DIVISION OF ARTS AND SCIENCES
MASTER OF ARTS IN COUNSELING PROGRAM

Program Handbook

Effective: September, 2020
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INTRODUCTION

This program guide and student handbook is intended to provide graduate students entering the Master of Arts in Counseling (MAC) program in the Division of Arts and Sciences at City University of Seattle with basic information about the Department and the MAC program. The faculty of the MAC program has created a sequence of courses and learning experiences which are in compliance with the Council for Accreditation of Counseling and Related Educational Program (CACREP) 2016 Standards.

WELCOME TO CITY UNIVERSITY OF SEATTLE!

As you enter graduate studies in counseling at City University of Seattle, you are embarking on a path of personal and professional change. Your coursework will challenge you intellectually, provide you with content and concepts that ensure you have the background for entry-level practice and stimulate the process of self-awareness and self-discovery necessary for competent practice. Your clinical training will help you begin to “put all the pieces together.” Many of you will be juggling multiple responsibilities of work and family as you study, a major undertaking toward an important goal.

The program orientation is an opportunity for you to meet your fellow students -- new colleagues and friends who will be a big part of your time at City University. We hope to give you some information about courses, policies, and procedures. Your education is not simply a matter of registering in a sequence of courses. As you enter this graduate program, you enter a community of scholarship. You are also entering a new professional community of mental health counselors.

The counseling faculty also welcome you to a profession where we are privileged to use our professional knowledge to alleviate suffering and improve the quality of life for others. We assist our clients to surpass suffering, alleviate distress, make change and experience growth. Our faculty looks forward to sharing their knowledge and experience with you.

Again, welcome to Master of Arts in Counseling program at City University of Seattle!

Warmly,

Kent B. Provost, PhD
Interim Program, Counselor Education Programs
Associate Professor
City University of Seattle
CITY UNIVERSITY ORGANIZATIONAL OVERVIEW

City University of Seattle is a private, non-profit institution of higher education founded to serve working adults with the desire to pursue educational opportunities without interrupting their careers. City University of Seattle has held regional institutional accreditation from the Northwest Commission on Colleges and Universities (NWCCU) since 1978. The University's mission is to provide educational opportunities worldwide, primarily to segments of the population not being fully served. This mission is based on three philosophical principles: education is a lifelong process and must be relevant to students' aspirations; education should be affordable and offered, as much as possible, at the student's convenience; and the opportunity to learn should be open to anyone with the desire to achieve.

City University of Seattle is divided into three schools, each headed by a Dean located in Seattle, WA. These are: The School of Management, The School of Applied Leadership, and the Albright School of Education including the Division of Arts and Sciences, which houses the Counseling Program.

CITY UNIVERSITY OF SEATTLE ACADEMIC MODEL

Based on its mission statement, City University of Seattle offers high quality, student-centered, results-oriented educational opportunities that are accessible, affordable, and relevant. In order to achieve this overarching goal, City University of Seattle has articulated the assumptions, values, and expectations that constitute the core of its Academic Model and that shape the institution's approach to serving the needs and aspirations of its learners. This model is meant to provide an operational framework for implementing City University of Seattle's mission across all of its programs and locations at consistently high levels of quality.

A FOCUS ON STUDENT LEARNING

City University of Seattle learning experiences are designed to support clearly articulated outcomes at the course, program, and institutional levels. Educational experiences are carefully designed by faculty to encourage self-directed learning within an appropriately defined structure of expectations. With the focus on applying theory to practical experience, learning activities form explicit links among the crucial abilities of an educated professional: critical thinking, self-exploration, and ethical practice. Multiple paths to demonstrating competency are available to learners when appropriate. Students are actively encouraged to define and take responsibility for their own contributions to the learning process, with the understanding that their engagement is critical for substantive learning to take place.

REFLECTIVE PRACTITIONER FACULTY

City University of Seattle faculty are highly regarded practitioners who bring real-life experience to the learning environment. They consider students to be collaborative partners in the creation of learning opportunities. To support practitioner faculty in their teaching roles, the institution provides orientation, training, mentoring, and coaching, all designed to foster a respectful and empowering learning environment. Faculty are rewarded for quality teaching and encouraged to continue their development as facilitators of learning.
RELEVANCE TO THE WORKPLACE

A City University of Seattle education is founded on carefully selected goals that are intended to provide graduates with up-to-date knowledge and practical skills required in the workplace, as well as a framework for continued development. Institution-wide learning goals that emphasize personal and professional growth are embedded in all programs offered at the University. The institution's current goals include professional competence and technical expertise, communication and interpersonal skills, critical thinking, ethical practice and community involvement, development of a diverse and global perspective, and lifelong learning. The overarching goals of a City University of Seattle education enhance the professional skills and knowledge of individuals who in turn add value to their organizations.

SERVICE TO STUDENTS

City University of Seattle strives to provide a respectful atmosphere in which all students are valued for their contribution and individual needs are honored. A diverse and international student body requires a variety of services to support the learning endeavor. The University strives to be sensitive to students and their needs, to respond in a timely and professional manner to student questions or concerns, and to uphold high standards.
CITY UNIVERSITY ACCESSIBILITY AND RESPONSIVENESS

City University of Seattle is committed to making high-quality learning opportunities as accessible and responsive to the needs of our diverse student population as possible. This includes maintaining affordability, removing unnecessary barriers to entry, providing support for students with differing levels of educational background and preparation, and offering a variety of class schedules and modes of delivery.

MAC STATEMENT ON ACCESSIBILITY AND RESPONSIVENESS

Per City U policy, applicants will be accepted into the Master of Arts in Counseling (MAC) program on a case-by-case basis, provided they can meet entry criteria. These criteria include:

- A cumulative GPA of at least 2.75 in undergraduate degree program. Students may be conditionally admitted to the program with a GPA of less than 2.75, whereby the student must maintain a GPA of 3.0 in their first two quarters in the program or else be dropped from the program.
- Three (3) professional references.
- A writing sample defining professional goals and addressing past and current experience relevant to becoming a counselor. Guidelines for writing the sample paper will be sent from the academic advising office. The writing sample will be used to determine whether minimum qualifications have been met for admission to the program.
- A CV/resume.
- Completed, signed, background information form, with a history free of convictions for criminal misdemeanors and felonies. Applicants who have such a history may be denied a professional credential at the state level (see RCW 18.130 for U.S. program). The background form will be submitted prior to the interview process.
- Interview with the program director/coordinator or designee. The interview will be used to determine whether minimum qualifications have been met for admission to the program.

In regards to the criteria above, “minimum qualifications” are defined by the CACREP Standards (2016, I.L.) and American Counseling Association’s code of ethics as:

- Academic performance: aptitude for graduate-level study (CACREP, 2016, I.L.2) including appropriate writing and self-reflection skills.
- Professional development: relevance of career goals to the MAC program (CACREP, 2016, I.L.1).
- Interpersonal development: Potential success in forming effective counseling relationships (CACREP, 2016, I.L.3) and respect for cultural differences (CACREP, 2016, I.L.4). Examples include: potential to be an active listener, empathize with others, accept feedback, be culturally sensitive, and tolerate ambiguity.
In addition, the candidate does not pose a significant risk of harming clients, and is currently in a fit and stable state to engage in deep reflective inner-work (i.e., not impaired), evidenced by a history that may include:

- Recent discharge from inpatient psychiatric or addictions treatment,
- Significant current symptoms of psychopathology or addiction, including suicidal or homicidal ideation.

MAC ASSESSMENT OF PROSPECTIVE STUDENT CANDIDACY

Applicants for the MAC program participate in a group and/or team interview, in order for the program to adequately assess their candidacy for admission. In-person interviews are required for applicants who are residents of Washington or bordering states (ID, OR). Web-based interviews will be considered on a case-by-case basis for applicants who do not live in the Western region, or those for whom the trip would be an undue financial burden. Requests for exemptions to the in-person interview requirement must be approved by the MAC program director, in order for a web-based interview to be arranged.

MAC STATEMENT ON THE DIVERSE AND INCLUSIVE LEARNING COMMUNITY

The MAC program has implemented four systematic approaches to intentionally attract and enroll a diverse group of students and foster an inclusive learning community.

First, the MAC program hosts an information/vendor table at local events at community colleges with high minority student populations, along with local behavioral healthcare conferences. Such outreach efforts are conducted on an annual basis in a systematic fashion, by the faculty identifying potential avenues for recruiting students from diverse backgrounds. These outreach efforts are hoped to increase the diversity of the student body in the MAC program.

Second, the MAC program has intentionally attempted to attract and enroll a diverse group of students by removing barriers to admission. The MAC program does not require standardized test scores (e.g., GRE), has a relatively inclusive criteria for undergraduate GPA required (2.75), and accepts applications until the last month (September 1) before cohorts begin classes in October. By expanding the potential applicant pool, the MAC program hopes to systematically recruit students from more diverse backgrounds.

Third, the program collects data on program applicants each year, to detect trends and identify potential methods of recruiting a more diverse student body.

Lastly, the MAC program requires active students to engage in social justice volunteering. This not only further enhances the social justice emersion of the program, but provides exposure of the breath of the program’s diversity interest with other community service personnel (refer to additional information following).

The MAC program has also implemented five systematic approaches to retaining a diverse group of students and fostering an inclusive learning community.
First, the MAC program intentionally attracts, enroll, and retain students through infusing a focus on social justice into the program, as mentioned above. Students are given opportunities to work with persons from disadvantaged backgrounds during practicum experiences, under faculty supervision. These direct service opportunities are complemented by volunteer opportunities related to social justice concerns.

Second, the MAC program has developed a systematic approach for supporting international students who are admitted into the program, when English is not their first language spoken. In such cases, students are referred to the Washington Academy of Languages at CityU, which offers English as a Second Language (ESL) courses in written, verbal, and oral communication. These programs are individualized to meet the unique needs of the student. There are additional fees required of students who use this service at the Washington Academy of Languages.

Third, the MAC program provides graduate assistantship opportunities (funded and approved by the university) as a tool for recruitment/retention of underrepresented groups.

