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# Program Contact Information

<table>
<thead>
<tr>
<th><strong>Counseling Programs Director</strong></th>
<th><strong>Counseling Program Faculty</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Nicholas Erber-LaPierre</td>
<td>Dr. Mary Amanda Graham</td>
</tr>
<tr>
<td>Clinical Instructor and Field</td>
<td>On leave fall quarter 2018</td>
</tr>
<tr>
<td>Placement Coordinator, Clinical</td>
<td>Associate Professor, School</td>
</tr>
<tr>
<td>Mental Health and School</td>
<td>Counseling</td>
</tr>
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<td>Counseling</td>
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<td>Instructor, Clinical Mental</td>
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<td>Programs</td>
<td>Health Counseling</td>
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<td>PO Box 222000</td>
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<tr>
<td>Seattle, WA 98122</td>
<td></td>
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<tr>
<td>Dr. Kristi Lee</td>
<td>Dr. Jacqueline Leibsohn</td>
</tr>
<tr>
<td>Associate Professor, Clinical</td>
<td>On sabbatical for the 2018-19</td>
</tr>
<tr>
<td>Mental Health Counseling</td>
<td>academic year</td>
</tr>
<tr>
<td><a href="mailto:leekrist@seattleu.edu">leekrist@seattleu.edu</a></td>
<td>(206) 296-5751</td>
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<tr>
<td>Dr. William O’Connell</td>
<td>Dr. William O’Connell</td>
</tr>
<tr>
<td>Associate Professor, Clinical</td>
<td>On leave for the 2018-19</td>
</tr>
<tr>
<td>Mental Health Counseling</td>
<td>academic year</td>
</tr>
<tr>
<td><a href="mailto:oconnelw@seattleu.edu">oconnelw@seattleu.edu</a></td>
<td>(206) 296-5753</td>
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<td>Dr. Manivong Ratts</td>
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<tr>
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<td></td>
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<td>and Professional Studies</td>
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<tr>
<td>Professor, School Counseling</td>
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<td></td>
<td></td>
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</tbody>
</table>
Program Overview

Introduction
Welcome to the School Counseling and Clinical Mental Health Counseling CACREP-accredited Master’s degree program at Seattle University. This 3-year degree program prepares diverse, ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice and provide quality service in diverse communities.

The Counseling Student Handbook supports your successful entry, continuance and completion of your master’s degree in counseling. The Handbook has been designed to provide easy access to information and resources that are essential to your success as a graduate student. This Handbook is based on the Seattle University Graduate Catalog, the official source of all policies and procedures. Any discrepancies between this Handbook and the Graduate Catalog are unintentional and will be resolved using the content of the Graduate Catalog as the official and correct statement of policy and procedure. The Graduate Catalog may be accessed at: http://catalog.seattleu.edu/. Students should obtain and keep a copy of the Graduate Bulletin of Information for the year they first enroll. It contains the specific policies which apply to their program of studies.

Accreditation
Both the School and the Clinical Mental Health Counseling Programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) www.cacrep.org. Both programs are re-accredited through October 31, 2026. CACREP is the premiere independent accrediting body for graduate counseling programs and is recognized by the Council for Higher Education. The program holds the distinction of being the first counseling program in Seattle to be accredited by CACREP in 2011.

College of Education Mission Statement
The College of Education strives to be a scholarly learning community of students, staff and faculty characterized by collegiality and collaboration. The College of Education strives to lead by collaboratively serving others from a grounding in the ethics and values of the Jesuit tradition. The College of Education strives to provide a curriculum relevant to the needs of the profession, the greater society and supported by the best practice and research. The College of Education strives to welcome and represent the diversity of our society through its teaching, programs, students, and personnel. The College of Education strives to produce graduates who are compassionate and effective professionals in their respective areas of preparation.

Counseling Programs Vision Statement
1) The counseling programs strive to be a scholarly learning community of students, staff and faculty characterized by collegiality and collaboration.
2) The counseling programs strive to lead by collaboratively serving others from a grounding in the ethics and values of the Jesuit tradition.
3) The counseling programs strive to provide a curriculum relevant to the needs of the profession and the greater society and supported by the best practice and research.
4) The counseling programs strive to welcome and represent the diversity of our society through its teaching, programs, students, and personnel.
5) The counseling programs strive to produce graduates who are compassionate and effective professionals in their respective areas of preparation.
Clinical Mental Health Counseling Learning Outcomes

Master of Arts in Education in Clinical Mental Health Counseling Program

The Clinical Mental Health Counseling program prepares students for work in clinical mental health settings, such as youth service agencies, mental health centers, psychiatric hospitals, and correctional facilities. The program objectives of the clinical mental health counseling program are:

1. To prepare reflective clinical mental health counselors to be technologically competent, professional, ethical decision-makers, and knowledgeable of legal matters.
2. To prepare clinical mental health counselors to be multicultural and social justice competent leaders who tailor their approaches to align with clients’ cultural worldview, practice advocacy, value diversity, and promote social justice.
3. To prepare clinical mental health counselors to use knowledge of human growth and development to improve client understanding, addictions, well-being, and to enhance resiliency from a multicultural and social justice framework.
4. To prepare clinical mental health counselors with career development knowledge and skills to help clients make informed career decisions.
5. To prepare clinical mental health counselors to demonstrate understanding and application of established and emerging counseling theories through effective use of empowerment techniques for working with diverse populations.
6. To prepare clinical mental health counselors to demonstrate an understanding of established and emerging group counseling theories through effective use of group techniques for working with diverse populations.
7. To prepare clinical mental health counselors to use their understanding of assessment to assess individuals’ abilities, aptitudes, achievements and interests.
8. To prepare clinical mental health counselors to utilize research to evaluate services and make research based professional judgments.
9. To prepare community counselors with the foundation to effectively work in a clinical mental health agency and chemical dependency issues.
10. To prepare clinical mental health counselors who understand the role of a clinical mental health agency within the larger community.
11. To prepare clinical mental health counselors with knowledge and skills to provide quality service in clinical mental health settings that lead to a more just and humane world.

