

# CityU of Seattle

School of Health & Human Services  
Master of Arts in Counseling

Program Handbook

2022/2023  
(Updated Oct. 2022)

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## Introduction & Welcome

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This program guide and student handbook is intended to provide graduate students entering the Master of Arts in Counseling (MAC) program in the School of Health & Social Sciences at City University Seattle with basic information about the School & the MAC program. The faculty of the MAC program have created a sequence of courses and learning experiences which follow the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards.

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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 of the pieces together.” Many of you will be juggling multiple responsibilities of work and family. This is a major undertaking that is incredibly satisfying. When you complete, you will be ready to sit for your license as a Mental Health Counselor or a Professional School Counselor in Washington State.

The program orientation is an opportunity for you to meet your fellow students who will become your peers both in school and in your professional life as a counselor. Your education is more than taking a sequence of courses. As you enter this program you enter a community of scholars and practitioners.

The counseling faculty also welcomes you to a profession where we have the honor of assisting individuals and families through difficult, and sometimes life-threatening times. You will learn how to guide your clients through their distress, and prompt growth. Our faculty looks forward to sharing their knowledge and experience with you.

Again, welcome to the Master of Arts in Counseling Program at City University of Seattle.

Sincerely,

Pat Russell, Psy. D.  
Dean, School of Health & Social Services

James “Jamey” Cheek, EdD, LMHC, NCC, NCSC  
Program Director, MAC Counselor Education Program

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## **City University of Seattle Organizational Overview**

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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. City University of Seattle has held regional institutional accreditation from the Northwest Commission on Colleges & Universities (NWCCU) since 1978. The University's mission is to provide educational opportunities worldwide, primarily to segments of the population not fully being served. This mission is based on three philosophical principles: 1) Education is a lifelong process and must be relevant to students' aspirations; 2) Education should be affordable and offered, as much as possible, at students' convenience; 3) The opportunity to learn should be open to anyone with the desire to achieve.

City University of Seattle is divided into four schools, each headed by a Dean located in Seattle. These are: The School of Health & Social Services, The School of Education & Leadership, The School of Business & Management, The School of Technology & Computing.

### **Mission, Vision, and Values**

At City University of Seattle, we strive to change our students' lives for good by offering high-quality and relevant lifelong education. Our vision is educational access worldwide through a network of partners and programs offered on-site and online.

At City University of Seattle, we value:

- Flexibility — Design and deliver programs and services to be convenient to students
- Accessibility — Provide educational opportunities to anyone, anywhere
- Innovation — Continually create new educational opportunities
- Relevance — What we teach today can be applied tomorrow

Global — Act local but think global

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### **Social Justice, Equity, and Diversity**

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City University of Seattle provides a global education in which we recognize the increasingly diverse and multicultural world in which we live. We commit to our duty, and ethical and moral responsibility to ensure that all students are acknowledged, accepted, and celebrated for the unique individuals that they are.

We acknowledge that it is imperative to have a diverse student body to create a robust exchange of ideas and perspectives necessary to provide students with the knowledge, skills, and attitudes needed to contribute positively to their communities and society.

City University of Seattle honors and champions our students, faculty, and staff by creating a safe and supportive environment where all people can learn, grow, and thrive.

**Mission:** The Social Justice Coalition actively supports City University's mission by working to build a more diverse and inclusive environment for historically marginalized faculty, staff, and students. Our focus is to reduce barriers, create equitable access, and improve outcomes for Black, Brown, Indigenous People of Color, as well as people of all genders, sexual orientations, national origins, ages and abilities, religious affiliations and cultural association, military status, and citizenship or immigration status.

**Vision:** To become university and community leaders of social justice through knowledge and practice.

**Values:** The Social Justice Coalition is committed to creating a learning and work environment that supports social justice, equitable access, respectful collaboration, and an inclusive culture.

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## Academic Model

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

Specifically, the Master of Arts in Counseling uses a Scholar-Practitioner model. This model focuses on issues in clinical training, using scholarly and research literature to inform practice (Peterson, R., 2006).