Fourth, the MAC program has made intentional efforts to hire full-time counselor educators from diverse backgrounds. The MAC program believes strongly that having positive role models from diverse backgrounds assists with retaining students from diverse backgrounds.

Fifth, the MAC program facilitates a sense of inclusive learning community through its use of a cohort-based training model. Students take all classes with the same cohort, facilitating a sense of cohesion. This cohort model naturally creates a setting of social support for all MAC students, including those from diverse backgrounds.
The information presented in this document supplements the City University of Seattle catalogue. The catalogue provides the definitive word on academic regulations, such as dropping courses, transfer credit, waivers, substitutions, etc. Refer to the catalogue for information about financial and academic policies, and student rights and responsibilities.

If student circumstances require them to drop a course or alter their academic program, they are to consult with their faculty and academic advisors about this. These advisors apprise students of the regulations pertaining to these issues.

CITY UNIVERSITY REGISTRATION

You are required to register for courses each quarter. Registration will typically open two months before the quarter start date. Please see the City University Academic Calendar for up-to-date information. To register, contact Melody Larson (LarsonMelody@CityU.edu, 206.239.4727). Payment is due at time of registration, unless you have financial aid or another source paying your tuition.

<table>
<thead>
<tr>
<th>Quarter Start Date</th>
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</thead>
<tbody>
<tr>
<td>Fall: October 1</td>
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<tr>
<td>Winter: January 1</td>
</tr>
<tr>
<td>Spring: April 1</td>
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<tr>
<td>Summer: July 1</td>
</tr>
</tbody>
</table>

CITY UNIVERSITY OF SEATTLE PORTAL

The main avenue for City University of Seattle’s online services is www.cityu.edu; by clicking on the “MyCityU” link, you will connect to City U’s information resources. Library services, schedules, syllabi, on-line courses, event notices, catalogues, policies and more are available at this website. All City U e-mail correspondence will be sent to your cityuniversity.edu e-mail account which you create through the portal.

CITY UNIVERSITY LIBRARY SERVICES

CityU librarians work closely with your instructors to ensure the resources you need are available to you when you need them. We focus on collecting resources and providing services that you can access online, 24/7, whenever and wherever you are studying and learning. You’ll find everything we have to offer through our website, including:

- Full text journal articles in online databases;
- E-books;
- Video and text tutorials that show you how to use our online resources;
- A guide on how to use APA style;
- Learning units in Blackboard, designed with faculty, to help you locate the information you need for your assignments.
Library Services

Library Services CityU librarians are available to help you find the resources and information you need to succeed in this course. Contact a CityU librarian through the Ask a Librarian service, or access library resources and services online, 24 hours a day, seven days a week.

CITY UNIVERSITY TEXTBOOKS

Textbook information is available in each Course syllabus as well as in the Course Guide on the first page under Course Resources. Simply click on the “Library > Resources by Course” button in the Course Guide to view the required textbook(s) for the course. If you have any problems or questions about obtaining textbooks, check with the library by using the “Ask the Librarian” button in your portal. You are, of course, free to obtain your textbooks anywhere you wish.

CITY UNIVERSITY GRADING SYSTEM

City University of Seattle uses a decimal grading system. For graduate students, passing grades fall within a range, from 4.0 (high) to 2.0 (low). Failing grades are 1.9 and below. Please see the most recent version of the Course Catalog for a full description of the grading system. The following grading scale will be used for all decimal-graded courses in the MAC program:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Decimal Grade</th>
<th>Alpha Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0 – 98.75</td>
<td>4.0</td>
<td>A</td>
</tr>
<tr>
<td>98.74 – 97.50</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>97.49 – 96.25</td>
<td>3.8</td>
<td>A-</td>
</tr>
<tr>
<td>96.24 – 95.00</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>94.99 – 93.75</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>93.74 – 92.50</td>
<td>3.5</td>
<td>B+</td>
</tr>
<tr>
<td>92.49 – 91.25</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>91.24 – 90.00</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>89.99 – 88.75</td>
<td>3.2</td>
<td>B</td>
</tr>
<tr>
<td>88.74 – 87.50</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>87.49 – 86.25</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>86.24 – 85.00</td>
<td>2.9</td>
<td>B-</td>
</tr>
<tr>
<td>84.99 – 83.75</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>83.74 – 82.50</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>82.49 – 81.25</td>
<td>2.6</td>
<td>C+</td>
</tr>
<tr>
<td>81.24 – 80.00</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>79.99 – 78.75</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>78.74 – 77.50</td>
<td>2.3</td>
<td>C</td>
</tr>
<tr>
<td>77.49 – 76.25</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>76.24 – 75.00</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>74.99 – 73.75</td>
<td>2.0 Minimum passing grade – graduate and doctoral level</td>
<td></td>
</tr>
<tr>
<td>73.74 – 72.50</td>
<td>1.9 Failing grade – graduate and doctoral level</td>
<td>C-</td>
</tr>
<tr>
<td>Grade Range</td>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>72.49 – 71.25</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>71.24 – 70.00</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>69.99 – 68.75</td>
<td>D+</td>
<td></td>
</tr>
<tr>
<td>68.74 – 67.50</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>67.49 – 66.25</td>
<td>1.4</td>
<td></td>
</tr>
<tr>
<td>66.24 – 65.00</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>64.99 – 63.75</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>63.74 – 62.50</td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>62.49 – 61.25</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>61.24 – 60.00</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>59.99 – 58.75</td>
<td>0.8</td>
<td></td>
</tr>
<tr>
<td>58.74 – 57.50</td>
<td>0.7 Minimum passing grade – undergraduate level</td>
<td></td>
</tr>
<tr>
<td>57.49 – 56.25</td>
<td>0.6 Failing grade – undergraduate level</td>
<td></td>
</tr>
<tr>
<td>56.24 – 55.00</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>54.99 – 53.75</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>53.74 – 53.75</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>52.49 – 51.25</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>51.24 – 50.00</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>49.99 – 0.00</td>
<td>0.1</td>
<td></td>
</tr>
</tbody>
</table>

CITY UNIVERSITY GRADE GRIEVANCES

A student dissatisfied with a grade must seek resolution by first discussing it with the instructor. If unable to resolve the matter the student may next take the matter to the Program Director. It may be recommended that another discussion with the instructor is needed, or it may be recommended that the student access the University's grade grievance process. As a general rule, the Program Director does not override grades assigned by a course instructor.

The grade grievance process is a formal process that is adjudicated by the Provost of the University. If a grade grievance is initiated, further communication between the student and the instructor is prohibited so as to allow for due process. The parties (student and instructor) may only communicate with the office of the Provost who is residing in the matter.

CITY UNIVERSITY GRADE APPEAL PROCEDURES

In order to formally appeal a final grade in a course, the student must follow these procedures. The student must submit via email (to gradeappeals@cityu.edu) this form with supporting documents to the Grade Appeal Committee no later than five (5) weeks after the final grade in dispute has been posted. Grade appeals filed after this deadline will not be considered by the committee.

Student Responsibility
- Before formally appealing a grade, the student must discuss the disputed grade with the instructor to seek a mutually satisfactory resolution.
- If an acceptable resolution is not reached, the student may appeal the grade to the Grade Appeal Committee. The student should submit
The completed form entitled “Grade Appeal Cover Sheet.”

A one page (or less) statement that succinctly describes the nature of the grade appeal. The statement should be specific, clear, and supported by evidence.

The following original documents (important: students should keep copies of these documents for their records):
- The course syllabus and any revisions to the syllabus made by the instructor;
- All disputed exams, graded;
- All disputed research papers, graded;
- All disputed assignments, graded;
- Documented communication with instructor (e-mail, letters, phone contact) specifically regarding the disputed grade.

Copies of all these documents will be sent to the instructor for review.

**Instructor Responsibility**

The instructor has 10 days to respond in writing to the Grade Appeal Committee by providing the following:
- A response to the student’s appeal;
- An explanation of how the final grade was determined;
- Copies of all graded student work; and
- Documentation of pertinent communication with the student.

When all documents from both the student and the instructor are received by the Grade Appeal Committee, the committee will meet to review the appeal. Their decision will be communicated in writing to the student and instructor.

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**CITY UNIVERSITY GRADE APPEAL COVER SHEET**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>University E-mail Address:</td>
<td>Phone:</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Course Number:</td>
</tr>
<tr>
<td>Format:</td>
<td></td>
</tr>
<tr>
<td>□ Online</td>
<td>□ In Class</td>
</tr>
<tr>
<td>□ Mixed Mode</td>
<td></td>
</tr>
<tr>
<td>Name of Instructor:</td>
<td></td>
</tr>
<tr>
<td>Signature of Student:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Please complete and email this form along with all relevant documents via email to:

Grade Appeal Coordinator - City University of Seattle - gradeappeals@cityu.edu

These materials must be submitted within five weeks of the posting of the disputed final grade.
OTHER IMPORTANT CITY UNIVERSITY POLICIES

You are required to familiarize yourself with University policies pertaining to your rights and responsibilities. These can be viewed on the University’s website. These include:

CITY UNIVERSITY STUDENT CODE OF CONDUCT

Admission to City University of Seattle carries an expectation that students will conduct themselves as responsible members of the University community. The University student conduct procedures are designed to protect the rights of the individual and of the community as a whole. Students enrolling in the University assume responsibility for their actions while participating in University sanctioned activities.

The President, Vice President, Deans, or Senior Managers of the University may summarily suspend a student in order to protect University community members from the immediate possibility of disorder, misconduct, threat or harm. The student is required to immediately leave the University premises and all of his/her privileges are suspended until an investigation has been conducted. Summary suspensions may be in effect for up to ten working days.

In some cases, an alleged violation of the Student Code of Conduct will be resolved by a staff member when the infraction is not serious. If successful resolution is not reached, and for more serious violations of the Code, the student will be referred to the Vice President of Admissions and Student Services.