A list of Graduate Student Learning Outcomes can be found at [www.seattleu.edu/assessment/learning-outcomes/graduate-students/](http://www.seattleu.edu/assessment/learning-outcomes/graduate-students/)
School Counseling Learning Outcomes

Master of Arts in Education in School Counseling Program

The School Counseling program prepares students for Residency level Educational Staff Associate (ESA) Certification in K-12 settings, public and private. The program objectives of the school counseling program are:

1. To prepare reflective school counselors to be technologically competent, professional, ethical decision-makers, and knowledgeable of legal matters.
2. To prepare school counselors to be multicultural and social justice competent leaders who tailor their approach to align with clients’ cultural worldview, practice advocacy, value diversity, and promote social justice.
3. To prepare school counselors to use knowledge of human growth and development to improve client understanding, well-being, addictions, and to enhance resiliency from a multicultural and social justice framework.
4. To prepare school counselors with career development knowledge and skills to help individuals make informed career decisions.
5. To prepare school counselors to demonstrate understanding and application of established and emerging counseling theories through effective use of empowerment techniques for working with diverse populations.
6. To prepare school counselors to demonstrate an understanding of established and emerging group counseling theories through effective use of group techniques for working with diverse populations.
7. To prepare school counselors to use their understanding of assessment to assess individuals’ abilities, aptitudes, achievements and interests.
8. To prepare school counselors to utilize research to evaluate services and make research based professional judgments.
9. To prepare school counselors to be change agents who plan, implement, and evaluate a student-centered, data-driven school counseling program that advances the mission of the school and to address chemical dependency issues in schools.
10. To prepare school counselors to work collaboratively with school staff, families, and community members to achieve common goals for the education of all K-12 students, improvement of schools, and advancement of the larger community.
11. To prepare school counselors with knowledge and skills to provide quality service in K-12 schools that lead to a more just and humane world.

A list of Graduate Student Learning Outcomes can be found at www.seattleu.edu/assessment/learning-outcomes/graduate-students/
Professional Organizations

We encourage you to join a professional counseling organization, nationally, state-wide, and locally as part of your formation as a professional counselor. The benefits to joining a professional organization include:

1. Staying current trends and policy issues in the field
2. Subscription to journals, newsletters, and magazines
3. Networking opportunities with graduate students, faculty, and professionals
4. Opportunities to develop leadership skills and shape the counseling profession
5. Insurance benefits

The following are national and state counseling organizations that we encourage you to join.

National:
American Counseling Association, www.counseling.org
American School Counselor Association: www.schoolcounselor.org
American Mental Health Counselors Association: www.amhca.org
Counselors for Social Justice: counseling-csj.org

State:
Washington Counseling Association: www.wacounseling.org
Washington Mental Health Counseling Association: wmhca.org/
Washington School Counselor Association: www.wa-schoolcounselor.org
Getting Started

Advising and Being Assigned to a Cohort

All students are assigned to a faculty advisor and to a cohort based on their program track. Students meet with their faculty advisor during New Student Orientation (NSO). All students are required to take classes with their assigned cohort. Any changes to a student’s schedule or program of study must receive prior approval from the faculty advisor. Students also meet with their faculty advisor at candidacy, which is a program transition point. Other meetings may be called at the discretion of either the student or the advisor. Faculty advisors are always available for consultation and questions related to the program.

New Student Orientation

All new students are required to attend a departmental NSO on the Seattle University campus. During NSO students will be provided a program of study schedule detailing when courses are offered.

Campus Card

All students are required to obtain a campus card. The Campus Card Office (206-296-6117) is found in SUpercopy in Pavilion 010 (lower level next to Bellarmine Hall) during business hours (Monday - Friday, 8am - 4:30pm). Students must be enrolled before they can obtain a card.

Email Accounts and Computer Literacy

The primary method of relaying important information on an ongoing basis is via a Seattle University email account. All students will be given an email address at the time of registration. Students must activate this account by going to pwreset.seattleu.edu with their SU ID number and username.

All students are expected to be competent with technology. This includes proficiency with using Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, email helpdesk@seattleu.edu or visit http://www.seattleu.edu/its/ for new student information and assistance with SU technology.

Registration

Prior to advanced registration, students will receive, via email from the registrar, a time to register online. After the first quarter, registration times can be found on SUOnline and in the SU Academic Calendar www.seattleu.edu/redhawk-axis/academic-calendar/ It is the responsibility of the student to register for classes during priority registration. Failure to register at this time may result in the student not being able to register for the class(es) of choice. The Seattle University Schedule of Classes is posted online at suonline.seattleu.edu prior to pre-registration each quarter. At times, the information posted prior to registration may be incorrect. Consult your advisor when in doubt. Please follow the course schedule that the program provides to you for each quarter.
Program of Study and Program Expectations

Program of Study

The master's degree in school counseling and clinical mental health counseling are 90-credit degrees. The following courses are required for the degree in school counseling and clinical mental health counseling. All coursework with the exception of electives must be completed prior to beginning internship.

<table>
<thead>
<tr>
<th>Course</th>
<th>Education Core Requirements</th>
<th>Credit</th>
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<tbody>
<tr>
<td>EDUC 5000</td>
<td>Educational Research</td>
<td>3</td>
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<tr>
<td>EDUC 5200</td>
<td>Social Justice in Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5070</td>
<td>Counseling Across the Lifespan</td>
<td>4</td>
</tr>
<tr>
<td>COUN 5080</td>
<td>Professional and Ethical Issues in Counseling</td>
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<td>COUN 5100</td>
<td>Fundamental Counseling Skills</td>
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</tr>
<tr>
<td>COUN 5110</td>
<td>Theories of Counseling and Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5120</td>
<td>Career Counseling</td>
<td>3</td>
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<tr>
<td>COUN 5130</td>
<td>Multicultural and Social Justice Counseling</td>
<td>4</td>
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<tr>
<td>COUN 5170</td>
<td>Group Counseling Theory and Practice</td>
<td>4</td>
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<tr>
<td>COUN 5190</td>
<td>Addictions Counseling</td>
<td>4</td>
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<td>COUN 5270</td>
<td>Counseling Tests and Measurement</td>
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<td>COUN 5400</td>
<td>Diagnosis and Assessment</td>
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<td>COUN 5500</td>
<td>Counseling and Case Management</td>
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<td>COUN 5510</td>
<td>Counseling Lab</td>
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<td>COUN 5600</td>
<td>Family Systems</td>
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<td>COUN 5610</td>
<td>Counseling Children and Adolescents</td>
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<td>COUN 5700</td>
<td>Crisis Counseling</td>
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<td>COUN 5800</td>
<td>Psychopharmacology</td>
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<tr>
<th>Course</th>
<th>Counseling Core Requirements</th>
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<tr>
<td>COUN 5090</td>
<td>Introduction to School Counseling</td>
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<td>COUN 5140</td>
<td>Consultation, Leadership, and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>COUN 5540</td>
<td>School Counseling Practicum</td>
<td>4</td>
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<tr>
<td>COUN 5550</td>
<td>SC Internship and Advocacy Project I</td>
<td>4</td>
</tr>
<tr>
<td>COUN 5560</td>
<td>SC Internship and Advocacy Project II</td>
<td>4</td>
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<tr>
<td>COUN 5570</td>
<td>SC Internship and Advocacy Project III</td>
<td>4</td>
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<td>SPED 5400</td>
<td>Introduction to Special Education</td>
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<td>COUN 5580</td>
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<tr>
<td>COUN 5590</td>
<td>Consultation and Supervision</td>
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<td>COUN 5640</td>
<td>CMHC Practicum</td>
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<td>COUN 5650</td>
<td>CMHC Internship and Advocacy Project I</td>
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<td>COUN 5660</td>
<td>CMHC Internship and Advocacy Project II</td>
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</tr>
<tr>
<td>COUN 5670</td>
<td>CMHC Internship and Advocacy Project III</td>
<td>4</td>
</tr>
</tbody>
</table>
**Class Times**

Typically, classes begin at 4pm or 5pm one day per week (with some exceptions). When classes are offered in weekend, hybrid, or online formats it will be noted on the Registration page. During summer term, daytime classes may be offered and some meet more than once per week. The Seattle University Schedule of Classes is posted online at suonline.seattleu.edu prior to pre-registration each quarter. Days and times listed in the schedule of classes are not accurate until the first day of registration.