## CACREP Accreditation Status

All three program tracks within the MAC program (CMHC, MCFC, and PSC) are accredited by the Council of Accreditation for Counseling and Related Educational Programs (CACREP). Accreditation is an important determinant in establishing and ensuring the quality of counseling programs and accreditation significantly enhances the

likelihood of licensure assuming all other conditions are met. All programs are currently accredited as digitally delivered programs and utilize a hybrid format.

## **Our Focus on Student Learning**

City University of Seattle learning experiences are designed to support clearly articulated outcomes at the course, program, and institutional level. Educational experiences are carefully designed by faculty to encourage self-directed learning within an appropriately defined structures 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 demonstration 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**

Our faculty are highly regarded practitioners who bring real-life experiences to the learning environment. 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.

## **Methods of Instruction**

The MAC program is a digitally delivered program, consisting of a hybrid delivery model. Courses may contain both in-person classroom learning, experiential and service learning, online synchronous meetings, and online asynchronous learning. Faculty use a range of approaches to create effective and relevant learning throughout the program including use of lecture, role plays, videos, assessments, research collaboration, and other activities. Assignments and evaluations are predominantly conducted using BrightSpace (D2L learning management system (Tevera (clinical placement and assessment/evaluation software), and TherapyNotes electronic health notes/records.

## **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.

## **Financial Aid**

City University offers students access to several financial aid programs including: grants, loans, work-study, and scholarships. Finances should never be the issue that prevents a student from earning their education. We are committed to helping students achieve their academic goals no matter what their economic situations are.

The following information is provided to help answer questions about financial aid offered at City University. Please feel free to connect with the Financial Aid Counselors by calling 800.426.5596 or 206.239.4540 or by emailing [FinancialAid@cityu.edu](mailto:FinancialAid@cityu.edu).

Scholarships are forms of aid that help students pay for educational expenses. They are typically reserved for students with special qualifications such as academic merit, pursuing a particular field of study, or demonstrated financial need. Scholarships do not need to be repaid.

### **U.S. Federal Financial Aid Options**

The first step in the financial aid process is to submit a Free Application for Federal Student Aid (FAFSA®). You can complete the online FAFSA application at <https://studentaid.gov/h/apply-for-aid/fafsa>. You will need to reapply every year. These are the programs for which you'll be considered based on the information you provide in your FAFSA®:

### **Federal Direct Loans**

This is also known as "William D. Ford Federal Direct Loans. For more information on these loans: <https://studentaid.gov/understand-aid/types/loans/subsidized-unsubsidized>

- No requirement to demonstrate financial need
- Interest accrues while you are enrolled and students are responsible for paying the interest during all periods. If you choose not to pay the interest while you are in school, your interest will accrue (accumulate) and be capitalized (that is, your interest will be added to the principal amount of your loan).

- An origination fee (approximately 1%) is assessed by the Department of Education and deducted from the total amount of your loan before each disbursement. The origination fee for 22/23 is 1.057%.
- After you graduate, leave school, or drop below half-time enrollment, you will have a six-month grace period before you are required to begin repayment.

### **Federal Direct Grad PLUS Loan**

Loans: <https://studentaid.gov/understand-aid/types/loans/plus/grad>

Available to graduate or professional students enrolled at least half-time

- A credit check will be performed during the application process. If you have an adverse credit history, you may still receive a grad PLUS loan through one of these two options:
  - Obtaining an endorser who does not have an adverse credit history.
  - Documenting to the satisfaction of the U.S. Department of Education that there are extenuating circumstances relating to your adverse credit history.
  - With either option 1 or option 2, you also must complete credit counseling for PLUS loan borrowers.
- Interest accrues while you are enrolled and students are responsible for paying the interest during all periods. If you choose not to pay the interest while you are in school, your interest will accrue (accumulate) and be capitalized (that is, your interest will be added to the principal amount of your loan).
- An origination fee (approximately 4%) is assessed by the Department of Education and deducted from the total amount of your loan before each disbursement. The origination fee for 22/23 is 4.228%.
- After you graduate, leave school, or drop below half-time enrollment, you will have a six-month grace period before you are required to begin repayment.
- You may apply for the grad PLUS loan [here](#)
- If approved, you will need to complete [Entrance Counseling](#) and sign a [grad PLUS MPN](#).

