DIVISION OF ARTS AND SCIENCES
MASTER OF ARTS IN COUNSELING PROGRAM

Program Guide and Student Handbook

Effective: September 25, 2014
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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) 2009 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.

I 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!

Michael Theisen, MA, LMHC
Program Director, MAC Program
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.

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 (2009, I.P.) and American Counseling Association’s code of ethics as:

• Academic performance: aptitude for graduate-level study (CACREP, 2009, I.K.2.), including appropriate writing and self-reflection skills.

• Professional development: relevance of career goals to the MAC program (CACREP, 2009, I.K.3.).

• Interpersonal development: Demonstrates potential success in forming effective and culturally relevant interpersonal relationships in individual and small group contexts (CACREP, 2009, I.K.1.). 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
  o Recent discharged from inpatient psychiatric or addictions treatment,
  o Significant current symptoms of psychopathology or addiction, including suicidal or homicidal ideation.

MAC STATEMENT ON THE DIVERSE AND INCLUSIVE LEARNING COMMUNITY

The MAC program has implemented three 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.

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 has intentionally attempted to attract, enroll, and retain students through infusing a focus on social justice into the program. 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 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.

Fourth, 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.

Fifth, the MAC program has adopted a policy of establishing appropriate mentoring for any first-year student who is struggling in their first year of study. First year students who are struggling are assigned an appropriate mentor from among the more experienced students in the program who are willing to assist. This creates a setting of individualized social support for struggling MAC students, including those from diverse backgrounds.

**ACADEMIC REGULATIONS**

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 your circumstances require you to drop a course or alter your academic program, please consult your academic advisor about this. He/she can keep you apprised 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 Mike Swanberg mswanberg@cityu.edu or 425.247.7803. 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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<tbody>
<tr>
<td>Fall: October 1</td>
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<tr>
<td>Winter: January 1</td>
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<tr>
<td>Spring: April 1</td>
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<tr>
<td>Summer: July 1</td>
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</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.

There's much more to the CityU library than just books! Check out the wealth of online resources available through the library's website (http://www.library.cityu.edu). You will find everything you need to complete your coursework and assignments. Or, use the Ask a Librarian service for personalized help from a CityU librarian!

The Vi Tasler Library
City University of Seattle
521 Wall St.
Suite 100
Seattle, WA 98121

Phone: 800.526.4269
206.239.4550

Hours:
Mon-Thur: 8am-9pm
Fri: 8am-5pm
Sat: 9am-5pm
Sunday: Closed

MAC Program Librarian: Tammy Salman (tbsalman@cityu.edu; 206.239.4551)

CITY UNIVERSITY TEXTBOOKS

MAC Program Guide Revised 09/16/2014
Textbook information is available in each 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 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>
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<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>Online</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.

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**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

**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.

**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.

**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.
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.

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**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.

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**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.

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**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.

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**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.
MASTER OF ARTS IN COUNSELING (MAC) PROGRAM OVERVIEW

MAC MISSION STATEMENT

Using a practitioner-scholar model, the MAC program trains well-rounded mental health counselors for the realities of day to day practice. The MAC program emphasizes: practical application of theory and the development case conceptualization skills; ethical awareness; appreciation of diversity; and self-awareness. Students are introduced to a broad range of clinical issues through a breadth of course work, 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.

MAC PROGRAM OBJECTIVES

1. Apply sound essential counseling skills derived from a credible knowledge base that encompasses diverse theoretical perspectives.
2. Recognize and apply professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.
3. Articulate and apply a range of coherent theoretical approaches that are relevant to clients concerns and aspirations.
4. Recognize and positively influence intrapersonal and interpersonal dynamics in counseling with individuals, groups, couples, and families.
5. Collaborate with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status.
6. Establish a commitment to professional development through continuing education, clinical supervision, self-reflection, and consultation with peers.
7. Produce written communication that meets professional standards.
8. Locate and critically evaluate research related to core areas of counseling practice.
9. Demonstrate an understanding of the role of counselors in promoting social justice and the well-being of the greater community.

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>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Theisen, MA, LMHC</td>
<td>Program Director; Associate Professor</td>
<td>206.239.4762</td>
<td><a href="mailto:mtheisen@cityu.edu">mtheisen@cityu.edu</a></td>
</tr>
<tr>
<td>Ellen K. Carruth, PhD, NCC,</td>
<td>Associate Program Director; Professor;</td>
<td>206.239.4761</td>
<td><a href="mailto:ellenenc@cityu.edu">ellenenc@cityu.edu</a></td>
</tr>
<tr>
<td>Michael Theisen, MA, LMHC</td>
<td>Practicum/Internship Coordinator; Core Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thom Field, PhD, NCC, LMHC</td>
<td>Associate Program Director; Associate Professor; CACREP Liaison; Core Faculty</td>
<td>206.239.4767</td>
<td><a href="mailto:tfield@cityu.edu">tfield@cityu.edu</a></td>
</tr>
<tr>
<td>Joyce Mphande-Finn, EdD,</td>
<td>Associate Program Director; Associate Professor; Core Faculty</td>
<td>206.239.4778</td>
<td><a href="mailto:jfinn@cityu.edu">jfinn@cityu.edu</a></td>
</tr>
<tr>
<td>NCC, LCPC</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Mike Swanberg</td>
<td>MAC Advisor</td>
<td>425.247.7803</td>
<td><a href="mailto:mswanberg@cityu.edu">mswanberg@cityu.edu</a></td>
</tr>
<tr>
<td>Evette Dean</td>
<td>MAC Administrative Assistant</td>
<td>206.239.4854</td>
<td><a href="mailto:edean@cityu.edu">edean@cityu.edu</a></td>
</tr>
<tr>
<td>Craig Schieber, Ed.D</td>
<td>Dean, ASOE and DAS</td>
<td>206.239.4840</td>
<td><a href="mailto:cschieber@cityu.edu">cschieber@cityu.edu</a></td>
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MAC ASSOCIATE FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amanda Bailey, MA, LMHC,</td>
<td>Principal Faculty</td>
<td><a href="mailto:abaily@cityu.edu">abaily@cityu.edu</a></td>
</tr>
<tr>
<td>Principal Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renee Balodis-Cox, MA,</td>
<td>LMHC, Principal Faculty</td>
<td><a href="mailto:rbalodiscox@cityu.edu">rbalodiscox@cityu.edu</a></td>
</tr>
<tr>
<td>Amy Cummings-Garcia, PhD,</td>
<td>Associate Faculty</td>
<td><a href="mailto:alcummings-garciaphd@cityu.edu">alcummings-garciaphd@cityu.edu</a></td>
</tr>
<tr>
<td>Associate Faculty</td>
<td></td>
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</tr>
<tr>
<td>Shobna Hendry, MA, LMHC,</td>
<td>Associate Faculty</td>
<td><a href="mailto:swadhwa@cityu.edu">swadhwa@cityu.edu</a></td>
</tr>
<tr>
<td>Associate Faculty</td>
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<tr>
<td>Mary Kannegaard, MS, LMHC,</td>
<td>Associate Faculty</td>
<td><a href="mailto:mkannegaard@cityu.edu">mkannegaard@cityu.edu</a></td>
</tr>
<tr>
<td>Associate Faculty</td>
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</table>

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 two specialization tracks. The Clinical Mental Health Counseling (CMHC) specialization track, and the Marriage, Couple, and Family Counseling (MCFC) specialization track. Both tracks share a common core of study. The two tracks differ in terms of required internship hours, and elective course work.