**Attendance Policy**

Due to the experiential nature of counseling courses attendance is required for all classes. In clinical courses, attendance is critical because students depend on each other for observation, feedback and consultation. In non-clinical courses, classroom activities and instruction necessarily contribute to the learning objectives of the respective courses. Students who miss two classes in a course will be required to repeat the course. Repeating a course may delay a student’s program of study.

**Grades**

A grade of B or better is required to pass a course. Students who earn less than a B will be required to repeat the course. Repeating a course may delay a student’s program of study.

**APA Style 6th Edition**

For all formal scholarly papers, independent studies, and graduate projects, students are expected to follow the style presented in the sixth edition of the *Publication Manual of the American Psychological Association* unless otherwise instructed by the professor.
Counseling Assessment System

The Counseling Assessment System (CAS) is used to evaluate student’s ability to meet Academic Standards (i.e., knowledge and skills) and demonstrate Professional Dispositions (i.e., conduct) expected of beginning counselors.

Academic Standards

Summative assignments are used to measure academic standards. A total of 17 summative assignments must successfully be completed to progress through the program. These assignments are used to determine student’s knowledge and skills around the CACREP curricular and specialty areas. Summative assignments are sequenced to allow students to acquire knowledge, practice skills, and finally apply them in the field during internship. The Counselor Preparation Comprehensive Exam (CPCE) serves as the culminating exam to determine student acquisition of CACREP knowledge and skills. Since the CPCE is a pass/no pass option, passing score on the CPCE leads to automatic scores of “4”.

<table>
<thead>
<tr>
<th>CACREP Curricular and Specialty Areas</th>
<th>Course</th>
<th>Summative Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Counseling Orientation &amp; Ethical Practice</td>
<td>C5080</td>
<td>Ethical Decision-Making</td>
</tr>
<tr>
<td>Social and Cultural Diversity</td>
<td>C5130</td>
<td>Cultural Interview &amp; Immersion</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>C5070</td>
<td>Final Paper</td>
</tr>
<tr>
<td>Career Development</td>
<td>C5120</td>
<td>Career Assessment Interview</td>
</tr>
<tr>
<td>Counseling and Helping Relationships</td>
<td>C5100</td>
<td>Clinical Assessment I</td>
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<tr>
<td>Group Counseling and Group Work</td>
<td>C5170</td>
<td>Group Proposal</td>
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<tr>
<td>Assessment and Testing</td>
<td>C5270</td>
<td>Test Interpretation</td>
</tr>
<tr>
<td>Research and Program Evaluation</td>
<td>E5000</td>
<td>Research Design</td>
</tr>
<tr>
<td>Foundations of CMHC</td>
<td>C5580</td>
<td>CMHC Observ. &amp; Interview</td>
</tr>
<tr>
<td>Contextual Dimensions of CMHC</td>
<td>C5650-5670</td>
<td>Advocacy Project</td>
</tr>
<tr>
<td>Practice of CMHC</td>
<td>C5640 &amp; 5650</td>
<td>Clinical Assessment III &amp; IV</td>
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<td>Foundations of School Counseling</td>
<td>C5090</td>
<td>SC Observation &amp; Interview</td>
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<td>Contextual Dimensions of School Counseling</td>
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<td>Advocacy Project</td>
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<td>Practice of School Counseling</td>
<td>C5540 &amp; 5550</td>
<td>Clinical Assessment III &amp; IV</td>
</tr>
<tr>
<td>CACREP Areas</td>
<td>Exam</td>
<td>CPCE</td>
</tr>
</tbody>
</table>

Professional Dispositions

Professional dispositions are used to determine an applicant’s/student’s fit for the profession. CACREP defines dispositions as “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether a student’s attitudes and behaviors are ethical, professional, and if they promote multiculturalism and social justice:

1. **Self Expression**: Expresses self effectively and appropriately
2. **Listening**: Listens to others
3. **Cooperativeness**: Cooperates with others
4. **Feedback**: Able to receive and integrate feedback
5. **Respect**: Demonstrates respect for others in a non-judgmental way.
6. **Self-awareness**: Awareness of own impact on others
7. **Conflict**: Appropriately handles conflict with others
8. **Personal responsibility**: Takes personal responsibility
9. **Professional**: attitudes and behaviors are professional and aligns with *ACA Code of Ethics*
10. **Motivation**: Takes initiative to complete tasks
11. **Multiculturalism**: Accepting of social and cultural diversity
12. **Social Justice**: Attitudes and behaviors promote a just world

### Evaluation of Academic Standards and Professional Dispositions

Formative and summative evaluations of academic standards and professional dispositions are conducted throughout a student’s time in the program. Summative evaluations occur along four transition points: admission, candidacy, completion, and follow up. Formative evaluations can be initiated at any time by faculty and site supervisors. Academic standards and professional dispositions are rated on the following scale: 0= Inadequate, 1 = Beginning, 2 = Developing, 3 = Proficient, 4 = Mastery. A minimum score of “3” is required to progress through the program. If a student does not meet the minimum expectations for summative assignments and professional dispositions the student and faculty member will create a corrective action plan. Failure to follow and complete the agreed upon corrective action plan in the agreed upon time frame may result in probation or dismissal.

### Summative Evaluation

1. **Transition Point I - Admission**: Is the applicant ready for graduate level study?
   When students accept admission into the counseling program they are informed of the CAS framework during New Student Orientation (NSO). An email is sent welcoming students to the program and directing students to read the CAS framework attached to the email prior to NSO. At NSO students are re-introduced to the CAS framework and asked to sign them, indicating they are both aware and willing to adhere to this assessment system.

2. **Transition Point II - Candidacy**: Is the candidate fit to continue in the program?
   Upon completion of their first year in the program student can earn candidacy status by successfully completing 20 credits, meeting professional dispositions, maintaining a cumulative GPA of 3.0, and successfully completing summative assignments in the following courses:
   - COUN 5100 (Fundamental Counseling Skills)
   - COUN 5070 (Lifespan Development)
   - COUN 5090/5580 (Intro to SC/CMHC)
   - COUN 5270 (Test and Measurement)
   - COUN 5130 (Multicultural & Social Justice Counseling)
   - EDUC 5000 (Educational Research)

All faculty review each student for candidacy. After a faculty review, the student is sent an email stating candidacy status. The student will also receive a candidacy form, if applicable. If approved for candidacy, it is the student’s responsibility to complete the form, schedule an appointment with their advisor and return the candidacy form to the advisor. It is at this point that the student and advisor will discuss:

1. the student’s progress to date on Academic Standards (knowledge and skills) and Professional Dispositions (conduct)
2. the student’s plans for completing a degree program, and;
3. the student’s plan to start practicum and internship.
Candidacy meetings take place with the assigned faculty advisor during the Fall term of the candidate’s 2nd year in the program. This meeting is required to progress in the program. During the candidacy meeting the faculty advisor and student review student’s progress with academic standards and professional dispositions to determine progress in the program. At this evaluation point a student may either continue in the program, be placed on a developmental plan, or be removed from the program.

