

**Master of Arts in
Professional Clinical
Counseling
(MA PCC)**



PROGRAM HANDBOOK
2024 - 2025

Table of Contents

WELCOME	4
CONDITIONS OF ACCURACY	5
IN CASE OF CONFLICT BETWEEN THE HANDBOOK AND THE CATALOG	5
MISSION & PROGRAM OVERVIEW	6
UNIVERSITY MISSION STATEMENT	6
MA PCC MISSION STATEMENT	6
MA PCC PROGRAM OVERVIEW	6
MA PCC PROGRAM LEARNING OUTCOMES	7
DIVERSITY AND INCLUSION POLICY	7
ORGANIZATIONAL STRUCTURE	8
DEPARTMENT ROLES AND RESPONSIBILITIES.....	8
IMPORTANT CONTACTS	8
<i>Program Faculty</i>	8
<i>Program Faculty Mentor List</i>	11
<i>General University Contact Information</i>	11
UNIVERSITY POLICIES & PROCEDURES	12
FREEDOM OF SPEECH AND EXPRESSION.....	12
POLICY PROHIBITING DISCRIMINATION AND HARASSMENT	12
<i>A Note on Sex and Gender-Based Discrimination and Harassment</i>	13
NON-DISCRIMINATION POLICY	13
TITLE IX	14
LOCAL, STATE, AND FEDERAL LAWS	14
FINANCIAL RESPONSIBILITY AGREEMENT	14
CONFIDENTIALITY OF STUDENT RECORDS.....	15
STUDENT RESOURCES & INFORMATION.....	16
MY UMASSGLOBAL ONLINE STUDENT PORTAL	16
LIBRARY SERVICES.....	16
ONLINE WRITING AND MATH CENTER.....	16
THE OFFICE OF ACCESSIBLE EDUCATION.....	17
PREGNANT AND PARENTING STUDENTS.....	17
MILITARY PARTNERSHIPS.....	18
FINANCIAL AID	18
TUITION AND FEES.....	18
GRADUATION	18
<i>Degree Conferral</i>	18
<i>Diplomas & Transcripts</i>	18
ACADEMIC ADVISOR	19
ADDITIONAL STUDENT RESOURCES.....	19

ACADEMIC POLICIES & PROCEDURES	20
AUTHENTICITY OF STUDENT’S WORK	20
STANDARDS AND POLICY OF ACADEMIC INTEGRITY.....	20
<i>A. Academic Integrity Violations</i>	21
<i>B. Investigation and Reporting</i>	22
GRADING & ASSESSMENT.....	27
GRADE REVIEW POLICY	27
ATTENDANCE POLICY	28
REGISTERING FOR CLASSES	29
COURSE CANCELLATION POLICY.....	29
ADD/DROP POLICY	29
ADMINISTRATIVE DROP	29
INCOMPLETE GRADES.....	30
INTERRUPTED ENROLLMENT	30
PETITIONS	32
STATE AUTHORIZATION & PRACTICUM PLACEMENT	32
ACADEMIC DISMISSAL	32
PROGRAM POLICIES & PROCEDURES	34
ADMISSION TO MA PCC PROGRAM	34
COURSE ENROLLMENT	34
TRANSFER OF COURSEWORK.....	34
<i>Seven-Year Limitation</i>	34
PORTABILITY OF DEGREE	35
APA AND SCHOLARLY WRITING POLICY	35
LATE ASSIGNMENTS	36
ACADEMIC LOAD.....	37
USE OF TECHNOLOGY	38
<i>Minimum Technology Requirements</i>	38
<i>Technology in Classroom Setting</i>	39
VIRTUAL SPACE BEHAVIOR POLICY	39
BACKGROUND SCREENING	41
DEGREE COMPLETION TIMELINE.....	41
CURRICULUM & PROGRAM REQUIREMENTS	42
CURRICULUM.....	42
CURRICULUM COURSES	42
GRADE POINT AVERAGE REQUIREMENTS	43
MA PCC ADVANCEMENT	43
MA PCC PRACTICUM	44
<i>Practicum Hours Requirement</i>	44
<i>Practicum Leave of Absence</i>	44
PERSONAL THERAPY STATEMENT	45
STUDENT CONDUCT & BEHAVIORAL STANDARDS	46

PROFESSIONAL CONDUCT.....	46
STUDENT CONDUCT	52
CARES TEAM	53
ACADEMIC PROGRESS REPORT (APR)	54
BEHAVIORAL PROGRESS REPORT (BPR).....	55
STUDENT GRIEVANCE.....	57
UMASS GLOBAL’S COMPLAINT POLICY/OFFICE OF STUDENT CONCERNS.....	58
APPENDICES	60
APPENDIX A – ACADEMIC PROGRESS REPORT (APR)	60
APPENDIX B – BEHAVIORAL PROGRESS REPORT (BPR)	61
APPENDIX C - STUDENT GRIEVANCE REPORT.....	62
APPENDIX D - FREQUENTLY ASKED QUESTIONS.....	66

WELCOME

Welcome to the Professional Clinical Counseling Program. We are excited you chose University of Massachusetts Global for your graduate degree. As you embark on your academic journey, we are committed to providing you with the tools, training, and knowledge for a successful career in the field of Professional Clinical Counseling.

As a University, we maintain and put to practice the core values of innovation, service, integrity, diversity, equity and inclusivity, collaboration and respect. The faculty and staff are here to support you, provide you guidance, and address your questions and concerns as you progress towards becoming a clinical practitioner. It will be our pleasure to support and mentor you throughout the length of your program.

The Professional Clinical Counseling (PCC) program's engaging curriculum prepares students to evaluate and address mental and/or emotional issues as presented by clients in diverse clinical settings. Be it crisis intervention, adjustment to disability, or a journey towards personal growth, PCC students are prepared to evaluate core psychological concepts that can hinder or dramatically alter a client's way of being. With an emphasis on ethical practice, cultural awareness/acceptance, and inclusion, students in the PCC program develop clinically relevant theoretical competencies used to treat and assist vulnerable individuals managing through challenging life circumstances.

Congratulations on taking your first step toward your Professional Clinical Counseling degree and joining a team of dedicated professionals who value ethical standards and competent therapeutic practice.

CONDITIONS OF ACCURACY

The purpose of this Handbook is to ensure an accurate and transparent process for all students in the MA PCC program. The information found within this Handbook is accurate at the time of publication. It is the student's responsibility to stay informed of all regulations and satisfactorily meet all requirements pertinent to their progress in the PCC program and within the University. Please be advised that the University and the curriculum team reserve the right to make any changes to all rules, policies, procedures, and any other information that pertains to students or the institution. These changes include but are not limited to admission, registration, tuition, fees, attendance, curriculum requirements, student conduct, academic standing, candidacy, and graduation. This Handbook does not constitute a contract and terms or conditions of an agreement between the student and the University of Massachusetts Global.

In Case of Conflict Between the Handbook and the Catalog

The Catalog is considered the official representation of program requirements for all programs at UMass Global. If there happens to be a conflict between the information in this Handbook and the Catalog, the information in the Catalog prevails.

MISSION & PROGRAM OVERVIEW

University Mission Statement

The mission of UMass Global is to provide students with an accessible, inclusive and transformative education based on excellence and flexibility, creating lasting value and relevance for a dynamic world.

MA PCC Mission Statement

The mission of UMass Global's Professional Clinical Counseling (PCC) program is to educate, prepare, and develop competent counselors who promote equitable treatment by applying ethical, clinically-relevant, and culturally-informed practices to serve individuals in diverse communities.

MA PCC Program Overview

The Master of Arts in Professional Clinical Counseling (PCC) program is designed to prepare students to apply relevant and evidence-based counseling theories, strategies, and interventions to clinical cases. Students of this program will be proficient in identifying client specific presenting problems and developing treatment plans that account for cultural and environmental factors. This program prepares students to be culturally understanding and serve every client equitably. As a result, students of this program are encouraged and empowered to value the lives of all human beings, and to treat every person with respect.

Specifically, students in the MA PCC program are trained and prepared to create a therapeutic environment that allows for their clients to thrive. They will consider diversity and cultural issues before suggesting a working clinical diagnosis. They will be proficient in identifying an effective theoretical modality with which to treat a client. Students will know when and how to seek information by researching relevant clinical studies as well as consulting with clinical supervisors or course instructors to fine-tune their clinical conceptualizations. They will also competently design treatment plans tailored to the needs of each client.

MA PCC Program Learning Outcomes

1. **Assessment, Psychopathology, and Diagnostics:** Apply assessment techniques, including crisis evaluation and diagnostic assessment, to clinical issues.
2. **Ethics, Law, and Professional Issues:** Apply ethical and professional decision making to the practice of psychotherapy and counseling.
3. **Career Counseling:** Apply career development theories and techniques to work and career issues and problems.
4. **Advanced individual Counseling:** Apply relevant theoretical interventions to clinical problems of individuals.
5. **Diversity:** Demonstrate Awareness, understanding, sensitivity, and respect for diversity and inclusion.

Diversity and Inclusion Policy

The Master of Arts in Professional Clinical Counseling program at UMass Global is committed to providing equal opportunities for students to embrace their cultural and ethnic identity as they evaluate their lived experiences related to their intersectionality and social context. Students are encouraged to engage in critical and courageous conversations that do not operationalize diversity by perpetuating the dominant narrative of assigning hierarchical value to human beings or their experiences. Through open dialogue and exchange, students enhance their understanding of others and develop a sense of cultural humility. The program challenges students to view diversity as an opportunity to engage, learn, and grow as competent clinicians to serve diverse communities which includes but is not limited to race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation, national origin or other social categories, immigration status, and/or language. As students in the program move towards the application component, they are required to provide clinical services to diverse, marginalized, and/or underserved communities from non-majority populations currently discriminated against and underrepresented. As such, they must identify and work within agencies that value diversity and strive to support the student's clinical growth relevant to the population served.

ORGANIZATIONAL STRUCTURE

Department Roles and Responsibilities

Faculty Mentor	Clinical Support Team
<p>Members of the team that are responsible to mentor students on issues related to the profession and program.</p> <p>See the faculty mentor list below for your faculty mentor's contact information.</p>	<p>Members of this team are responsible for guiding students through the process of advancement and practicum.</p> <p>For questions related to advancement and practicum, you may reach the clinical support team at mftpccclinical@umassglobal.edu</p>

Important Contacts

<i>Program Faculty</i>	
	<p>Dr. Isa Ribadu</p> <p>Professor <i>MFT Core Faculty Program Director Associate Dean, Psychology</i></p> <p style="background-color: #a52a2a; color: white; padding: 5px;">ribadu@umassglobal.edu</p>
	<p>Dr. Jenny Good</p> <p>Associate Professor <i>MFT Core Faculty Vice Chair Didactic Faculty</i></p> <p style="background-color: #a52a2a; color: white; padding: 5px;">jgood1@umassglobal.edu</p>
	<p>Dr. Nakisha Castillo</p> <p>Associate Professor <i>MFT Core Faculty Clinical Director</i></p> <p style="background-color: #a52a2a; color: white; padding: 5px;">ncastil1@umassglobal.edu</p>



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MFT Core Faculty
Didactic Faculty

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Dr. Marnie Elam

Professor
MFT Core Faculty
Didactic Faculty
Psychology Assessment Coordinator

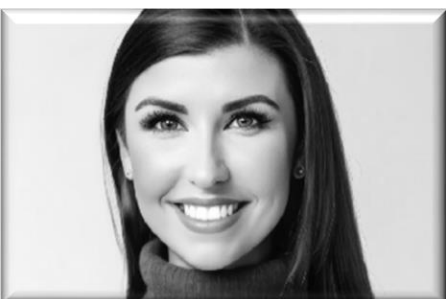
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Dr. Jennifer Hayes

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Didactic Faculty

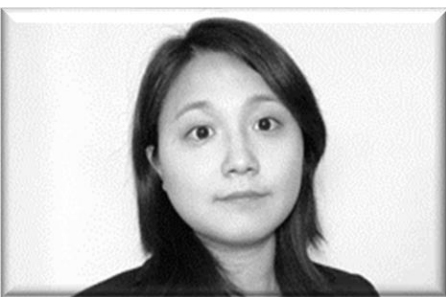
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Program Faculty Mentor List

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Dr. Marnie Elam	elam@umassglobal.edu	BUS-DEK
Dr. Karina Bravo	kbravo@umassglobal.edu	DEL-GEZ
Dr. Jenny Good	jgood1@umassglobal.edu	GI-IZ
Dr. Vanessa Holtgrave	vholtgra@umassglobal.edu	J-MALL
Dr. Jenny Good	jgood1@umassglobal.edu	MALM-OC
Dr. Jennifer Hayes	jennifer.hayes@umassglobal.edu	OD-ROD
Dr. Kat Ringenbach	ringenba@umassglobal.edu	ROE-SULL
Dr. Frank Weber	weber@umassglobal.edu	SULM-Z

General University Contact Information

Department	Phone	Email
Advising (General)		advisingleadership@umassglobal.edu
CARES Team	1-949-383-3119	safe@umassglobal.edu
Career Services	1-949-585-2982	careerdevelopment@umassglobal.edu
IT/Help Desk	1-855-553-3007	help@umassglobal.edu
Library Services	1-800- 344-5756	library@umassglobal.edu
Office of Accessible Education	1-949-341-9976	oe@umassglobal.edu
One Stop (Online)	1-800-775-0056	OneStopOL@umassglobal.edu
Online Writing and Math Center		buowmc@umassglobal.edu
Registrar		registrar@umassglobal.edu
Textbooks	1-800-381-5151	textbooks@umassglobal.edu
Title IX	1-949-383-3903	civilrightscomplaints@umassglobal.edu Jhoward4@umassglobal.edu

UNIVERSITY POLICIES & PROCEDURES

Freedom of Speech and Expression

Freedom of speech is an important value within UMass Global's academic community. Students and student organizations may examine, discuss, and debate any topics of interest to them within the framework of academic inquiry (with exceptions of harassing speech, threats of violence, or other perceived violations of the Student Code of Conduct and its appendices). Students may support causes by orderly means which do not disrupt the regular and essential operation of the institution. Without advance written authority from university administration, students and student organizations should not state or indicate that they are speaking on behalf of the University. The complete text of the Freedom of Speech, Expression and Dissent Policy is available in MyUMassGlobal within the Student Code of Conduct appendices section.

