the classroom or in testing procedures.

Boston College students who need special resources to accommodate specific learning challenges should visit the Connors Family Learning Center [www.bc.edu/connors](http://www.bc.edu/connors) or, for other special needs, one of the other offices at the university. For a list of resources and email links see [www.bc.edu/offices/odsd/disabilityservices/resources.html](http://www.bc.edu/offices/odsd/disabilityservices/resources.html). If you have a disability and will be requesting accommodations for this, please register with either Kathy Duggan (kathleen.duggan@bc.edu) Associate Director, Academic Support Services, the Connors Family Learning Center (learning disabilities and ADHD) or Paulette Durrett (paulette.durrett@bc.edu), Assistant Dean for Students with Disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations.
APPENDIX A: MASSACHUSETTS REQUIREMENTS FOR LICENSURE
Requirements for Licensed Mental Health Counselor (LMHC)

2.01: Preface

To qualify for licensure as a mental health counselor, pursuant to the requirements of M.G.L. c. 112, § 165, an applicant must provide evidence satisfactory to the Board that the education and clinical field experience requirements listed in 262 CMR 2.01(2) have been met by the applicant.

All licensed mental health counselors are charged with having knowledge of the existence of 262 CMR and are required to practice mental health counseling in accordance with its provisions.

2.02: Definitions

Approved Supervisor. An approved supervisor is a mental health practitioner who meets the qualifications listed under 262 CMR 2.02: Approved Supervisor(a), (b), (c), (d) or (e); all of these approved supervisors must have five years of full time or the equivalent part time postgraduate clinical mental health counseling experience. 262 CMR 2.02: Approved Supervisor(f) refers only to college supervision of students in practica and internships; site supervisors for practical internships must meet one of the 262 CMR 2.02: Approved Supervisor(a), (b), (c), (d) or (e). Currently approved supervisors who do not meet the standards must meet these requirements by July 1, 2004.

(a) An LMHC; a currently licensed mental health counselor.

(b) A CCMHC; a Certified Clinical Mental Health Counselor who holds a currently valid certificate.

(c) A licensed mental health practitioner who:

1. has a master's degree in social work and is licensed for independent clinical practice;
2. has a master's degree in marriage and family therapy;
3. has a doctoral degree in clinical, counseling or developmental psychology or a medical degree with a sub-specialization in psychiatry.

(d) A licensed mental health practitioner who has:

1. a master's or doctoral degree in rehabilitation counseling, pastoral counseling, psychiatric nursing, developmental or educational psychology, or other related fields (see 262 CMR 2.02: Related Field);
2. successfully completed a Supervised Clinical Experience; and
3. achieved a passing score on the NCCMHC licensure examination.

(e) An out of state supervisor who is a licensed mental health practitioner (in states that have licensure in their discipline) and who meets the qualifications for licensure for independent clinical practice in Massachusetts in his/her respective discipline.
(f) For the specific purpose of the college supervision of students in a practicum or internship, an approved supervisor may be a mental health practitioner who:

1. holds a teaching or supervisory position in a recognized educational institution which trains clinical mental counselors; and
2. holds a graduate degree in mental health counseling or a related field.
3. Site supervisors for practica and internships must meet the qualifications for 262 CMR 2.02: Approved Supervisor(a), (b), (c), (d) or (e).

**Board of Allied Mental Health Counselors and Human Services Professions.** The Board at the Division of Professional Licensure that regulates and governs the licensing of Mental Health Counselors, Marriage and Family Therapists, Rehabilitation Counselors and Educational Psychologists.

**CCMHC.** Certified Clinical Mental Health Counselor credential issued by the National Board for Certified Counselors, Inc.

**Clinical Field Experience Sites.** Clinical field experience sites for pre and post masters field experience training include public and private health and mental health institutions that have integrated programs for the delivery of clinical mental health counseling, and have established provisions for appropriate supervision.

If the clinical field experience is an internship see also 262 CMR 2.02: Internship Sites.

NOTE: Neither individual nor group private practice experience will be accepted as a qualifying clinical field experience.

**Contact Hours.** The unit of measurement of organized learning or supervision, lasting a minimum of 50 consecutive minutes.