CMHC 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, this clinical track is designed to meet the CACREP 2009 standards of practice Clinical Mental Health Counseling.

CMHC PROGRAM PLAN

MASTER OF ARTS
CLINICAL MENTAL HEALTH COUNSELING
PROGRAM PLAN

NAME ___________________________________________  SID __________________________
DATE COMPLETED/UPDATED ______________________________________________________

CORE CACREP AREAS (50 credits):

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<td>COUN 502</td>
<td>Systemic Theory: Multicultural Counseling</td>
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<td>COUN 503</td>
<td>Human Growth and Development</td>
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<td>COUN 510</td>
<td>Professional Ethics and Law</td>
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<tr>
<td>COUN 512</td>
<td>Systemic Theory: Marriage, Couple and Family Counseling</td>
<td></td>
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<tr>
<td>COUN 514</td>
<td>Research Methods and Statistics</td>
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<tr>
<td>COUN 518</td>
<td>Introduction to Career Counseling</td>
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<tr>
<td>COUN 525</td>
<td>Testing and Assessment</td>
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<td>Counseling Theory</td>
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REQUIRED COURSES OUTSIDE OF CORE (19 credits)

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<td>COUN 522</td>
<td>Systemic Theory: Crisis, Disaster and Trauma</td>
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<td>COUN 529</td>
<td>Addictions and Co-Occurring Perspectives</td>
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<tr>
<td>COUN 690</td>
<td>Integrative Portfolio Project</td>
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<td>COUN 550</td>
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ELECTIVES (CHOOSE 4 OF 5 COURSES FOR 8 credits)

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<td>COUN 511</td>
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<td>COUN 513</td>
<td>Brief Therapy Models</td>
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**Internships/Practica (12 credits):**

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<td>Internship I (3)</td>
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<td>Internship II (3)</td>
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<tr>
<td>COUN 653</td>
<td>Internship III (3)</td>
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**Total Required for the M.A.: 90 Credits**

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**MCFC EMPHASIS**

The Marriage, Couple, and Family Counseling (MCFC) track is a 98-credit program that will prepare students to practice as a Licensed Marriage and Family Therapist (LMFT) in Washington State. Additionally, this track is designed to meet the CACPRE 2009 standards of practice in Marriage, Couple, and Family Counseling.

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**MCFC PROGRAM PLAN**

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<table>
<thead>
<tr>
<th>Name</th>
<th>SID</th>
<th>Date Completed/Updated</th>
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</table>

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**CORE CACREP AREAS (50 credits):**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>COUN 501</td>
<td>Introduction to Counseling Practice (5)</td>
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<tr>
<td>COUN 502</td>
<td>Systemic Theory: Multicultural Counseling (5)</td>
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<td>COUN 503</td>
<td>Human Growth and Development (5)</td>
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<td>Research Methods and Statistics (5)</td>
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<td>COUN 527</td>
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**REQUIRED COURSES OUTSIDE OF CORE (29 credits)**

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<td>Addictions and Co-Occurring Perspectives (3)</td>
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<td>Systemic Theory: Child and Adolescent Counseling (2)</td>
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<td>COUN 604</td>
<td>Counseling Older Adults (2)</td>
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<td>COUN 606</td>
<td>Couples Counseling (2)</td>
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<td>COUN 609</td>
<td>Special Topics in Individual, Relational, and Sexual Development (2)</td>
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<td>COUN 690</td>
<td>Integrative Portfolio Project (3)</td>
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<tr>
<td>COUN 550</td>
<td>Comprehensive Examination (0)</td>
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</table>
Internships/Practica (19 credits):
COUN 630 Practicum I (2)  
COUN 631 Practicum II (2)  
COUN 651 Internship I (3)  
COUN 652 Internship II (3)  
COUN 653 Internship III (3)  
COUN 654 Internship IV-Systemic Theory (3)  
COUN 655 Internship V-Systemic Interventions (3)  

Total Required for the M.A.: 98 Credits

MAC CLASS SCHEDULES

2-YEAR WEEKDAY MODEL

Students enrolled in the 2-year program will attend classes on Tuesday, Wednesday, and Thursday of each school week, as scheduled during each quarter.

MAC-CMHC/MCFC 2 YEAR CACREP PLAN

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>FALL</th>
<th>WINTER</th>
<th>SPRING</th>
<th>SUMMER</th>
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<tr>
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<td>COUN 510 (5) Ethics</td>
<td>COUN 527 (5) Group</td>
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<td>COUN 651 (3) Internship I</td>
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<td>COUN 513 (2) Brief Therapy</td>
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<td>COUN 522 (3) Trauma</td>
<td>COUN 512 (5) Family</td>
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<tr>
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<td>COUN 515 (5) Psychopharmacology</td>
<td>COUN 529 (5) Addictions</td>
<td>COUN 511 (2) Loss &amp; Grief</td>
<td>COUN 606 (2) Couples</td>
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<td>YEAR TWO</td>
<td>COUN 502 (5) Diversity</td>
<td>COUN 517 (5) Psychopathology</td>
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<td>COUN 503 (5) Development</td>
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<td>COUN 529 (5) Addictions</td>
<td>COUN 511 (2) Loss &amp; Grief</td>
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</tr>
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</table>

MCFC Track
COUN 655 (3) Internship V
COUN 609 (2) Sexual Development
Elective 5 (2)
COUN 604 Older Adults - optional

MAC Program Guide Revised 09/16/14 25
ELECTIVES (70% on-line and 30% in-class):

- COUN 511 – Loss and Grief  
- COUN 600 – Child & Adolescent Therapy  
- COUN 604 – Counseling Older Adults  
- COUN 513 – Brief Therapy  
- COUN 606 – Couples Counseling  
- COUN 609 – Sexual Development

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### 3-YEAR SATURDAY MODEL

Students enrolled in the MAC 3-year program will attend classes on Saturdays, as scheduled during each quarter.

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### MAC-CMHC/MCFC 3-YEAR PLAN

**MAC-CMHC/MCFC 3 year CACREP plan (Saturday classes 8:00-11:30; and 12:30-4:00)**

<table>
<thead>
<tr>
<th></th>
<th>FALL</th>
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<tbody>
<tr>
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<td>COUN 526 (5) Theories</td>
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<td>COUN 550 (0) Comp</td>
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<td><strong>SECOND YEAR</strong></td>
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</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>COUN 604 (2) Older Adults</td>
</tr>
</tbody>
</table>

ELECTIVES (70% on-line and 30% in-class):

- COUN 511 – Loss and Grief  
- COUN 600 – Child & Adolescent Therapy  
- COUN 604 – Counseling Older Adults  
- COUN 513 – Brief Therapy  
- COUN 606 – Couples Counseling  
- COUN 609 – Sexual Development
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 CMHC program is a 90-credit graduate program and is to be completed in either two or three years; the MCFC program is a 98-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 COURSE SYLLABI, RUBRICS, 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 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. Your user ID is your student ID number issued by the Registrar’s Office; please write down this number and the password you create as you will need these regularly to access the portal.