### **Federal Work Study**

Federal Work Study is a student employment program designed to help contribute toward your educational expenses while decreasing your student loan debt and gain valuable work experience.

### **Other Programs**

You are not necessarily required to submit a FAFSA in order to be considered for these funds.

### **Veteran Benefits**

Our Veterans Affairs Officer is happy to assist you with any questions you may have. Call 206.239.4539 or email [veterans@cityu.edu](mailto:veterans@cityu.edu) any time for personalized assistance. You can learn more information on our [military students admissions page](#).

### **City University Scholarships**

City University offers several need- and merit-based scholarships that are awarded four times per year (each quarter). If you've applied and have been accepted to City University, you can complete the scholarship application available on our [scholarships webpage](#). If awarded, registration to classes must be completed before disbursement of the scholarship funds.

### **Outside Scholarships**

If you need a little more help to close the gap, use any of these reputable search engines to assist you in finding a scholarship that's right for you.

- Find information about applying for scholarships at [finaid.org/scholarships](http://finaid.org/scholarships)
- [FastWeb's](#) free scholarship search includes more than 500,000 scholarships worth more than \$1 billion
- [Washington State Residents can use the Wash Board site](#)

### **Washington Award For Vocational Education (WAVE)**

The Washington Student Achievement Council oversees the selection of the WAVE scholars from each Washington legislative district each year. Recipients receive a monetary grant for up to two years. If you're a WAVE scholar (congratulations!), please contact our Financial Aid Office after you've been notified.

### **Private Educational Loans**

Students have the option of supplementing their Federal Student Financial Aid funding with a private educational loan. Private educational loans may also be helpful to students in those programs of study that are not eligible for Federal Student Aid. To apply for most private educational loans, you may complete the application online directly on the lender's website. The lender will ask you to certify your cost of attendance and enrollment status. If you are approved for the loan by the lender of your choice, they will request us to certify your application. City University of Seattle must also certify the loan prior to the funds being disbursed to the school.

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## **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 Program Admissions Criteria and Process

Per City U policy, applicants will be considered for acceptance 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. GPA will be assessed by official transcripts. Applicants whose academic credentials are below the expected prerequisite course work, grade point average and/or other admission requirements, but who through other means convey the potential for academic success, warrant offers of a Conditional Admit. A Conditional Admit involves a specific time limit during which the student is expected to achieve and maintain the 3.00 GPA required in the MAC Program, and/or any specified remediation. When this or these conditions are fulfilled, faculty will recommend regular graduate student status.
- Two or three (2 or 3) professional references.
- A writing sample defining professional goals and addressing past and current experience relevant to becoming a counselor. The writing sample should include:
  - Professional Goal Statement: Why do they want to become a counselor?
  - Personal Experience: Briefly describe a major life experience that contributed to their identity and worldview
  - Self-Awareness & Commitment: Describe personal or emotional challenges one might encounter in their master's program and identify strategies and strengths to be used to overcome those challenges.
  - Support System: Describe their current support system, including counseling for self, family and friends, and other means of support.
- A CV/resume.
- Interview with the faculty. The interview will be used to determine whether minimum qualifications have been met for admission to the program.

“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). Examples of an issue with fit and stable state that might exclude a candidate 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 and Matriculation**

Applicants for the MAC program participate in a group and/or team interview for the program to adequately assess their candidacy for admission. Interviews may be done either in person or virtually. Candidates interview with a team of faculty who follow consistent questions/activities. Responses are scored by rubric and are used to determine appropriate next steps including a second interview, admission, or denial of admission.