**Contract Supervision/Contract Supervisor.** Individuals or sites offering clinical mental health counseling services may contract with a supervisor to provide supervision for a fee or pro bono. The contact supervisor must have a minimum of five post-graduate years of experience in clinical mental health counseling and must be either a licensed mental health counselor (LMHC), or a CCMHC. A contract supervisor must have a written agreement with the individual and the site regarding the supervision to be provided. Written notice of the agreements with a contract supervisor must be provided to and maintained on file by appropriate personnel at the site. Quarterly evaluations of the supervisee must be completed by the contact supervisor and reviewed and maintained on file by appropriate personnel at the site.

**Direct Client Contact Experience.** Direct/face to face clinical counseling experience with individuals, groups, couples and families in clinical field experience sites. Such experience does not include vocational guidance services, academic school guidance counseling, industrial or organizational consulting services, teaching or conducting research.

**Emergency Contact (on-site).** In school settings where individuals are working as school adjustment counselors, the school principal, a guidance counselor or a licensed educational psychologist may serve as the emergency contact. In certain health care facilities where mental health counseling is provided, a licensed rehabilitation counselor, a licensed psychologist, a psychiatric nurse practitioner or a designated
clinical administrator may serve as the emergency contact. The emergency contact does not replace the need for a clinical supervisor.

**Full Time.** 35 hours per week, 48 weeks per year. The full time practice of clinical mental health counseling includes at least ten hours per week (28.5%) of direct/face to face client contact experience clinical work with individuals, groups, couples or families.

**Graduate Level Course.** A course consisting of graduate level academic work. For required courses, a graduate level course is a minimum of three semester credits or four quarter credits. For electives, courses may be one or more semester/quarter credits.

**Group Supervision.** A regularly scheduled meeting of not more than ten mental health practitioners under the direction of an approved supervisor for a period of at least one contact hour. "Peer" supervision groups will not be considered to be qualifying supervision for these purposes.

**Individual Supervision.** A meeting of not more than two mental health practitioners with an approved supervisor for at least one contact hour.

**Internship.** A distinctly defined, post-practicum, supervised curricular experience that totals a minimum of 600 clock hours. An internship is intended to enable the individual to enhance clinical mental health counseling skills, and integrate professional knowledge and skills appropriate to the individual's initial professional placement. An internship provides an opportunity for the individual to perform all the activities that a regularly employed staff member in the setting would be expected to perform.

**Internship Sites.** Appropriate internship sites are described in the 262CMR 2.02: Clinical Field Experience Sites; in addition internship sites must provide an emergency contact on-site. This does not take the place of the required clinical supervision by an approved supervisor on-site or a contract supervisor. In the case where the internship is conducted in the intern's place of employment, the internship site must provide additional activities and supervision clearly delineated from the intern's usual work activities.

**Licensed Mental Health Counselor.** A person licensed or eligible for licensure under M.G.L. c. 112, § 165.

**Licensure Examination.** The examination for licensure as a mental health counselor shall be the National Clinical Mental Health Examination (NCMHCE) administered by the National Board for Certified Counselors, Inc. (NBCC).

**Mental Health Counseling.** The rendering of professional services to individuals, families or groups for compensation, monetary or otherwise. These professional services include: applying the principles, methods, and theories of counseling, human development, learning theory, group and family dynamics, the etiology of mental illness and dysfunctional behavior and psychotherapeutic techniques to define goals and develop a treatment plan of action aimed toward the prevention, treatment and resolution of mental and emotional dysfunction and intra or interpersonal disorders to all persons irrespective of diagnosis. The practice of mental health counseling includes, but is not limited to, assessment, diagnosis and treatment, counseling and psychotherapy, of a nonmedical nature of mental and emotional disorders, psychoeducational techniques aimed at prevention of such disorders, and consultation to individuals, couples, families, groups, organizations and communities.

**NCMHCE.** National Clinical Mental Health Counselor Examination.
NCCMHCE. National Certified Clinical Mental Health Counseling Examination.

Part Time. For the purpose of meeting the post-graduate clinical field experience requirement, part time practice of mental health counseling must complete the number of required hours (3360) within a six year period. 50% of part time work must be direct/face to face client contact experience and there must be bi-weekly case consultation or supervision.

Practicum. A distinctly defined, pre-internship, supervised curricular experience that totals a minimum of 100 clock hours over a minimum of a full academic term. A practicum provides for the development of clinical mental health counseling and group work skills under supervision. A practicum may take place on the academic campus or in a field setting.

Recognized Educational Institution. An educational institution licensed or accredited by the state in which it is located which meets national standards for the granting of a master's or doctoral degree. "National standards" shall be deemed to include, but not limited to, approval by the United States Department of Education.