Syllabi provide the following:

- Course description
- Required and suggested texts
- Learning objectives
• Grading percentages and grading criteria
• Reading assignments
• Description of course assignments, and
• Course alignment with CACREP standards

Rubrics provide the following:

• CACREP Standards and Program Learning Outcomes met in the course
• Alignment of CACREP Standards to course assignments
• Overview of grading criteria for each assignment

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, instructional objectives, or rubrics. You will be informed of any changes in writing on or before 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 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. This will be made available on request. 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, please 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., social communication), 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 (EOC). The EOC evaluation 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:

- Below and Approaching CACREP Standard Scores, i.e., SLOs (if any);
- Scores on MAC Program Learning Outcomes at the Introductory, Practice, and Mastery Levels;
- Feedback regarding academic performance;
- Feedback regarding professional development;
- Feedback regarding interpersonal 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 you progress through the curriculum, faculty members will assess you formally and informally through on-going observations. Any concerns about you will be brought to the senior faculty for consultation. At any time during your program of study, faculty may identify you 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 skill remediation, your faculty advisor will work with program faculty and with you to develop a remediation plan.
Criteria for remediation are based on the CACREP (2009) Standards, in addition to the American Counseling Association (ACA) Code of Ethics (2014). These include: academic performance, professional development, and interpersonal development.

**MAC REMEDIATION, RETENTION, AND DISMISSAL POLICY**

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 disseminate a “student retention policy explaining procedures for student remediation and/or dismissal from the program” (CACREP, 2009, I.2.d).

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 your program of study, you will be evaluated on the following programmatic outcomes:

1. Apply sound essential counseling skills derived from a credible knowledge base that encompasses diverse theoretical perspectives.
2. Recognize and apply professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.
3. Articulate and apply a range of coherent theoretical approaches that are relevant to clients concerns and aspirations.
4. Recognize and positively influence intrapersonal and interpersonal dynamics in counseling with individuals, groups, couples, and families.
5. Collaborate with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status.
6. Establish a commitment to professional development through continuing education, clinical supervision, self-reflection, and consultation with peers.
7. Produce written communication that meets professional standards.
8. Locate and critically evaluate research related to core areas of counseling practice, and
9. Demonstrate an understanding of the role of counselors in promoting social justice and the well-being of the greater community.
After completion of each course, your instructor will evaluate assignments aligned with introductory, practice, and mastery levels of each program learning outcome. In addition, students will be graded throughout the course on the degree to which they demonstrate knowledge or skills related to CACREP Standards. See Appendix B for a more thorough review of the comprehensive assessment plan.

In addition to these regular formal assessments, program faculty engage in informal assessments of your abilities to meet program objectives throughout your 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 senior faculty as a whole, and consultation will occur during regularly-scheduled and specifically-scheduled faculty meetings. If the senior faculty determines, at any time during your program of study, that you 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 he or she 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 (2009) Standards, students will also be placed on academic remediation if they are performing “Below Standard” on any of the CACREP Standards or for introductory, performance, or mastery assignments addressing the 9 MAC PLOs.

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 you and your future clients. The faculty at City University believes that these professional competencies are critical to your success in the field, and therefore, the faculty will informally and formally assess your professional competency in an ongoing manner. If, at any point during your program, a faculty member has concerns regarding your clinical skills, your personal dispositions, or your awareness of professional development, then you and your faculty advisor may meet to discuss additional tasks required of you. 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 (2009) 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, and
• Refusing to accept feedback from faculty and/or instructors.

A focus of concern 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 your interpersonal style, as this is a critical component to your professional success. If personal issues prevent you from performing the duties required during your coursework or interfere in interactions with members of your cohort, then program faculty may require students to complete a program of remediation. Criteria for interpersonal development remediation are based on the CACREP (2009) 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 focus of concern 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 REMEDIATION PROCESS

If it is determined by program faculty that a student is not meeting academic, professional, or interpersonal expectations, then the faculty advisor and the student will develop a plan of remediation that may involve any of the following. Students will be asked to meet with the identified faculty members to come up with a plan that specifically addresses your needs. During this initial meeting, a Remediation Plan will be developed. All involved members of the faculty and the student will sign this form.

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 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

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**MAC REMEDIATION PLAN**

1. **Name of student:**

2. **Course/Field Experience:**

3. **Area of remediation (circle):**  Academic  Professional  Personal

4. **Reason for Concern:**

5. **Initiated by:**

   (Name)  (Title)

6. **Date submitted to faculty advisor:**

7. **Date of advisory meeting:**

8. **Result of advisory meeting:**

   a. **Clarification of Problem:**

   b. **Recommendations (attach necessary documentation):**

9. **Signatures of Faculty advisors and student:**
a. Program director: ________________________

b. Faculty advisor: ________________________
c. Faculty member: ________________________
d. Student: ________________________

MAC RETENTION

After completion of the suggested plan of remediation, the faculty advisor, the program director, and the student will meet to discuss the success of the remediation plan. At this point, if the student has successfully completed the faculty’s recommendations, then the student will return to his or her program of study. If, after completion of the remediation plan, it is determined that the success of the student’s remediation is questionable, then the program director may make additional recommendations.

CITY UNIVERSITY AND MAC DISMISSAL

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 CACREP (2009) Standards indicate that “consistent with established institutional due process policy and the American Counseling Association’s (ACA) code of ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student’s transition out of the program and, if possible, into a more appropriate area of study” (I.P.). 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 your admissions packet to City University of Seattle, you were required to sign an affidavit indicating your personal demographic information, and professional information related to previous certifications or licensure as a mental health worker. You were required to indicate criminal information at this time and you were required to report any problematic behaviors or conduct in your history.

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

Any previous criminal history may impact your ability to achieve licensure post-graduation. It is your responsibility to determine if prior arrests, charges, or convictions will impede your 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). You will set up your initial registration during your first quarter. Additionally, the ACA provides, as a part of your membership, student liability insurance (which you 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. Your membership in these organizations is optional; however, you 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/).

Your 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 program director or internship coordinator 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.
The Master of Arts in Counseling program follows a developmental sequence in preparing counselors. Students are required to complete a comprehensive exam prior to entering clinical internship and the Counselor Preparation Comprehensive Examination after completing internship requirements. This exam includes a written portion and an oral presentation. You will be evaluated on the following rubric:

**MAC PRE-INTERNSHIP COMPREHENSIVE EXAMINATION**

The Master of Arts in Counseling program follows a developmental sequence in preparing counselors. Students are required to complete a comprehensive exam prior to entering clinical internship and the Counselor Preparation Comprehensive Examination after completing internship requirements. This exam includes a written portion and an oral presentation. You will be evaluated on the following rubric:

**MAC COMPREHENSIVE EXAM SCORING RUBRIC - WRITTEN**

**COMPREHENSIVE EXAMINATION: COUNSELING PROGRAM**  
**DIVISION OF ARTS AND SCIENCES**  
**Written Exam Record and Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Below Standard (1)</th>
<th>Approaching Standard (2)</th>
<th>At Standard (3)</th>
<th>Exceeds Standard (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pertinent Elements</td>
<td>Assessment is inadequate or missing.</td>
<td>Assessment is unclear or difficult to evaluate.</td>
<td>Assessment is adequate.</td>
<td>Assessment is complete and appropriate.</td>
</tr>
<tr>
<td>Social and Cultural Factors</td>
<td>Diversity issues are inadequately addressed or missing; demonstrates lack of openness to supervision and consultation regarding cultural issues</td>
<td>Addresses diversity issues minimally; self-awareness unclear; openness to supervision and consultation unclear regarding cultural issues</td>
<td>Addresses diversity issues adequately; demonstrates self-awareness regarding potential biases, blind spots, and/or practice limitations; demonstrates openness to supervision and consultation regarding cultural issues</td>
<td>Applies awareness of diversity issues to counseling relationship; demonstrates self-awareness regarding potential bias, blind spots, and/or practice limitations; fully articulates how supervision and consultation would be useful for cultural issues</td>
</tr>
<tr>
<td>Primary Diagnosis/Hypothesis</td>
<td>Hypothesis is inappropriate or missing</td>
<td>Hypothesis is unclear or difficult to evaluate.</td>
<td>Hypothesis is appropriate, with a primary provisional diagnosis identified</td>
<td>Hypothesis is clearly stated, with primary diagnosis and core issues identified</td>
</tr>
<tr>
<td>Theoretical Approach</td>
<td>Description of theory is inaccurate or missing</td>
<td>Description of theory is unclear or does not directly address hypothesis</td>
<td>Description of theory is clear, accurate, and directly addresses hypothesis</td>
<td>Description of theory is clear, accurate, well-integrated, and directly addresses hypothesis</td>
</tr>
</tbody>
</table>

*Students receiving a rating of either Below Standard or Approaching Standard in ethics (area #6) receive a rating of No Pass for the written exam.*

Score each area based on the rubric. Provide a rationale for scores in the “Comments” section.
<table>
<thead>
<tr>
<th>Component</th>
<th>Below Standard (1)</th>
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<th>At Standard (3)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Initial Interventions and Treatment Plan</td>
<td>Initial interventions are inappropriate, incompatible with theory, or missing</td>
<td>Initial interventions are unclear, or do not address hypothesis</td>
<td>Initial interventions are appropriate, consistent with theory, and address hypothesis</td>
<td>Interventions are appropriate, guided by theory, address hypothesis, and measurable; consideration is given for how initial interventions fit within course of treatment</td>
</tr>
<tr>
<td>Transference and Counter-Transference</td>
<td>Demonstrates lack of awareness of potential counselor-client dynamics and/or lack of awareness regarding strengths and limitations; does not understand when to avoid disclosing personal information</td>
<td>Demonstrates awareness of potential client-counselor dynamics minimally; self-awareness regarding strengths and limitations is unclear; it is questionable whether student understands when to avoid disclosing personal information</td>
<td>Demonstrates awareness of potential client-counselor dynamics; self-awareness regarding strengths and weaknesses is adequate; understands when to avoid disclosing personal information</td>
<td>Applies self-awareness directly to the dynamics between client and counselor; self-awareness regarding strengths and weaknesses is well-developed; understands when to avoid disclosing personal information</td>
</tr>
<tr>
<td>Legal and Ethical Considerations</td>
<td>Interprets ethical and legal obligations incorrectly; theory and/or interventions are inconsistent with ethical and/or legal obligations; no description of need for clinical supervision</td>
<td>Interpretation of ethical and legal obligations unclear; vague description of need for clinical supervision</td>
<td>Interprets ethical and legal obligations adequately; identified need for clinical supervision</td>
<td>Interprets ethical and legal obligations accurately; applies ethical decision-making principles; clearly and fully articulates how clinical supervision would be useful</td>
</tr>
</tbody>
</table>

**MAC COMPREHENSIVE EXAM SCORING RUBRIC – ORAL**

**COMPREHENSIVE EXAMINATION: COUNSELING PROGRAM**

**DIVISION OF ARTS AND SCIENCES**

*Oral Exam Record and Evaluation*

**Student:** ___________________________  **Case:** __________

**Faculty examiner:** ___________________  **Date:** __________

**Overall rating of oral exam (check one):**

- **Pass:** Student receives a rating of At Standard or Above Standard in at least five out of seven areas.

- **No Pass:** *Student receives a rating of either Below Standard or Approaching Standard in three or more areas.*
  
  *Students receiving a rating of either Below Standard or Approaching Standard in ethics (area #6) receive a rating of No Pass for the written exam.*

**Score each area based on the rubric. Provide a rationale for scores in the “Comments” section.**

<table>
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<td>Assessment is adequate.</td>
<td>Assessment is complete and appropriate.</td>
</tr>
</tbody>
</table>
As part of their program, students complete field experiences where they are given the opportunity to practice applying professional counseling skills. There are two sequences of field experiences in
the MAC program. For both sequences, students will receive one hour of individual or triadic supervision each week, and 1.5 hours of group supervision each week during field experiences.

The first sequence is entitled, “Practicum.” During this sequence, students provide counseling services at low-cost to members of the community at the CityU Counseling Center. Students are also given the opportunity to participate in social justice activities of a non-counseling nature at external sites, under faculty supervision. This sequence consists of two courses scheduled in separate quarters, Practicum I and II. During this sequence, students will amass 100 total hours, and 40 direct client hours.

The second sequence is entitled, "Internship.” During this sequence, students provide counseling services in a community mental health agency. All MAC students are expected to arrange their clinical internship placements at a community mental health agency. A list will be made available for students regarding agencies that the MAC program has placed students at in the past with relative success. This list is not exhaustive, and students are given some freedom to select an appropriate agency, provided the following requirements are met:

- All internship agencies must provide direct counseling services to clients.
- For marriage, couple, and family counseling students, the agency must provide direct counseling services to children and families.
- The site must be willing to provide students with one hour per week of on-site supervision from a licensed mental health professional (counselor, social worker, psychologist, psychiatrist) who has at least two years of post-licensure experience.

In addition, site supervisors must meet the following requirements:

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 experience in the mental health field;
3. Relevant training in counseling supervision.

Prior to students counting practicum or internship hours, a formal meeting must be held between the Faculty Supervisor, Site Supervisor, and student. In this meeting, roles and expectations for all three parties are reviewed, and the internship contract is signed by all parties. At the conclusion of the internship, another formal meeting is held between all three parties to review the student’s progress during the internship. The Faculty Supervisor will remain in contact with the Site Supervisor throughout the student’s internship experience.

More information about these two sequences is available in the MAC Clinical Training Manual.

**MAC LIABILITY INSURANCE**

Throughout your training program, you will be required to carry student liability insurance. You may elect to utilize coverage provided through your membership application with the American Counseling Association (http://www.counseling.org), or you may elect to sign up with an alternative insurance company. All students are required to join the ACA as part of the course requirements for Introduction to Career Counseling (COUN 518). You will be required to maintain accurate records of your liability insurance throughout your clinical training.
MAC COMPREHENSIVE ASSESSMENT PLAN

INTRODUCTION AND OVERVIEW

At City University of Seattle (contracted to CityU for the remainder of this article), core faculty in the Masters of Arts in Counseling (MAC) program have developed a Comprehensive Assessment Plan (CAP) to provide accountability regarding its program outcomes and ensure the program is constantly striving to offer the highest quality program possible. The CAP uses multiple sources of assessment that are collected and analyzed throughout the academic year. For the CAP, data collection and analysis is continuous, comprehensive, standardized, and systematic. Continuous, in that assessment occurs throughout the year, with an annual report generated at the conclusion of the summer quarter. Comprehensive, in that assessment explores multiple domains, including program and student learning outcomes, course sequence, course content, faculty instruction and supervision, facilities and tech support, and other areas. Standardized, in that assessment is conducted in the same manner for all students, courses, instructors, etc. Systematic, in that assessments occur at the same points in time throughout the academic year. Consistent with the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards, the CAP includes the following assessment areas:

1. Review of programs, curricular offerings, and characteristics of program applicants
2. Formal follow-up studies of alumni, site supervisors, and employers
3. Assessment of student learning regarding MAC Program Learning Outcomes (PLOs) and Student Learning Outcomes (SLOs, i.e., student learning and performance on professional identity, professional practice, and program area standards of the CACREP 2009 Standards)

Findings from these assessments result in action items and program modifications to ensure students are learning minimum entry requirements for the professional counseling field. Program assessment is a regular item on the agenda during the MAC program faculty biweekly meeting throughout the academic year. During these meetings, the MAC core faculty continuously identify and modify objectives of the program evaluation. Data collection instruments, the comprehensive student database, and methods of analysis are examined. Assessment procedures are also evaluated, to ensure that our program-level assessment is helping the faculty to offer the highest quality program possible. Data analysis from program-level assessments is presented to the core faculty during these bi-weekly meetings, and used to inform subsequent program changes as warranted.