## **MAC Statement on the Diverse and Inclusive Learning Community**

City University of Seattle provides a global education in which we recognize the increasingly diverse and multicultural world in which we live. We commit to our duty, and ethical and moral responsibility to ensure that all students are acknowledged, accepted, and celebrated for the unique individuals that they are.

We acknowledge that it is imperative to have a diverse student body to create a robust exchange of ideas and perspectives necessary to provide students with the knowledge, skills, and attitudes needed to contribute positively to their communities and society.

City University of Seattle honors and champions our students, faculty, and staff by creating a safe and supportive environment where all people can learn, grow, and thrive.

The MAC Program provides quality high-quality education by engaging students, faculty and staff in social justice, critical thinking, relevant discourse, and opportunities for growth, development, and community engagement. Through our curriculum, we prepare our students to participate in an ethical and educated manner in an increasingly diverse and multicultural world.

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## City University Academic Information

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 advisors.

## City University Registration

Students 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 there is access for financial aid or another source paying the tuition.

Quarter start dates are:

- Fall October 1<sup>st</sup>
- Winter January 1<sup>st</sup>
- Spring April 1<sup>st</sup>
- Summer July 1<sup>st</sup>

## City University of Seattle Portal

City University of Seattle's online services is [www.cityu.edu](http://www.cityu.edu); by clicking on the "MyCityU" link, the student will connect to City U's information resources. Library services, schedules, syllabi, on-line courses, event notices, catalogues, policies, and more are available there. **All City U e-mail correspondence will be sent to the student's cityu.edu e-mail account which is created through the portal.**

## City University Library Services

City University librarians work closely with instructors to ensure the resources needed are available. Library Services focus on collecting resources and providing services that can be accessed online, 24/7, whenever and wherever the student is studying and learning. Everything is offered through the website, including:

- Full text journal articles in online databases
- E-books
- Video and text tutorials that show to how to use the online resources

- A guide on how to use APA style
- Learning units in Bright Space designed with faculty, to help in locating the information needed for assignments

City University librarians are available to help find the resources and information needed to succeed in a course. Contact a City University 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 there are any problems or questions about obtaining textbooks, check with the library by using the “Ask the Librarian” button in the portal. Students are, of course, free to obtain their textbooks anywhere.

## **City University Grading System**

City University of Seattle uses a decimal grading system. For graduate students in the MAC program, the minimum passing grade is 3.0 (85%). MAC students are expected to keep their academic progress at high levels. Failure to do so may result in academic probation, remediation, and potentially the need for courses to be repeated. For some courses, students may be graded or receive a grade of Pass/No Pass (P or NP), Incomplete (I – this is often used in Internship courses that are extending across quarters), or Course Extension (Y – often used in Practicum classes where clinical requirements are in progress). 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:

## Decimal Grading Scale

Percentage	Decimal Grade
100.0 - 95	4.0
94	3.9
93	3.8
92	3.7
91	3.6
90	3.5
89	3.4
88	3.3
87	3.2
86	3.1
85	3.0 Minimum passing grade - MAC
84	2.9
83	2.8
82	2.7
81	2.6
80	2.5
79	2.4
78	2.3
77	2.2
76	2.1
75	2.0 – Minimum passing grade – Graduate Level
74	1.9 - Failing grade – Graduate Level
73	1.8
72	1.7
71	1.6
70	1.5
69	1.4
68	1.3

67	1.2
66	1.1
65	1.0
64	0.9
63	0.8
62	0.7
61	0.6
60	0.5
59	0.4
58	0.3
57	0.2
56	0.1
55 - 0	0.0

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## **City University Grade Grievances**

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A student dissatisfied with a grade must seek a 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. Generally, 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 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.

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## **City University Grade Appeal Procedures**

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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](mailto:gradeappeals@cityu.edu)) this form with supporting documents to the Grade Appeal Committee no later than 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 is 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

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Student name:	Student ID:
City University email address:	Phone: (     )
Course title:	Course number:
Format:	<input type="checkbox"/> Online <input type="checkbox"/> In class <input type="checkbox"/> Hybrid
Name of instructor:	
Name of student:	Date:
Please complete and email this form along with all relevant documents via email to the Grade Appeal Coordinator at City University of Seattle ( <a href="mailto:gradeappeals@cityu.edu">gradeappeals@cityu.edu</a> )	
These materials must be submitted within 5 weeks of the posting of the disputed final grade.	