3. **Transition Point III - Completion**: Is the candidate ready for the field?
   Faculty advisor reviews candidate progress on academic standards and professional dispositions to determine readiness for the field.

4. **Transition Point IV - Follow-up**: Did the program prepare professional counselors with knowledge, skills, and dispositions for the field?
   Upon graduation, both employer and graduate surveys are distributed. These surveys explore student acquisition of CACREP core and specialty area knowledge, skills and professional dispositions.

**Formative Evaluation**

At any point faculty may initiate concern regarding a student’s progress around academic standards and professional dispositions. When concern is related to a academic standard or professional disposition, the *Notification of Academic Standards and Professional Disposition Concern* protocol is used.
Academic Policies and Code of Ethics

Personal Disclosure

Self-disclosure of a personal nature may be requested in some courses. The depth and detail of such a disclosure is completely voluntary in terms of student participation in the class and non-participation of self-disclosure will not be penalized by the instructor. Seattle University faculty members abide by the ethical codes of the American Counseling Association (ACA), the American School Counselor Association (ASCA), the Association for Counselor Education and Supervision (ACES) and the American Psychological Association (APA) regarding student personal disclosure and by allowing students to set limits on the content of their disclosure. Such limits will be respected by faculty and other students.

Seattle University Student Handbook and other publications

The Seattle University Student Handbook is available online at www.seattleu.edu/deanofstudents/policies/ then click the downloadable ‘Student Handbook’ in the left-hand column.

Other forms, policies and publications are available at www.seattleu.edu/registrar.

Seattle University Academic Integrity Code and Codes of Ethics

All students, in all counseling courses, are expected to read, understand, and follow the Seattle University Academic Integrity Policy and adhere to the codes of ethics of the following professional organizations, at the following respective websites:

American Counseling Association: www.counseling.org/knowledge-center
American Mental Health Counselors Association: www.amhca.org/learn/ethics
American School Counselor Association: www.schoolcounselor.org/school-counselors-members/legal-ethical

The Seattle University Code of Conduct Policy

All students should be familiar with the Seattle University Student Code of Conduct Policy: www.seattleu.edu/deanofstudents/policies/code-of-student-conduct/

Academic Grading Grievance

The academic grade grievance policy for graduate students defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade. The student’s advisor is available to explain the grade grievance policy. Consult the department chair if the advisor and instructor is the same person.

Academic Probation

The following constitute grounds for academic probation:

- the student’s cumulative grade point average falls below 3.0.
- the student earned a grade lower than B- for a required course in the program of study or an incomplete grade for practicum or internship.
- the student is admitted to the program immediately following dismissal from another Seattle University school or college;
- the student received a failing grade for any graduate course in the prior quarter;
• the student’s record shows course repetitions, incompletes, and/or withdrawals exceeding more than two times for any one course, or more than three times across the program.
• the student has unexcused absences exceeding those allowed by the policy of the course.
• the student is not making satisfactory progress in program-required independent work, such as independent study or a graduate project, thesis, or dissertation; or research.

A student may not register for Practicum or Internship while on academic probation.

Dismissal
The Counseling Programs may recommend to dismiss a student for academic reasons under any of the following conditions:
• if a student receives a grade of “B-” or lower for more than one required academic course in a graduate program;
• if a student is unable to meet academic standards for continuation in the Counseling program or is denied candidacy;
• if a student does not successfully pass with a B- or above any required course after two attempts; the CPCE exam after three attempts; or fails to successfully complete all requirements for practicum and internship.

The Counseling Programs may recommend to dismiss a student for conduct reasons when the program faculty determine that a student’s behavior is a gross violation of the University Student Code of Conduct, Academic Integrity Policy, the Program’s Professional Dispositions, or the American Counseling Association, American Mental Health Counseling or American School Counseling Association Code of Ethics.

Appeals
Appeal procedures are outlined on the Dean of Student’s webpage: https://www.seattleu.edu/deanofstudents/integrity-formation/appeal-process/.

Grading

*Regular Letter Grades*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Superior Performance</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good Performance</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>Minimal Performance in graduate course</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>Courses graded C- (1.7) or below will not count toward graduate degree</td>
</tr>
<tr>
<td>D+</td>
<td>1.0</td>
<td>Poor Performance</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Failing</td>
</tr>
</tbody>
</table>

*Credit/fail courses*
The following clinical courses are graded CR/F (Credit/Fail) instead of using the above system: COUN 5510 Counseling Lab, and all practicum and internship courses.
“I” (incomplete) grades

“I” grades are reserved for extraordinary and unexpected personal or family situations. This is distinguished from an “N” grade (see below). A grade of “I” must be arranged with the instructor prior to the completion of the quarter. The work required to remove the “I” grade must be completed within six weeks of the beginning of the next academic quarter; for the Spring quarter the student must complete the requirements within six weeks of the beginning of Fall quarter. The instructor will list the grade earned to date if the incomplete is not cleared by this time.

“N” (work in process) grades

“N” grades are reserved for independent studies, practicum and internship courses should they not be completed by the end of a quarter. A grade of “N” is valid through four consecutive quarters; if the course work is not completed in four quarters, the credits are lost. When completed within the four-quarter limit, there is no fee for the “N” removal. Upon the student’s submission of the completed work, his or her instructor evaluates it and submits the “N” removal form.

Quality of Student Writing

The quality of the student’s writing constitutes part of the grade. Correct grammar and spelling are expected, along with a clear and organized presentation of ideas. Help in polishing these skills, if needed, is available at the Writing Center (206-296-6239) or the Learning Center (206-296-4450).

Transfer of Credits

A maximum of 10 quarter-hours of graduate credit (5000 level or above) with a grade of B (3.0) or above may be transferred from another accredited institution to count toward the 90-credit requirement as long as these courses will be no more than six years old by the time the student graduates. No clinical classes are transferable and other didactic classes are at the discretion of the relevant course instructor. If the student completed any courses as a non-matriculated student at Seattle University, the student must petition to have these courses counted toward graduation requirements. Graduate level courses taken while the student was working toward an undergraduate degree cannot be transferred.

Waiver Policy

It is possible for the student to waive some courses. Clinical courses (COUN 5100, 5510, practicum and internships) cannot be waived.