At the conclusion of each academic year, MAC core faculty analyze these assessments to identify findings, action items, and required program modifications. The MAC CACREP Liaison is responsible for coordinating this effort and generating the annual report. Once written, the official report is disseminated electronically via the CityU public website, for access by current students in the program, prospective students, staff and faculty, external partners (e.g., employers, site supervisors), and the general public.

The MAC program has two distinctive program tracks, for students to specialize in a CACREP professional practice area: Clinical Mental Health Counseling, and Marriage, Couple, and Family Counseling. Data analysis for the two MAC tracks is combined in this report, since students from
both tracks demonstrate competence for the same MAC program learning outcomes, and students also complete the same courses and demonstrate competence in the same CACREP Standards until they reach practicum (i.e., students demonstrate competence in specialization-area Standards for both tracks). Differences between the two programs is apparent only when considering that the Marriage, Couple, and Family Counseling track completes additional elective courses and two further quarters of internship, in addition to meeting different specialization-area CACREP Standards during practicum and internship.

MEASUREMENTS

The assessment areas identified above are each assessed using measurement tools. The tools used to evaluate each assessment area are as follows:

Assessment Area 1: Review of programs, curricula offerings, and characteristics of program applicants

- Measurement 1.a. Online surveys of student satisfaction
- Measurement 1.b. Focus groups with current MAC students
- Measurement 1.c. End-of-course evaluations of instructors by students
- Measurement 1.d. Program health report

Assessment Area 2: Formal follow-up studies of alumni, site supervisors, and employers

- Measurement 2.a. Online survey of alumni, site supervisors, and employers

Assessment Area 3: Assessment of student learning regarding Program Learning Outcomes (MAC 9 PLOs) and Student Learning Outcomes (CACREP Standards)

- Measurement 3.a. Primary rubric scores for course assignments assessing knowledge or skill areas of CACREP Standards
- Measurement 3.b. Secondary rubric scores for course assignments assessing competence of the nine MAC PLOs
- Measurement 3.c. Student feedback regarding course assignments aligned to the nine MAC PLOs

Each measurement area is now described in detail.

ASSESSMENT AREA 1: REVIEW OF PROGRAMS, CURRICULA OFFERINGS, AND CHARACTERISTICS OF PROGRAM APPLICANTS

Measurement 1.a. Online surveys of student satisfaction. Each year, all current students at CityU are sent an online link to complete an anonymous survey of student satisfaction. Results are filtered by program, with the MAC core faculty sent a report with the findings of that year’s survey.
The survey collects both quantitative and qualitative data, and samples the following domains: respondent demographics, employment status of current students, hours worked per week of current students, main reasons students are attending CityU, reasons influencing choice to attend CityU, how students learned about CityU, anticipated benefits of CityU education, opinions regarding statements about learning at CityU (including instructional quality), satisfaction with technology and facilities, and satisfaction with enrollment and advising services. Questions are presented in either a dichotomous (true/false) or likert-scale rating format (“on a scale of 1 to 4, with 1 being the lowest and 4 being the highest”). The survey is administered to students during spring quarter, and sent to program faculty by May each year.

**Measurement 1.b. Focus groups with current MAC students.** All current students in each current cohort of the CityU program are invited to participate in focus groups, facilitated by an external partner from the community. This focus group is audio recorded, and the recording is transcribed by an external professional transcriptionist with names and identifiers removed, to preserve confidentiality. MAC faculty then analyze this transcript to identify themes, which become findings, leading to action items and modifications. Faculty do not listen to audio recordings. The introductory script to each focus group reads as follows:

Introductory script (please read aloud): The purpose of this focus group is to explore the current state of the Master of Arts in Counseling program at City University of Seattle. In particular, we want to know your thoughts and opinions about the course sequence, and how to improve student retention. Faculty members will not have access to identifiable information, and we hope you feel comfortable enough to share your honest opinions. While this interview will be taped, it will be transcribed by a professional transcriptionist with pseudonyms used in place of participant names to protect confidentiality.

Please discuss the question prompts below. Allow approximately 10 minutes for each question.

The questions asked in the focus group are as follows:

1. How is the sequence of courses?
2. How taxing is the academic load (is it manageable?)
3. Overall sense for course content.
4. Overall sense of faculty instruction, including timeliness and quality of feedback.
5. Facilities and tech support.
6. What other topics about your academic experiences in the MAC program are important to discuss, that were not addressed already?

Focus groups are held in May each year, to invite graduating students prior to their leaving the program.

**Measurement 1.c. End-of-course evaluations of instructors by students.** At the conclusion of each quarter, students rate faculty course instruction. These ratings are on a likert-based five point scale, from 1 (“not at all”) to 5 (“strongly agree”). Student responses are recorded electronically and anonymously. Once all responses are collected for that quarter, a report is generated and sent to the MAC Program Director. At the end of each quarter, these reports are analyzed for formative
evaluation purposes so modifications can be made for the upcoming quarter. At the end of the academic year, all reports are analyzed for summative evaluation purposes, to also assess whether these modifications were successful in enhancing instructor ratings.

Students rate instructors on the following eight prompts: *My instructor...*

1. Clearly explains course learning goals, assignments, and grading criteria
2. Taught the course content in a clear and organized way
3. Encouraged me to take an active role in my own learning
4. Used a variety of teaching strategies effectively
5. Provided prompt and useful feedback on my work
6. Effectively integrated theory and professional practice in my courses
7. Used the required resources and materials effectively
8. Enriched my courses with technology in ways that improved learning

**Measurement 1.d. Program health report.** Each year, the MAC program collects data about the prospective students applying to the program, including demographic information and undergraduate grade point average (GPA) for students offered admission, enrolled, and rejected. In admission, data is provided about the percentage of students offered admission, percentage of students enrolled, and percentage of students rejected. The MAC program also collects data about currently enrolled students, including demographic information, number of students who left the program, number of students who completed the program, percentage of students who obtain employment in the mental health field within 6 months of graduation, and percentage of students who obtain licensed as either a counselor or marriage and family therapist within 3 years of graduation. This program health report is generated each October after the incoming class of students for the academic year is established. It is made available to the public each year via the MAC webpage on the CityU website, in addition to this annual report.