Policy Prohibiting Discrimination and Harassment

UMass Global is committed to providing an educational and work environment free of unlawful discrimination and harassment in any form, including but not limited to verbal, physical, written, electronically recorded, or visual. As described within the Policy Prohibiting Harassment, UMass Global prohibits all forms of discrimination and harassment on the basis of age, race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles, such as braids, locks, and twists), color, religion, or religious creed (including religious dress and grooming practices), sex (including pregnancy, childbirth, breastfeeding, and/or related medical conditions), gender, gender identity, gender expression, gender transitioning, national origin, ancestry, physical and/or mental disability, medical condition, military or veteran status, marital status, citizenship status, sexual orientation, genetic information, sexual and reproductive health or any other characteristic protected by local, state, or federal law. The University also prohibits discrimination and harassment based on the perception that a person has any of the above protected characteristics or is associated with a person who has or who is perceived as having any of the above protected characteristics.

This policy applies to all University agents, employees, and students. It also applies to applicants for admission and employment, vendors, independent contractors, instructors, and other third parties doing business with the University. This policy prohibits retaliation of any kind against individuals who oppose perceived discrimination or harassment or who assist in complaints or investigations regarding potential discrimination or harassment. For more information, questions, or complaints related to

this policy, please email civilrightscomplaints@umassglobal.edu or civilrightsinquries@umassglobal.edu

A Note on Sex and Gender-Based Discrimination and Harassment

UMass Global does not discriminate on the basis of sex in its education programs and activities. The University and Title IX's prohibition of sex discrimination covers sexual harassment, including sexual violence. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's age, use of drugs and/or alcohol, or intellectual or other disability. Sexual violence includes, but is not limited to, rape, sexual assault, sexual battery, and sexual coercion. The University prohibits sex-based and gender-based discrimination and harassment even if those acts do not involve conduct of a sexual nature. This includes discrimination and harassment based on pregnancy and/or parental status.

The complete text of the Sex/Gender-Based Discrimination and Harassment Policy is available at <https://www.umassglobal.edu/title-ix>.

The complete text of the Sex/Gender-Based Discrimination and Harassment Policy is available at <https://www.umassglobal.edu/title-ix>.

Inquiries concerning the application of Title IX and complaints regarding suspected acts of sex or gender-based discrimination or harassment, including sexual violence, may be referred to the University's Title IX Coordinator(s) at: civilrightscomplaints@umassglobal.edu.

You also have the right to file a complaint with the Department of Education's Office for Civil Rights – please visit: <https://ocrcas.ed.gov/contact-ocr> for the address and phone number of the office that serves your area or call 1-800-421-3481.

Non-Discrimination Policy

University of Massachusetts Global admits qualified students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the institution. University of Massachusetts Global does not discriminate on the basis of sex, race, color, national or ethnic origin, or disability in the administration of its educational policies, admissions policies, scholarship and loan programs, and other school-administered programs, and employment. The University recognizes that students with documented disabilities, such as mobility, sensory, health, psychological and learning disorders may need additional resources to enable successful completion of academic coursework. University of Massachusetts Global will make efforts to provide reasonable accommodations to the extent that they do not

compromise the integrity of any degree or certificate, do not fundamentally alter the nature of a program, or are unduly burdensome to the institution.

Title IX

The office of Title IX is primarily concerned for students' safety and well-being and is tasked with investigating all reports of sexual misconduct experienced by our community members. Title IX prohibits sex-based and gender-based discrimination and harassment, which includes discrimination based on pregnancy and/or pregnancy related complications, parental status, and marital status. Students expecting, experiencing pregnancy related complications, or parents to newborn children (under the age of one) that may require educational accommodations, should contact the University's Title IX Office at title9office@umassglobal.edu.

The University and Title IX's prohibition of sex discrimination also covers sexual harassment, sexual violence, and any other form of sexual misconduct. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking or sexual exploitation, please visit [UMass Global's Title IX Resource Page](#) to access additional resources and information. UMass Global staff and faculty are tasked with reporting any possible sex or gender-based discrimination or Title IX violations to the University's Title IX Coordinator(s) at civilrightscomplaints@umassglobal.edu.

Local, State, and Federal Laws

Students attending UMass Global are subject to local, state, and federal laws. UMass Global reserves the right to impose institutional sanctions (as described in the Student Code of Conduct) for violations of public laws, even when such violations occur off University property. Students may also be subject to civil and/or criminal charges for offenses on University of Massachusetts Global property if such offenses violate local, state, or federal laws.

Financial Responsibility Agreement

UMass Global requires that all students who enroll in classes read and electronically accept the Financial Responsibility Agreement (FRA), which will remain in effect indefinitely, unless material changes are made to the contract, in which case the student will be advised to accept an updated agreement. The FRA informs the student of his or her responsibility regarding payment of tuition and fees and is valid until all charges due are paid in full. The FRA also provides important information regarding Delinquent Accounts/Collections, Communication Methods and UMass Global email address, Method of Billing and Billing Errors, Returned Payments, Withdrawals and Drops,

Education Plans, Late Payment Charges and variety of other essential items. Failure to accept the Financial Responsibility Agreement will result in a hold on the student's account, which will prevent registration, obtaining diploma and other activities. The full text of Financial Responsibility Agreement can be found at:

<https://services.umassglobal.edu/banner/FinancialResponsibilityAgreement.pdf>

Confidentiality of Student Records

UMass Global is committed to the protection and confidentiality of student educational records, adhering closely to the guidelines established by the Family Educational Rights and Privacy Act (FERPA) – a federal legislation established to regulate access and maintenance of student educational records.

The Family Educational Rights and Privacy Act (FERPA) affords student certain rights with respect to their education records, including the right to inspect their education records, request an amendment of the student education records that the student believes are inaccurate, and the right to control disclosures of their records except to the extent that FERPA authorizes disclosure without consent. (It is important to note that all rights to access move to the student when that student is in a post-secondary education institution; parents, spouses, and significant others have no inherent right to access to student educational records.) Educational records for the most part include, with certain exceptions, all records maintained in any medium which can identify the student. Access to the Notification, student release forms, and directory hold request are available in MyUMassGlobal.

Here are links to documents related to FERPA regulations:

- [The Notification to Students](#)
 - Required notification to students of their rights under FERPA including the UMass Global definition of school officials and release to parents policy.
- [Authorization to Release Student Information Form](#)
 - Signed authorization from the student allowing the release of education record information to 3rd parties.
- [Release and Waiver of Student Information Form for Recommendations and References](#)
 - Signed authorization from student allowing school officials to include education record information in letters of recommendation and references.
- [Request for Directory Hold](#)
 - Signed authorization by the student prohibiting the University from releasing student education records as part of any directory information. Usually done as a result of student or student's family being at risk if a release were to occur.
- [Notification of Name Change Form](#)
 - Signed authorization by the student notifying the University of a legal name change. Additional documentation is required.

STUDENT RESOURCES & INFORMATION

My UMassGlobal Online Student Portal

“MyUMassGlobal” is the student and staff online portal with both mobile friendly and full website access. MyUMassGlobal is designed to provide easy 24/7 access to the essential student resources, including academic advising, disability services (Office of Accessible Education), career services, student organizations, student concerns (Office of Student Concerns), university policies and procedures, financial resources, technological resources, military and veteran services, University of Massachusetts Global MyPath, and much more. Quick links provides access to many of the key online systems used throughout an academic career such as the virtual library, Blackboard, DegreeWorks, student e-mail and Self Service for additional student resources.

Library Services

The University of Massachusetts Global Library provides students with access to the information resources and research support services they need to become critical, efficient, and ethical users of information as they advance in their professions, earn credentials, and complete their degrees. The University of Massachusetts Global Library homepage is the starting point for accessing more than 80 subscription-based and open-access online databases, and thousands of e-books and full-text journals for all disciplines taught at UMG. Library resources are available 24/7. Faculty may request library instruction sessions for their courses throughout the academic year to help ensure that students are connected to the information resources they need to succeed in their courses. The library’s website provides access to help in the form of online guides, FAQs, question forms, live workshops, and one-on-one assistance as well as resources for doctoral students, library policies, and updates on library news and events. For access to library resources, sign in at [My UMass Global](#) and select "Library" from the Quick Links menu or go to <https://umassglobal.libguides.com/library>.

Online Writing and Math Center

The [Online Writing and Math Center \(OWMC\)](#) provides free, online writing and math support for all UMass Global courses. Our tutors provide synchronous and asynchronous academic assistance to students. Receive live support through one-on-one tutoring or asynchronous services including paper submissions, links to academic programs and handouts.

The Office of Accessible Education

The Office of Accessible Education (OAE) is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided timely, efficient, and equitable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). The Office works individually with each student to develop an effective and comprehensive accommodation plan.

Registration with OAE is on a **voluntary, self-identifying basis**. Please visit the [Office of Accessible Education \(OAE\)](#) website for more information about [how to register for services, eligibility requirements](#), and **information** about potential academic accommodations, support services and [resources](#). Faculty can also receive support from OAE by visiting our [Faculty Information](#) page.

In addition to providing direct service to our students, the Office of Accessible Education also acts as a liaison between students, administrators, faculty, and other staff members to ensure the facilitation of accommodation plans that are reasonable and appropriate. A “reasonable accommodation” is an adjustment designed to mitigate the impact of a student’s disability without compromising the integrity of an academic course or program.

Our university is committed to ensuring equal accessibility for all students. Let us know about any accessibility barriers you encounter using any of our online systems or websites by submitting a [Feedback or Accessibility Concern](#) submission form. We'll do our best to improve things and get you the information you need.

Pregnant and Parenting Students

UMass Global is committed to supporting pregnant and parenting students throughout their educational journey. We offer a variety of accommodations and resources for undergraduate, graduate, and doctoral students who decide to start a family or grow their family during their program. We understand that managing the dual roles of both parent and student presents unique challenges—we are here to help you navigate these challenges. [Here](#) you can find resources related to Title IX accommodations, our pregnant and parenting student organization and scholarship opportunities.

Military Partnerships

University of Massachusetts Global has military partnerships with the Air Force, Navy, Army, Marines, US Department of Education and Department of Defense to meet the needs of the military. Additional information is available on the UMass Global [website](#).

Financial Aid

The Financial Aid Office is responsible for awarding financial aid to all students attending classes at University of Massachusetts Global. Information and application materials are available and student services specialists have been expressly trained and work closely with the Financial Aid Office to ensure that all University of Massachusetts Global students are well served. All students who need financial assistance are encouraged to apply. Students can find financial aid information and resources on the [MyFinances](#) page on MyUMassGlobal.

Tuition and Fees

Students can find [tuition and fee information](#) on MyUMassGlobal.

Graduation

Degree Conferral

Degree conferral is an automatic process; students do not need to apply for degree conferral. Degree conferral is the result of the official program evaluation from Degree Works reflecting all requirements complete. When the Degree Progress bar indicates 100% completion, the record will be flagged for processing. The Degree Conferral date is final and is not subject to a request for backdating. Each conferral is subject to a seven-day validation. Degree conferral dates will occur at the end of each session.

Once your degree is conferred, conferral fee paid and any holds cleared, you will be able to complete and submit a diploma form. The diploma and one official transcript will be mailed to the address you provide on your diploma form. Use this [link](#) to identify steps to obtaining your diploma.

Diplomas & Transcripts

Diplomas are mailed out approximately six to eight weeks after the date of conferral of the degree. This allows time for confirmation that all degree requirements have been met. Under no circumstances will a diploma be released prior to the conferral

date. Diplomas will not be released if the student has an active hold as indicated in the Self-Service Holds section in MyUMassGlobal.

Transcripts from other institutions which have been presented for admission or evaluation become part of the student's academic file and are not returned or copied for distribution. Currently enrolled students may order official copies of transcripts or print unofficial copies of transcripts at any time via My UMassGlobal Self-Service. For further processing and fee information, please visit the following link <http://www.umassglobal.edu/transcripts>.

Academic Advisor

Each student is assigned a professional advisor for academic advising within the program. This advisor will communicate with the student throughout their course of study in UMass Global's PCC program. Academic advisors help students understand and effectively communicate the curriculum, program requirements, educational resources, and university policies and procedures. Our advisors work in collaboration with students to develop an individualized and attainable education plan. Academic advisors are available during office hours through phone, email, or face-to-face contact. Students can find additional advising support and resources on the [My Academic Advising Center](#) page.

Academic advisors are cross trained throughout UMass Global's academic programs and provide personal advisement to each individual student. For example, a PCC student located at the online campus meets regularly by Zoom with an online campus professional advisor. Students are encouraged to meet with their assigned advisor every trimester (i.e., during every other 8-week session) to review their course planning and to talk about their experiences. During their first advising appointment, students develop an individualized education plan which includes their planned classes (up to two years) along with a statement of responsibility that describes students' and advisors' respective responsibilities in the student-advisor relationship. Professional advisors encourage students to contact their faculty mentor to discuss in greater detail their career interests and academic details of the program. Students will also be directed to the Clinical Support Team for any questions regarding their Advancement and practicum experience.