To waive other courses, the student must receive a written statement from the instructor of the course the student wishes to waive and present a typed petition form to the student’s advisor giving the rationale for the waiver with the course instructor’s recommendation. When the student meets with the course instructor to discuss waiving a course, the following information may be needed:

1) A transcript and course description of an equivalent (contact hours and content) course at either the graduate or undergraduate level. The course(s) must be graded B (or equivalent) or higher.
2) Documentation of the teaching or facilitation of a course/group that is similar in contact hours and content.

Courses are generally not waived for experience. Any exception to this must show that the experience is equivalent to the respective course content and that a supervisory or evaluation process of the experience was completed.
While courses can be waived, credits cannot be waived. A waiver is not the same as “transfer of credit.” Equivalent elective credits of the student’s choice (with advisor’s agreement) are substituted for the waived course. The student is encouraged to submit, to an advisor or appropriate faculty member, any possible waiver documents during the first quarter of attendance.

**Leave of Absence**

In order to take a leave of absence, a student must be registered in the quarter preceding the application for a leave. See “Student Leave of Absence” policy. If a student needs to take a leave of absence from the program for a quarter or more, the student must inform their advisor in writing. The letter will be placed in the student’s file. The student may take a leave for up to three quarters. Beyond this time, the student will be administratively withdrawn and must reapply to the program.

**Exceptions to Policy**

In the event the student has serious reason to seek an exception to any of the policies and/or procedures listed in the Student Handbook or Graduate Bulletin, he or she must petition the graduate faculty by using a petition form (Petition for Exception to Policy – PEP) available from the administrative assistant or the registrar.

See the Redhawk Axis for further information regarding policies, procedures and forms.

**Time Restrictions**

Per Degree Requirement Policy for Graduate Students, all requirements for the master’s degree including transfer courses must be completed within six years after course work has begun. In those unusual circumstances where students cannot complete the degree requirements within the six-year limit, the student must file a petition for exception to policy with the program advisor and receive approval at least one quarter prior to the expiration of the six-year limit to request an extension of up to one year. The petition must be approved by the Department Chair and Dean, and accepted by the Registrar.

**Students with Disabilities**

If a student has, or thinks that he or she may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with performance as a student in a class, the student is encouraged to discuss individual needs and arrange support services and/or accommodations through Disability Services: www.seattleu.edu/disability-services/, Loyola 100 (206-296-5740).
**Practicum, Internship and Graduate Project**

**Overview**

The practicum and internship represent the culminating experience in a student’s program of study. Practicum precedes internship. Students begin practicum and internship after: (1) successful completion of all coursework described in the first two years of the program of study with a B or better grade, and (2) successful evaluation of student knowledge, skills, and dispositions described in the Counseling and Assessment System. Students in the school counseling program begin practicum winter/spring term of the 2nd year in the program. Clinical mental health counseling students begin practicum in the Fall term of their 3rd year in the program.

**Pre-Practicum Requirements**

Students must complete all of the following prior to enrollment in practicum:

1. Attend the practicum/internship orientation meeting held in September for School Counseling students and in late Fall for Clinical Mental Health Counseling students. The Clinical Placement Coordinator will announce specific dates and times for the orientation via email and faculty will notify students in their classes.

2. Complete the *Practicum and Internship Intent* form. This form will be emailed to students after completion of their first year in the program. The purpose of this form is to identify potential practicum and internship sites for students.

3. Students in the Counseling Practicum and Internship have developed skills in counseling and related work in graduate classes and in supervised counseling situations. To be eligible to begin a practicum or internship, students must have already completed all of their coursework except electives. The practicum and internship are an opportunity for the student to continue with the process of putting their skills into practice in a real situation with available supervision. Seattle University faculty hope that students will refine and consolidate their knowledge and counseling approaches during this time as well as contribute to the setting in which they work. It is important that students have experience with diverse populations and it is incumbent on the internship site supervisor to provide the counseling intern with opportunities to work with diverse populations.

4. School counseling observation (school counseling students only):
   All school counseling program students are required to complete 21 hours of direct observation of school counselors. Students must observe at least three school counselors – at least one at each of these three levels: elementary, middle or junior high school, and high school. This requirement will be reviewed with the student’s advisor during the candidacy meeting and its completion will be verified by the COUN 5540 instructor. Students are encouraged to begin these observations at their earliest convenience, though they must be completed by the end of COUN 5540. A time sheet is available in the department office to keep track of hours. This time sheet needs to be turned in to the department administrative assistant and signed by the school counselor.

5. Signed Practicum Agreement form turned into the Clinical Placement Coordinator. A hold on registration will occur if this is not completed.

6. Finger Printing/Background Check for School Counseling Students:
   School counseling students must have completed the fingerprinting/background check at the time of registration for COUN 5540, School Counseling Practicum. An orientation to this process is done in
COUN 5510, and students are reminded of this requirement at candidacy. If a student has not met this requirement at registration for COUN 5540, that student will be withdrawn from the course.

School counseling students must initiate and complete the ESA certification prior to COUN 5540 through the College of Education Certification Office. The process is outlined in the following steps below. Contact Beth Armitage at armitagb@seattleu.edu or (206) 296-6170 regarding questions about the process if you have questions:

**Fingerprints**

There are several ways to complete the fingerprint process. You can be fingerprinted at a local courthouse, police station, or Education Service District (ESD) office. However, we recommend that you be fingerprinted at the local Puget Sound ESD. They are easily accessible, and forward your print cards to Washington State Patrol and the FBI automatically. *Prints are valid for two years and must be valid while you are working in schools and at the time of certification. If they expire, you will need to be reprinted.* Be sure to keep track of the expiration date, and plan to be re-printed (if needed) about three months prior to the expiration date. It is your responsibility to make sure that you have clear prints the entire time you are in the field and at time of certification.

The following link will provide you with more details about fingerprinting at ESD and other fingerprinting options: [www.k12.wa.us/ProfPractices/fingerprint/Procedure-Fees.aspx](http://www.k12.wa.us/ProfPractices/fingerprint/Procedure-Fees.aspx)

If you have been fingerprinted for a WA school district in the last 2 years, you might not have to fingerprint at this time. Please contact the College of Education Certification Office at coe-certifications@seattleu.edu for more information.

*Questions about fingerprinting? Please call OSPI Fingerprint Records 360-725-6135.*

**Pre-Residency Clearance**

In order to work in a school you will need to be cleared for pre-residency (or have a valid certificate). Pre-Residency is valid for two years. Be sure to keep track of the expiration date because you will need pre-residency clearance the entire time you are in the field and at time of certification. Expired clearance may result in being removed from fieldwork or a delay in certification. If your pre-residency clearance expires, please re-apply as soon as possible. If you currently hold an active certificate, you are not required to complete pre-residency but will still need fingerprints.

**Step 1:** Complete the fingerprint process as outlined above.

**Step 2:** Create an “E-Certification” account with the Washington State Office of Superintendent for Public Instruction (OSPI) using the following link: [https://eds.ospi.k12.wa.us](https://eds.ospi.k12.wa.us). Please wait 30 minutes before logging into your account. Otherwise, “View my applications” will not be available.