**Measurement 2.a. Online survey of alumni, site supervisors, and employers.** Each year, the MAC program sends out a online survey using the website SurveyMonkey to poll alumni, site supervisors, and employers of our students regarding perceptions and evaluations of major aspects of the program, specifically the degree to which the program prepares students to demonstrate its nine PLOs. These nine PLOs are as follows:

1. Student applies sound essential counseling skills derived from a credible knowledge base that encompasses diverse theoretical perspectives, including those used in the present internship agency.
2. Student implements the highest ethical standards including clear and appropriate relationships with clients, colleagues, and the community.
3. Student articulates and applies a range of coherent theoretical approaches that are relevant to clients concerns and aspirations.

4. Student recognizes and positively influences intrapersonal and interpersonal dynamics in counseling with individuals, groups, couples, and families.

5. Student collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status.

6. Student establishes a commitment to professional development through continuing education, clinical supervision, self-reflection, and consultation with peers.

7. Student produces written communication that meets professional standards.

8. Student locates and critically evaluates research related to core areas of counseling practice.

9. Student demonstrates an understanding of the role of counselors in promoting social justice and the well-being of the greater community.

For each PLO, the survey invites respondents to provide a likert-scale rating from 1-4, with 1 indicating “Below Expectations,” 2 indicating “Approaching Expectations,” 3 indicating “Meets Expectations,” and 4 indicating “Exceeds Expectations”), regarding the degree to which the program prepares students to demonstrate its nine PLOs. For each PLO, respondents are provided with a text box to enter any qualitative descriptions to explain their rating. Using the same four-point scale, respondents are then asked three open ended questions: 1) what are we already doing to help students meet these standards? 2) What could we be doing differently to help students in the program meet these standards? 3) What could we have asked you about the CityU program, that we did not think to ask? This data is then analyzed for all respondents, before ratings and comments are compared between the three groups (alumni, site supervisors, employers).

ASSessment Area 3: Assessment of Student Learning Regarding Program Learning Outcomes (MAC 9 PLOs) and Student Learning Outcomes (CACREP Standards)

Measurement 3.a. Primary rubric scores for course assignments assessing knowledge or skill areas of CACREP Standards. All 2009 CACREP Common Core and Program Specialization Standards for Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling are assessed directly in the grading of course assignments. Course assignments were constructed using a backwards design approach, by selecting CACREP Standards to be met, and tailoring the assignment to best meet those Standards. The assignment is then graded on the degree to which students demonstrate knowledge or skill relative to those Standards, in addition to other grading components such as professional writing (organization and coherence, style and mechanics) etc. Thus, student grades are directly tied to student demonstration of learning regarding all Common Core and Program Specialization Standards. Student rubric grading is scored on a likert-scale rating from 1-4, with 1 indicating “Below Standard,” 2 indicating “Approaching Standard,” 3 indicating “At Standard,” and 4 indicating “Exceeds Standard.” A Below Standard (1) score on any CACREP Standard results in an immediate referral to remediation.

When a student receives a Below (1) or Approaching Standard (2) rating, the specific CACREP Standard (e.g., II.G.1.a, CMHC A.2, etc.) is entered into a database in the “Below Standard” or...
“Approaching Standard” column. This allows the program to track student progress across courses and throughout the program, and also to identify areas where a student may need additional assistance or further training. For example, faculty advisors meet with students once a year to conduct an annual review, which partially consists of an evaluation of student performance on CACREP Standards. This presents an opportunity to discuss areas in which the student may benefit from additional training. The form used for annual program reviews is included in Appendix A.

This database is also used to assess aggregate data regarding CACREP Standards in which MAC students consistently underperform. This data is analyzed to determine areas for program improvement, which may include modifying course assignments, course content, instructional delivery, or course sequencing. It should be noted that students are only identified by their student number in the database, to preserve confidentiality to the extent possible. This database is stored on a secure web-based server (Microsoft SharePoint), in which only faculty members with permissions may access the database.

**Measurement 3.b. Secondary rubric scores for course assignments assessing competence of the nine MAC PLOs.** Core faculty identified these nine areas based on general themes of the CACREP Standards, and also based on the need to meet the six CityU learning goals. Students are assessed on the degree to which they demonstrate introductory, practice, and mastery-level competence on these nine areas:

1. Student applies sound essential counseling skills derived from a credible knowledge base that encompasses diverse theoretical perspectives, including those used in the present internship agency.

2. Student implements the highest ethical standards including clear and appropriate relationships with clients, colleagues, and the community.

3. Student articulates and applies a range of coherent theoretical approaches that are relevant to clients concerns and aspirations.

4. Student recognizes and positively influences intrapersonal and interpersonal dynamics in counseling with individuals, groups, couples, and families.

5. Student collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status.

6. Student establishes a commitment to professional development through continuing education, clinical supervision, self-reflection, and consultation with peers.

7. Student produces written communication that meets professional standards.

8. Student locates and critically evaluates research related to core areas of counseling practice.

9. Student demonstrates an understanding of the role of counselors in promoting social justice and the well-being of the greater community.

Each of the nine MAC PLOs above is assessed at the introductory, practice, and mastery level. A single course assignment is aligned to each of the three PLO levels, and student learning is assessed regarding the degree to which the student demonstrates competence of that PLO at the
introductory, practice, or mastery level through their performance on the aligned course assignment. Instructors provide these ratings via secondary rubric scores, which are separate from course grading and do not impact GPA (whereas, primary rubric grading of CACREP Standards impacts GPA). These scores are compiled in a student database. As with Below and Approaching CACREP Standard rubric scores, this allows the program to track student progress across courses and throughout the program, and also to identify areas where a student may need additional assistance or further training. As with CACREP Standards, any Below Standard (1) scores result in an immediate referral to remediation, and PLO scores are also discussed during annual reviews between faculty advisors and students. This database is also used to assess aggregate data regarding PLOs. This data is analyzed to determine areas for program improvement, which may include modifying course assignments, course content, instructional delivery, or course sequencing.

The alignment of course assignments to introductory, practice, and mastery-levels of the nine MAC PLOs is depicted in the following table. Note that introductory and practice-level assignments are considered formative assessments, whereas mastery-level assignments are considered summative assessments.