Additional Student Resources

Students can find additional [student resources and services](#) on the UMass Global website.

ACADEMIC POLICIES & PROCEDURES

The academic policies are frameworks designed to inform UMass Global students of the policy and procedures the University has established to guide students through their educational journey.

Authenticity of Student's Work

UMass Global is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others by submitting original work. Turnitin software is utilized in individual courses to authenticate the work submitted by students and support academic integrity.

Standards and Policy of Academic Integrity

UMass Global is an academic community based on the principles of honesty, trust, fairness, respect and responsibility. Academic integrity is a core University value, which ensures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it confers. The University expects that students will conduct themselves in an honest and ethical manner and respect the intellectual work of others.

To safeguard the conditions under which learning occurs, scholarship is performed, and academic work or projects are measured and evaluated, this policy will help faculty and academic leadership:

- Distinguish between general and specific methods of Academic Dishonesty and/or Plagiarism.
- Outline faculty/classroom procedures for investigating and reporting academic integrity violations.
- Outline the purpose and procedures for petition to Dean or Dean's Designee.
- Outline purpose and procedures for a Governance and Appeals Committee (GAC) hearing.
- Outline the purpose and procedures for an appeal to the Office of the Executive Vice Chancellor of Academic Affairs.

Note: All other processes/procedures for the GAC hearing are governed by the UMass Global Student Conduct Code, where applicable. The Student Conduct Code is available on MyUMassGlobal.

A. Academic Integrity Violations

Academic integrity violations can take a number of forms. They include, but are not limited to, cheating on a test or examination; claiming the work of another as your own; plagiarizing from any paper, or a portion of, research project, or assignment, including an online discussion board assignment; copying and pasting text from an online source directly into an assignment without properly citing the source; using a paraphrasing tool without permission; reusing your own work in the same or another course without written instructor permission; or falsely submitting material to fulfill course requirements.

Academic Dishonesty and/or Plagiarism include:

1. Copying from the work of another student, with or without that student's consent.
2. Using any unauthorized material or aids to complete a test.
3. Having another person do all or any part of the work unless explicitly specified by assignment instructions. Note: Working with UMass Global's Online Writing and Math Community, or other UMass Global resources is encouraged. Some courses or programs prohibit the use of private tutors and so students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty.
4. Falsifying an academic record or document (examples: attendance reports, field-work/clinical practicum participation logs, or any other university document of record).
5. Having another/allowing another to participate in online courses' required activities in place of a registered student.
6. Submitting work completed in a course to satisfy the requirements of another course/a repeated course, or to satisfy a program requirement without permission from the faculty receiving the previously submitted/duplicated work and the former faculty having already graded the work (the previous class/es). Permission must be in writing from both faculty members. In the event that the faculty of the former course is unavailable, the current faculty may determine permission.
7. Consistent with #4 above, failing to meet the transcript submission requirements for admission to a program; particularly after indicating requirements for admission had been met.
8. Within the same course, submitting work done for one assignment to satisfy the requirements of another assignment, unless permission is given by the faculty. When an assignment in a class is scaffolded upon another assignment in the same class as designed by the faculty, permission may be

- assumed. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty.
9. Presenting forged or altered documents (including transcripts, add/drop forms, or any academic form that has been falsified or wherein a professor's signature, or anyone else's signature, has been forged or altered).
 10. Providing/Furnishing/Selling/Transmitting one's academic/course work or assignment produced for credit or as a draft for a class to another student for their academic use (or other prohibited action above).
 11. Course materials are the intellectual property of the faculty member and the university. Therefore, students may not provide, submit, or upload anything produced for or taken from a course to any "study resource" platform (for example Course Hero, Chegg, etc). This includes but is not limited to all student work as well as lessons, lectures, assignment sheets, rubrics, syllabi, study guides, etc. and applies whether the student is actively or formerly enrolled. A violation of this type may be considered an intellectual property rights violation.
 12. Submitting to faculty work completed by the use of any artificial intelligence tool without permission and/or when prohibited by class policy. When faculty require the use of technology, including artificial intelligence, as a part of an assignment for the course, there is no violation. Students are reminded to consult syllabi, assignment sheets/rubrics, program documents and their faculty. Use of artificial intelligence, when permitted, must be correctly cited in the assignment.
 13. Misleading a faculty member or administrator about the true nature of academic work, including how it was created, received, transmitted.

For more details on violations of academic integrity, please see the appropriate [section](#) in MyUMassGlobal.

B. Investigation and Reporting

This policy and any procedures in it apply both to current students, and to former students for whom information is discovered after the time of a course completion, program requirement completion and/or degree completion regarding alleged academic integrity violations that occurred during the time of the student's enrollment.

Faculty discovering evidence of academic dishonesty/violation in their class in a given session shall be the person primarily responsible for investigating the incident(s), determining through evidence, subject matter expertise, and professional experience whether or not a violation of this policy has occurred, and reporting the incident upon

their determination that a violation has occurred. The faculty has the discretion to determine that a suspected violation is an actual violation, or that a suspected violation is not an actual violation. Reporting: when the faculty has determined that an actual violation has occurred, and they will be acting in the form of imposing any sanction, the faculty shall report the investigation and their determination using the required report form (Academic Integrity Violation and Sanction Form). Any faculty unfamiliar with this policy or process are encouraged to consult with an Associate Dean in their school for guidance on carrying out this policy.

The following are the required procedures for investigating and reporting a single academic integrity violation occurring in a course:

1. The instructor must communicate with the student in private to address the possible violation. The instructor's communication may be through written feedback on an assignment, through UMass Global e-mail, by phone, or via a virtual meeting. If the transgression occurs during class (e.g., during a test or examination), the instructor may deal with the situation at that time in as discreet a manner as possible. The student is expected to meet with the instructor (by phone, in a virtual meeting, or via UMass Global email) for the purpose of clarifying the circumstances or settling the issue of responsibility. Students are not eligible to withdraw from the course until final resolution of the alleged violation.
2. After this meeting, if the instructor is satisfied that the incident does not constitute a violation of academic integrity, then the matter is settled, no further action is required, and the Academic Integrity Violation and Sanction Form is not filed.
3. If the instructor determines that there has been a substantiated violation of academic integrity, then the instructor completes the Academic Integrity Violation and Sanction Form on this single violation involving only one assignment, citing the sanction. The form can be found in the faculty area of MyUMassGlobal. The Director of Academic Support and Curriculum will determine whether this is the student's first, second, or successive academic integrity violation at UMass Global.
4. If this is the student's first reported academic integrity violation at UMassGlobal, the following procedure is followed:
 - a. The completed Academic Integrity Violation and Sanction Form is emailed to the student, instructor, and appropriate office for processing, if required (e.g., change of grade). A record of the academic integrity violation and sanction is filed. If the case is not resolved by the end of the session or the timeline for petition and appeals has not been exhausted, the instructor should enter the grade "AR" (Administrative Review). The student may not withdraw from the course prior to final resolution of the case. The Grade Change Form will be submitted for final grade once the decision is binding.

- b. If the student does not agree with the sanctions imposed by the instructor, as articulated on the Academic Integrity Violation and Sanction Form, the student may work with an advisor to submit a petition within 10 business days of being informed of the imposed sanction. If the student does not submit a petition within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.
 - c. The Dean or the Dean's Designee will review the petition and contact the involved faculty member (and may also contact the student) in an effort to resolve the matter. The Dean or the Dean's Designee will initiate whatever action they see fit to sustain, overturn or modify the instructor's sanctions. The Dean will notify the student and instructor of the decision via email. Filing and further processing, if required (e.g., change of grade), will occur as necessary.
 - d. If there is dissatisfaction with the petition decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within 10 business days of receiving the Dean's decision. The request for a GAC hearing must be completed and forwarded by the student requesting to academicsupport@umassglobal.edu. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, the instructor, and the Dean of their decision. If the student does not submit a hearing request within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.
 - e. A student has the right to appeal within 30 business days of notification by the GAC of the academic integrity decision. Appeal decisions are based on relevant information that was not available at the time of the decision, or if procedures were not followed in accordance with UMass Global academic policy/guidelines. An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.
5. In cases involving multiple academic integrity violations concerning more than one assignment in the same course, the following action should be taken:
 - a. For the student's first reported academic integrity violation within a course, the procedure in either B1-4e or 6a-c is followed depending upon whether the student has prior academic integrity violations at UMass Global.
 - b. For a student's second and successive violations within a single course, the instructor must communicate with the student as soon as possible after each violation. After the deadline for the final course assignment but before final grades are filed, the instructor should then submit a second Academic Integrity Violation and Sanction Form that includes all successive violations and the assignments that they involve. On this second form, the instructor should cite one sanction for each violation reported on the form, or one sanction for all violations reported on the

form. A second or successive violation in the same course will be treated as the student's second or successive academic integrity violation at UMass Global, and the procedure described below in 6a – 6c is followed at this point. As the case will not be resolved by the end of the session, the instructor should assign the student a course grade of "AR" (Administrative Review). The student may not withdraw from the course prior to final resolution of the case. The Grade Change Form will be submitted for final grade once the decision is binding.

6. If this is the student's second or successive academic integrity violation at UMass Global, the following procedure is followed:
 - a. The most recently completed Academic Integrity Violation and Sanction Form is emailed to the student and instructor. A record of the academic integrity violation and sanction is filed. The student may not withdraw from the course before the resolution of the case. Since the student has more than one Academic Integrity Violation, the completed Academic Integrity Violation and Sanction Form and the students' prior Academic Integrity Violation and Sanction Form(s) are also sent to the Dean or the Dean's Designee to review. The Dean or the Dean's Designee will initiate whatever action she or he sees fit to sustain, overturn, or modify the instructor's sanctions based on the student's current and prior violations. The Dean will notify the student and instructor of their decision via email. Filing and further processing, if required (e.g., change of grade, academic dismissal), will occur as necessary.
 - b. If there is dissatisfaction with the petition decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within 10 business days of receiving the Dean's decision. A request for a GAC hearing must be completed and forwarded by the student requesting to academicsupport@umassglobal.edu. The request will be forwarded to the GAC for review and to render a decision. To render a decision, the GAC will appoint a quorum of three committee members. The GAC Chair will notify the student, instructor, and Dean of the decision. If the student does not submit a hearing request within 10 business days, the student is ineligible to further appeal the academic integrity violation and sanction.
 - c. A student has the right to appeal within 30 business days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with UMass Global academic policy/guidelines. An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.
7. If the student has already completed the course or program requirement in which the academic integrity violation is subsequently discovered, the following procedure is followed:

- a. The Dean or the Dean's Designee will investigate the allegations and, when possible, attempt to contact the involved faculty member and the involved student as part of the investigation. The Dean or the Dean's Designee will also review documentation from the student's prior academic integrity violations, if any. If the Dean or the Dean's Designee determines that there has been a substantiated violation of academic integrity in the case at hand, they will assess an appropriate sanction based on the violation at hand and on, if applicable, any prior violations. Sanctions may include, but are not limited to, change of course grade and/or retroactive dismissal resulting in revocation of the student's degree.
 - b. If there is dissatisfaction with the decision made by the appropriate Dean, the student may request a hearing with the Governance and Appeals Committee (GAC), within 10 business days of transmission of the Dean's decision. A request for a GAC hearing must be completed and forwarded by the student requesting to academicsupport@umassglobal.edu. Students may get support from their academic advisor when needed for this process, however the request must be made by the student. The request for a hearing will be forwarded to the GAC for calendaring of the hearing.
 - c. A student has the right to appeal within 30 business days of notification of the academic integrity decision by the GAC. Appeal decisions are based on relevant information that was not available at the time of the decision, or based on whether procedures were followed in accordance with University of Massachusetts Global academic policy/guidelines. An appeal is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.
8. A formal dismissal for a violation of academic integrity will be recorded on the student's official transcript. Students dismissed due to an academic integrity violation are not eligible for readmission to the University.
 9. Once an academic integrity allegation and sanction have been resolved and finalized, the course grade cannot be challenged on the basis of grounds related to the academic integrity allegation and sanction.

For academic integrity violations that occur outside of a course setting, the applicable Dean or Dean's Designee shall investigate. If the Dean or the Dean's Designee determines that a violation of academic integrity has occurred, the Dean or Dean's Designee will notify the student and applicable academic personnel of the decision and sanctions by email. If the student is enrolled at the university at the time that the violation is discovered and is dissatisfied with the Dean's decision, they may request a hearing with the Governance and Appeals Committee (GAC) under the same parameters as in Step 4d above and may subsequently appeal to the Office of the Executive Vice Chancellor of Academic Affairs under the same parameters as in Step 4e above. If the student is no longer enrolled at the university at the time that the

violation is discovered and is dissatisfied with the Dean's decision, they may request a hearing with the Governance and Appeals Committee (GAC) under the same parameters as in Step 7b above, and may subsequently appeal to the Office of the Executive Vice Chancellor of Academic Affairs under the same parameters as in Step 7c above.

Grading & Assessment

UMass Global assesses student performance utilizing (A-F) letter grades. Students must receive a letter grade of "B-" or better in a course to earn a passing grade. Course specific grades are determined by faculty who evaluate student performance with various criteria. Students should refer to the course syllabi for the scoring criteria used to calculate grades. For more information on grading policies and procedures, please refer to the [grading section](#) of the academic policies and procedures in the UMass Global catalog (be sure to scroll down to *Grading Symbols* section).

Grade Review Policy

Faculty/Instructors have the final authority in assigning student grades except for cases involving clear evidence of capricious grading or failure to follow the professional standards of a discipline or field. Arbitrary and capricious grading means the assignment of a final course grade:

- was not based on the student's performance in the course, or
- was based on standards which significantly deviated from those which were applied to other students in the course, or
- was based on a substantial, unreasonable and/or unannounced departure from the instructor's previously articulated standards and assignment requirements outlined in the course syllabus or other course documents.