**Step 3:** Log into your “E-Certification” account with the following link: [https://eds.ospi.k12.wa.us/](https://eds.ospi.k12.wa.us/)

Click on “View my applications”. Once on this screen under the box titled “Application”, click on “E-Certification”. This will bring you to the E-Certification homepage. At the bottom of the page, click on the box titled “Apply for a Washington Credential Here”.

**Step 4:** Complete the “Pre-Residency Certificate Clearance” application.
Residency ESA Certificate (after graduation)
Once you have completed your degree, Seattle University will recommend you to the Office of Superintendent of Public Instruction for a first-issue Residency ESA certificate. Once the University has recommended you, log into E-cert and choose “apply for your college recommendation.” If your expected graduation date has changed, (is different from the cohort you were admitted with) please alert the Certification Office.

7. Fingerprinting/Background Check for Clinical Mental Health Counseling Students
   a. Agency with children who are clients of the agency: the agency makes the decision about the security check. If the agency requires a security check, the student must complete the process through the agency.
   b. Agency with children who are in a school: If the school requires the security check, the student must complete the process through the school.
   c. Public school: the student must complete the process through the school.
   d. Private school: If the school requires the security check, the student must complete the process through the school.
   e. This process must be completed prior to COUN 5640.

Practicum Requirements
1. School Counseling students must have cleared fingerprints in the Washington State Patrol and FBI database before the start of practicum (COUN 5540).

2. The practicum begins on the first day of classes during the quarter the student enrolls. Exceptions must be documented on the respective practicum agreements, approved by the Clinical Placement Coordinator in conjunction with the university faculty supervisor, and meet CACREP supervision requirements.

Internship Requirements
1. Signed Internship Agreement form turned into the Clinical Placement Coordinator prior to the beginning of the internship. A hold on registration will occur if this is not completed.

2. All internship students must complete a graduate project. This is a three quarter project integrated into the internship sequence. Students will research an area of interest and make a formal presentation to the faculty and their peers.

Responsibilities of the Clinical Placement Coordinator
The Clinical Placement Coordinator oversees all aspects of the clinical field experience, including the placement process. The responsibilities of the Clinical Coordinator are:

- Assist students in finding appropriate placements;
- Identify future placement options for students;
- Respond to field placement questions;
- Coordinate the Practicum and Internship Orientation meetings;
- Oversee and collect electronic practicum and internship paperwork (e.g., contracts and site supervisor resumes);
- Approve practicum and internship placements;
- Respond to student concerns regarding practicum and internship placements;
• Serve as the primary liaison between the university and practicum and internship sites.

For questions and information regarding these topics, contact Dr. Nick Erber-LaPierre, the Clinical Placement Coordinator for the Counseling programs.

**Practicum and Internship Hours and Supervision Requirements**

All students in the Counseling Programs are required to take a one-quarter practicum and a three-quarter internship. For practicum, this involves a minimum of 100 hours on-site, 40 of which are direct contact hours for the ten-week quarter; for internship, this involves 600 hours on-site, 240 of which are direct contact hours for three quarters. In addition, students also take part in weekly group supervision class on campus each quarter for practicum and internship. The chart below details the practicum, internship and group course with their supervision and hour requirements.

<table>
<thead>
<tr>
<th>Supervision Hours/Frequency</th>
<th>Practicum (COUN 5540 or 5640)</th>
<th>Internship (COUN 5550/5560/5570 or 5650/5660/5670)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Supervision</td>
<td>Weekly group supervision</td>
<td>Weekly group supervision</td>
</tr>
<tr>
<td>Faculty Supervision (on campus; individual or triadic)</td>
<td>Average one hour per week; 10 hours per quarter</td>
<td></td>
</tr>
<tr>
<td>On Site</td>
<td>On-site supervision with individual supervisor</td>
<td>Minimum of one hour per week</td>
</tr>
<tr>
<td>Direct Client Contact</td>
<td>40 minimum</td>
<td>240 minimum</td>
</tr>
<tr>
<td>Total On-site hours</td>
<td>100 minimum</td>
<td>600 minimum</td>
</tr>
</tbody>
</table>

**Practicum and Internship Course Sequence**

School counseling students take COUN 5540 School Counseling Practicum either winter quarter or spring quarter prior to the start of COUN 5550 School Counseling Internship and Graduate Project I, Fall Quarter only. COUN 5560 and 5570 are winter quarter and spring, respectively. The practicum should be at a different school than the internship.

<table>
<thead>
<tr>
<th>Winter of 2nd year</th>
<th>Fall of 3rd year</th>
<th>Winter of 3rd year</th>
<th>Spring of 3rd year</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5540</td>
<td>COUN 5550</td>
<td>COUN 5560</td>
<td>COUN 5570</td>
</tr>
</tbody>
</table>

Clinical Mental Health Counseling students take COUN 5640 Clinical Mental Health Counseling Practicum fall quarter of the 3rd year only. The internship sequence, COUN 5650, 5660, and 5670 follow consecutively winter, spring summer. All courses except electives must be completed before the start of internship. Most practicum and internships are completed at the same site.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5640</td>
<td>COUN 5650</td>
<td>COUN 5660</td>
<td>COUN 5670</td>
</tr>
</tbody>
</table>
Documents

Students, the Clinical Placement Coordinator, and site supervisors for practicum and internship must sign in ink (signifying agreement) a respective agreement. Students must sign a risk acknowledgement and release form. All clients or students of practicum, internship or group student-counselors must sign the respective “Disclosure of Information and Client Consent” form. The forms can read and downloaded at:

- www.seattleu.edu/education/clinical-counseling/student-resources/
- www.seattleu.edu/education/school-counseling/student-resources/

All supervisors must complete the “Supervisor Information” form and submit a resume (unless one is already on file). Agreements and consent forms are required as follows:

<table>
<thead>
<tr>
<th>Form</th>
<th>Due</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disclosure of Information and Consent to Participate (client release)</td>
<td>Prior to recording</td>
<td>University Instructor</td>
</tr>
<tr>
<td>Risk Release</td>
<td>Must accompany all Practicum and Internship agreements</td>
<td>Clinical Placement Coordinator</td>
</tr>
<tr>
<td>Electronic Practicum and Internship Agreements</td>
<td>The last day of the quarter preceding the respective practicum or internship</td>
<td>Clinical Placement Coordinator</td>
</tr>
</tbody>
</table>

Recording

The counseling faculty requires that students use video recording of counseling sessions during clinical field placement (practicum/internship). Such recording allows the practicum and internship student, group counseling student, the site supervisor, and the University instructors to effectively evaluate the quality of the student’s counseling abilities and give appropriate feedback. Permission for recording and sharing must be obtained from the client, using the “Disclosure of Information and Client Consent” form. Requirements for recording vary. Parental permission may be required. Consent forms are available in Spanish.