It should be noted that the MAC program also uses its pre-internship comprehensive exam as a marker of mastery-level student competence regarding PLO3, in addition to being a gateway for students to demonstrate preparedness in order to begin their internship experience. Thus, the comprehensive exam functions as a form of summative assessment for PLO3. Similarly, final internship evaluations are also used to demonstrate mastery-level competence for PLO2. While both are fairly comprehensive in their scope of assessment, they are mastery-level measurements of PLOs rather than stand-alone assessments. In addition, at the conclusion of a student’s practicum or internship, students complete an evaluation of their site regarding the degree to which the site assisted them to demonstrate the nine MAC PLOs in their field work. This information is considered to be a summative assessment of the field site, as the site is evaluated against all nine PLOs. This assessment is not considered part of the comprehensive assessment plan, as this information is not used to evaluating the program. Instead, these ratings are stored in a separate database from the student database mentioned above, and are compared and contrasted against one another to inform the future placement of students at the field site (in addition to other information).
<table>
<thead>
<tr>
<th>MAC Program Learning Outcomes</th>
<th>CityU Learning Goal</th>
<th>MAC Class</th>
<th>PLO Assignment</th>
<th>PLO Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply sound essential counseling skills derived from a credible knowledge base that encompasses diverse theoretical perspectives.</td>
<td>1</td>
<td>COUN 651 (Internship I)</td>
<td>Clinical Case Presentation</td>
<td>Introduction</td>
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<td></td>
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<td>COUN 652 (Internship II)</td>
<td>Clinical Case Presentation</td>
<td>Practice</td>
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<td></td>
<td>COUN 653 (Internship III)</td>
<td>Clinical Case Presentation</td>
<td>Mastery</td>
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<tr>
<td>2. Recognize and apply professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community</td>
<td>4</td>
<td>COUN 510 (Professional Ethics and Law)</td>
<td>Clinical Ethical Situations</td>
<td>I</td>
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<tr>
<td></td>
<td></td>
<td>COUN 631 (Practicum II)</td>
<td>Practicum Evaluation by Faculty Supervisor</td>
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<tr>
<td></td>
<td></td>
<td>COUN 653 (Internship III)</td>
<td>Internship Evaluation by Faculty Supervisor</td>
<td>M</td>
</tr>
<tr>
<td>3. Articulate and apply a range of coherent theoretical approaches that are relevant to clients’ concerns and aspirations.</td>
<td></td>
<td>COUN 503 (Human Growth and Development)</td>
<td>Self-Reflection Paper</td>
<td>I</td>
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<td></td>
<td></td>
<td>COUN 526 (Counseling Theory)</td>
<td>Philosophy of Counseling Paper</td>
<td>P</td>
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<td></td>
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<td>COUN 550 (Comprehensive Exam)</td>
<td>Comprehensive Examination</td>
<td>M</td>
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<tr>
<td>4. Recognize and positively influence intrapersonal and interpersonal dynamics in counseling with individuals, groups, couples, and families</td>
<td>2</td>
<td>COUN 501 (Introduction to Counseling Practice)</td>
<td>Skills Practice Triads</td>
<td>I</td>
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<tr>
<td></td>
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<td>COUN 527 (Group Counseling)</td>
<td>Group Leadership Co-facilitation and Evaluation</td>
<td>P</td>
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<tr>
<td></td>
<td></td>
<td>COUN 512 (Marriage, Couple, and Family Counseling)</td>
<td>Assessment and Intervention Paper</td>
<td>M</td>
</tr>
<tr>
<td>5. Collaborate with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status.</td>
<td>5</td>
<td>COUN 518 (Career Development)</td>
<td>Structured Interview and Report</td>
<td>I</td>
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<tr>
<td></td>
<td></td>
<td>COUN 502 (Multicultural Counseling)</td>
<td>Group Report</td>
<td>P</td>
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<tr>
<td></td>
<td></td>
<td>COUN 502 (Multicultural Counseling)</td>
<td>Structured Interview and Report</td>
<td>M</td>
</tr>
<tr>
<td>6. Establish a commitment to professional development through continuing education, clinical supervision, self-reflection, and consultation with peers.</td>
<td>6</td>
<td>COUN 518 (Introduction to Career Counseling)</td>
<td>Professional Identity Statement</td>
<td>I</td>
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<td></td>
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<td>COUN 630 (Practicum I)</td>
<td>Practicum Supervision Contract</td>
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<td></td>
<td></td>
<td>COUN 651 (Internship I)</td>
<td>Internship Supervision Contract</td>
<td>M</td>
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<tr>
<td>7. Produce written communication that meets professional standards.</td>
<td></td>
<td>COUN 503 (Human Growth and Development)</td>
<td>Research Paper and Presentation</td>
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<td></td>
<td></td>
<td>COUN 525 (Testing and Assessment)</td>
<td>Full Case Evaluation with Treatment Plan</td>
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<td></td>
<td>COUN 517 (Psychopathology)</td>
<td>Human Behavior Essay</td>
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<td>Course Title</td>
<td>Activity</td>
<td>Level</td>
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<tr>
<td>COUN 514</td>
<td>Research Methods and Statistics</td>
<td>Research Article Analysis</td>
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<tr>
<td>COUN 514</td>
<td>Research Study/Project Design</td>
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<td>P</td>
<td></td>
</tr>
<tr>
<td>COUN 525</td>
<td>Testing and Assessment</td>
<td>Research Study/Project Design Continuation</td>
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<tr>
<td>COUN 630</td>
<td>Practicum I</td>
<td>Social Justice Case Presentation</td>
<td>I</td>
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<td>COUN 631</td>
<td>Practicum II</td>
<td>Social Justice Case Presentation</td>
<td>P</td>
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<tr>
<td>COUN 690</td>
<td>Integrative Portfolio Project</td>
<td>Research Paper</td>
<td>M</td>
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</table>

**Note.** CityU Learning Goals are as follows: 1. City University of Seattle graduates exhibit professional competency and a sense of professional identity; 2. City University of Seattle graduates have strong communication and interpersonal skills; 3. City University of Seattle graduates are critical thinkers; 4. City University of Seattle graduates demonstrate a strong commitment to ethical practice and service in their professions and communities; 5. City University of Seattle graduates demonstrate diverse and global perspectives; 6. City University of Seattle graduates are lifelong learners.

**Measurement 3.c. Student feedback regarding course assignments aligned to the nine MAC PLOs.** After completing each course assignment aligned to the introductory, practice, and mastery levels of the nine MAC PLOs, students are provided with the opportunity to give anonymous written feedback to the program regarding the degree to which the assignment assisted them to achieve introductory, practice, or mastery level competence regarding the PLO being assessed. At the end of each course, students complete a written form and place the results in a sealed envelope, which is delivered to the MAC program’s administrative assistant for transcription to ensure student confidentiality. Students are presented with two question prompts on the form: first, a dichotomous (yes/no) question regarding whether the assignment assisted their learning, and second, students are asked to provide a rationale for their choice (i.e., “how?”). This quantitative and qualitative data is then analyzed by program faculty prior to the beginning of the next quarter for formative evaluation purposes, to address any issues if possible before the next quarter begins. Program faculty also conduct a summative evaluation of this data from all four quarters at the conclusion of the academic year.
The following timeline is provided for formative and summative assessment in the CityU MAC CAP. All assessments (i.e., of students, the program, internship sites) are included in this timeline.

<table>
<thead>
<tr>
<th>Month</th>
<th>Assessment</th>
<th>Assessor(s)</th>
<th>Type</th>
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<tbody>
<tr>
<td>September</td>
<td>Pre-Internship Comprehensive Exam</td>
<td>Program Faculty</td>
<td>Formative</td>
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<tr>
<td>October</td>
<td>Program Health Report</td>
<td>Program Faculty</td>
<td>Summative</td>
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<tr>
<td>December</td>
<td>Pre-Internship Comprehensive Exam</td>
<td>Program Faculty</td>
<td>Formative</td>
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<td>April–June</td>
<td>Student Satisfaction Survey</td>
<td>Students</td>
<td>Summative</td>
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<td>Focus groups with MAC students</td>
<td>Students</td>
<td>Summative</td>
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<td>Annual Review of Student Progress between Faculty Advisor and Student</td>
<td>Program Faculty</td>
<td>Formative</td>
</tr>
<tr>
<td>June</td>
<td>Surveys of alumni, site supervisors, and employers</td>
<td>Alumni, Site Supervisors, Employers</td>
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<td>Ongoing</td>
<td>Student Evaluation of their Internship Site on the 9 MAC PLOs</td>
<td>Students</td>
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<td>Student Learning Outcomes (CACREP Standards)</td>
<td>Program Faculty</td>
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<td>Program Learning Outcomes (MAC 9 PLOs) at Introductory- and Practice- Levels</td>
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<td>Program Learning Outcomes (MAC 9 PLOs) at Mastery Level</td>
<td>Program Faculty</td>
<td>Summative</td>
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<td>Student Feedback on PLO Assignments</td>
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<td>End-of-Course Evaluations of Instructors by Students</td>
<td>Students</td>
<td>Summative</td>
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</table>

The following timeline is provided to specifically indicate when introductory, performance, and mastery level assignments for the nine MAC PLOs are assessed for students in the intensive weekday 2-year program. Wherever possible, separate quarters were used to measure differing levels of achievement. In cases when two levels of PLO assignment (e.g., practice, then mastery) existed in the same course, this was not possible. In such cases, the practice-level assignment always preceded the mastery-level assignment in the course.