Requests for review of grade must be filed within 15 business days from the date that the grade was posted in MyUMassGlobal. Challenges to allegations of academic integrity violations such as plagiarism must be submitted and adjudicated under the academic integrity policies and procedures, not under the grade review policies and procedures. Only final course grades may be submitted for review.

Faculty/Instructors may change final grades after initial submission only if a clerical error is discovered. Clerical error revisions are submitted by the instructor via MyUMassGlobal. Once a grade is submitted, additional work may not be accepted to enable the student to receive a higher grade.

A student who believes he or she has received a grade that is capricious or based on standards that are not in line with the professional standards of a discipline or field and wishes to file a grade review must follow the steps outlined in the [Grade Review Procedure](#) found in the catalog. The burden of proof is on the student to provide evidence that the grade was capricious or not in line with professional standards of a discipline or field. No other reasons for a grade review other than those listed in this policy will be considered.

Attendance Policy

Requirements for students' attendance and participation will be defined by each instructor based on the following policy:

- Monday of the first week of the session is the first day of class.
- Regular attendance/engagement is expected for student success. Online engagement is evident through posting to a discussion board, blog, completing assignments including journal entries, or taking quizzes and exams. If regular attendance/engagement are not evident, the student's grade may be adversely affected. If a student misses more than one week of engagement in an online class, the student may, at the discretion of the instructor, fail the course.
- Students in courses with required synchronous class sessions are expected to remain for the full duration. If a student misses more than one required synchronous online class, the student may, at the discretion of the instructor, fail the course.
- Students must submit an academically-related assignment through the Learning Management System (LMS) before the end of Week 2 (i.e., a quiz, test, course content-related Discussion Board post, or other course content-related assignment). Introduction posts do not count as an academically-related assignment. If a student does not submit an academically-related assignment, the student will be administratively dropped from the course. Students administratively dropped for non-attendance/participation will not be reinstated in the course. In infrequent cases, students in certain classes may be exempt from the requirement to submit an academically-related assignment before the end of Week 2; students may consult with their instructor for further information.
- Students should consider withdrawing from a course if they will be unable to participate each week. Instructors may, but are not obligated to, accommodate students under extraordinary circumstances, but the student must request accommodation and provide requested supporting documentation.
- Schools and programs may have different attendance policies. Refer to school and program specific information for additional attendance policies.

Registering for Classes

Students register for each session via MyUMassGlobal Self Service. Registration is not complete until all charges are paid or arrangements for payment have been made with the Student Business Services staff by the add/drop deadline. See academic calendar for registration deadlines. Students are expected to have met all prerequisite requirements for courses in which they register.

Course Cancellation Policy

UMass Global reserves the right to cancel or postpone a class. If a course is canceled, UMass Global will make reasonable efforts to help the student find an alternative course. However, if no such course is available, the student is entitled to a full refund of tuition and fees relating to the canceled class.

Add/Drop Policy

To **add a class**, a student must do so through MyUMassGlobal Self Service by the **end of the first week** of the session. Registration ends at the end of the first week.

To **drop a class** without having the course noted on the transcript, a student must do so through MyUMassGlobal Self Service by the **end of the second week** of the session.

Drops that are officially processed prior to or by the end of the second week will not appear on the student's transcripts. After the second week of the session, students who wish to withdraw from a course must do so by the end of the sixth week, either via MyUMassGlobal Self Service or by telephone. A grade of "W" will appear on the student's transcripts indicating the withdrawal. Students must officially withdraw before the end of the sixth week of classes in order to avoid being responsible for a grade in their classes. It is the student's responsibility to officially withdraw from a course and verify that he/she has been dropped. Students cannot drop a course beyond the sixth week of the session. Failure to attend a course does not constitute a withdrawal from a course. Students who stop attending courses without officially withdrawing will receive an "FW" (failure to withdraw). A grade of "FW" is calculated as 0.0 in student's grade point average.

Administrative Drop

Students who do not attend a class during the first two weeks of classes will be administratively dropped. Students should not assume that nonattendance will automatically result in an administrative drop. To avoid financial obligation to the University it is the responsibility of the student to verify that he/she dropped course(s)

via MyUMassGlobal Self Service prior to the deadlines stated in the official Academic Calendar in the catalog.

Incomplete Grades

The PCC program adheres to UMass Global's policy on incomplete grades. These policies include:

- **Instructors may issue a grade of Incomplete when only the final assignment (e.g., paper, project, exam) is missing.** Incomplete grades should be considered only if compelling reasons due to extenuating circumstances exist such as health or other emergency situations. The Incomplete process may not be used for a student to improve a grade. During careful consultation with the student, the instructor will determine the deadline for the final assignment, which shall be no longer than two consecutive sessions following the session the student was enrolled in the course.
- Upon request from a course instructor, the Dean or Dean's designee may authorize exceptions to this policy in cases of extreme circumstances or for courses involving fieldwork, practicum, or internships. Requests for exceptions must come from course instructors.
- The student is responsible for knowing the deadline and the requirements for course completion.
- When issuing an incomplete grade, instructors will issue the grade the student would have earned by assessing scores on all graded requirements, preceded by an "I" (e.g. IC-, IF+). This grade is determined by including zero points for the final assignment in the calculation of the final grade. **If the final assignment is not completed in the period allotted the initial grade issued, without the "I", will become the grade of record.**
- Students will receive credit for the course at the time the initial incomplete grade (e.g., IC-, IF+) is entered. The initial grade is calculated in both the session and cumulative GPA, to be updated if necessary when the subsequent grade is submitted (e.g., IC- is changed to C+).

Interrupted Enrollment

Students may find it necessary to interrupt progress during their course of study, leave UMass Global and decide to return at a later date. Students who leave the University in good standing and are absent no more than twelve consecutive sessions do not need to reapply and will retain the program requirements of their designated catalog year. The interrupted enrollment period starts from the first day of the first session in which the student does not complete a graded course and ends the Monday of the second week

of the 13th session in which the student has been absent. Students will be withdrawn from the University if the student is not actively attending courses Monday of Week 2 of the thirteenth session.

Interrupted enrollment may have consequences for academic progress and financial aid. Students are responsible for contacting their Academic Advisor, OneStop Advisor and Faculty Mentor (if applicable) to discuss the possible consequences of interrupting enrollment.

Retaining the program requirements of a student's designated catalog year must adhere to the seven-year limitation policy which states that all requirements for graduate degree and credential programs, including courses accepted for transfer credit from other institutions, must be completed within a seven-year period.

It is the student's responsibility to understand and abide by their program's interrupted enrollment policy. Programs may have different interrupted enrollment requirements other than the University wide policy. Students should review the catalog for the specific program requirements or contact their Academic Advisor.

The University may require students to adopt the catalog year program requirements at the time of their return if a program has become impacted or changed by external regulatory agencies.

If students take coursework during their absence from the University, they must provide official transcripts of that coursework to the Office of the University Registrar within the first session upon their return. See the registrar page on the website for further information. Non-satisfactory performance or issues of academic integrity may nullify the student's eligibility to return.

Veterans receiving an honorable discharge who left the University in order to perform military services, will be readmitted with the same academic status that he or she had when last in attendance at UMass Global. The length of absence from UMass Global cannot exceed five years. Veteran and Active-Duty Military Students: see Military and Veterans Services [section](#) of the catalog regarding interrupted enrollment.

Students who leave the University in good standing while in the process of completing practicum and fail to return to the University within two years (2) years will be required to retake the full practicum series of courses upon their return to the University. Please note that any fieldwork hours previously clocked will no longer count, and all previously earned grades in practicum courses will be converted to No Pass (NP).

Petitions

A petition is a request to waive an academic policy, procedure, or ruling.

Students may file a petition to request an exception to University of Massachusetts Global policy, procedure, or ruling. Students must explain fully why the University should act favorably on the petition, citing any exceptional conditions, mitigating circumstances, and/or conditions beyond the student's control.

Petitions/requests will be reviewed and ruled upon by the designated office or committee listed on the University of Massachusetts Global Petition/Request location within MyUmassGlobal. Not all university policies, procedures, or rulings can be petitioned; see the University of Massachusetts Global Student location within the MyUmassGlobal portal for more information.

State Authorization & Practicum Placement

As an institution with students nationwide, UMass Global monitors each state's laws and the requirements of each agency therein that regulates Higher Education. We strive to maintain the appropriate approvals in each state, but with hundreds of state agencies nationwide, each having their own (and often changing) requirements, we can make no guarantees.

If it comes to our attention that we must seek State Authorization or complete an approval process, we will take the appropriate steps as quickly as possible. However, your internship or clinical placement at a particular site could be affected or could be prohibited if we are unable to obtain the State authorization or approval on a timely basis. Should you have questions or concerns, please contact the Clinical Support Team at mftpccclinical@umassglobal.edu.

Academic Dismissal

Students who have been placed on probation three or more times during their graduate education are subject to academic dismissal from the University. The appropriate School Dean will review such cases and will render the decision whether a student should be academically dismissed.

The action of dismissal will be placed on the official transcript. A student who has been dismissed will be administratively withdrawn from the university at the end of the current enrolled session and may not continue coursework.

A student has the right to appeal within 30 days of notification of the academic dismissal decision. If currently enrolled in a course, a student has 30 days from the end of the course to appeal the academic dismissal decision. Appeal decisions will only be considered if there is relevant information that was not available at the time of the decision or if procedures were not followed in accordance with University of Massachusetts Global academic policy/guidelines. It is not a reconsideration of the merits of the decision. The appeal decision will be rendered by the Office of the Executive Vice Chancellor of Academic Affairs. The appeal decision will be final and binding.

Academic Probation and Dismissal policies are separate from and in addition to policies governing dismissal for violating academic integrity or dismissal for inappropriate student behavior.

Academically dismissed students seeking to be readmitted may do so after one year from their effective date of academic dismissal, regardless of their cumulative grade point average. Students seeking readmission must submit a written request to the appropriate School Dean and submit a new application. The School Dean will make the re-admission decision. Students who return after academic dismissal will be placed in the same probation status they were in at the time of their dismissal.

Veteran and Active-Duty Military Students: see Military and Veterans Services [section](#) of the catalog regarding academic probation and dismissal.

PROGRAM POLICIES & PROCEDURES

Admission to MA PCC Program

University Graduate admission is based upon possession of a baccalaureate or master's degree from a regionally accredited institution and the fulfillment of requirements specified for each program. Students can find general admission information on the [graduate admission](#) section of the UMass Global website. For specific program requirements, please refer to the [MA PCC Program](#) page of the UMass Global catalog. Submission of all required application materials does not guarantee admission to the program.

Course Enrollment

To meet the adjusting needs of students, the program strives to offer courses at different times of the day. Some courses are scheduled to meet between 3-5pm (PST). These courses are referred to as our early section courses. The majority of courses are scheduled to meet between 6-8pm (PST) and these courses are known as late section courses. Although these courses may be offered, each course needs a minimum of eight students enrolled in the course to officially run during the assigned session. If less than eight students are enrolled, then the course will be canceled. For instance, a student is enrolled in the early section of PSYU 502. Less than eight students are enrolled in that same class. As a result of low enrollment, that course will be canceled, and students enrolled within the course will be asked to enroll in the late section course.

Transfer of Coursework

A maximum of 12 semester credits or 18 quarter credits may be accepted in transfer toward the Master of Arts in Professional Clinical Counseling degree program. Transfer courses completed more than 7 years prior to the student's date of admission to the UMass Global program cannot be used to satisfy MA PCC requirements. Students must petition for acceptance of all courses not completed at UMass Global. It is important to note that any transferred courses with fewer than 3 credits will be reviewed on a case-by-case basis. Upon determination, the student may be required to take additional course credits (See [Transfer Credits and Concurrent Enrollment](#) in the Academic Policies and Procedure Section of the catalog for further information).

Seven-Year Limitation

All requirements for graduate degrees and credential programs, including courses accepted for transfer credit from other institutions, must be completed within a seven-

year period. The seven-year period for University of Massachusetts Global courses begins at the end of the session in which the course was taken. For transfer courses from other institutions, the seven-year period begins at the end of the semester or quarter in which the course was taken. Interrupted enrollment does not alter the seven-year period for completion of all graduate requirements.

When compelling circumstances warrant, students may petition for an extension of the seven-year limit for any graduate degree program requirement or credential program requirement. Approved petitions must include the new date to which approval of the course or other program requirement has been extended. Petition decisions may be appealed only to the Dean of the relevant School. Decisions made by the Dean are final and binding.

Portability of Degree

The PCC program is available in most states. However, for state-specific regulatory reasons, the PCC program is not authorized in certain states and cannot provide field placements or PCC degrees in those states. When a student plans to move from the state in which they began their program to a different state, it is essential that the student consult in advance with their Advisor and Program Director. If the student relocates to a state in which the program is not authorized, the student will be unable to complete the program. The PCC program administration strategically and frequently evaluates the requirements for all states and makes that information available to all students on the [State Specific Academic Requirements](#) webpage. It is the responsibility of the student to ensure that all licensure requirements for their particular state are met.

APA and Scholarly Writing Policy

All assignments in the PCC program at UMass Global require writing that is consistent with the current APA guidelines. Scholarly writing is an essential skill for PCC students. Effective writing utilizes proper APA formatting and research supported academic evidence to support your work.

Students must follow APA requirements for formatting and style. Students must use appropriate citations within their writing and the reference page. Please use the [Writing Resources and Tools](#) page for additional resources. Plagiarism (intentional or otherwise) is strictly prohibited, and students may be sanctioned. Disciplinary action can include dismissal from the program.