Liability Insurance

All enrolled students in the field experience (practicum and internship) have liability insurance through Seattle University for up to $1,000,000.00. However, students are strongly encouraged to obtain additional liability insurance through student memberships in such organizations as the American Counseling Association (ACA) and the American School Counselors Association (ASCA).

Additional Practicum and Internship Policies

1. Practicum and Internship are graded Credit (CR) or fail (F) based on the criteria for each respective course. Student evaluations are completed quarterly for practicum and internship by the student and site supervisor.

2. If a student is dismissed by practicum or internship site staff, such action can be grounds for dismissal from the counseling program. The Seattle University Fair Practices Policy (Part III) dictates the process to follow regarding the dismissal of a student in a program.

3. Supervision between fall and winter (3 weeks), winter and spring (1 week), and spring and summer (1 week) will be done on an on-call basis. A designated faculty member will be available for
consultation. School counseling interns who start an internship prior to the beginning of fall quarter will meet with the clinical coordinator in August, and have weekly supervision between their start date and the first day of the fall quarter.

4. An intern may receive a stipend for an internship. An intern may work at the internship site, but the duties and responsibilities of the internship must be clearly different from the responsibilities that the intern has as an employee. The student must receive supervision for all of the duties and responsibilities counted for the internship. Consultation, in-service training or other learning opportunities must be available to the intern. The student must submit a learning plan with the internship contract that details how and when new learning opportunities will take place during the internship experience.

5. Practicum and Internship courses must be completed at Seattle University.

Graduate Project

The Graduate Project is a three-quarter project integrated into the internship sequence. Students will research an area of interest based on relevant research and data, initiate and advocacy project, and make a formal presentation to the faculty and their peers. School counseling students also complete a professional portfolio. Further information will be available at the practicum/internship orientation session held mid-October and mid-January, in the internship class or from a faculty member.

Practicum and Internship Placement Process

Step 1: Students are required to attend the Practicum and Internship Placement Orientation meeting to learn about the placement process. There is a separate orientation for School Counseling and Clinical Mental Health Counseling students. Students are required to attend the orientation the fall prior to beginning the field experience. Information regarding the dates and times of the orientation will be emailed to students. The orientation is coordinated by the Clinical Placement Coordinator.

Step 2: Students seek out placement opportunities either individually or with the assistance of the Clinical Placement Coordinator. The Clinical Placement Coordinator will help students identify appropriate placements that meet the requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). School Counseling students are required to work with the Clinical Placement Coordinator if they intend to be placed in districts that require the Clinical Placement Coordinator to communicate with the district. Students who are working individually, and have identified an appropriate placement, should communicate the practicum and internship requirements to the site supervisor.

Step 3: Once a practicum or internship placement has been determined students need to have all forms filled out for the placement. For School Counseling students seeking a practicum this includes: Forms #2, #8 and the site supervisor resume. School counseling students seeking an internship this includes: Forms #4, #8, and the site supervisor resume. For Clinical Mental Health Counseling students seeking a practicum this includes: Forms #3, #8 and the site supervisor resume. Clinical Mental Health Counseling students seeking an internship this includes: Forms #5, #8, and the site supervisor resume. All forms can be obtained on the program website at:

- www.seattleu.edu/education/clinical-counseling/student-resources/
- www.seattleu.edu/education/school-counseling/student-resources/

All forms must be submitted to the Counseling Office by 4pm on Friday of Finals Week to the Clinical Placement Coordinator. All paperwork must be submitted prior to the beginning of practicum or internship. Incomplete or late forms will not be accepted. The Clinical Placement
Coordinator will review all required forms to determine appropriateness of the placement before approval is granted. Students are strongly encouraged to submit their paperwork as early as possible in case a placement is not approved so they may have time to find other placement options. Late forms will delay a student’s field placement up to a year.

**Step 4:** The Clinical Placement Coordinator will notify students through email regarding the approval or denial of practicum and internship placements. Placements that have not been approved will require the student to work with the Clinical Placement Coordinator to find appropriate placements.

**Site Supervisor Expectations**

Practicum and internship site supervisors are expected to orient the student counselor to the counseling profession well as that of the administration and counseling staff, including emphasis on counseling policies, ethical guidelines, multicultural issues, and any other pertinent information that an emerging student counselor needs to know. Emergency procedures for dealing with potentially suicidal or homicidal clients and for reporting suspected abuse or neglect are expected to be part of this orientation. In addition, site supervisors are expected to provide the following:

Practicum site supervisors are expected to provide the following:

1. Provide student counselors with a case load of clients for counseling
2. Access to a confidential office setting equipped with necessary technology needed to provide quality counseling services
3. Support of the student counselor in their development as a professional

Internship site supervisors are expected to provide the following:

1. Provide student counselors with a case load of clients for counseling
2. Access to a confidential office setting equipped with necessary technology needed to provide quality counseling services
3. Provide a minimum of one hour per week of individual supervision. These individual supervision sessions include, but are not limited to the following:
   - Consultation on a client or family
   - Review of counseling student’s video or audio recording of a counseling session
   - Addressing questions from the student counselor
   - Development of professional identity
   - Other related issues that arise during internship

One hour of supervision, for one quarter, is also required for Field-based Group Counseling.

**Site Supervisor Qualifications**

Clinical Mental Health Counseling site supervisors must hold a master’s degree in counseling and have at least three years of post-Master’s experience working as a counselor comparable to that in which the internship will occur, and be licensed mental health counselors (LMHC). The counseling faculty must approve exceptions.

School Counseling site supervisors are required to hold a master’s degree in school counseling and be an ESA Certified School Counselor with three years of post-Master’s experience working as a school counselor.
All site supervisors are asked to complete the “Supervisor Information” form and return it along with a copy of the site supervisor’s resume/vitae to the Counseling Clinical Coordinator at the same time the agreement is signed (see chart on page 20).

Relationship with the Counseling Faculty

The counseling faculty seeks a collaborative professional relationship with each site supervisor toward the mutual goal of providing the highest quality learning experience possible for the student counselor. During each practicum quarter and in at least one of the three internship quarters, a faculty member will meet with the student and the site supervisor on site to reviewing the student’s progress and experience. If at any time the site supervisor has any questions or concerns about the student counselor or any aspect of the process or procedures, the site supervisor is encouraged to call the students’ instructor or the Clinical Coordinator. During each quarter of practicum and internship there may be a different faculty member supervising the on-campus practicum or internship group. It is the intention of the faculty to provide the greatest amount of depth, breadth, and diversity in faculty supervision.

Practicum and Internship Sites and Placement

The Counseling Programs seek sites with quality supervision and in-service training, a variety of clientele and presenting problems, a philosophy of supervision which encourages respectful and responsible risk-taking by the intern, and a placement which seeks to help the student integrate theory with practice via case conceptualization. The student counselor must be provided a broad range of clientele, counseling orientations, and counseling experiences. In keeping with the mission of the Counseling Programs, the student’s site should include experiences with diverse populations.