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## Other Important City University Policies and Student Expectations

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Students are required to familiarize themselves with City University policies pertaining to their rights and responsibilities. These can be viewed on the University's website. These include:

### City University Student Code of Conduct

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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 City University sanctioned activities.

The President, Vice President, Deans, or Senior Managers of City University may summarily suspend a student to protect City 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 their 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 a 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 decide 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.

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### **City University Student's Right to Appeal**

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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, a visitor to the university, or personnel (e.g., 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 sanctioning 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

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City University of Seattle is committed to fulfilling its mission using information technology resources including but not limited to information networks, website 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 regarding any individual use outside of these requirements. Occasional personal use of university information technology resources for outside purposes is permitted if 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. Additionally, MAC students must remain diligent in maintaining confidentiality both in person and online for anything shared in class or as part of the clinical fieldwork – this includes names/identifying characteristics of classmates, clients, and other personal information that would be considered private.

The lists below constitute a "Code of Conduct" for individuals using the university's information technology resources. Disciplinary action resulting from a 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.

## Guiding Principle

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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.

## Definitions

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**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.

## Specific Rights and Responsibilities of Users

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- 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 gains 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.

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## Privacy Statement

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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.

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## Enforcement and Sanctions

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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.

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## Peer-to-Peer File Sharing

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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 City University 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 City University'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.

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## City University Scholastic Honesty Policy

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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.

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### Definitions

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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:
  - a) Using unauthorized materials such as books or notes to answer examination questions.
  - b) Copying another student's homework, written assignments, examination answers, electronic media, or other data.
  - c) Assisting or allowing someone else to cheat.
- 2) Plagiarism:
  - a) Presenting another person's work as their own.
  - b) Paraphrasing or condensing ideas from another person's work without proper citation.
  - c) Failing to document direct quotations with a proper citation.
  - d) 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:
  - a) Changing examination solutions after the fact, inventing, changing or falsifying data or research.
  - b) Reproducing or duplicating images, designs, or web pages without giving credit to the developer, artist, or designer.
  - c) Submitting work created for another course without prior approval from the instructor.
  - d) Misrepresenting oneself or one's circumstances to gain an unfair advantage.

- e) Collaborating with another person(s) without prior approval from the instructor.
- f) Selling or providing term papers, course work, or assignments to other students knowing that the intention is to plagiarize.
- g) 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 allegations 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.

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## Definitions

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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.

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## Student's Right to Appeal

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

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# City University Transfer, Waivers, and Substitutions

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## Transfer Policies for Graduate Degree Programs

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Students who have previously completed graduate coursework at a CACREP-accredited institution may be eligible to transfer a maximum of 12 quarter credits toward a City University of Seattle master's degree program. If the student completed graduate coursework at an unaccredited program, their coursework may be considered on a

case-by-case basis. All transfer credits must reflect grades of 3.0 (B) or better. Clinical courses, such as counseling skills, practicum, and internship cannot be transferred. 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 accreditation status of the student's previous program, similar course numbers, titles or content, in consultation with the program director.

Direct equivalency refers to a course successfully completed at another recognized institution and judged to be the same as a City University course in terms of content, duration, level, and credit value. If the program faculty cannot determine direct equivalency for a course, the student must petition to receive transfer credit via evaluation by program faculty. If a course is approved as a direct equivalent, credit is granted, eliminating the need to take the course at City University. 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 City University courses taken in any delivery format) except for the 12 quarter transfer credits.

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### School of Health & Social Sciences MAC Transfer Statement

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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. Credits older than six years must be approved by the Dean.

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### City University Disability Policy

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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. If a student feels that they need special accommodations, they must contact Disability Support Services Office (DSS) at [disability@cityu.edu](mailto:disability@cityu.edu). Students should not request accommodations from their instructors directly.