Allegations of misconduct and summary suspensions referred to the Vice President of Admissions and Student Services will be investigated and the Vice President will make a determination regarding the validity of the complaint and the severity of the violation. If the violation is found to be a minor infraction, the Vice President may dismiss the violation or impose a sanction including but not limited to dismissal, a verbal warning, formal reprimand, restitution, or disciplinary probation.

If the violation is found to be a major infraction, the Vice President will convene the Student Conduct Hearing Board for a formal review. The Student Conduct Hearing Board will recommend to the Vice President the appropriate disciplinary action including but not limited to a verbal warning, formal reprimand, restitution, disciplinary probation, disciplinary suspension, or expulsion.

CITY UNIVERSITY STUDENT’S RIGHT TO APPEAL

The student will be notified in writing of the decision of the Vice President. The student may accept the decision of the Vice President or may appeal in writing within ten working days to the President. The President’s decision is final.

VIOLATIONS OF STUDENT CONDUCT INCLUDE, BUT ARE NOT LIMITED TO:

1. Theft or damage to property of a student, faculty or staff member, or visitor to University premises;
2. Verbal, written or physical abuse or threat to any student, faculty or staff member of the University, visitor to the University, or personnel (as at schools) at institutions with which the University has cooperative agreements;
3. Obstruction or disruption of the teaching, operation of a class or other activity of the University;
4. Forgery, alteration, or misuse of University documents, records, or identification;
5. Unauthorized entry or occupancy of University facilities or blocking access to or egress from such areas;
6. Unauthorized use of University property, facilities, or services;
7. Unauthorized use of technology resources or consumables;
8. Use, possession or distribution of alcohol or illegal substances on any University site or at any University sponsored or sanctioned function;
9. Failure to comply with directions of University employees acting in the legitimate performance of their duties;
10. Possession or use of firearms (concealed, permitted, or otherwise), explosives, dangerous chemicals or any other weapons on any University site or at any University-sponsored or sanctioned function. Exceptions to the rule forbidding possession of firearms may be granted to uniformed police officers by the Vice President of Admissions and Student Services;
11. Disorderly or indecent conduct, personally or intentionally abusive language, breach of the peace or procuring another to breach the peace;
12. Sexual harassment as defined in the current published City University of Seattle Catalog;
13. Intentional violations of University rules, policies, and procedures;
14. Failure to comply with the University’s Information Technology Acceptable Use Policy;
15. Falsely setting off or tampering with emergency safety equipment, alarm or other device designed for the safety of individuals or University property;
16. Violating the term of any disciplinary sanction imposed in accordance with the Student Code of Conduct.

*Definitions are included in the most recent edition of the City University of Seattle Student Handbook*

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**CITY UNIVERSITY INFORMATION TECHNOLOGY RESOURCE CODE OF CONDUCT**

City University of Seattle is committed to fulfilling its mission through the use of information technology resources including but not limited to information networks, web site resources, databases, online instruction, site based computer lab facilities, personal computers, personal digital assistants (PDA’s), cell phones, software and teaching and demonstration equipment. The University’s information technology resources are to be used for educational, research or administrative purposes. Use of the University’s information technology resources is considered at times to be a requirement of the academic and work environment and as a privilege with regard to any individual use outside of these requirements. Occasional personal use of University information technology resources for outside purposes is permitted as long as significant time and University-provided resources are not abused and usage is otherwise in compliance with the policy and appropriate state and federal regulations and laws.

The lists below constitute a “Code of Conduct” for individuals using the University’s information technology resources. Disciplinary action resulting from violation of the code shall be governed by the appropriate state and federal regulations and laws and by applicable provisions documented in the City University of Seattle Catalog.

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**GUIDING PRINCIPLE**

City University of Seattle expects the University Community (students and alumni) to be ethically responsible, as defined in this policy, while taking courses online, while communicating with the University Community, while submitting assignments for courses, and while using any University technology resources.

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**DEFINITIONS**

*Account*: Any account number, access code, and identification or authorization code used in conjunction with the use of City University of Seattle technology resources.
**Information Technology Resources**: Includes but is not limited to computers, peripherals, PDA’s, cell phones, network infrastructure, software, data, web services, email accounts, cameras, door lock card keys, and course content that is owned, managed or provided by City University of Seattle.

**User**: Any person who has been provided with an account or who uses City University of Seattle technology resources.

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**SPECIFIC RIGHTS AND RESPONSIBILITIES OF USERS**

- Users are accountable for all activities carried out under their account user names and/or access codes.
- Users are not to divulge their account user names, numbers, passwords, door lock keypad codes, and/or access codes unless approved by City University of Seattle management. Users shall not attempt by any means to obtain other users’ access codes.
- A user will not aid or allow any other individual to impersonate the user. An attempt to use another user’s name or access code is prohibited.
- Users will not engage in deliberate actions that may damage or disrupt University information technology resources. Accordingly, the willful introduction of computer “viruses,” “worms,” or other disruptive or destructive programs into the University’s computing environment is expressly prohibited.
- Users will not interfere or attempt to interfere in any way with information belonging to other users. Unauthorized access, damage, or tampering with/to another user’s information is in direct violation of the code.
- Users shall use appropriate standards of civility when accessing the University’s information technology resources. Users have the right to expect communication that is respectful and ethical. The transmittal of personally or intentionally abusive content is expressly prohibited in written documents or in communication transmitted over the University networks and the Internet.
- Users are prohibited from sending unsolicited, unofficial communication not limited to spam mail, junk mail, chain letters, and other such documents to other City University of Seattle users or to outside recipients.
- Users will honor the privacy of other users of University provided technology resources. Accordingly, users will not distribute the email addresses of other University users unless approved by City University of Seattle management.
- The downloading, copying or installing of software applications requiring licensing on University computers may only be done by authorized City University of Seattle personnel. The Information Technology department will maintain an inventory and backup media of all City University of Seattle purchased licensed software.
- Users are prohibited from altering the setup or configuration of any City University of Seattle technology resource unless authorized by University management.
- City University of Seattle technology resources are the property of City University of Seattle and are to be used for University related business. These resources are not to be used for personal commercial purposes or for personal financial or other gain including unauthorized use of consumables.
- Users are prohibited from downloading or copying materials where it infringes on the copyright protection of those materials. This includes music, videos and other information that is protected by copyright laws.
PRIVACY STATEMENT

The University follows appropriate regulatory information privacy guidelines. Users should be aware that their uses of University information technology resources are not completely private. The University has the right to inspect, without notice, the contents of computer files, electronic mail, network packet streams, computer conferencing systems, systems output such as printouts, and to monitor network communication.

ENFORCEMENT AND SANCTIONS

Individuals who violate the Information Technology Resource Code of Conduct are subject to disciplinary action as outlined in the Student Code of Conduct policy as listed in the City University of Seattle Catalog.

PEER-TO-PEER FILE SHARING

City University of Seattle provides access to its computing facilities and equipment, its information technology system, and connectivity to the internet, for the purpose of advancing and enhancing the educational objectives of its programs. Systems usage is restricted to educational activities directly tied to program objectives and incidental personal communications. Use of CityU information technology systems for unauthorized peer-to-peer file sharing, including but not limited to the downloading and/or distribution of copyrighted material, is strictly prohibited.

Any unauthorized use of CityU’s information technology system could result in removal from access to the system, or institutional discipline, including suspension and dismissal. Reproduction or distribution of copyrighted works, including but not limited to images, text or software, without permission of the owner, is an infringement of U.S. Copyright Law and is subject to civil damages and criminal penalties including fines and imprisonment.
CITY UNIVERSITY SCHOLASTIC HONESTY POLICY

Scholastic honesty in students, faculty and staff requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. The University holds students individually responsible for understanding and exercising standards of scholastic honesty in every aspect of study and in all work submitted. Various methods of plagiarism detection may be used by any faculty member in any City University of Seattle course.

DEFINITIONS

City University of Seattle defines violations of scholastic honesty broadly as any act that constitutes cheating or misrepresentation of the actual author of one’s work. Violations of scholastic honesty include, but are not limited to, the following examples.

1. Cheating:
   - Using unauthorized materials such as books or notes to answer examination questions.
   - Copying another student’s homework, written assignments, examination answers, electronic media, or other data.
   - Assisting or allowing someone else to cheat.

2. Plagiarism:
   - Presenting another person’s work as your own.
   - Paraphrasing or condensing ideas from another person’s work without proper citation.
   - Failing to document direct quotations with a proper citation.
   - Word-for-word copying, use of select phrases from another’s work or simply failing to properly cite all sources from which data, examples, ideas, words, or theories are found.

3. Other forms of scholastic dishonesty:
   - Changing examination solutions after the fact, inventing, changing or falsifying data or research.
   - Reproducing or duplicating images, designs, or web pages without giving credit to the developer, artist, or designer.
   - Submitting work created for another course without prior approval from the instructor.
   - Misrepresenting oneself or one’s circumstance to gain an unfair advantage.
   - Collaborating with another person(s) without prior approval from the instructor.
   - Selling or providing term papers, course work, or assignments to other students knowing that the intention is to plagiarize.
   - Bribing or attempting to bribe an instructor.

The University is committed to an educational approach to violations of scholastic honesty. Instructors are encouraged to seek guidance from course managers or senior faculty when they discover possible plagiarism to discuss how best to handle individual cases.

An instructor or staff member may file a formal Violation of Scholastic Honesty Allegation by following the instructions found in the Faculty Handbook or the City University of Seattle Catalog for the current academic year. The Scholastic Honesty Board will be convened and a review of the allegation will commence in a fair and impartial manner. A student may not withdraw from a course after being informed that a scholastic honesty allegation has been filed for that course, whether the communication was by letter, email, or some other means.
VIOLATION SANCTIONS

In cases where a violation is found to have occurred, disciplinary actions may include, but are not necessarily limited to, the following:
1. Issuance of a 0.0 for the assignment or examination;
2. Issuance of a 0.0 for the course grade;
3. Academic suspension for one or more quarters;
4. Dismissal from the University.