Related Field. An accredited degree in counselor education, creative arts therapy, community mental health, adjustment counseling, rehabilitation counseling, educational or developmental psychology, psychoanalysis, or other field determined by the Board to be a related field.

Supervised Clinical Field Experience. Supervision by an approved supervisor while in the practice of clinical mental health counseling services.

2.03: Licensure Eligibility Categories

A candidate for licensure as a mental health counselor must meet the requirements of 262 CMR 2.03(1) or (2):

(1) CCMHC (Certified Clinical Mental Health Counselor). A candidate applying under this category must provide satisfactory evidence that the candidate is currently a CCMHC in good standing with the NBCC (National Board for Certified Counselors);

(2) Non-CCMHC. A candidate who does not have current CCMHC certification must:

(a) meet the education/degree completion requirements described in 262 CMR 2.04. 205, and 2.06;

(b) meet the Post Master's clinical mental health field experience and supervision requirements described in 262 CMR 2.07; and

(c) achieve a passing score on the NCMHCE (National Clinical Mental Health Counselor Examination). Scores on the examination remain valid for a period of five years from the date the examination was taken.
2.04: Education and Degree Requirements: Pre-July 1, 1998

A candidate must meet all of the following requirements prior to July 1, 1998 in order to be eligible for licensing:

(1) Degree Requirements. A master's degree in mental health counseling or a related field. The degree must be from a recognized, accredited educational institution.

(2) Educational Requirements. In addition to the master's degree, or as components of that degree, candidates must meet the following requirements:

(a) 48 graduate semester hours

(b) A practicum (a minimum of 100 hours)

(c) An internship (a minimum of 600 hours)

(d) Required Courses. Total required courses = three. Successful completion of one graduate level course (three semester hours or four quarter hours) in each of the following content areas listed in 262 CMR 2.04(2)(d)1. through 3.:

1. Counseling Theory, Practice and Techniques
2. Human Psychology, Development, Behavior and Learning, and Personality Theory
3. Psychopathology, Abnormal Psychology, Abnormal Behavior, Etiology Dynamics and Treatment of Abnormal Behavior

(e) Elective Courses. Total elective courses = Six. Successful completion of a minimum of six graduate level courses in the content areas listed in 262 CMR 2.04(2)(e)1. through 10.:

1. Social and Cultural Foundations, Populations and Cultures
2. Group Dynamics and Development
3. Appraisal/Assessment/Crisis Intervention, DSM-111R or DSM-IV
4. Research and Evaluation
5. Professional Orientation Ethics/Legal Issues
6. Psychopharmacology for non-medical professionals
7. Addiction Disorders
8. Marriage and Family/Human Sexuality and Lifestyle Choices
9. Psychotherapeutic Techniques, Treatment and Modalities
10. School counseling/Career and Lifestyle Choices

(f) 25 hours supervision by an LMHC, or by a Certified Clinical Mental Health Counselor (CCMHC).
2.05: Education and Degree Requirements: Post-July 1, 1998

(1) Degree Requirements. A minimum of 60 semester hours of graduate level academic courses in counseling or a related field; this includes a minimum 48 semester credit Master's degree. If the candidate does not have a minimum 48 semester credit Master's degree, other options are:

(a) a Master's degree with an advanced certificate (e.g. CAS, CAGS); or

(b) a second Master's degree; or

(c) a Doctoral degree.

All degrees/certifications must be from integrated, planned and comprehensive programs; and must be from regionally accredited institutions of higher education.

(2) Education Requirements. As components of the degrees/certificates listed in 262 CMR 2.05(1) or in addition to them candidates must meet the following requirements:

(a) 60 graduate semester hours; if the candidate has the minimum 48 semester credit master's degree, they need 12 credits in addition; if the candidate does not have a 48 semester credit master's degree, see 262 CMR 2.05(1), degree requirements.

(b) A practicum (a minimum of 100 hours)

(c) An internship (a minimum of 600 hours)

(d) Required Course Areas; A minimum three semester hour or four quarter hour course must be taken in each of the ten areas. Candidates must successfully complete a minimum of ten graduate level courses, covering the content areas listed in 262 CMR 2.05(2)(d)1. through 10. Each course can be used to fill only one requirement.