Use of direct quotations is discouraged, instead, paraphrasing of concepts is preferred. Paraphrasing is when a student uses their own words to relay the main concept about what they learned. This is more than changing a few words of the original author. The ideas of what is read must be translated in a student's own words to demonstrate their understanding of the content. Paraphrasing means the original words of the author cited will not be evident in the translation. If the content of the work is not paraphrased and cited correctly, plagiarism may become an issue. The [academic integrity policy](#) outlines the standards for scholarly writing and what can happen when an academic integrity violation occurs.

Scholarly writing in the PCC program promotes professional communication, development of a connection between course content and a student's original thoughts, and proficiency in appropriate use of punctuation, grammar, active voice, and formal writing skills. Language using bias, inappropriate labeling, or opinions is not considered scholarly writing.

Late Assignments

This policy will apply to all student work completed as part of the MA PCC program, unless the student has approved accommodations related to late work. Students who have accommodations are encouraged to contact their instructor regarding any requests to submit work past the deadline *before* assignments are due. It is recommended that students with accommodations connect with their instructor at the beginning of the term to create a plan for student success.

1. All assignments should be submitted by the due date.
 - a. Students should contact the instructor immediately, or as soon as possible, if there are issues with meeting an assignment deadline to discuss options and potential consequences of submitting late work.
2. For students without an approved accommodation, late assignments will be accepted up to **five days** later (this **excludes** discussion board assignments).
 - a. Students must contact the instructor before the initial five days have elapsed to request an extension.
 - b. Instructors are **not obligated** to consider any extension requests made after the initial five days have ended, nor are they obligated to offer an extension. It is the student's responsibility to submit all assignments by their due date and ensure that the submitted assignments are available for the instructor to review for grading.
 - c. **All** late work will result in a loss of **10%** of the available points for the assignment **per day** that the assignment is late.

3. If an assignment is turned in more than five days late, unless an agreement has been reached between the instructor and student to extend the five-day period ahead of the end of the five days, the student will receive zero points on the assignment.
4. All **discussion board assignments** must be completed by the posted discussion board due dates. Please see discussion board rubric for penalties for late posts (if applicable).
5. Technical or formatting issues are not an acceptable reason for late work, and instructors are under no obligation to grant extensions or accept late work without penalties due to technical issues. It is the student's responsibility to ensure that work submitted in Blackboard has been submitted properly and in the correct place, on time, and in a format that instructors can access and open from Blackboard (e.g. .doc, .docx, .pdf, etc.). Students should contact both the Help Desk (help@umassglobal.edu) and the instructor immediately if there is a technical problem with submitting work to receive assistance and instructions about how to proceed in order to turn in work on time.
6. Instructors have discretion to waive or reduce any of the penalties or restrictions listed above, based on circumstances, but they are not obligated to do so.

The University does not discriminate on the basis of disability and recognizes that a student with a disability may need additional time to complete assignments and may contact the University's [Office of Accessible Education \(OAE\)](#) to request an accommodation of an extension of time to submit assignments. A student with an approved accommodation of an extension of time will not be penalized for submitting a late assignment, provided that the student abides by the terms of the approved accommodation and has been in communication with their instructor.

Academic Load

Students in the MA PCC program are expected to take no more than 12 units per trimester (six units per session) but may request an exception to take 15 credits within a specific trimester. Students may request this exception by submitting a petition to the Program Chair or Vice Chair using the "All Other Exceptions/Requests petition," that includes a rationale for the exception request

Students must maintain a 3.0 grade point average throughout their course of study. A student must receive a letter grade of "B-" or better in a course for successful completion. If a student falls below a 3.0 in a course or a 3.0 overall GPA, student remediation will occur via the University's [probation process](#), found in the current University catalog.

Expect to study about 2 to 3 hours per week outside class for each unit of credit. Based on this, a student taking 6 credit hours in an eight-week term, should expect to spend 12 to 18 hours each week studying outside of class. If you find that you are spending fewer hours than these guidelines suggest, you can probably improve your learning by studying more. If you are spending more hours than these guidelines suggest, you may be studying inefficiently; in that case, you should talk to your instructor about how to study more effectively (adapted from Bennet, 2022).

Courses	Time in Course	Reading	Homework / Assignments	Review & Test Preparation	Total time per week
1 class (1.5 credits)	Approx. 2 hours week	1-2 hours a week	1-1.5 hours a week	1 hour a week	5-7 hours a week
1 class (3 Credits)	3 hours week	2-4 hours a week	2-3 hours a week	2 hours a week	6-9 hours a week
2 classes (6 credits)	6 hours week	4-5 hours a week	6-10 hours a week	4 hours a week	18-24 hours a week
3 classes (9 credits)	9 hours week	5-6 hours a week	9-15 hours a week	6 hours a week	28-36 hours a week

Use of Technology

The use of technology is defined as the utilization of all and any electronic devices, including but not limited to video conferencing, emails, personal or agency telephone, and instant/text messages.

Minimum Technology Requirements

Students in the Master of Arts in Professional Clinical Counseling (MA PCC) program will need to have access to a computer, a webcam, and a microphone. In addition, they will need access to reliable, high-speed internet to log into their UMass Global email for communication purposes, MyUMassGlobal for university and program policy guidelines, Blackboard, and Zoom for course related activities. Students without a regular high-speed internet connection may visit wireless hotspots at public libraries and at a wide spectrum of local businesses.

For guidance on how to access and navigate Blackboard, Zoom, and other tools please visit the [CII Student Support](#) page. Minimum system requirements, including information on supported operating systems and compatible web browsers, can be found on the UMass Global [Computer Standards Guide](#) webpage.

Technology in Classroom Setting

The UMass Global MA PCC program utilizes a video conferencing software called Zoom (an encrypted platform) to hold class. The instructors facilitate discussions and share observations on student interactions. Observational supervision is provided through Practicum courses.

Practicum students using any form of technology devices must comply with the Health Insurance Portability and Accountability Act (HIPAA) guidelines to ensure clients' confidentiality. HIPAA is a federal law that enforces privacy and security standards that protect the confidentiality of patient health information when using electronic methods of communication. Additional technology guidelines for practicum students related to agency settings, telehealth services and clinical session recordings can be found in the UMass Global [MA MFT Clinical Handbook](#).

Virtual Space Behavior Policy

Synchronous virtual spaces are to be treated as equivalent to in-person classrooms or professional meetings with the same level of behavioral expectation and decorum. This policy is in place to create a safe and academically driven environment. Consider that your experience of the virtual space (class/meeting) will be influenced by your willingness to contribute respectfully and remain authentically engaged with others. Non-compliance with the guidelines below may lead to a behavioral conduct report or a professional conduct meeting.

The following are the university expectations for students who participate in a synchronous space.

1. Students must login to all virtual spaces using their name and not a pseudonym, nickname, or phone number.
2. Students must be fully dressed (clothes that you would wear to attend an in-person class session or meeting) before turning on the camera.
 - a. Remind others in your immediate environment that your camera is on, and you are in a virtual learning space.
3. Students' cameras must be turned on and a student's full face must be in view during the entire class session.

- a. Students must receive prior approval (in writing) from their instructors to be off camera.
 - b. Students are not permitted to record/film or take/share pictures (screenshots) of others.
4. Students must actively engage and participate in discussions.
 - a. Students are expected to model respect, inclusion, civility, and a desire to learn.
 - b. Practice courteous and respectful non-verbal communication with all members of the meeting/class.
 - c. Students must follow the university [code of conduct](#) guidelines in all virtual environments including the chat feature of any applicable virtual space.
5. Students must treat the virtual space as a professional setting and at all times should avoid distracting activities such as driving, lying down, or reclining in bed (sitting or standing is acceptable).
 - a. Do not multitask during class time. Some examples include cooking, holding multiple meetings, scrolling on other screens, or walking your dog.
6. Microphones should be muted at all times except for when participating in the discussion.
 - a. Students should make every effort to minimize background noises.
7. Students must utilize a Zoom non-animated background to maintain the learning environment, privacy and professionalism, except during Advancement.
8. Students are prohibited from using avatars and filters while in a virtual space.
9. Students must attend virtual meetings including classes in a private area where privacy and confidentiality is maintained and protected at all times.
 - a. In cases where students do not have access to a private area, the student must utilize headphones to protect the meeting privacy and confidentiality.
 - b. When discussing clinical cases students must ensure that there are no breaches of confidentiality.
10. Any behavior perceived as cyberbullying (sending, posting, or sharing negative, harmful, false, mean, or other content about someone else that can cause them to feel uncomfortable, targeted, or harmed) will not be tolerated.
11. Students must refrain from using substances (e.g. drinking alcohol, smoking, using any kind of drug, etc.) and alcohol while in the virtual space. This includes acting like you are drinking an alcoholic beverage or smoking as well as joking about drinking an alcoholic beverage or smoking.
12. The use of e-cigarettes, vaping, smoking, or smokeless tobacco (chewing tobacco, chew, dipping tobacco, dip, oral tobacco, spit, spitting tobacco, and snuff) are prohibited while in the virtual space.

13. Students are prohibited from making any consensual or non-consensual sexual interactions, gestures, or requests in the virtual space.

Background Screening

Students with a felony or misdemeanor conviction (including DUIs or nolo contendere pleas) may find it difficult to obtain student liability insurance required for practicum, may be limited in practicum site options, or may not be able to secure a practicum placement. In addition, prior conviction(s) may interfere with or prevent the student from applying for or obtaining licensure. It is the responsibility of the student to recognize any limitation that may be present as the result of a past conviction.

Degree Completion Timeline

UMass Global allows students seven years to complete the Master of Arts Professional Clinical Counseling degree. Students who are unable to complete the degree program within the seven-year limit will be dismissed from the program unless they petition for an extension. To complete the petition, the student must work with their academic advisor to file a seven-year waiver for any program relevant course in question. Please note, exceptions to this policy are determined on a case-by-case basis upon review of the submitted petition. For additional information on Interrupted Enrollment, refer to the [academic catalog](#).

CURRICULUM & PROGRAM REQUIREMENTS

Curriculum

Students in the Professional Clinical Counseling (PCC) program are required to complete 63 credits to graduate. The curriculum is divided into two sections: 1) the didactic section, which provides students with the foundational knowledge needed and 2) the practicum section, which provides students the opportunity to demonstrate their practical knowledge in a clinical setting.

Curriculum Courses

Students are advised to work with their academic advisors to develop an Education Plan (Ed Plan) to determine when they will complete the courses identified below. For questions regarding the Ed Plan, students are encouraged to continue reaching out to their academic advisor. For questions regarding the profession and the program, students should reach out to their [faculty mentor](#). For questions regarding practicum and advancement, students should reach out to the [Clinical Support Team](#) (CST).

The list below outlines the required courses that form the program curriculum.

Course Number	Course Name	Credits
Didactic		
PSYU 502	History and Foundations of Therapeutic Practices	3
PSYU 506	Ethical and Professional Issues	3
PSYU 510	Psychopathology and Diagnosis	3
PSYU 514	Couples Therapy	3
PSYU 516	Assessment & Treatment of Substance Abuse	3
PSYU 518	Child & Adolescent Psychopathology & Child Abuse Reporting	3
PSYU 520	Advanced Individual Therapy I	3
PSYU 521	Advanced Individual Therapy II	3
PSYU 522	Individual & Family Development	3
PSYU 524	Clinical Issues in Human Diversity	3
PSYU 528	Research & Bibliographic Methods	3
PSYU 530	Theory & Practices of Group Therapy	3
PSYU 534	Clinical Assessment	3
PSYU 536	Psychopharmacology	3
PSYU 538	Assessment & Treatment of Sexual Disorders	3

PSYU 539	Crisis & Trauma Counseling	3
PSYU 542	Community & Environmental Mental Health	3
PSYU 545	Transition to Work & Career	3
Practicum		
PSYU 688	Practicum I	3
PSYU 689	Practicum II	3
PSYU 690	Practicum III	3

Note: A student must complete the required courses first (in bold above), pass the Advancement exam, and secure a practicum site before they are eligible to register for any practicum courses. By completing these courses, the student becomes eligible for Advancement (an oral clinical evaluation further explained below).

Grade Point Average Requirements

Students in the MA PCC program must maintain a 3.0 grade point average throughout their course of study. A student must receive a letter grade of “B-“ or better in each non-practicum course for successful completion. If a student falls below a 3.0 GPA in any given term, the student will be placed on probation. Students on academic probation will be expected to consult with their advisor for guidance and assistance regarding improving their academic status.

MA PCC Advancement

Advancement is an oral clinical standardized examination in which students’ clinical skills and knowledge are evaluated by a member of the Clinical Support Team (CST) and at least one other UMass Global Psychology faculty member. This is one of the first opportunities students will have to implement information from all core courses and demonstrate their understanding of the clinical process. The advancement provides a simulation of what students will experience in the clinical setting and the importance of the students’ learning outcomes in the program. Students will demonstrate and apply the acquired knowledge to a vignette and pass the exam before entering the clinical setting. The advancement examination is utilized as an assessment tool to inform the students’ instructors of their clinical baseline and progress in the field and demonstrates students’ readiness to serve in the community as a therapist trainee.

Students’ primary objectives during this examination are assessed through the following:

- Identify and address any legal and ethical issues or concerns

- Identify and address red flags or crisis circumstances
- Identify the presenting problem
- Construct and provide a thorough clinical conceptualization
- Provide concrete, relational, and rule out diagnosis(es) with a plausible rationale for the selected diagnosis(es)
- Formulate a relevant treatment plan using systemic theoretical modalities, addressing all stages of treatment.

Further information regarding the advancement process can be found on the [MA MFT/PCC Clinical Information](#) page.