The student will be notified in writing of the Board’s decision. If the allegation was filed by an instructor, the instructor will be notified in writing as well.

STUDENT’S RIGHT TO APPEAL

Students may appeal the Board’s decision within ten days to the Provost, Office of the Provost, whose decision is final.

CITY UNIVERSITY TRANSFER, WAIVERS, AND SUBSTITUTIONS

TRANSFER POLICIES FOR GRADUATE DEGREE PROGRAMS

Students who have previously completed graduate coursework at other recognized institutions may transfer a maximum of 12 quarter credits toward a City University of Seattle master’s degree program, depending on the program. All transfer credits must reflect grades of 3.0 (B) or better. The 12 quarter credits may be through direct equivalency, course substitution or course waiver (or any combination of these), and must be equivalent to City University of Seattle courses, as determined by similar course numbers, titles or content.

Direct equivalency refers to a course successfully completed at another recognized institution and judged to be the same as a CityU course in terms of content, duration, level and credit value. If the University’s credentials evaluation team cannot determine direct equivalency for a course, the student must petition to receive transfer credit. If a course is approved as a direct equivalent, credit is granted, eliminating the need to take the course at CityU. Students may petition to receive transfer credit for any course. To earn a graduate degree, a student must take all required credits in residency (i.e., via CityU courses taken in any delivery format) except for the 12 quarter transfer credits.

DIVISION OF ARTS AND SCIENCES (DAS) TRANSFER STATEMENT

Coursework transferred into the Master of Arts in Counseling must be directly equivalent to the appropriate City University of Seattle course, or degree-equivalent as determined by the program director for the division. Credits older than six years must be approved by the Dean.

CITY UNIVERSITY DISABILITY POLICY
City University of Seattle is committed to providing equal opportunities in higher education to academically qualified students with disabilities who demonstrate a reasonable expectation of college success. Students with disabilities attending this University are integrated as completely as possible into the University environment. City University of Seattle does not offer a specialized curriculum for students with disabilities nor does it assume the role of a rehabilitation center. The University seeks input from students and their health care providers to assess individual needs and determines what resources are available for meeting those needs. City University of Seattle has a history of working successfully with students who have disabilities and has a commitment to continue to do so.

City University of Seattle’s facilities and programs are accessible to persons with disabilities. Reasonable accommodation in higher education refers to an “otherwise qualified” disabled student’s ability to fulfill course requirements in the classroom or through distance learning when faculty and staff provide equal access to learning. Appropriate academic support services are provided while academic standards are maintained.

Students are encouraged to contact the Disabilities Resource Office to discuss the need for reasonable accommodations. Since it is the student’s responsibility to disclose disabilities, the student is asked to provide recent documentation prepared by a qualified professional about any functional limitations so the Disability Resource Office may make recommendations for the type of reasonable accommodation available to the student. All disability information provided by the student is kept strictly confidential.

Students with impaired sensory, manual language or processing skills will be allowed to use educational auxiliary aids as appropriate. Such aides may include taped texts, readers, interpreters, note-takers, tape recorders, adaptive classroom equipment and other similar services or equipment. If necessary or appropriate, modification of academic requirements may include a change in the length of time permitted for completion of degree requirements, and adaptations in the manner courses are conducted or teaching is demonstrated. Requirements essential to the program of instruction or related to licensing requirements are not regarded as discriminatory.

Examples of reasonable academic accommodations are:
- Using innovative teaching techniques
- Providing access to recorded texts
- Providing access to tutorial assistance and use of technology
- Alternative testing arrangements such as adapting tests to assure measurement of a student’s knowledge, not the disability
- Flexible timelines for completion of courses, certification and degree requirements.
MAC MISSION STATEMENT

Make an Impact in the Mental Health Field

City University of Seattle’s Masters of Art in Counseling (MAC) has consistently examined social justice issues as they relate to the overall mental well-being of people from any background. Race, poverty, social injustices, gender issues, sexuality differences, morality and belief systems; all of these factors are taken into consideration in all course work and are of a particular focus in our training courses. It is the belief of the Counselor Education Department that social justice issues must be addressed if one is to address the overall well-being of individuals, families and communities. We involve our students, and ourselves as faculty, in these social justice issues.

Coupled with the above, using a practitioner-scholar model, the MAC program trains well-rounded mental health counselors (CMHC), marriage, couple, and family counselors (MCFC), professional school counselors (PSC), and addictions counselors (AC) for the realities of day-to-day practice. In addition to Social Justice Awareness and practice, the MAC program emphasizes practical application of theory, development of case conceptualization skills, ethical awareness, appreciation of diversity, and self-awareness. You will be introduced to a broad range of clinical issues through a breadth of coursework delivered by practitioner faculty. Supported clinical experiences focus on the delivery of clinical services, and assist students to develop a coherent theoretical and ethical framework for practice.

The MAC programs are offered hybrid (predominately on-ground with augmented on-line components). If you have a bachelor’s degree from an accredited university, you can apply for a MAC program at CityU. The program currently offers a weekday two year cycle for CMHC, MCFC, and AC specialty tracks, and a three year (Saturdays) cycle for all four tracks (CMHC, MCFC, AC, and PSC).

MAC PROGRAM OBJECTIVES

**Professional Counseling Orientation and Ethical Practice**
Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

**Social and Cultural Diversity**
Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.

**Human Growth and Development**
Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.

**Career Development**
Demonstrates knowledge and working application of career development in counseling practice.

**Counseling and Helping Relationships**
Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.

**Group Counseling and Group Work**
Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

**Assessment and Testing**
Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect of vulnerable populations.

**Research and Program Evaluation**
Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.

**Social Justice**
Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.

**Specialty Areas:**

**Addiction Counseling**
Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

**Clinical Mental Health Counseling**
Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

**Marriage, Couple, and Family Counseling**
Applies family systems theory to client(s) presenting problems and diagnoses.

**Professional School Counseling**
Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

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**PROFESSIONAL AND PERSONAL DEVELOPMENT IN A COMMUNITY OF LEARNERS**

A significant aspect of the MAC program is the cohort model, in which students participate and affiliate with a consistent group of fellow learners. This provides a consistent, safe, and cohesive learning environment within which to acquire knowledge and develop self-awareness and clinical skills.

Implementing counseling services involves both science (knowledge, logos) and art (spirit, soul, talent). The program, through use of cohorts, facilitates a cohesive community in which students can integrate theory with practice, while engaging in a process of self-exploration and self-awareness.

Graduate work in counseling is likely to arouse interpersonal and intrapersonal issues that may be uncomfortable for you. If you feel it necessary, you are encouraged to seek professional support in the form of personal counseling. This might benefit you by assisting you to deal with these issues; enhance your understanding of the perspectives of clients; increase your self-awareness; and reduce concerns that may interfere with your ability to serve others. A list of practicing mental health counselors that are open to referrals from City University of Seattle students is available in the Blackboard Community Shell, and is available upon request from the primary faculty. Additionally, we encourage you to develop a
lifestyle of balance and personal self-care. This will contribute to your academic and professional success, and initiate or continue a habit that will sustain you in your future professional endeavors.

MAC CORE FACULTY AND PROGRAM PERSONNEL

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Kent B. Provost, PhD</td>
<td>Interim Program Director</td>
<td>206.239.4792</td>
</tr>
<tr>
<td>Lee Gardner, PhD</td>
<td>Director of School Counseling Training; Program Manager</td>
<td>206.239.4832</td>
</tr>
<tr>
<td>Amy Cummings-Garcia, PhD</td>
<td>Director of Clinical Training; Program Manager</td>
<td>TBD</td>
</tr>
<tr>
<td>Anastasia Imig, PhD</td>
<td>Full-time Core Faculty</td>
<td>TBD</td>
</tr>
<tr>
<td>Jamey Cheek, EdD</td>
<td>Full-time Core Faculty</td>
<td>206.239.4500</td>
</tr>
<tr>
<td>Evette Dean</td>
<td>MAC Administrative Assistant</td>
<td>206.239.4854</td>
</tr>
<tr>
<td>Pat Russell, PsyD</td>
<td>Dean, School of Health and Social Sciences</td>
<td>TBD</td>
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MAC ASSOCIATE FACULTY

<table>
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<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Michael Theisen, MA, LMHC</td>
<td>Adjunct Professor</td>
<td><a href="mailto:MTheisen@Cityu.edu">MTheisen@Cityu.edu</a></td>
</tr>
<tr>
<td>Holly Altiero, EdD</td>
<td>Adjunct Professor</td>
<td><a href="mailto:AltieroHolly@Cityu.edu">AltieroHolly@Cityu.edu</a></td>
</tr>
<tr>
<td>Letha Fernandez, MACP, LMHC, SUDP, MAC</td>
<td>Adjunct Professor</td>
<td><a href="mailto:FernandezSas@Cityu.edu">FernandezSas@Cityu.edu</a></td>
</tr>
<tr>
<td>Anna Cholewinska, MA</td>
<td>Adjunct Professor</td>
<td><a href="mailto:annacholewinska@cityu.edu">annacholewinska@cityu.edu</a></td>
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The excellence of our program is largely due to the involvement of faculty members who are currently engaged in clinical practice. They represent diverse theoretical perspectives and will likely have very different teaching styles. Their responsibilities include:

- Preparing a teaching plan guided by the educational objectives in the course syllabus;
- Maintaining clear and consistent time boundaries, (i.e., starting and ending on time, maintaining specific break times);
- Maintaining sensitivity to student diversity, such as orientation, learning style, ethnicity, or any disabilities that might affect their learning;
- Providing an accessible way for students to contact the instructor between class sessions, (e.g. voice mail, e-mail); and
- Maintaining the professional, legal, and ethical standards of their profession with respect to teaching, credit for academic work, and integrity of relationships.
MAC PROGRAM PLANS

The Master of Arts in Counseling program offers four specialization tracks. The Clinical Mental Health Counseling (CMHC), the Marriage, Couple, and Family Counseling (MCFC), the Addictions Counseling (AC), and the Professional School Counseling (PSC). All four tracks share a common core of study. The four tracks differ in some coursework.