1. Counseling Theory. The theories of psychotherapy and counseling, theories of personality, treatment and prevention modalities.
3. Psychopathology Identification, diagnosis of and treatment planning for abnormal, deviant or psychopathological behavior.
4. Social Cultural Foundations. (e.g.) Issues and trends of a multicultural and diverse society; working with minority populations.
5. Helping Relationships. Counseling techniques, skills and procedures.
6. Group Work. Dynamics and processes
7. Special Treatment Issues. (e.g.) Psychopharmacology, substance abuse, school, career issues, marriage and family treatment, sexuality and lifestyle choices, treating special populations.
10. Professional Orientation. ethical and legal issues in counseling.
(e) Electives Areas; Elective courses must include knowledge and skills in the practice of mental health counseling. Students should understand the scope of practice and learn the responsibilities in the clinical practice of mental health counseling. Appropriate courses could include any of the Special Treatment Issues listed above, as well as:

1. modalities for maintaining and terminating counseling and psychotherapy;
2. consultation skills;
3. outreach and prevention strategies;
4. diagnosis and treatment issues;
5. working with special populations;
6. professional identity and practice issues, including historical perspectives;
7. mental health regulations and policy;
8. management of community mental health problems.

Similar related courses focused on issues related to the practice of mental health counseling are also appropriate.

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2.06 Pre-master’s Clinical Field Experience Requirements

(See 262 CMR2.02: Definitions: Practicum and Internship for further clarification; 262 CMR2.02: Definitions: Clinical Field Experience Sites and Internship Sites are also guides for internship placements)

(1) Practicum Hours Requirement. Applicants must complete a minimum of 100 hours of pre-master’s degree supervised clinical experience in mental health counseling providing direct client contact (e.g.) individuals, groups, couples, families). A practicum may take place on the academic campus or in a clinical field experience site. A Practicum must include:

(a) 40 hours of direct/face-to-face client contact experience with clientele appropriate to the program agency emphasis area; or peer role plays and laboratory experience in individual, group, couple and family interactions.

(b) 25 hours of supervision, over a minimum period of one-half to one full academic term, of which:

1. a minimum of ten hours must be individual supervision using direct observation or contemporary audio and/or visual recording techniques;
2. a minimum of five hours must be group supervision with no more than ten students;
3. the remaining ten hours may be individual or group supervision.
(c) College and Site Supervisors.

1. For practicum and/or internship college supervision, an approved supervisor may be a person who holds a graduate degree in mental health counseling or a related field and has a teaching or supervisory position in a recognized educational institution which trains clinical mental health counselors.

2. Site supervisors must be approved supervisors or contract supervisors as listed in 262 CMR 2.02: Definitions.

3. Practicum students in a clinical field experience site may only see Clients when there's a clinical supervisor or emergency contact on site as listed in 262 CMR 2.02: Definitions.

(d) Regular evaluations of the student's performance throughout the practicum, including a formal evaluation at the completion of the practicum.

(2) Internship Hours Requirement. Applicants must complete a minimum of 600 hours of pre-master's degree supervised experience in clinical mental health counseling providing direct face-to-face client contact (e.g. individuals, groups, couples and families). An internship must include:

(a) 240 hours of direct client contact experience with clientele appropriate to the program emphasis area and in the context of activities that enable the intern to enhance clinical mental health counseling skills.

(b) 45 hours of supervision, of which:

1. a minimum of 15 hours must be individual supervision by an approved supervisor, or a contract supervisor;
2. a minimum of 15 hours must be group supervision, with no more than ten supervisees in a group, by an approved supervisor or contract supervisor;
3. the remaining 15 hours may be individual or group supervision.

(c) College and Site Supervisors:

1. For practicum and/or internship college supervision, an approved supervisor may be a person who holds a graduate degree in mental health counseling or a related field and has a teaching or supervisory position in a recognized educational institution which trains clinical mental health counselor.

2. Site supervisors must be approved supervisors or contract supervisors as listed in 262 CMR 2.02: Definitions.

3. Interns may only see clients when there is a clinical supervisor or emergency contact on site as listed in 262 CMR 2.02: Definitions.

(d) Degree Completion:

1. Pre-July 1, 1998. Post master's internship; Applicants who perform an internship after the award of a qualifying 48 semester hour graduate degree may credit post-degree internship experience toward the post master's clinical field experience requirement. Such
an internship must include a clearly defined educational program and schedule of services and duties to be performed the intern. A written evaluation of the performance of the intern plus an evaluation of the internship experience by the intern must be provided.