It is the responsibility of the student to request accommodations from DSS. Once DSS has determined that an accommodation is warranted they will contact the instructor(s). Students must renew accommodations each quarter. 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 DSS may make recommendations for the type of reasonable accommodation(s) available to the student. All disability information provided by the student is kept strictly confidential

Students with disabilities attending this University are integrated as completely as possible into the University environment. 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 with impaired sensory, manual language, or processing skills will be allowed to use educational auxiliary aids as appropriate. Such aids 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.

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## Master of Arts in Counseling (MAC) Program Overview

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### **MAC Mission Statement**

City University of Seattle's Master 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), and professional school counselors (PSC) 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. Students 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 online components). If the student has a bachelor's degree from an accredited university, they can apply for a MAC program at City University. The program currently offers a three-year (Saturdays) cycle for all three tracks (CMHC, MCFC, and PSC).

### **MAC Program Objectives and Learning Outcomes**

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#### **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 wellbeing of the greater community.

### **Specialty Areas:**

#### **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, with 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. Students are required to attend 20 hours of personal counseling/therapy (more details available in Degree Requirements).. This allows students to deal with these issues; enhance their understanding of the perspectives of clients; increase self-awareness and reduce concerns that may interfere with serving others. A list of practicing mental health counselors that are open to referrals from City University of Seattle students is available in the BrightSpace Shell and is available upon request from the primary faculty. Alternatively, MAC students can receive free counseling at the Antioch University counseling clinic via a reciprocal agreement. Additionally, we encourage students to develop a lifestyle of balance and personal self-care. This will contribute to ongoing academic and professional success and initiate or continue a habit that will sustain them in their future professional endeavors.

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### Social Justice Service Learning

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Social Justice and Advocacy is integral to both the Counselor Identity and who we with regards to the culture, mission, and vision of the MAC program. Our program provides the opportunity for each student to participate in 40 hours of community service, outreach, and advocacy throughout their program. Social justice service learning activities can be through specific sites with weekly commitments or volunteering for specific activities. Further, part of the ability to advocate responsibly and ethically includes additional training opportunities, workshops, and readings.

Students will speak to their Faculty Advisor for approval of activities. Faculty Advisor's will also be responsible for signing off on student hours log. Students can choose multiple activities over various quarters of the program. Students will submit their activities through Tevera any quarter they engage in Social Justice Activities and in the final quarter of their program they will submit a cumulative Final Hours Log.

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### Ethical and Professional Obligations and Opportunities

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As students embark on the path to becoming counselors, it is important that they are aware of and engaged in professional associations and activities within the counseling profession. Membership in national organizations such as the American Counseling Association (ACA), American School Counselor Association (ASCA), American Mental Health Counselor Association (AMHCA), and American Association for Marriage and Family Therapy (AAMFT) and in state- and local-level organizations such as the Washington Counseling Association (WCA), Washington Mental Health Counselors Association (WMHCA), and Seattle Counselors Association (SCA). These organizations

provide opportunities for training, networking, and engagement with research that future counselors will require.

Students who meet additional academic criteria may also be eligible for membership in the program's chapter of Chi Sigma Iota (CSI). CSI provides opportunities for leadership, socializing, advocacy, research, and service. All students in the MAC program are invited to attend and engage with CSI activities, such as philanthropic and volunteer initiatives, guest speaker events, and social events.

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## Retention, Remediation, and Dismissal Policy

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In order to ensure students develop into ethical, competent counselors, student growth and development is evaluated regularly. All students are evaluated on the knowledge, skills, and dispositions required of professional counselors. Students are required to maintain standards of academic integrity and rigor in their work. Additionally, during the program students are expected to develop the professional skills and dispositions for competent counseling practice. If students do not meet expectations for competency in any of these areas, students are provided with ample formative and summative feedback to help them meet competency expectations.