CLINICAL MENTAL HEALTH COUNSELING EMPHASIS

The Clinical Mental Health Counseling (CMHC) track is a 90-credit program that will prepare students to practice as a Licensed Mental Health Counselor (LMHC) in Washington State. Additionally, the CMHC track is CACREP accredited.

CMHC PROGRAM PLAN

CORE CACREP AREAS (42 credits):
COUN 501 Introduction to Counseling Practice 5
COUN 502 Systemic Theory: Multicultural Counseling 5
COUN 503 Human Growth and Development 5
COUN 510 Professional Ethics and Law 5
COUN 516 Career Counseling in Clinical Settings 3
COUN 524 Research Methods and Program Evaluation 4
COUN 525 Testing and Assessment 5
COUN 526 Counseling Theory 5
COUN 527 Group Counseling 5

REQUIRED COURSES OUTSIDE OF CORE (28 credits):
COUN 512 Systemic Theory: Marriage, Couple, and Family Counseling 5
COUN 550 Introduction to Psychopathology and Psychopharmacology 3
COUN 521 Psychopathology and Psychopharmacology II 5
COUN 532 Addictions and Co-Occurring Counseling 5
COUN 609 Systemic Theory: Human Sexuality 3
COUN 692 Capstone Project and Comprehensive Examination – CMHC 4

ADDITIONAL REQUIRED DEPTH COURSEWORK (7 credits):
COUN 600 Systemic Theory: Child and Adolescent Counseling 2
COUN 604 Counseling Older Adults 2
COUN 603 Expressive Arts in Counseling 3

INTERNSHIPS/PRACTICA (13 credits):
COUN 621, 622, 632, 633 Practicum series 4
COUN 651, 652, 653 Internship series 9

TOTAL REQUIRED FOR THE MAC, CMHC: 90 CREDITS
MARRIAGE, COUPLES, AND FAMILY COUNSELING EMPHASIS

The Marriage, Couple, and Family Counseling (MCFC) track is a 90-credit program that will prepare students to practice as either a Licensed Mental Health Counselor (LMHC) or a Licensed Marriage and Family Therapist (LMFT) in Washington State. Additionally, the MCFC program is CACREP accredited.

MCFC PROGRAM PLAN

<table>
<thead>
<tr>
<th>CORE CACREP AREAS (42 credits):</th>
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<tbody>
<tr>
<td>COUN 501 Introduction to Counseling Practice</td>
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<tr>
<td>COUN 502 Systemic Theory: Multicultural Counseling</td>
<td>5</td>
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<tr>
<td>COUN 503 Human Growth and Development</td>
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<tr>
<td>COUN 510 Professional Ethics and Law</td>
<td>5</td>
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<td>COUN 516 Career Counseling in Clinical Settings</td>
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<td>COUN 524 Research Methods and Program Evaluation</td>
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<td>COUN 525 Testing and Assessment</td>
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<td>COUN 526 Counseling Theory</td>
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<td>COUN 527 Group Counseling</td>
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<tr>
<th>REQUIRED COURSES OUTSIDE OF CORE (28 credits):</th>
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<tr>
<td>COUN 512 Systemic Theory: Marriage, Couple, and Family Counseling</td>
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<tr>
<td>COUN 522 Systemic Theory: Crisis, Disaster and Trauma Counseling</td>
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<tr>
<td>COUN 530 Introduction to Psychopathology and Psychopharmacology</td>
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<tr>
<td>COUN 521 Psychopathology and Psychopharmacology II</td>
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<tr>
<td>COUN 532 Addictions and Co-Occurring Counseling</td>
<td>5</td>
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<tr>
<td>COUN 609 Systemic Theory: Human Sexuality</td>
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<tr>
<td>COUN 693 Capstone Project and Comprehensive Examination – MCFC</td>
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<tr>
<th>ADDITIONAL REQUIRED DEPTH COURSEWORK (7 credits):</th>
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<tr>
<td>COUN 600 Systemic Theory: Child and Adolescent Counseling</td>
<td>2</td>
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<tr>
<td>COUN 606 Couples Counseling</td>
<td>2</td>
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<tr>
<td>COUN 603 Expressive Arts in Counseling</td>
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<tr>
<th>INTERNSHIPS/PRACTICA (13 credits):</th>
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<tr>
<td>COUN 621, 622, 632, 633 Practicum series (1 credit each)</td>
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</tr>
<tr>
<td>COUN 651, 652, 653 Internship series (3 credits each)</td>
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TOTAL REQUIRED FOR THE MAC, AC: 90 CREDITS
ADDICTIONS COUNSELING EMPHASIS

The Addictions Counseling (MCFC) track is a 90-credit program that will prepare students to practice as

ADDICTIONS PROGRAM PLAN

CORE CACREP AREAS (42 credits):
- COUN 501 Introduction to Counseling Practice 5
- COUN 502 Systemic Theory: Multicultural Counseling 5
- COUN 503 Human Growth and Development 5
- COUN 516 Career Counseling in Clinical Settings 3
- COUN 524 Research Methods and Program Evaluation 4
- COUN 525 Testing and Assessment 5
- COUN 526 Counseling Theory 5
- COUN 527 Group Counseling 5
- COUN 610 Law and Ethics in Addictions Counseling 5

REQUIRED COURSES OUTSIDE OF CORE (28 credits):
- COUN 522 Systemic Theory: Crisis, Disaster and Trauma Counseling 3
- COUN 530 Introduction to Psychopathology and Psychopharmacology 3
- COUN 521 Psychopathology and Psychopharmacology II 5
- COUN 609 Systemic Theory: Human Sexuality 3
- COUN 612 Addictions Pharmacology and Physiology 5
- COUN 614 Addiction Counseling using ASAM Criteria for Ind, Grp, Fam 5
- COUN 694 Capstone Project and Comprehensive Examination – AC 4

ADDITIONAL REQUIRED DEPTH COURSEWORK (7 credits):
- COUN 600 Systemic Theory: Child and Adolescent Counseling 2
- COUN 604 Counseling Older Adults 2
- COUN 603 Expressive Arts in Counseling 3

INTERNSHIPS/PRACTICA (13 credits):
- COUN 621, 622, 632, 633 Practicum series (1 credit each) 4
- COUN 651, 652, 653 Internship series (3 credits each) 9

TOTAL REQUIRED FOR THE M.A.: 90 CREDITS
PROFESSIONAL SCHOOL COUNSELING EMPHASIS

The Professional School Counseling (PSC) track is a 90-credit program that will prepare students to practice as Certified School Counselors, who have a strong foundation in, and understanding of mental health issues in school-aged children. The school counseling track will incorporate State guidelines, and the American School Counselor Association model, which is the recognized framework for delivering student-centered, high-quality, data-informed school counseling services to K-12 students in the United States. The school counseling track will also provide foundational clinical experiences for students by coordinating curriculum with 2016 CACREP standards.

PSC PROGRAM PLAN

CORE CACREP AREAS: (42 credits):
- COUN 501 Introduction to Counseling Practice 5
- COUN 502 Systemic Theory: Multicultural Counseling 5
- COUN 503 Human Growth and Development 5
- COUN 510 Professional Ethics and Law 5
- COUN 516 Career Counseling in Clinical Settings 3
- COUN 524 Research Methods and Program Evaluation 4
- COUN 525 Testing and Assessment 5
- COUN 526 Counseling Theory 5
- COUN 527 Group Counseling 5

REQUIRED COURSES OUTSIDE OF THE CORE: (33 credits):
- COUN 512 Systemic Theory: Marriage, Couple, and Family Counseling 5
- COUN 522 Systemic Theory: Crisis, Disaster and Trauma Counseling 3
- COUN 530 Introduction to Psychopathology and Psychopharmacology 3
- COUN 521 Psychopathology and Psychopharmacology II 5
- COUN 532 Addictions and Co-Occurring Counseling 5
- COUN 561 Introduction to School Counseling and ASCA Model 5
- COUN 609 Systemic Theory: Human Sexuality 3
- COUN 695 Capstone Project and Comprehensive Examination – PSC 4

ADDITIONAL REQUIRED DEPTH COURSEWORK (2 credits):
- COUN 600 Systemic Theory: Child and Adolescent Counseling 2

INTERNSHIPS/PRACTICA (13 credits):
- COUN 621, 622, 632, 633 Practicum series (1 credit each) 4
- COUN 651, 652, 653 Internship series (3 credits each) 9

TOTAL REQUIRED FOR THE M.A.: 90 CREDITS
Confidentiality of MAC Students' Personal Information

The course content in this program may, from time to time, arouse personal responses. Instructors provide a safe environment for students to share sensitive personal information within the classroom, in personal communication with instructors, and/or through written assignments. Personal information disclosed in these contexts will be treated confidentially, in a similar manner to personal information disclosed in therapy. However, instructors may be obligated to disclose information to persons outside the University in the following situations:

- A student’s health or safety may be jeopardized;
- Someone else’s health or safety may be jeopardized;
- An indication, report or evidence of the abuse or neglect of a child, an elderly person or a developmentally disabled person; or
- Information is subpoenaed or ordered to be disclosed by a court.

Additionally, personal information about a student may be disclosed to others within the University, in circumstances including, but not limited to, the following:

- A student files a grade grievance or complaint with respect to an instructor.
- A student’s personal circumstances necessitate a modification to his/her educational program.
- A student exhibits classroom or online behavior contrary to the standards of the University.

Individual members of the faculty are bound by codes of ethics and standards of City University.

MAC PROGRAM WORKLOAD

The workload for the Master of Arts in Counseling is substantial. The program is a 90-credit graduate program and is to be completed in either two or three years. The program requires extensive reading and outside-of-class work including projects and papers. Students should be prepared for an arduous course of study, and be prepared to spend two hours outside of class for every hour in class. In addition there will be involvement in direct client work in both the student practicum and the student internship experiences.