2. Post-July 1, 1998. Internships must be part of an applicant’s educational program.

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2.07 Post-master’s Clinical Field Experience Requirements

(1) Post-master's Hours Requirements: Applicants must complete a minimum of two years of full-time or equivalent part-time, post-master's degree supervised clinical field experience in mental health counseling, providing direct/face-to-face client contact with individuals, groups, or families. Post master's work experience may not begin until an individual has earned 60 credits, including all requirements:

(a) Total Hours Required = 3,360; and

(b) Direct Client Contact Hours Required = 960; a maximum of 250 hours of the required 960 direct/face-to-face client contact hours may be group client contact experience.

(2) Post-master's Degree Supervision Requirements:

(a) Total Supervision Hours Required = minimum of 130

(b) Individual Supervision Hours Required = minimum of 75

(c) Supervision must include a minimum of one hour of supervision for every 16 client contact hours

(d) Supervision must be by an approved supervisor.

(3) On-site Supervision Requirements: The applicant must have a formal relationship with the work site and must be supervised a minimum of one hour for every 16 hours of direct/face-to-face client contact experience. The supervisor must be a staff member of the site who is an approved supervisor or a contract supervisor who has entered into a written agreement with the individual and the site to provide supervision either on or off site, in accordance with the requirements of contract supervision and supervision as defined by 262 CMR 2.02.

(4) On-site Emergency Contact For Supervision:

(a) In school settings where individuals are working as school adjustment counselors, the school principal, a guidance counselor or a licensed educational psychologist may serve as the emergency contact.

(b) In certain health care facilities where mental health counseling is provided, a licensed rehabilitation counselor, a licensed educational psychologist, a psychiatric nurse practitioner or a designated clinical administrator may serve as the emergency contact.

Emergency contact provision must be in place for all work placement settings. The emergency contact individual DOES NOT replace the requirement for an approved supervisor.
2.08: Supervision Hour Requirements

Total supervision hours required, pre-and post-master's combined = 200 hours

(1) Pre-master's Degree Supervision. A minimum of 70 hours of supervision, both individual and group;

(2) Post-master's Degree Supervision. A minimum of 130 hours of supervision, of which a minimum of 75 hours must be in individual supervision;

(3) Of the 200 total hours, a minimum of 25 hours (pre- and/or post-master's) must be supervision (individual or group) by a licensed mental health counselor (LMHC), a Certified Clinical Mental Health Counselor (CCMHC). All the above supervisors must have at least five years post master's clinical mental health counseling experience. Applications filed after July 1, 2004 must document 50 hours.
Requirements for Initial Licensure
School Guidance Counselor
Levels: PreK-8; 5-12

7.11: Professional Support Personnel Licenses

Candidates seeking professional support personnel licenses who have substantial experience and formal education relevant to the license sought but who do not meet all of the specific requirements listed in 603 CMR 7.11 may demonstrate that they meet the requirements, with the exception of a passing score on the Communication and Literacy Skills test, through a Panel Review administered by the Department in accordance with guidelines to be established by the Department. For candidates who were prepared outside Massachusetts, see 603 CMR 7.04 (2) (d) and 7.05 (5) (a) and (b).

(1) School Guidance Counselor (Levels: PreK-8; 5-12)

(a) Initial License.

1. Master's degree with a major in counseling.
2. Subject Matter Knowledge:
   1. Familiarity with the Curriculum Frameworks and their use in the advising responsibilities of the guidance counselor.
   2. Understanding and interpretation of Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers, and parents.
   4. Understanding of the diagnosis and treatment of learning and behavior disorders.
   5. Theories of normal and abnormal intellectual, social, and emotional development.
   6. Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students.
   7. Philosophy, principles and practices in school guidance counseling.
   8. Federal, state, municipal, and school laws and regulations.
   9. Career counseling.
   10. Resources within the school system or the community for referral.
   11. Knowledge of statistics, research design, and research in guidance counseling.
   12. Group counseling and group leadership.
   14. College counseling and use of college and other post-secondary resource materials (grades 5-12).
3. A practicum of 450 hours in an educational setting.
4. Passing score on the Communication and Literacy Skills test.
Professional License.

1. Possession of an Initial license.
2. Three years of employment as a school guidance counselor.
3. Completion of one of the following:
   1. A total of 60 credits of graduate coursework that may include credits earned in a master's degree program for the Initial license in a discipline appropriate to the license sought, which include but are not limited to school counseling, mental health counseling, school psychology, or clinical psychology.
   2. Achievement and maintenance of certification or licensure from one of the following:
      1. National Board of Certified Counselors (NBCC).