In situations where student development continues to fall short of competency expectations upon informal intervention, students will meet with their advisor to discuss a Professional Development Plan, which outlines areas for continued development and means to assist the student in working towards these competency goals. Professional Development Plans are based on evaluation areas of the Counseling Competencies Scale-Revised, which is used to evaluate student progress throughout the program. If students are unable to address the competency through a Professional Development Plan, additional action may be taken by the faculty including but not limited to formal remediation plan, removal from clinical placement, suspension, and/or dismissal from the program. Students may also be required to have ongoing meetings with a clinical faculty member or a member of the Training Committee as part of the remediation process. Additionally, all students are reviewed annually by core program faculty to provide regular, formal evaluation on student development and, if necessary, remediation efforts as outlined.

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## Dispute/Grievance Resolution

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As part of their professional disposition as counselors, students are expected to resolve any potential problems in an appropriate and professional manner. As a department, faculty and staff take all concerns seriously and will work with students and other involved members to resolve any problems quickly, respectfully, and professionally. In the event that a conflict, dispute, grievance, or major concern arises for a student at any time during the program, the following sequence should be employed:

1. Student should contact the instructor for the course in which the problem is occurring.

2. If the student is not satisfied or the problem is with the instructor themselves, students should contact the Program Director directly and/or meet with their Faculty Advisor to assist them.
3. If the problem is still not resolved or needs to be escalated, students should contact the Dean of SHSS.
4. Once all of these resources are accessed and the problem is still unresolved, students should contact the Provost or other appropriate senior administrative official and begin the formal grievance procedure (as listed in the catalog).

If the concern is of a more formal nature, students should follow the process and procedures as outlined in the City University of Seattle Catalog (Student Grievances - *Policy #2300.15 and 2300.17*)

At any point if the student deviates from these procedures at any point without good cause, they will be redirected to follow the sequence as outlined above or be prepared to file a formal grievance for investigation.

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## Minimum Degree Requirements and Recommendation for Credentialing and Employment

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All students must complete a minimum of 90 credits, including all coursework in alignment with CACREP standards and requirements as outlined in their program of study. During their program, students must satisfy all clinical coursework requirements according to current CACREP standards and institutional policies. In addition, students must also complete the following: 20 hours of personal counseling, 40 hours of social justice service learning, and pass, after no more than two attempts, the comprehensive examination.

Personal counseling hours must be completed during enrollment within the program. All MAC students are required to complete 20 hours of personal counseling/therapy with a licensed mental health professional prior to internship. These licensed professionals can either be mental health counselors, marriage & family therapists, social workers, psychologists, or psychiatrists. Up to 10 hours of personal therapy within two years of matriculation can be recognized upon approval of the student's Faculty Advisor. Students need not provide information about the nature and content of counseling but should provide proof of attendance prior to completion of the program, such as a letter stating completion of 10 counseling hours from their therapist. Students must pursue counseling from reputable professionals (i.e., licensed professional counselor), and a list of community counseling resources, including free and low-cost options, is available and provided to all students via the BrightSpace Advisory Shell. Verification of hours will be submitted to Tevera and will be signed by the student's Faculty Advisor.

The 40 hours of social justice service learning and advocacy must be completed prior to completion of the program. Social justice hour sites and information are available to

students in the BrightSpace Advisory Shell. All placements should be approved in consultation with the student's advisor and should not include paid time spent in the course of their typical job responsibilities.

The comprehensive examination is given in the latter course of the program and consists of knowledge, skills, and dispositional components appropriate to each program track's professional needs. For the knowledge component, all students will complete the Counselor Preparation Comprehensive Exam (CPCE) and must receive, after no more than two attempts, a passing score. For the skills component, students will complete a clinical case presentation specific to their program track and responsibilities, which will be reviewed by all core program faculty. For the dispositional component, students will be evaluated by the Counseling Competencies Scale-Revised (CCS-R) during the entirety of their internship experience and will require a passing score. Failure to satisfy one or more of the above exam components will constitute failure of the comprehensive exam. Students are eligible to retake each component once. In the event of extenuating circumstances, students may petition faculty for a third attempt at a component.