MAC GENERAL SYLLABI AND COURSE GUIDES

Course Guides* are available through the City University of Seattle portal. City University of Seattle implements a system that posts Course Guides for student preview prior to the course start date. The Course Syllabus and Rubric will become available for students in the Blackboard Shell three days prior to the course and remains available throughout the duration of the course, and 30 days after the last class.

Syllabi provide the following:

- Course instructor contact information
- Course description
- Required resources
- Course outcomes
- All program learning outcomes
- CACREP standards met through the course
- Course activities matrix related to course met above outcomes and CACREP standards
- Course schedule
- Overview of course grading
- Specific of course assignments
- Course policies
- University Policies
- Support services and disability services accommodations statement

Most courses will involve on-line Blackboard work each week. These activities will be explained prior to your academic work in these courses. There are Blackboard Shells for each course and it is important for you to access these each quarter when you start your new classes. Important course documents will be posted in these shells (e.g. course schedule; syllabi; rubric; instructor determined material). Faculty members have the discretion to make minor alterations to scheduling and readings without changing the textbook or instructional objectives/outcomes. You will be informed of any changes through the syllabus before or on the first day of class. The university catalogue provides a grading scheme which is for the advice of instructors.

*Save all course syllabi and course guides to document the content of a course, since documentation may be required when applying for certification or licensure.*

**MAC CLASS FORMAT**

MAC courses will have an in-class component, and an online component. In-class work consists of a series of modules that support the learning objectives. These include activities such as short lectures, group discussions, small group activities, role-plays, exercises, case discussions, student presentations, panel discussions, and viewing videos. The activities are designed to provide learning opportunities for a variety of learning styles, and to engage students in the process of self-exploration, self-awareness, and awareness of self in relation to others. Online class work may include discussion questions, case study reviews, quizzes, and online learning modules. The activities are designed to supplement materials from class sessions, and to provide learning opportunities for a variety of learning styles.
MAC PROGRAM LEARNING OUTCOMES AND KEY PERFORMANCE INDICATORS

The following learning outcomes and key performance indicators are aligned with knowledge and/or skill for City University of Seattle Learning Goals and for the eight 2016 Common Core CACREP Standards, in addition to specialization area CACREP Standards for Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling. Students are evaluated on either 11. Clinical Mental Health Counseling or 12. Marriage, Couple, and Family Counseling learning outcomes, depending on program specialization.

<table>
<thead>
<tr>
<th>Program Learning Outcomes / Key Performance Indicators</th>
<th>Formative (First)</th>
<th>Summative (Second)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Counseling Orientation and Ethical Practice</td>
<td>COUN510 Professional Ethics and Law – Clinical Ethical Situations Part 2</td>
<td>COUN653 Internship III – Final Internship Student Evaluations</td>
</tr>
<tr>
<td>Demonstrates understanding and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.</td>
<td>Interview</td>
<td></td>
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<tr>
<td>Collaborates with people of diverse ethnicity, culture, gender identity, sexual identity, physical ability, religious beliefs, and socioeconomic status through a lens of social justice and advocacy.</td>
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<tr>
<td>3. Human Growth and Development</td>
<td>COUN503 HG&amp;D – Case Study Group Project</td>
<td>COUN653 Internship III – Final Clinical Case Presentation</td>
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<tr>
<td>Develops understanding and awareness into what impacts personal development through a lens of resiliency and wellness for clients across the lifespan.</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates knowledge and working application of career development in counseling practice.</td>
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<tr>
<td>5. Counseling and Helping Relationships</td>
<td>COUN632/633 Practicum III/IV – Final Site Supervisor Evaluation</td>
<td>COUN653 Internship III – Final Internship Site Supervisor Evaluation of Student</td>
</tr>
<tr>
<td>Establishes and maintains effective counseling relationships, and employs theoretically grounded counseling techniques.</td>
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<tr>
<td>Applies methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.</td>
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<tr>
<td>7. Assessment and Testing</td>
<td>COUN521 Psychopathology and Psychopharmacology II – Case Conceptualization, Diagnosis, and Treatment Planning Major Assignment</td>
<td>COUN653 Internship III – Final Clinical Case Presentation</td>
</tr>
<tr>
<td>Gathers information to assess needs and next steps in the counseling process, including assessment for suicide/homicide risk and reporting requirements for abuse/neglect of vulnerable populations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Locates resources and critically evaluates research related to core areas of counseling to incorporate into clinical practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates systemic understanding of the role of counselors in promoting social justice for the well-being of the greater community.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 10. **Addiction Counseling**
Demonstrates knowledge and abilities to identify presenting symptoms and differential diagnoses including co-occurring disorders incorporated into the American Society of Addiction Medicine (ASAM) six-dimensional assessment model with appropriate theoretical-based treatment planning including interventions for projected outcomes.

COUN67 Treatment of Addictions: Individual, Group, and Family Addiction Counseling using ASAM – Co-Occurring Case Study Major Assignment

COUN653 Internship III – Final Clinical Case Presentation

### 11. **Clinical Mental Health Counseling**
Applies counseling theory to client presenting problems and diagnoses, including co-occurring disorders, with appropriate theoretical-based treatment planning and interventions for projected outcomes.

COUN521 Psychopathology and Psychopharmacology II – Case Conceptualization, Diagnosis, and Treatment Planning Major Assignment

COUN653 Internship III – Final Clinical Case Presentation

### 12. **Marriage, Couple, and Family Counseling**
Applies family systems theory to client(s) presenting problems and diagnoses.

COUN512 Systemic Theory of Marriage, Couple, and Family Counseling Final Project – Assessment and Intervention Paper

COUN653 Internship III – Final Clinical Case Presentation

### 13. **Professional School Counseling**
Demonstrates understanding and application of collaborative work with school and community resources to implement a K-12 comprehensive counseling program.

COUN561 Introduction to School Counseling and ASCA Models – Comprehensive School Counseling Program assignment

COUN692 Capstone – Action Research Project

**Note.** Students are evaluated on either 11. Clinical Mental Health Counseling or 12. Marriage, Couple, and Family Counseling learning outcomes, depending on program specialization.
MAC ATTENDANCE, LATE ASSIGNMENTS, AND PARTICIPATION

MAC ATTENDANCE POLICY

In any counselor education program, presence and participation in class is an integral part of the learning process. At City University of Seattle, class attendance and participation account for 10-15 percent of the grade in most classes. Attendance policies are left to the discretion of the course instructor. If you are aware of times in which you will need to be absent from a class, it is your responsibility to work with your instructor to make alternative arrangements for any assignments missed. In certain classes, your participation is included in your course grade. In these instances, participation points cannot be made up if you are not in the class session.

MAC LATE ASSIGNMENT POLICY

Per Division of Arts and Sciences policy, graduate students are required to submit all assignments by the due dates stated in the syllabus. A late assignment is one that is submitted after the due date and time or after any extension has expired.

If circumstances prevent a student from meeting the due date, the student is obliged to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due. Emergency situations will be considered on a case-by-case basis. Being busy, pressured with outside work, or having competing academic commitments are not valid reasons to grant extensions.

A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5 percent deduction in grade each day or part of the day that the assignment is late. For example, if the assignment is submitted two days late, 10 percent of the grade will be deducted.

Coursework received after one week (seven days) will not be graded and will receive a zero grade.

OVERVIEW:
- All assignments are expected to be turned in on time
- 5% of the overall grade for the assignment will be deducted each day the paper is late up to 7 days
- No paper will be accepted 7 days after due date
- Agreements must be made with the course instructor 48 hours prior to due date for assignment if an exception is to be made
MAC PARTICIPATION POLICY

Participation in all MAC courses requires active engagement in classroom discussions and Blackboard discussions when they are a required part of the class. Participation includes the sharing of new ideas, examples and resources; as well as constructive disagreement and incorporation of course materials and concepts in your discussion.

As future counselors, you are expected to behave in a professional and ethical manner during class time. Students who are unfamiliar with ethical responsibilities are required to review the American Counseling Association’s most recent Code of Ethics (www.counseling.org). With regard to electronic devices: cell phones are to be turned off and texting is not allowed during class time. If you are on call or expecting an emergency phone call, first let the instructor know and then respectfully step out of the classroom in order to respond. Computers are to be used for class-related assignments or note taking only. If they are used for other purposes (i.e. recording, social communication, non-class-related activities), students will be asked to leave class.

Consistent attendance and a willingness to be actively involved in classroom discussions, small group activities, and at times classroom presentations or role plays assists in creating a vibrant learning community. In certain classes, your participation is included in your course grade. In these instances, participation points cannot be made up if you are not in the class session.
MAC EVALUATION PROCEDURES

MAC INSTRUCTIONAL FEEDBACK

Students have the opportunity to provide feedback about a course, instructor, course material, and other issues at the end of courses by filling out the End of Course Evaluation (EOCE). The EOCE process is completed online during a limited period at the end of each quarter, and is completely confidential. The evaluations provide an important source of information for continual program improvement, feedback and retention of the Teaching Faculty member, etc.

MAC ACADEMIC ADVISING

In an effort to provide ongoing oversight of student progress through the MAC program, each student will be assigned a faculty advisor upon entrance into the program. Throughout the student’s course of study, the faculty advisor and student will meet at regular intervals to discuss ongoing performance issues. The faculty advisor will be responsible for conducting annual academic advising meetings. Faculty advisors will complete an annual advising report of student progress by collecting feedback from program faculty regarding student progress throughout the program. Advisors discuss this during a meeting with their advisees. This annual report includes information about learning outcomes:

- Scores on MAC Key Performance Indicators (KPIs) at the Formative and Summative Levels;
- Feedback regarding academic performance;
- Feedback regarding professional development;
- Feedback regarding professional and interpersonal disposition development.

From this data, advisors and advisees develop remediation plans in cases when students are underperforming. Faculty members follow the remediation policy found in the Program Handbook. In cases when a student is not appropriate for the program, faculty members follow the dismissal policy found in the Program Handbook.