MA PCC Practicum

Practicum is an exciting journey every student in the field of Professional Clinical Counseling will be required to complete within the duration of their program. Students will develop culturally appropriate practical and clinical skill sets to serve individuals, couples, and families.

Students are required to take 3 (PSYU 688-690) practicum courses over 6 months and simultaneously provide clinical services at a community-based agency where they fulfill their clinical experience requirements.

Practicum Hours Requirement

Each student is required to complete clinical hours designated by their state of residence. For specific information regarding state specific clinical hours requirements, please visit MA Psychology Clinical [Practicum Requirements by State \(PCC\)](#) page.

Practicum Leave of Absence

Students may take a leave of absence due to extenuating circumstances. All students who need to temporarily withdraw for a session(s) must complete the "[Practicum Leave of Absence](#)" form and submit it to their Clinical Faculty Representative (CFR). During the time of a student leave, they are prohibited from providing clinical services at a site as a student trainee if they are not enrolled in practicum.

If a student chooses to temporarily withdraw from their practicum and fails to return to the University to resume their practicum requirements within two years (two years post the last day of the session in which the student was most recently enrolled in practicum), the student will be required to retake the full practicum series of courses upon their return to the University. Any practicum hours previously clocked will no

longer count. All previously earned grades in practicum courses will be converted to “NP.”

Personal Therapy Statement

Personal therapy is not a program requirement, but it is strongly encouraged for students to engage in therapy as a learning process. Personal therapy provides students with a therapeutic experience to better understand the process of personal change. Additionally, students have the opportunity to gain significant insight into themselves that will be beneficial to the student as a practicing clinical professional.

STUDENT CONDUCT & BEHAVIORAL STANDARDS

Students are expected to meet all program standards and abide by the ethical standards of the profession and the University of Massachusetts Global Student Code of Conduct. Since the MA PCC program involves preparing people to work in the helping profession, the program faculty assumes the responsibility for reasonably assuring that individuals who complete the program are not only academically competent but are aware of and are capable of functioning within the established ethical and professional standards of the profession. A student in the MA PCC program must adhere to the ethical standards propounded by the relevant professional associations and should understand that he/she is being trained in a program which is not only academic, but also professional in nature. For more information regarding professional ethical standards please visit the following website: PCC - [ACA Code of Ethics](#).

The University has both the right and obligation to evaluate continually, and, if necessary, to suspend or terminate the student's participation in the MA PCC program at any point for ethical violations and/or personal unsuitability for the profession. This philosophy is consistent with that of most clinically oriented graduate programs which are engaged in explicitly or implicitly certifying that their graduates are competent to engage in the practice of psychotherapy. For more information on student conduct violations, please visit the [Student Conduct Policies](#) website.

It is understood, therefore, that students will be required to maintain appropriate professional, ethical, and personal standards in order to continue in the program. Faculty will assess each student's status in meeting these standards on a continuing basis, and students experiencing difficulties will be advised as to appropriate means of remediating such difficulties by the faculty or Dean's Office.

Professional Conduct

The MA PCC professional conduct policy applies both to current MA PCC students and graduated MA PCC students. University of Massachusetts Global is committed to providing an accessible educational experience for all learners. If a student requires accommodations for a disability to fully participate in the professional conduct process below, please contact the Office of Accessible Education (OAE) at oea@umassglobal.edu or at (949) 341-9976 to request disability accommodations. Advance notice is necessary to arrange for some accessibility needs.

Please note that students or graduates of the program are expected to be in a quiet and private area during professional conduct meetings. They are required to have a working Webcam which must be turned on for the duration of the meeting.

For **current** MA PCC students, the professional conduct procedures are as follows:

Step One Meeting: When a MA PCC program faculty member observes or becomes aware of behavior that brings into question a student's ability to maintain appropriate professional, ethical, or personal standards, the faculty member shall meet with the student to discuss the behavior and to advise as to appropriate means of remediating such behavioral concerns. This meeting may be attended by a staff member. A second faculty member may also attend. A staff member will attend the meeting silently for the purpose of documenting the meeting's proceedings. The meeting shall be held in Zoom or on a similar virtual conference platform. Subject to written approval from all participants, the meeting shall be recorded with the URL for the recording provided to the student, the presiding faculty, and the Program Director.

With advance written approval from the Program Director/designee, the student may choose to have a silent observer attend the meeting. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.

During the meeting, the faculty member(s) will identify the behaviors of concern, discuss the behavioral concerns with the student, solicit the student's response to the behavioral concerns in question, and advise the student as to appropriate means of remediating the behavioral concerns. The staff member will document the meeting's proceedings. After the meeting, the Program Director will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by faculty, the student's response during the meeting, and any additional advisement for remediating the behavioral concerns warranted by the meeting's proceedings.

The faculty member may, at their discretion, proceed to conduct a Step One Meeting in the absence of a student who fails to appear despite having been provided advance notice of the meeting. The student will be considered to have waived their opportunity to participate in the meeting. After the meeting, the Program Director will provide a written

summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by faculty, and the student's failure to attend the meeting.

The following conditions automatically require a Step One meeting if the student has not yet had a Step One meeting, or a Step Two meeting if the student has previously had a Step One meeting but not a Step Two meeting:

- Termination of a student's practicum placement by placement site personnel
- Failure of the student to secure a practicum placement after interviewing at 7 sites

Step Two Meeting: At any time after the Step One Meeting, if the MA PCC Program Director deems that, a student's ability to maintain appropriate professional, ethical, or personal standards remains in question and behavioral concerns remain unresolved, a second meeting shall be convened. This second meeting shall be attended by the Program Director or designee, Clinical Director or designee, and student. All responsibilities in this policy assigned to the Program Director may instead be fulfilled by the Vice Chair. If the faculty member who met with the student in step 1 was the Program Director or Vice Chair, the Dean will appoint a different psychology faculty member to substitute for the Program Director or Vice Chair in steps 2 and 3 of this process. A staff member will also attend the meeting silently for the purpose of documenting the meeting's proceedings. The meeting shall be held in Zoom or on a similar virtual conference platform. Subject to written approval from all participants, the meeting shall be recorded with the URL for the recording provided to the student, Program Director/designee, and Clinical Director/designee.

With advance written approval from the Program Director/designee, the student may choose to have a silent observer attend the meeting. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.

During the meeting, the Program Director/designee and Clinical Director/designee will identify the behaviors of concern, discuss the behavioral concerns with the student, solicit the student's response to the behavioral concerns in question, and advise the student as to appropriate means of remediating the behavioral concerns. The staff member will document the meeting's proceedings. After the meeting, the Program

Director/designee will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by the Program Director/designee and Clinical Director/designee, the student's response, and any additional advisement for remediating the behavioral concerns warranted by the meeting's proceedings.

The Program Director/designee and Clinical Director/designee may, at their discretion, proceed to conduct a Step Two Meeting in the absence of a student who fails to appear despite having been provided advance notice of the meeting. The student will be considered to have waived their opportunity to participate in the meeting. After the meeting, the Program Director/designee will provide a written summary of the meeting to the student, including the identified behaviors of concern, the advisement provided by the Program Director/designee and Clinical Director/designee, and the student's failure to attend the meeting.

Step Three: At any time after the Step Two Meeting, if the MA PCC Program Director and Clinical Director deem that the student's ability to maintain appropriate professional, ethical, and/or personal standards remains in question and the behavioral concerns remain unresolved, they may recommend to the Dean that the student be suspended or dismissed from the MA PCC program. The Dean may suspend or dismiss the student from the program, with written notice provided to the student. The suspension or dismissal takes effect upon the Dean's issuance of the official letter of suspension or dismissal. A student dismissed from the program under the professional conduct policy is not eligible for readmission to the MA MFT or the MA PCC program.

A notice of suspension will specify (a) the earliest date at which the Dean will consider lifting the suspension; (b) the steps that the student must take in order for the Dean to consider lifting the suspension; and (c) the deadline by which the student must complete those steps and request that the suspension be lifted. If, by that deadline, the student has not submitted a request that in the Dean's assessment is sufficient to warrant lifting the suspension, the suspension will convert to dismissal from the program, with written notice provided to the student. That dismissal takes effect upon the Dean's issuance of the official letter of dismissal.

Step Four: A student who is dismissed or suspended from the program may, within 30 calendar days of receipt of the dismissal or suspension notification, petition the Dean's ruling to a professional review committee. The petition process is documentation-based and does not include a synchronous hearing. To file a petition, the student must submit to the Dean a written petition with supporting documentation appended. The Dean will forward the written petition and supporting documentation to the professional review

committee. After review, the professional review committee will issue a final ruling within 30 calendar days of Dean's receipt of the student's petition. The committee's ruling is not subject to appeal.

For **graduated** MA PCC students, for whom information is discovered after the time of their degree completion regarding alleged ethical or professional violations that occurred during the time they were enrolled in the MA PCC program, the professional conduct procedures are as follows:

1. When the MA PCC Program Director and/or Clinical Director learn that a graduated student may have committed ethical or professional violations during the time they were enrolled in the MA PCC program, they may investigate the allegations.
2. After reviewing their findings, the Program Director and Clinical Director may choose to convene a Professional Conduct Meeting. This meeting shall be attended by the Program Director, Clinical Director, and graduated student. A staff member will also attend the meeting silently for the purpose of documenting the meeting's proceedings. The meeting shall be held in Zoom or on a similar virtual conference platform. Subject to written approval from all participants, the meeting shall be recorded with the URL for the recording provided to the student, program director and clinical director.
 - a. With advance written approval from the Program Director/designee, the graduated student may choose to have a silent observer attend the meeting. This does not include attorneys. The presence of attorneys at the meeting is not permitted as the meeting is not meant to function as a court of law. The silent observer may not participate directly in the meeting. Failure to comply with these rules may result in the removal of the silent observer or the termination of the meeting. One five-minute recess may be requested during the course of the meeting if the student wishes to consult with the silent observer.
 - b. During the meeting, the Program Director and Clinical Director will identify the behaviors of concern, discuss the behavioral concerns with the graduated student, and solicit the student's response to the behavioral concerns in question. The staff member will document the meeting's proceedings. After the meeting, the Program Director will provide a written summary of the meeting to the graduated student, including the identified behaviors of concern and the graduated student's response.

- c. The Program Director and Clinical Director may, at their discretion, proceed to conduct a Professional Conduct Meeting in the absence of a graduated student who fails to appear despite having been provided advance notice of the meeting. After the meeting, the Program Director will provide a written summary of the meeting to the graduated student, including the identified behaviors of concern and the graduated student's failure to attend the meeting.
3. Based on their investigation and on the proceedings of the Professional Conduct Meeting, if the MA PCC Program Director and Clinical Director deem that the graduated student committed egregious violation(s) of ethical or professional conduct during the time that they were enrolled in the MA PCC program, and that such violation(s) would have merited a recommendation to the Dean of suspension or dismissal from the program if the violation(s) had been discovered when the graduated student was enrolled in the program, the Program Director and Clinical Director may recommend to the Dean that the graduated student's degree be revoked. The Dean may issue the graduated student a letter of intent to revoke the graduated student's degree.
4. A graduated student receiving a Dean's letter of intent to revoke the student's MA PCC degree may submit a written appeal to the Dean with supporting documentation, within 30 calendar days of transmission of the Dean's letter of intent. This appeal process is documentation-based and does not include a synchronous hearing. After review of the student's written appeal and supporting documentation, the Dean may or may not decide to revoke the graduated student's degree, with written notice of either outcome provided to the student.
5. A graduated MA PCC student whose degree is revoked may, within 30 calendar days of transmission of the notification of degree revocation, petition the Dean's ruling to a professional review committee. The petition process is documentation-based and does not include a synchronous hearing. To file a petition, the graduated student must submit to the Dean a written petition with supporting documentation appended. The Dean will forward the written petition and supporting documentation to the professional review committee. After review, the professional review committee will issue a final ruling within 30 calendar days of Dean's receipt of the graduated student's petition. The committee's ruling is not subject to appeal.

6. If a graduated MA PCC student's degree is revoked, and if the student had been a California resident at the time of degree conferral, the program's Board of Behavioral Science (BBS) liaison will inform the BBS that the student no longer holds a degree from the University of Massachusetts Global. If the graduated student resided in Washington at the time of degree conferral, the program's Washington State Department of Health (WDH) liaison will inform the WDH that the student no longer holds a degree from the University of Massachusetts Global. In addition, and only if known, the University representative will also inform the state governing body where the student is currently in clinical authorized practice.

Student Conduct

UMass Global is an academic community committed to maintaining an environment that encourages personal and intellectual growth. It is a community with high standards and high expectations for those who choose to become a part of it, and it is a community with established rules of conduct intended to foster behaviors that are consistent with a civil and educational setting. Members of the University community are expected to comply with all laws, University policies, and professional ethical standards, conducting themselves in ways that support an academic environment.

Faculty members are responsible for ensuring an effective learning environment for all students in their classes, which encourages active student participation, including the right to raise questions and challenge information. Hence, faculty members also have the responsibility and authority to maintain appropriate student behavior. Classes are defined as including laboratories, internships, field placements, or any settings that can be designated as a learning environment, such as travel studies and field trips.

Consequently, if a student is considered to be threatening or disruptive in the classroom, behaves in a way that interferes with the learning of other students, or refuses to fulfill the academic requirements of the course, the faculty member has the right to have the student who demonstrates such behavior removed from the class, either by administrative withdrawal or by making arrangements for the student to complete the requirements in absentia.

Coercion regarding grading or evaluation of coursework, or any administrative petition: Threatening personal or professional repercussions or discipline against an instructor (or faculty), to coerce the instructor to change a grade or otherwise evaluate the student's work by criteria not directly reflective of coursework or threatening personal or

professional repercussions or discipline against an administrator to coerce a course of action not supported in fact is strictly prohibited.