Satisfactory completion of all course and curricular requirements as outlined above are required for granting the degree. Upon successful completion of the requirements, students are eligible for faculty and program endorsement for licensure, certification, and employment.

### Program Attendance and Late Work Policies

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Attendance is expected at all course meetings, online and in person, and is an important part of professionalism and the engagement grade. If the student anticipates missing all, or part of course meeting, they should contact their instructor as soon as possible. Unexcused absences are not eligible for engagement points or make up opportunities. Excused absences are eligible for engagement points but may require a makeup activity at the discretion of the instructor (i.e., attending another section of the course with advance permission). The following are reasons for an excused absence:

- Medical issue(s) of self or person the student is a caretaker of
- Death of a loved one
- Additional reasons may be considered at the discretion of the instructor, and documentation may be requested to confirm the excused absence

Missing more than 25% of course meetings, whether excused or unexcused absences, will result in a grade penalty, up to and including failing the course. For extenuating circumstances, an incomplete grade may be assigned at the discretion of the instructor. Missing course meetings in part (i.e., leaving early, arriving late, extended absence after breaks) for 10 or more minutes may result in grade penalties. Three instances of lateness will constitute one unexcused absence.

Attendance is a necessary component of earning engagement points but is not sufficient in and of itself. Engagement points require active participation in the learning environment and are reflective of professional expectations of counselors.

- In person, examples of engagement could include, but are not limited to: engaging in group discussions, participating in class activities, clarifying assignments with instructor, adding to discussion boards, and thoughtful application of class content in written assignments.
- For online course meetings, this could include but is not limited to keeping the camera on and participating in discussion aloud or via chat. Online etiquette for telehealth is a helpful gauge for the expectations for course meetings as well.
- For inclement weather, students will be contacted in advance by their instructor. Students should be communicative with their instructor if they have concerns.

For late assignments in the MAC program, the following policies apply:

- Assignments submitted after the deadline are subject to point deductions.
- Assignments submitted after the deadline may not be eligible for partial credit or receive feedback if they are graded, depending on the discretion of the instructor.
- In the event of extenuating circumstances, students should communicate with their instructor prior to the due date.
- Requests for extensions must be submitted 48 hours in advance of the due date and instructors may require submission of the assignment at its current level of development for consideration of the extension request.

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## Leave of Absence

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At times, students may need to step back from the program due to extenuating circumstances. Should a student need to take a leave, they should contact the program director for approval. Students are allowed up to one calendar year of leave. If a student takes a leave of absence longer than one year and fails to enroll in the subsequent year, they will be required to reapply to the program prior to returning. Additionally, program of study and curriculum requirements may shift during the course of a student's leave and upon return, students will be held to current program requirements.

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## MAC Faculty and Program Personnel

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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)
- Maintaining the professional, legal, and ethical standards of their profession with respect to teaching, credit for academic work, and integrity of relationships.
- NOTE: The specific roles/responsibilities of each faculty member may change. There will be notification if/when such changes occur.

Name	Title	Email
Pat Russell, PsyD	Dean, School of Health and Social Sciences	russellpat@cityu.edu
Jamey Cheek, EdD, LMHC, NCC, NCSC	Program Director	cheekjamey@cityu.edu
Diana Charnley, PhD, LMHC, LPC, ACS, NCC	Full-time Core Faculty & CACREP Liaison	charnleydiana@cityu.edu
Amy Cummings-Garcia, PhD	Clinic Director & Program Manager & Faculty	alcummings-garciaphd@cityu.edu
Nate Gardner, PhD	Full-time Core Faculty & Director of Professional School Counseling	lgardner-1@City University.edu
Annette Perales, PhD, LMHC, LPC, NCC	Full-time Core Faculty & Clinical Training Supervisor	peralesannette@cityu.edu
Kimberly Walker, PhD, LMHC, NCC	Full-time Core Faculty & Admissions Coordinator	walkerkimberly@cityu.edu