MAC ONGOING EVALUATIONS

As students progress through the curriculum, faculty members will assess them formally and informally through on-going observations. Any concerns about a student will be brought to the counseling faculty for consultation. At any time during a student’s program of study, faculty may identify them as needing remediation. Referral to remediation occurs on a case-by-case basis. In the case of academic remediation, policies of City University will be implemented. In the cases of interpersonal or professional disposition remediation, the faculty advisor (or clinical training committee depending on the circumstance) will work with program faculty and with the student to develop a remediation plan.
Criteria for remediation are based on the CACREP (2016) Standards, in addition to the American Counseling Association (ACA) Code of Ethics (2014). These include: academic performance, professional development, and professional and interpersonal disposition development.
MAC RETENTION AND REMEDIATION POLICIES

The faculty and staff in the Master of Arts in Counseling (MAC) program at City University of Seattle are committed to the preparation and training of counseling professionals who will uphold the highest standards of practice and ethical care in their communities. We are aware of the ethical responsibilities related to training and supervising graduate students in counseling established by the American Counseling Association (ACA, 2014). Based on these standards, it is our responsibility to provide students with information regarding the “level of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing performance appraisal and evaluation feedback throughout the training program” (ACA, 2014, F.9.a). The Council for Accreditation of Counseling and Related Educational Programs (CACREP) also mandates that counselor education programs “have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession’s ethical codes and standards of practice” (CACREP, 2016, I.n).

Additionally, the faculty and staff in the MAC program are charged with addressing “the inability of some students to achieve counseling competencies that might impede performance” (ACA, 2014, F.9.b). To accomplish this, we will “1. Assist students in securing remedial assistance when needed, 2. Seek professional consultation and document [our] decision to dismiss or refer students for assistance, and 3. Ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to [our] institutional policies and procedures” (F.9.b).

MAC ONGOING PERFORMANCE EXPECTATIONS

During the program of study, each student will be evaluated on assignments aligned with the following programmatic outcomes below. After completion of each course, instructors will evaluate assignments aligned with key performance indicators’ (KPIs) formative and summative levels of each program learning outcome (PLOs).

In addition to these regular formal assessments, program faculty engage in informal assessments of students’ abilities to meet program objectives throughout the course of study; especially before beginning practicum work, and throughout practicum and internship. Concerns about individual student behaviors, attitudes, or dispositions are brought to the program faculty as a whole, and consultation will occur during regularly-scheduled and specifically-scheduled faculty meetings. If a faculty member determines, at any time during the student’s program of study, that they are in need of remediation, then any or all of the following remediation steps might occur.

MAC ACADEMIC REMEDIATION

Students in the Master of Arts in counseling degree program must maintain a cumulative G.P.A. of 3.0 to remain in good standing. If a cumulative G.P.A. falls below 3.0 the student will be asked to meet with the Program Director. If a student has two quarters consecutively below 3.0, then they will be put on academic probation. Students on academic probation must resolve that status within two quarters or be placed on suspension. Students who are suspended and wish re-admittance into the program must submit a written request to the Academic Standards Committee. This committee evaluates requests for
re-admission on a case-by-case basis. Please refer to the City University Academic Standing Policy for further information.

Following the CACREP (2016) Standards, students will also be placed on academic remediation if they are performing “Below Standard” on any of the MAC PLOs or for introductory, performance, or mastery assignments aligned to 2016 CACREP Standards.

**MAC PROFESSIONAL REMEDIATION**

As students progress through the training program, they will have opportunities to learn about the profession of counseling, the dispositions required for becoming a competent counselor, and the skills needed to facilitate healthy communication between the student and their future clients. The faculty at City University believes that these professional competencies are critical to students’ success in the field, and therefore, the faculty will informally and formally assess each student’s professional competency in an ongoing manner. If, at any point during the student’s program, a faculty member has concerns regarding the student’s clinical skills, their personal dispositions, or their awareness of professional development, then the student and their faculty advisor and/or faculty instructor may meet to discuss additional tasks required of the student. In addition, please be advised that City University of Seattle has a policy regarding Program Dismissal. According to this policy, “courses of study that prepare students for professional roles in the community, e.g., teachers, counselors, school administrators, or industry leaders, may have an added expectation of performance requiring candidates to demonstrate a standard of character dictated by the professional ranks that they are studying to enter.”

Criteria for professional development remediation are based on the CACREP (2016) Standards, in addition to the American Counseling Association (2014) Code of Ethics. These include:

- Consistently arriving late to class or leaving early,
- Missing class without informing the instructor,
- Refusing to take responsibility for their behavior,
- Refusing to accept feedback from faculty and/or instructors,
- Any problematic dispositions and behavior.

A Professional Dispositions and Behaviors Form is included in Appendix A for faculty advisors, instructors, and site supervisors to complete should a concern arise regarding the professional development of a student.

**MAC INTERPERSONAL REMEDIATION**

In addition to satisfactory academic progress and professional development, program faculty will formally and informally evaluate student’s interpersonal style, as this is a critical component to their professional success. Per CACREP (2016) Standard 4.G, the Master of Arts in Counseling (MAC) program at City University has established minimum performance requirements for students to adhere to throughout their time in the program. If personal issues prevent a student from performing the duties required during their coursework or interfere in interactions with members of their cohort, then program faculty may require the student to complete a program of remediation. Criteria for interpersonal development remediation are based on the CACREP (2016) Standards, in addition to the American Counseling Association (2014) Code of Ethics. These include:
• Verbal or written attacks of classmates and/or instructors,
• Domineering classroom discussions or online discussion boards,
• Posting inappropriate content on discussion boards or social media sites,
• Offensive or disrespectful interpersonal behavior toward different cultural groups,
• Counselor impairment, such as admission to inpatient psychiatric or addiction treatment, or significant current symptoms of psychopathology or addiction, including suicidal or homicidal ideation.

A Professional Dispositions Form is included in Appendix A for faculty advisors, instructors, and site supervisors to complete at specific points in the student’s program of study. The professional dispositions below will be formally evaluated by faculty at specific points in time, namely (i) Admissions interview, (ii) Practicum I, II, III, and IV, and (iii) Internship I, II, III.

MAC REMEDIATION PROCESS

Program faculty review student progress on a regular basis and attend carefully to assist students in need, as well as to celebrate excellence in each developing counselor. In alignment with the ethical guidelines of the American Counseling Association and accreditation standards for the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Counselor Education faculty has developed the following student evaluation and retention procedures. Respecting these guidelines, the faculty considers academic abilities, clinical skills, and professional dispositions when making retention decisions about students’ awareness. The program dispositions serve as the focal point for identifying and confronting concerns related to professional dispositions. As such, students are expected to adhere to and strive for excellence in each of the identified dispositional areas. Each student is assessed each term on dispositional behavior and provided with feedback regarding their progress. In addition, each faculty member provides feedback regarding student progress in the classroom. You can use the acronym CORIS (pronounced ‘chorus’) to help you remember them. The dispositions include:

Commitment: Counseling identity, Investment, Advocacy, Collaboration, Interpersonal Competence
Openness: Ideas, Learning, Change, Feedback, Others, Self-development
Respect: Self, Others, Diversity, Self-Care, Wellness
Integrity: Personal responsibility, Maturity, Honesty, Courage, Congruence
Self-awareness: Humility, Self-reflection, Understanding Place in History

All students are assessed using these dispositional characteristics as the focal point of the assessment and receive feedback regarding their progress in the program. At least during each spring term, formal documented feedback is provided to each student and placed in the student’s file, including student responses to feedback received. Students who are identified as having deficiencies in one or more of the areas evaluated are provided the following assistance in order to improve their performance:

1. Meeting with your Advisor
The advisor and/or faculty instructor meets with the student and gives specific examples of difficulties that have been identified by the faculty member in class, during field experience, or during regular student review meetings. The student and the advisor and/or faculty instructor discuss minimal change expectations and procedures. The advisor and/or faculty instructor documents the interaction with written feedback regarding the meeting, salient points made during the meeting, and steps agreed upon
by both parties. A decision is made at this time as to the seriousness of the problem. Steps for resolution are recommended and both/all parties agree upon a time frame for remediation. The student’s progress will be reviewed by the entire program faculty.

2. Recurring or Critical Problems
If the problem is a continuing one, or is critical, the program director or program manager may appoint a team of faculty members to meet with the student. This meeting serves as a formal Student Professional Disposition Meeting (SPDM). The concerns are delineated in writing and given to the student at the beginning of this meeting. During this meeting, the student is given an opportunity to respond to the concerns. The faculty members provide specific information about the problem identified, steps needed for solution, and time frame allowed prior to determining whether or not further action is merited. A contract clearly stating areas that need to be improved upon and the methods and time frame needed for improvement is written and signed by the student and the involved faculty members. A copy of this agreement is given to the student, and the original is placed in the student’s file. This meeting serves as a behavioral contract designed to remediate concerns and foster positive student development and growth.

3. Insufficient Progress, Withdrawal, Advising
If the student does not make progress toward resolution of the identified problem(s) in the timeframe set forth during the SPDM, and if the faculty agrees that the student will not be able to successfully achieve the academic content, clinical skills, or professional dispositions needed to meet program requirements, the faculty may recommend withdrawal or dismissal from the program. If this decision is made by vote of the counselor education faculty, it is then forwarded to the Department head and/or Program Director. Academic and vocational advising may be offered to the student.