Frivolous Claims: UMass Global prohibits all forms of discrimination and harassment on the basis of federal and state protected classes and/or characteristics. Students who reasonably believe they have experienced discrimination and/or harassment at the University are encouraged to file a complaint at civilrightscomplaints@umassglobal.edu. For information regarding our non-discrimination policy and procedures, refer to the Title IX policies available in MyUMassGlobal. Due to the high stakes nature associated with such claims and investigations, claims that are made without any reasonable basis may be considered frivolous and could subject the complainant to the student conduct code process.

For information regarding potential student conduct violations including electronic media violations, refer to the [Student Conduct Code](#) available in MyUMassGlobal.

Students must also adhere to ethical standards set forth by professional licensing boards and discipline specific criteria. Violations of ethical professional behavior may result in dismissal from the University.

Incident reports should be made immediately to the appropriate Dean. Refer to student conduct code available in MyUMassGlobal for hearing procedures.

CARES Team

UMass Global's [CARES Team](#) is a campus-wide team of appointed staff and faculty responsible for identifying, assessing and responding to concerns and/or disruptive behaviors by students, faculty/staff, and community members who struggle academically, emotionally, or psychologically, or who present a risk to the health or safety of the university or its members.

The purpose of the UMass Global CARES Team is to provide a proactive and supportive multidisciplinary team approach to prevention, assessment, and early intervention of situations or individuals that may pose a threat to the safety and wellbeing of themselves or the University community as a whole.

It is the responsibility of faculty, staff, and students to immediately report any situation that could possibly result in harm to anyone at the University to the CARES Team. The CARES Team can be reached at cares@umassglobal.edu or by calling 949-383-3119. A "crisis" is defined as a situation in which a person may pose an active or immediate

risk of violence to self or others. In these cases, the local police should be contacted by calling 9-1-1.

Academic Progress Report (APR)

The Academic Progress Report (APR) is a document used by faculty to evaluate a student's academic progress. The overall intent of the APR is to identify, report, and remedy any academic problems exhibited by students in support of their success. The APR is not disciplinary in nature but instead is meant to provide an additional layer of academic support to help students develop the necessary skills vital for future clinicians. This will be accomplished through faculty mentoring. If a faculty member believes that a student is struggling academically, a report will be completed and routed to the student's faculty mentor. The student's faculty mentor will work with the student to address the areas of concern (see appendix "B" for a copy of the report).

Areas of concern where students may struggle include the following:

- **Motivation:** The student fails to demonstrate dedication to work hard and does not excel in their academic work. For example, inconsistent class attendance, fails to arrive to class or Zoom meetings on time, lack of engagement during class meetings, lack of participation in online activities, inadequate preparation for all blended/synchronous class activities or submits assignments that are incomplete.
- **Time Management:** The student fails to prioritize their academic work. For example, the student consistently submits late work, does not complete assignments according to instructions, and does not produce high quality academic work.
- **Oral Communication:** The student demonstrates poor communication skills with the instructor and other students. Students that should be considered would have a difficult time expressing themselves verbally clearly and concisely, and they would use inappropriate vocabulary and grammar. First language Not English (FLNE) students should not be automatically assumed to have a communication deficiency.
- **Listening Skills:** The student has a difficult time listening attentively to others and fails to respond appropriately to what was expressed. For instance, this student will present as argumentative, will ignore facts, and will challenge others by expressing thoughts not directly linked to the initial conversation.
- **Writing Skills:** The student struggles to write in a clear, concise, and grammatically correct manner. After submitting multiple assignments (more than

one) and being referred to the Online Writing Center, the student's written work demonstrates minimal progress.

- **Critical Thinking:** The student struggles to demonstrate an ability to think in a logical, rational, thought-provoking, and productive manner using evidence to support assertions beyond providing personal opinion. For instance, the student fails to demonstrate proficiency regarding universal standards of critical thinking: **Clarity** (thinking is explained well so that it is easy to understand), **Accuracy** (makes sure that all information is correct and free from error), **Precision** (words and data used are exact), **Relevance** (everything included is important, focused on what needs to be said), **Depth** (argument is thorough, includes all the nuances necessary to make the point), **Breadth** (considers additional viewpoints), **Logic** (the thinking is consistent and the conclusions follow from the evidence), **Significance** (everything that is essential is included), **Fairness** (balanced and free from bias, objective).

This process serves as an additional resource available to support student success in the program. However, it is up to students to take advantage of this resource by engaging with their faculty mentors for academic guidance and support.

Behavioral Progress Report (BPR)

The Behavioral Progress Report (BPR) is a document used by faculty to evaluate a student's ability to engage with others and their level of professionalism. The overall intent of the BPR is to identify, report, and remedy any behavioral problems exhibited by students in support of their success. This will be accomplished through faculty mentoring. If a faculty member believes that a student is struggling in this area a report will be completed and routed to the Chair and Vice Chair of the program, who will determine if the identified behavior(s) warrants a Professional Conduct Step 1 meeting (see Professional Conduct section above for more information). If not, the BPR will be routed to the student's faculty mentor who will work with the student to address the areas of concern (see appendix "C" for a copy of the report).

Areas of concern where students may struggle include the following:

- **Professional Demeanor & Responsibility:** Students who struggle in this area are not punctual and most often not prepared for classes and/or field experiences. Examples include but are not limited to: failure to dress appropriately in professional settings and while in synchronous meetings, consistently seek additional time as they fail to meet established deadlines, do not follow instructions, do not accept responsibility for own actions, fail to deal with disappointment appropriately, struggle to adapt to change, and react

inappropriately under stress. This student verbally threatens others and/or will make physical gestures of harm.

- **Commitment to Diversity:** Students who struggle in this area demonstrate a lack of sensitivity to others, do not respect individual differences, become overly defensive and argumentative in class and agency assignments, are visibly and emotionally bothered by discussions on diversity, repeatedly interrupt while others are speaking, use language that expresses stereotypes, racism, sexism, homophobia, ageism or other inappropriate generalizations or negative attributions, and fail to demonstrate respect, compassion, empathy, patience, and fairness in their submitted work or while engaging others.
- **Communication:** Students who have a hard time communicating fail to demonstrate responsive listening skills and are unable or unwilling to communicate with a variety of audiences. Examples include but are not limited to: demonstrate unwillingness and lack of commitment to improve communication skills, display inappropriate professional communication that may be perceived as disrespectful towards others, struggle to identify appropriate solutions to challenges, and are inappropriate and unprofessional in their academic, online, and or social media environments. This student berates others and holds a firm belief that their perspective is the accurate perspective leaving little to no room for open discussion.
- **Self-Reflection:** Students who struggle in the area of self-reflection do not engage in self-evaluation and are unwilling to compromise when asked to problem solve. They fail to accept and act upon constructive criticism and frequently label constructive feedback as personal attacks. They also fail to acknowledge personal and professional biases, are not receptive to new ideas, refuse to use constructive and well-intentioned feedback to make improvements, do not strive for personal and professional growth, and fail to demonstrate personal and professional discretion in disclosing information about themselves.
- **Ethics:** Students struggling in this area tend to demonstrate poor ethical skills as evidenced by their interactions with others and their academic work. Ethical violations may include untruthfulness and dishonesty. These students commit academic integrity violations and ethical violations. They may fail to respect the intellectual property of others by not giving credit to the work of others and instead commit plagiarism or cheat. In addition, they do not adhere to the ACA code of ethics.

Upon reviewing the initial BPR, the Chair or Vice Chair of the program will determine if the identified behavior(s) should trigger a Professional Conduct Step 1 meeting, or if the initial meeting will be a mentoring and learning opportunity that does not trigger the formal Step 1 (professional conduct) meeting.

If the Chair or Vice Chair determines the behavior(s) do not trigger a Professional Conduct Step 1 meeting, the BPR will be routed to the student’s faculty mentor to set up a meeting. During the initial meeting, the faculty mentor will use the information collected from the BPR to offer concrete feedback to students concerning their behavioral performance. The information shared by the faculty mentor should help students understand the challenging behavior and the behaviors expected of them as students in a clinical program. In other words, the student should walk away from the meeting knowing the expected behaviors that are becoming of a therapist.

If the Chair or Vice Chair determines that the identified behavior(s) warrants a formal Professional Conduct Step 1 Meeting, they will inform the Dean of Arts & Sciences via email. At the conclusion of the formal Professional Conduct Step 1 Meeting with the student, the presiding faculty will generate a summary report and will submit the report to the Dean.

Student Grievance

Students in the Professional Clinical Counseling program are asked to address all concerns in an appropriate and respectful manner. If you experience a concern, either academic/clinical or administrative (e.g., university policy or procedures), you should first attempt to reach out to the university representative directly involved in the situation or a university representative who will work with you to better understand your grievance and explore potential resolutions (see table below). The overall goal is for your concern to be heard and addressed based on the information and evidence provided. If the situation is unresolved, we ask that you complete a grievance form detailing your unresolved concerns (see appendix “D” for a copy of the instruction page and report).

Step	Academic/Clinical Concerns	Administrative Concerns
Level 1	Faculty (Didactic or Clinical) / Course Professor	Academic Advisor
Level 2	Faculty Mentor <ul style="list-style-type: none"> If you do not know who your faculty mentor is, please refer to the Faculty Mentor List located within the Organizational Structure section within this Student Handbook or send an email message to facultymentor@umassglobal.edu for assistance. 	Formal Grievance
Level 3	Formal Grievance	

UMass Global's Complaint Policy/Office of Student Concerns

When students have a question, concern, or complaint regarding their UMass Global experience, they should contact their Student Service Center representative(s) for initial guidance and possible resolution. However, there may be circumstances when students are still uncertain as to University policies and procedures, appropriate channels of communication, or alternative options available for resolving disputes. Students may then contact the Office of Student Concerns (OSC) for guidance. The OSC provides informal assistance in providing recommended actions to help resolve conflicts, disputes or providing contact with appropriate resources. The OSC is an advocate for the fair resolution of a problem, not for any particular party, and gives equal attention to the rights for all concerned. The University prohibits retaliation against a student for making a good faith complaint or for participating in an investigation. Students are encouraged to review the complaint policy accessible through www.umassglobal.edu for more information.

The institutional contact for this process may be reached at ombuds@umassglobal.edu.

To complain about a grade, a course, or program, students are asked to contact their academic advisor for assistance. The OSC does not review or investigate academic or professional conduct related complaints or concerns. If complaints are regarding University faculty, students are requested to contact their academic advisor or academic Dean directly.

While we encourage students to first address complaints with the institution, an individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

Mailing Address:

Bureau for Private Postsecondary Education
P.O. Box 980818
West Sacramento, CA 95798-0818

Physical Address:

Bureau for Private Postsecondary Education
1747 North Market Blvd., Suite 225
Sacramento California, 95834
Phone: (916) 574-8900
Toll Free: (888) 370-7589
Main Fax: (916) 263-1897

Licensing Fax: (916) 263-1894

Enforcement/STRF/Closed Schools Fax: (916) 263-1896

Web site: www.bppe.ca.gov

For online only students, and/or students outside of California, please refer to the State Authorization section in the Catalog and/or online for additional information.

APPENDICES

Appendix A – Academic Progress Report (APR)

Sample Academic Progress Report

Faculty/Staff Name (please print): _____

Faculty/Staff Email: _____

Course: _____ Term: _____

Program: BA PSY MA PSY MA MFT MA PCC MA MFPC

Student Information

Student Name (please print): _____ Student ID: _____

Questions

Please indicate the relevant area/areas of academic concern.

- Motivation** **Time Management** **Oral Communication**
 Listening Skills **Writing Skills** **Critical Thinking** **Other (please specify below)**

Describe the academic concern(s):

Have you met or spoken to student about concern(s) before submitting form:

- Yes** **No**

Please briefly explain the content of that discussion and the student's response:

Additional comments or information:

Appendix B – Behavioral Progress Report (BPR)

Sample Behavioral Progress Report

Faculty/Staff Name (please print): _____

Faculty/Staff Email: _____

Course: _____ Term: _____

Program: BA PSY MA PSY MA MFT MA PCC MA MFPC

Student Information

Student Name (please print): _____ Student ID: _____

Questions

Please indicate the relevant area/areas of behavioral concern.

- Professional Demeanor & Responsibility Commitment to Diversity
 Communication Self-Reflection Ethics Other (please specify below)

Describe the behavioral concern(s):

Have you met or spoken to student about concern(s) before submitting form:

- Yes No

Please briefly explain the content of that discussion and the student's response:

Additional comments or information:

Appendix C - Student Grievance Report

GRADUATE MFT / PCC / MFPC STUDENT GRIEVANCE REPORT

INSTRUCTION PAGE

At some point through your academic journey, you may have a concern, challenge, problem, or grievance that will require the involvement of university personnel. The purpose of this document is to define the Student Grievance Report (SGR) and to provide instructions on how to complete the report. SGR is a document that is used to articulate any concerns, challenges, or issues that you experience within the psychology programs. A grievance may be any concerns associated with the curriculum, faculty, students, and any other areas directly related to the psychology programs. This may occur in one of your classes, with faculty or other students, or may occur outside the classroom setting.

If you experience a concern, either academic/clinical or administrative (e.g., university policy or procedures), you should first attempt to reach out to the university representative directly involved in the situation or a university representative who will work with you to better understand your grievance and explore potential resolutions (see table below). The overall goal is for your concern to be heard and addressed based on the information and evidence provided. If the situation is unresolved, we ask that you complete the subsequent grievance form with as much detail as possible in each section.