<table>
<thead>
<tr>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO3</th>
<th>PLO4</th>
<th>PLO5</th>
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The following timeline is provided to specifically indicate when introductory, performance, and mastery level assignments for the nine MAC PLOs are assessed for students in the weekend 3-year program. Again, wherever possible, separate quarters were used to measure differing levels of achievement. In cases when two levels of PLO assignment (e.g., practice, then mastery) existed in the same course, this was not possible. In such cases, the practice-level assignment always preceded the mastery-level assignment in the course.

<table>
<thead>
<tr>
<th>PLO</th>
<th>I</th>
<th>P</th>
<th>M</th>
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<tbody>
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<td>PLO9</td>
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<td>M</td>
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</tbody>
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*Note. I = Introductory, P = Practice, M = Mastery Level.*
Annual Advising Report of Student Progress

Division of Arts and Sciences
Master of Arts in Counseling (MAC) program

Name of Student: 
Name of Advisor: 
Academic Year Reviewed: 
Date of Meeting: 

CACREP Standards (Below Standard)

CACREP Standards (Approaching Standard)

Program Learning Outcomes

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Level</th>
<th>Assignment</th>
<th>Score*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply sound essential counseling skills derived from a credible knowledge base that encompasses diverse theoretical perspectives.</td>
<td></td>
<td>Clinical Case Presentation</td>
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<tr>
<td></td>
<td>Intro</td>
<td>Clinical Case Presentation</td>
<td></td>
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<td></td>
<td>Practice</td>
<td>Clinical Case Presentation</td>
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<td></td>
<td>Mastery</td>
<td>Clinical Case Presentation</td>
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<tr>
<td>2. Recognize and apply professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.</td>
<td>I</td>
<td>Clinical Ethical Situations</td>
<td></td>
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<tr>
<td></td>
<td>P</td>
<td>Practicum Evaluation by Faculty Supervisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>Internship Evaluation by Faculty Supervisor</td>
<td></td>
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<tr>
<td>3. Articulate and apply a range of coherent theoretical approaches that are relevant to clients’ concerns and aspirations.</td>
<td>I</td>
<td>Self-Reflection Paper</td>
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<td></td>
<td>P</td>
<td>Philosophy of Counseling Paper</td>
<td></td>
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<tr>
<td></td>
<td>M</td>
<td>Comprehensive Examination</td>
<td></td>
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<tr>
<td>4. Recognize and positively influence intrapersonal and interpersonal dynamics in counseling with individuals, groups, couples, and families.</td>
<td>I</td>
<td>Skills Practice Triads</td>
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<td></td>
<td>P</td>
<td>Group Leadership Co-facilitation and Evaluation</td>
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<td></td>
<td>M</td>
<td>I</td>
<td>P</td>
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<tr>
<td>5. Collaborate with people of diverse ethnicity, culture, gender, sexual orientation,</td>
<td>Assessment and</td>
<td>Structured Interview and</td>
<td>Group Report</td>
</tr>
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<td>physical ability, religious beliefs and socioeconomic status.</td>
<td>Intervention Paper</td>
<td>Report</td>
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<tr>
<td>6. Establish a commitment to professional</td>
<td>Professional Identity</td>
<td>Practicum Supervision</td>
<td>Internship Supervision</td>
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<tr>
<td>development through continuing education, clinical supervision, self-reflection, and</td>
<td>Statement</td>
<td>Contract</td>
<td>Contract</td>
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<td>consultation with peers.</td>
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<tr>
<td>7. Produce written communication that meets</td>
<td>Research Paper and</td>
<td>Full Case Evaluation with</td>
<td>Human Behavior Essay</td>
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<td>professional standards.</td>
<td>Presentation</td>
<td>Treatment Plan</td>
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<tr>
<td>8. Locate and critically evaluate research related to</td>
<td>Research Article Analysis</td>
<td>Research Study/Project</td>
<td>Research Study/Project</td>
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<tr>
<td>core areas of counseling practice.</td>
<td></td>
<td>Design</td>
<td>Design Continuation</td>
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<tr>
<td>counselors in promoting social justice and the well-being of the greater community.</td>
<td>Presentation</td>
<td>Presentation</td>
<td></td>
</tr>
</tbody>
</table>

* Note. 1 = Below Standard, 2 = Approaching Standard, 3 = At Standard, 4 = Exceeds Standard.

**Comments on Academic Performance:**

**Comments on Professional Development:**

**Comments on Interpersonal Development:**

**Areas for Remediation (if any):**

__________________________________________________________________________
(Student Signature) ___________________________ (Date)
__________________________________________________________________________
(Faculty Advisor Signature) ___________________________ (Date)
PROFESSIONAL AND INTERPERSONAL DEVELOPMENT: FOCUS OF CONCERN FORM

Name of Student: ________________________________________ Date: __________________

Name of Instructor/Supervisor/Faculty Advisor: _____________________________________________

Student Area of Concern:

Professional Development

☐ Consistently arriving late or leaving early (CityU classes, or practicum/internship site)
☐ Missing scheduled commitments without informing instructor/supervisor (class, client sessions, advising meetings)
☐ Refusing to take responsibility for behavior
☐ Refusing to accept feedback from faculty, instructor, or supervisor
☐ Other: __________________________

Interpersonal Development

☐ 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 a cultural group
☐ Counselor impairment, such as admission to inpatient/residential psychiatric or addiction treatment, symptoms of psychopathology or addiction, suicidal ideation, homicidal ideation
☐ Other: __________________________

Elaborated description:

Recommendation to remediation?  Yes  No

Signed: ___________________________ Date: __________________

(Instructor, Supervisor, or Faculty Advisor)
The MAC Program is designed to assist the student in their development of professional and academic skills in the area of counseling. Each quarter the student will not only receive their course grade for each course they are registered for; they will also receive student evaluations from each of their instructors.

The purpose of these evaluations is to address such areas as: professional competency and identity; essential counseling skills; a broad sense for theoretical applications; clear and professional written skills; communication and interpersonal skills; critical thinking; a strong commitment to ethical practice; a sense for research and how it impact the counseling field and work with clients; diverse and global perspectives; the importance of social justice with regard to mental health issues, and the desire to be a lifelong learner.

Specifically these areas are commented on by faculty with regard to your academic work and what they observe in your cohort interactions. This is examined and commented on because character, integrity, the development of clinical skills, commitment and involvement, and professional 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 faulty 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 downloaded a copy of the Master of Arts in Counseling Student Handbook and the Graduate Student Handbook from the Division of Arts and Sciences 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 in the Student Handbooks. 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 college 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 Student Handbook and accept responsibility for the information presented therein.

________________________________________________
Student Signature

________________________________________________
Signature Date