4. Due Process Procedures
Unless the problem involves a major disciplinary action, all of the preceding steps are handled by the Counselor Education faculty. The University and the program policies are written to assure students that their rights are respected and due process is followed. If a student wishes to challenge a decision of the program regarding retention in the program, the student has the right to an appeal process, as detailed in the student handbook. The stated procedures are in accord with the accepted educational practices and guidelines of the American Counseling Association 2014 Code of Ethics. Faculty members, through continual student evaluation and appraisal, must be aware of the personal limitations of the learner that might impede future performance. Faculty members must not only assist the learner in securing remedial assistance but also screen from the program those individuals who are unable to provide competent services.
Remediation plans may include:

a. **Academic Remediation**
   i. Repeating coursework
   ii. Tutoring
   iii. Study skills training
   iv. Writing lab assistance
   v. Test-taking training
   vi. Individual assistance from program faculty
   vii. Other academic skills interventions, as determined by program faculty

b. **Professional Disposition Remediation**
   i. Increased supervision
   ii. Personal therapy
   iii. Repeating coursework
   iv. Writing reflection papers
   v. Other professional skills interventions, as determined by program faculty

c. **Interpersonal Remediation**
   i. Increased supervision
   ii. Personal therapy
   iii. Repeating coursework
   iv. Writing reflection papers
   v. Faculty review
   vi. Student restrictions (suspension, leave of absence, dismissal from program)
   vii. Other interpersonal skills interventions, as determined by program faculty
CITY UNIVERSITY AND MAC DISMISSAL POLICIES

City University of Seattle publishes policies that determine continued enrollment in the University. Additionally, based on the language of these policies, the MAC Program Director or Dean may also make determination of dismissal from the program of study and/or the University. Dismissal from the program and/or the University is an action of last resort.

DISMISSAL FROM CITY UNIVERSITY

Students may be dismissed from City University of Seattle for behaviors that have been deemed as unacceptable by the University community. The Student Code of Conduct lists behaviors that are deemed as unacceptable, and lists the student’s rights to appeal a decision.

DISMISSAL FROM THE MAC PROGRAM

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) also mandates that counselor education programs “have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession’s ethical codes and standards of practice” (CACREP, 2016, I.N.). Students may be dismissed from the MAC program at City University of Seattle for behaviors that are deemed unacceptable by the University Community, as well as behaviors that are deemed unacceptable by the professional and ethical standards guiding the practice of counseling. Decisions to dismiss a student from the MAC program are made on a case-by-case basis. Criteria for dismissal from the MAC program include:

- Harming clients in any way, intentionally or unintentionally.
- New criminal charges that occur during the program, especially if related to professional behavior.
- Failure to complete a mutually agreed-upon plan of remediation.

MAC BACKGROUND INFORMATION AFFIDAVIT

As a part of the admissions packet to City University of Seattle, applicants were required to sign an affidavit indicating their personal demographic information, and professional information related to previous certifications or licensure as a mental health worker. Students were required to indicate criminal information at this time and were required to report any problematic behaviors or conduct in your history.

Prior to entering into practicum and/or internship work with clients, a student may be required to submit a background check to the agency.

Any previous criminal history may impact a student’s ability to achieve licensure post-graduation. It is the student’s responsibility to determine if prior arrests, charges, or convictions will impede their ability to become licensed as a mental health professional.
MAC PROFESSIONAL ORGANIZATIONS AND OPPORTUNITIES FOR PROFESSIONAL INVOLVEMENT

Professional counseling organizations provide (a) resources, (b) networking opportunities, (c) continuing education, (d) professional development, (e) advocacy, and (f) policy making for their members. These organizations are fantastic resources for you as you prepare for your career. As such, you will be required to maintain active membership in the American Counseling Association (ACA). Each student will set up an initial registration during their first quarter of practicum. Additionally, the ACA provides, as a part of each student’s membership, student liability insurance (which students are required to carry prior to clinical work). Please visit http://www.counseling.org/ for membership information.

In addition to the benefits of membership in ACA, a number of other organizations are available, and many of these will provide a more specialized level of information and education. Examples of these include The American Mental Health Counselors Association, The Association for Counselor Education and Supervision, or the Counselors for Social Justice (CSJ) Division of the American Counseling Association. You may find information about these other organizations through the ACA website (http://www.counseling.org), as well.

A number of state and local organizations exist to serve the needs of professionals, as well. Membership in these organizations is optional; however, students will receive discounts on local trainings and continuing education opportunities through these state level organizations. Consider exploring membership in the Washington Counselors Association (http://wacounseling.org/) or the Washington Mental Health Counselors Association (http://www.wmhca.org/).

The MAC faculty will communicate local opportunities for employment, professional development, and networking through the MAC Blackboard Community Shell.

MAC ENDORSEMENT POLICY

The Master of Arts in Counseling curriculum has been carefully designed to prepare counselors who are competent to enter the work force. For credentialing and employment purposes, graduates may need to provide verification of clinical hours. Please contact the Director of Training for verification of these hours.

Graduates often ask faculty members to serve as references for employment. Prior to listing any City University of Seattle faculty member as a reference, you will need to obtain permission from that individual.
MAC CLINICAL TRAINING

As part of their program, students complete field experiences where they are given opportunities to practice applying professional counseling skills. There are two sequences of field experiences in the MAC program. For both sequences, students will receive on average one hour of individual or triadic supervision each week from their site supervisor, and on average 1.5 hours of group supervision each week during field experiences. Additional individual and/or triadic supervision at the university may also be required.

The first training sequence is entitled, “Practicum.” During this sequence, students provide counseling services at a site approved by the MAC program. The practicum sequence consists of four courses scheduled in separate quarters. During this sequence, students will amass a minimum of 100 total clinical hours including a minimum of 40 direct client hours as required by CACREP accreditation training standards.

The second sequence is entitled, “Internship.” During this sequence, students provide counseling services in an approved internship clinical setting relevant specific to the student’s specialty track (CMHC, MCFC, AC, or PSC). During this sequence, students will amass a minimum of 600 total clinical hours, including a minimum of 240 direct client hours as required by CACREP accreditation training standards.

Training site supervisors must meet the following requirements per CACREP standards:

1. A master’s degree in the mental health field, with current licensure as a mental health professional in their State of practice;
2. A minimum of two years of clinical experience in the related specialty track field;
3. Relevant training in counseling supervision.

Prior to students engaging in practicum or internship clinical hours, a formal meeting must be held between the Site Supervisor and student. In this meeting, roles and expectations for all parties are reviewed, and the practicum or internship contract is signed by the site supervisor and the student. This contract is then submitted to the Director of Training (DOT) for confirmation. After the DOT confers/signs the contract, the student may commence the clinical work. At the conclusion of the internship, another formal meeting is held between the student and site supervisor to review the student’s progress during the internship and complete/sign all required final paperwork. The Practicum or Internship course instructor Supervisor will remain in contact with the Site Supervisor throughout the student’s training during each term.

Prior to starting clinical training work (i.e. Practicum and/or continuance into internship), the MAC Training Committee will evaluate each student for “readiness.” This evaluation process will involve review of any/all professional dispositions acquired, input from all instructional faculty who have had the student in class, and any other information accrued from the student and other sources. The committee will document this input as part of the review process. If any student is determined as not ready for clinical training, the training committee will developed a plan to further assist the student for “readiness.” This plan will determine a timeframe and criteria in which the student must meet to engage in clinical work. If the student does not achieve the “readiness” criteria, then this would be grounds for suspension and/or dismissal from the program.
MAC LIABILITY INSURANCE

Throughout training program, each student is required to carry student liability insurance. A student may elect to utilize coverage provided through their membership application with the American Counseling Association (http://www.counseling.org), or they may elect to sign up with an alternative insurance company. All students are required to join the ACA as part of the course requirements at the start of their practicum course sequence. Each student will be required to maintain accurate records and renewals of their liability insurance throughout their clinical training.
MAC ADMISSION CONTRACT

The MAC Program is designed to assist the student in their development of professional and academic skills in the area of counseling. Throughout each student’s program of study, the student will not only receive their course grade for each course they are registered for; they will also receive student evaluations of their performance on MAC program learning outcomes (PLOs) from their instructors for assignments aligned to PLOs. The purpose of these evaluations is to address a student’s development of core knowledge and skills aligned to CACREP 2016 Standards.

In addition, faculty will assess each student related to their professional and interpersonal dispositions evidenced of each student during their time in the program. This is examined and commented on because character, integrity, the development of clinical skills, commitment and involvement, professional behavior and interpersonal behavior are all part of becoming a quality counselor.

We believe that it is of the utmost importance for CityU MAC students to move into the mental health field with an excellent foundation in these areas. Your signature below indicates your agreement with this and your intention to consistently develop to the best of your ability in all of these areas. If there are concerns by either yourself or the MAC faculty around any of these areas it is imperative for the Program Director to examine these with you in your continuation in the program.

You will be assigned a specific program faculty member as your advisor and it will be expected that membership with the American Counseling Association (ACA) will be maintained throughout your academic work in the MAC Program.

By signing this form I acknowledge that I have a copy of the Master of Arts in Counseling Program Guide and Student Handbook and I accept responsibility for the information presented.

I agree I have read the entire handbook and will abide by the policies and procedures and requirements as outlined. I understand that I am responsible for following the most current handbook and will seek out my academic advisor regarding any future changes to the handbook.

I acknowledge that City University of Seattle has provided me with the opportunity to attain a university e-mail account and to enroll in Blackboard. I also acknowledge that City University of Seattle’s email account is the formal method of communication with the department and I am therefore responsible to obtain and actively monitor information conveyed via BOTH of these forms of technology.

I agree to abide by the most recent American Counseling Association Code of Ethics and will follow the appropriate procedures as written in this handbook.
MAC ADMISSION AFFIDAVIT

I ___________________________________________ (Printed Name) have received a copy of the City University of Seattle Counseling MAC Student Handbook and accept responsibility for the information presented therein.

________________________________________________
Student Signature

________________________________________________
Signature Date
MAC CLASS SCHEDULES

The following are the typical year/term course schedules for the 2-Year Weekday and 3-Year Saturday cycles. These may be adjusted as needed, but the overall Program of Studies’ Courses remain the same.

2-YEAR WEEKDAY CYCLE

Students enrolled in the 2-year program attend classes on Tuesday and Thursday of each school week. Please note that the actual sequence of courses may change due to student enrollment requirements, any additional course additions, and/or accreditation reasons.

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3-YEAR SATURDAY CYCLE

Students in the MAC 3-year program attend Saturday classes, as scheduled during each quarter. Please note that the actual sequence of courses may change due to student enrollment requirements, any additional course additions, and/or accreditation reasons.

MAC - CMHC/MCFC/AC/PSC 3-YEAR PLAN

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