Step	Academic/Clinical Concerns	Administrative Concerns
Level 1	Faculty (Didactic or Clinical) / Course Professor	Academic Advisor
Level 2	Faculty Mentor <ul style="list-style-type: none">If you do not know who your faculty mentor is, please send an email message to facultymentor@umassglobal.edu for assistance.	Formal Grievance
Level 3	Formal Grievance	

Examples of potential grievance scenarios:

Curriculum

1. Lack of diversity in a specific course.
2. The materials and assignments in a course fail to meet the Course Learning Objectives (CLO) identified in the course syllabus.
3. The program fails to meet the identified Student Learning Outcomes (SLO) identified in the student handbook.

Faculty

1. Faculty are demonstrating delayed grading – beyond 7 days.
2. Faculty is not responding to email within 48 hours.
3. Faculty is discriminatory in their presentation and actions.

Students

1. Student is making others feel uncomfortable in the learning environment.
2. Student is not participating in a group assignment and the course instructor failed to address the issue.
3. Student is monopolizing class times and the course instructor failed to address the concern.

Advisement

1. Academic Advisor provides incorrect information.
2. Faculty mentor fails to contact or respond to me.
3. Clinical faculty fail to provide support.

Practicum site

1. Clinical supervisor is not providing weekly supervision.
2. Practicum agency refuses to provide training.
3. Clinical supervisor refuses to sign state required documents, if applicable.

[Please complete the Psychology Student Grievance Report here](#)

SAMPLE STUDENT GRIEVANCE REPORT (SGR)

Student Information

Your full name (please print): _____

Your phone number: _____

Your email address: _____

Term: _____ Program: BA PSY MA PSY MA MFT

MA PCC MA MFPC

Involved Parties

Please provide us with the name of all parties involved in the complaint. Please include YOURSELF FIRST as the person filing this complaint, then list the names of the other individual(s) involved:

Name or Organization: _____

Student ID: _____

Role: Faculty Student Staff Advisor Supervisor Agency/Organization

Other (please specify): _____

Add another party

Questions

Please indicate the relevant categories that pertain to this grievance.

Academic Issue **Administrative Policy Issue**

Clinical Issue **General Grievance**

Please provide a detailed description of the grievance using specific concise, objective language (Who, What, When, Where, Why and How):

Please indicate steps you've taken to address the concern prior to completing this form:

Preferred solution (what do you hope to achieve by filing the grievance)?

Additional comments or information:

Appendix D - Frequently Asked Questions

General Program Questions

What is a Professional Clinical Counselor (PCC)?

"Professional Clinical Counseling (PCC)" is defined as the application of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems. According to the American Counseling Association (ACA), professional counselors are graduate level mental health service providers, trained to work with individuals, families, and groups in treating mental, behavioral, and emotional problems and disorders.

Where can I work as a PCC?

As a Professional Clinical Counselor, you can work in multiple sectors. The settings PCCs can work in include but are not limited to: county and community mental health clinics, foster care agencies, child welfare systems, school counseling, court mediation, Veteran administration, and private practice settings. The main emphasis of this profession is to work with individuals and not families.

What professional organizations should I join?

It is always good to start off as a member of a professional organization as a student member. The fees are relatively low. It is recommended that you begin as a student member of your state association or join the American Counseling Association which is a national organization. Joining these organizations gives you an opportunity to get up to date information in your field, while providing you the opportunity to network with other professionals.

What is the difference between Licensed Professional Clinical Counselor (LPCC) and Licensed Clinical Social Worker (LCSW)?

LCSW and LPCC are fairly interchangeable. There are more PCCs working in what was once considered social work domains. Those with PCC degrees focus more on relational issues. The implementation of system theory allows for an in-depth understanding of personal and interpersonal interactive patterns. Individuals with a social work degree are practice-oriented and community conscious. The emphasis is on developing coping mechanisms to address challenging life stressors from a micro through macro phase of life.

Career options can be discussed with your faculty mentor. The list of faculty mentors is located under the "Organizational Structure" section of this handbook.

How long is the MA PCC program?

The program is 60 units. To complete all 20 courses the average student spends two years in the program. This means that the student is enrolled in, and successfully completes three classes per trimester.

How long is the MA MFT with PCC emphasis program? (CA Only)

The program is 69 units. To complete all 23 courses the average full-time student spends two and a half (2.5) to three (3) years in the program. This means that the student is enrolled in, and successfully completes two classes per session.

Can I change my program/emphasis after admission?

The process to change a program or an emphasis varies. See your Academic Advisor for more information.

Do I have any electives?

There are no electives in the PCC program. All the courses are required in order to complete the degree.

Can I earn a “C” grade in the program?

A student must receive a letter grade of “B-” or better in each non-practicum course for successful completion. If lower than “B-” is earned a student must repeat the course.

What GPA must I maintain in the MA PCC program?

Students must maintain a 3.0 grade point average throughout their course of study in the MA PCC program. If a student falls below a 3.0 in a course or a 3.0 overall GPA, student remediation will occur via the university's probation process, found in the UMass Global university [catalog](#).

Advancement

What is Advancement?

Advancement is an oral clinical standardized examination in which students' clinical skills and knowledge are evaluated by a member of the Clinical Support Team (CST) and at least one other UMass Global Psychology faculty member. This is one of the first opportunities you will have as a student to implement information from all core courses and demonstrate your understanding of the clinical process.

What is the purpose of Advancement?

The advancement examination is utilized as an assessment tool to inform the students' instructors of their clinical baseline and progress in the field and demonstrates students' readiness to serve in the community as a therapist trainee.

What is an Advancement Application?

An advancement application is a document that the student will fill out, in order to specify readiness to advance in their coursework prior to beginning their practicum.

Where is the Advancement Application Located?

The advancement application can be found on the [MA MFT/PCC Clinical Information](#) page.

When are Advancements offered?

Advancements are offered each session, and they will be scheduled during the 6th and 7th week of each session. The exact dates and times are determined during a scheduled meeting with the student's Clinical Faculty Representative (CFR).

Who conducts the Advancement?

Advancements are conducted by a panel, consisting of two faculty members.

When should I apply for Advancement?

Upon completion of the 18 units, the student will receive an "Advancement & Practicum Notification" email.

1st step (Student)	2nd step (Meet with Clinical Faculty Representative - CFR)
<ul style="list-style-type: none">• Schedule a meeting with your advisor• Discuss 8 core courses needed• Complete the advancement application<ul style="list-style-type: none">○ 2 sessions prior to finishing 8 core courses <p><i>Example: Student set to start Practicum Spring I</i></p> <ul style="list-style-type: none">✓ Fills out application Fall I✓ Schedules to take Advancement examination Fall II with CFR✓ Starts Practicum Spring I	<ul style="list-style-type: none">• CFR will email you• Meet with your CFR to schedule your Advancement examination date• Attend an Advancement Prep Session

How can I study for Advancements?

A study guide is provided by the program. Please use this link ([Advancement Study Guide](#)) to gain access to the study material. In addition, the Clinical Support Team (CST) facilitates Advancement Preparation Sessions to review the Advancement examination process. Students are strongly encouraged to attend these sessions.

What does the Advancement Examination consist of?

The student will be given a clinical vignette and has 15 minutes to read and prepare to answer questions. Questions are focused on the following areas:

- Assessment
- Legal & ethical matters
- Formulating a diagnosis
- Identifying theoretical orientation
- Developing a treatment plan

What are the scoring criteria for Advancement?

The student will either receive a Pass, Pass with Stipulation, or No Pass.

What happens if I do not pass Advancement?

If you do not pass your Advancement, you will be rescheduled to complete Advancement during the next session and you cannot start your practicum courses. A no pass will delay starting practicum as scheduled. You should make an appointment with your Academic Advisor and One Stop Specialists to find out if not passing Advancement impacts your financial aid and your academic plan.

Practicum

What is Practicum?

Practicum is an advanced clinical course designed to provide students with a variety of practical, supervised experiences in the field.

What is a Dean's Hold?

A Dean's Hold is an administrative measure that is in place to ensure that all practicum site documentation is in place before a student can register for the practicum courses. This hold is released 2 -3 business days after Advancement is passed and all necessary documentation is submitted. Once the hold is lifted, a student is able to register for all six courses.

When should I start searching for a practicum site?

You are encouraged to begin interviewing at practicum sites a **minimum of two sessions prior to advancement**. If you have passed advancement and fail to secure a practicum site, you will not be permitted to start practicum until an approved site is secured.

What is the Clinical Research Form?

The [clinical site research form](#) is a document developed to help students locate a minimum of three clinical agencies in the community where they plan to complete their practicum experience. This form must be completed and submitted to the Clinical Faculty Representative (CFR) as a guide to assist them through the process of agency approval.

Where should a student obtain information about Practicum and Practicum sites?

Information about Practicum & Practicum site lists, are found on the [MA MFT/PCC Clinical Information](#) page.

What is a practicum site list and where is it located?

A practicum site list is a list of agencies that have been vetted and approved by the Clinical Support Team.

- [California State List](#)
- [Out of State List](#)

Who is responsible for securing a practicum site?

You are responsible for securing a practicum site. The Clinical Support Team will guide you through this process but will not seek out and place students in practicum sites.

Do I need to have insurance coverage (professional liability) before I start practicum?

Yes. The University requires the student to obtain liability insurance prior to the release of the Dean's Hold. Please log into the CPH website [CPH Insurance](#) and apply for insurance as a student.

Can I use my current counseling employment as a practicum site?

Yes. Your current employer will need to sign an agreement which clearly states that part of your paid clinical duties and responsibilities will be supervised and the supervised hours will count towards meeting your practicum requirements. The practicum clinical experience at your current place of employment must not be similar to your current job description or assigned clinical duties and responsibilities. Also, your current supervisor may not supervise your practicum experience.

Can I work at two contracted locations while in practicum?

Yes, you can work at two contracted locations while in practicum. With that said, it is your responsibility to clearly document and account for your clinical hours accurately. In addition, it is your responsibility to ensure that you are meeting the clinical needs of your clients and the agency requirements at each location.

Can I have a job and still complete my practicum requirements?

Yes. However, it is important to note that if you maintain employment unrelated to the field of counseling you may be required to adjust your work schedule.

The practicum site and your employer are not obligated to accommodate your schedule. Please keep in perspective that you will be gaining hours at the practicum site and their

responsibility is principally geared to the needs of their clients and the mission of the agency. You may need to use your vacation time, personal time off, unpaid time off, leave of absence, or scheduled days off to complete the practicum requirements.

Additionally, based on the variables of your life and the operation of the agency, it may be necessary to take longer than the required minimum six sessions to complete your practicum hours. This means as long as your practicum work is acceptable, you will receive a passing grade (P) and will be eligible to move forward into practicum continuation until you complete all practicum requirements. See your Clinical Faculty Representative (CFR) for practicum grading policy and requirements.

Can I volunteer at my practicum site before I begin my practicum class?

Yes, you may volunteer your time at a practicum location before they officially begin your practicum class. However, you **may not conduct therapy** during that time frame. You are allowed to attend agency meetings, complete agency training and documentation, volunteer to assist with paperwork, and use the time to learn the culture of the clinic. No counseling services are permitted during this time. In addition, you cannot count any of these hours towards your practicum hour allocation.

Do I need to attend my practicum classes?

Yes. Once enrolled in practicum (including PSYU 695 practicum continuation courses), students are required to attend, participate, and complete all required assignments related to the practicum course including but not limited to clinical hours and capstone case study paper/presentation.

Supervision

How many hours of supervision do I need?

The MA PCC program requires students to obtain 1 unit of individual or group supervision for every 5 Direct Client Contact hours; 1 unit of supervision means 1 hour of individual/triadic or 2 hours of group supervision. Meet with your Clinical Faculty Representative (CFR) for detailed supervision hour requirements.

Can I use group supervision?

You may attend supervision in a group setting. Two hours of group supervision equals one unit of individual supervision. In order for your hours to count, you need either 1 hour of individual supervision for every 5 hours of therapy, or 2 hours of group supervision for every 5 hours of therapy. It is important to note that individual states may restrict the number of participants in a group supervision. For more information, please refer to the [MFT/PCC state specific requirements](#) on the UMass Global website.

Who can be a supervisor?

Only qualified licensed mental health professionals can supervise trainees, interns, and associates. This list includes but is not limited to licensed marriage and family therapists, licensed clinical social workers, licensed psychologists, and licensed physicians certified in psychiatry. The supervisor must meet the established requirement of their state of residence. See your Clinical Faculty Representative (CFR) for guidance.

Does the supervisor have to be on site at the agency?

This varies by state. Review your state board regulations or requirements and reach out to your Clinical Faculty Representative (CFR) for additional support.

Can I pay for my own supervisor so that I can get more hours?

Yes, practicum students are allowed to pay for supervision from a supervisor who is not employed by their practicum site. UMass Global strongly discourages students from entering this type of relationship because this would create an ethical dilemma in that you would be paying someone to evaluate you. It may also be difficult for your supervisor to assist you at your practicum placement since they are not on site. Therefore, it is recommended that you find a practicum placement that provides on-site supervision.

There are rare occasions in which a practicum site meets all other requirements yet does not have anyone who can provide clinical supervision for trainees. In these cases, the student may choose to hire a clinical supervisor to provide supervision of their work while at the site. This arrangement will only be approved under the following conditions:

1. A written agreement that addresses the supervisor's and employer's legal responsibilities must be signed by the supervisor and the employer prior to commencement of supervision. The agreement must contain an acknowledgement by the employer that the employer:
 - Is aware of the licensing requirements that must be met by the student trainee and agrees not to interfere with the supervisor's legal and ethical obligations to ensure compliance with those requirements; and
 - Agrees to provide the supervisor access to clinical records of the clients counseled by the trainee.

Rules or regulations regarding off-site supervision may vary by state. Please connect with your CFR for additional information.

Can I get paid when doing my Practicum?

This varies by state. However, it is your responsibility to find a paid position.