The Counseling Programs have developed a database of previous and current sites on the counseling website:

- [www.seattleu.edu/education/clinical-counseling/student-resources/](http://www.seattleu.edu/education/clinical-counseling/student-resources/)
- [www.seattleu.edu/education/school-counseling/student-resources/](http://www.seattleu.edu/education/school-counseling/student-resources/)

Evaluations of previous sites are also available upon request. Other sites not on this list may be available. Students may investigate a new site not on the current list but should first contact the Clinical Placement Coordinator. Students who are currently counseling in agencies must select a placement different from their usual work site, or stay at their work site and do their internship in a different service area of their agency. Teachers who plan to become school counselors might intern in the school in which they teach based on approval by faculty.

Students are encouraged to initiate the process of locating a site at least two quarters prior to starting a respective internship or practicum. While a database, an orientation, information in the student handbook and syllabi, the student’s advisor, and the Clinical Placement Coordinator are available to assist the student, the responsibility for locating a suitable site ultimately rests with the student.

The process for obtaining a practicum or internship site is as follows:

1. During student orientation, the student and advisor determine a tentative quarter to begin practicum and internship.
2. At candidacy, the student reserves a space for practicum and internship.
3. A practicum and internship orientation is offered twice a year, once in mid-October and in mid-April. Students are encouraged to attend one of these orientations nine to ten months before they begin practicum.
4. The student determines whether a prospective site meets the student’s needs as well as the requirements for group counseling, practicum and internship as outlined by the CACREP standards and Washington Administrative Codes. All placement sites must be approved by the Clinical Coordinator. Once the prospective internship site has been approved, the student reviews the requirements for field-based group counseling, practicum and internship with the prospective site supervisor. Note that school counselors, who are doing practicum at a different school than group counseling and internship, will meet with different supervisors.

5. The student completes appropriate agreements in consultation with the prospective supervisor if that supervisor-to-be agrees to each of the program requirements for practicum and/or internship, plus the requirements for group counseling.

6. When the agreement(s) are signed by the student, the site supervisor(s) (and the school principal is necessary) it is returned to the department office (see chart page 6). When the Clinical Coordinator has also signed the agreement, the original will be filed. Copies will be returned to the student and site supervisor.

COUN 5540 School Counseling Practicum, COUN 5640 Clinical Mental Health Counseling Practicum, COUN 5550-5570 School Counseling Internship and Graduate Project and COUN 5640-5670 Clinical Mental Health Counseling Internship all require an off-campus placement. The goal of these courses is to provide an opportunity to practice and integrate skills and knowledge under the supervision of a competent, experienced professional. In addition to the information below, internship packets, agreement forms, course syllabi, supervisor information, and approved sites are available on the counseling homepage and in the counseling office.

For questions and information regarding practicum or internship contact the Clinical Placement Coordinator or an advisor.
Comprehensive Examination

All students are required to successfully complete the Counselor Preparation Comprehensive Examination (CPCE). This examination is taken near the end of a student’s course of study, during internship, winter or spring quarter.

The multiple-choice CPCE is modeled after the National Counselor Exam (NCE). The NCE is one of two options for examination to obtain independent licensure as a Mental Health Counselor (LMHC) in Washington. It covers material in eight subject areas: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics. This exam is scored based on national norms. Students have 4 hours to complete the exam. More information is available at www.cce-global.org/Org/CPCE.

After completing the CPCE, the exam is scored. Results will consist of a score for each section, as well as a total score. The results of each exam will then be reported to the program. There is no predetermined passing or failing grade for the exam. The Counseling Program faculty will determine the appropriate passing score for each version of the exam based on comparison to national norms. Only students’ total score will be considered to determine a passing or failing grade. Faculty will notify students of a passing or failing score via email or phone.

Students will have a total of three attempts to pass the comprehensive exam. In the event of failing the examination in each of the three attempts allowed, the student would be ineligible for the degree and will be dropped from the program.

Thorough and careful preparation usually results in success on the first try. The faculty urges careful preparation and use of campus resources such as the Learning Center (206-296-4450) and Writing Center (206-296-6239) to avoid problems inherent in failing the comps. We encourage students to save handouts, notes, and textbooks from each course for reviewing prior to the comprehensive exams. Study groups have been helpful to many students. Study guides are available in the University library or most major booksellers. Study guides for the NCE (the National Counselor Examination) can be used to study for the CPCE.

The results of comprehensive exams cannot be appealed. The comprehensive exam is not a course whose grades can be the matter for a grievance. It is excluded from review under the Seattle University: Fair Process Policy.
Recommendation of Students for Credentialing and Employment

Recommendations for Credentialing

School Counseling:
Upon successful completion of the school counseling internship and all program requirements students are recommended by the department faculty for the counseling degree and the Educational Staff Associate (ESA) Residency level certificate. The ESA Residency Certificate allows students to work in a K-12 public and private school setting as a professional school counselor in the state of Washington.

Clinical Mental Health Counseling:
Upon successful completion of the Clinical Mental Health Counseling internship and all program requirements students are recommended by the department faculty for the counseling degree.

Recommendations for Employment
Faculty are often asked to write letters of recommendation for students and to talk to prospective employers regarding student’s knowledge and skill sets. Faculty letter of recommendations are confidential and up to the discretion of the faculty member. The student who demonstrates excellence in their graduate coursework and displays maturity and fit for the profession is likely to receive strong faculty support and letters of recommendation.

Placement Service
The College of Education maintains a limited placement service, primarily for school counseling students. Further information on the placement service may be gained by contacting Educator Career Services at (206) 296-5780 or ecs@seattleu.edu. The Career Development Center has occasional listings for Clinical Mental Health Counseling-related positions. They can be reached at (206) 296-6080 or cdc@seattleu.edu.
Graduation and Commencement

Graduation comes after the completion of all coursework and other degree requirements and can occur at the end of any quarter. To qualify for graduation, the student must apply for graduation, complete all coursework and examinations, including the comprehensive examinations, and remove any “holds” on his or her records (book fines, unpaid late registration fees, etc).

Commencement is the annual formal ceremony during which degrees and diplomas are presented in June. If the student graduates at the end of any other quarter he or she may attend commencement the June following his or her graduation. Degrees are mailed to students, usually within eight weeks of completion.

A student can participate in commencement with 6 or fewer outstanding credits. Students do not have to have completed comprehensive examinations. The comprehensive exam policy is a College of Education policy and supersedes the University policy in the Graduate Bulletin, page 15.

Summer, Fall, and Winter graduates will have their degrees posted (meaning that the “Master’s Degree Requirements Completed” is printed on the student’s transcript) at the end of the quarter of graduation. Students may request a letter stating that the student has completed the degree requirements. This letter is available from the Office of the Registrar by calling (206) 296-8030 and asking for the graduation evaluator.

Procedure and deadlines for graduation are as follows:

1) Go to the student menu at suonline.seattleu.edu and fill out the Graduation Application. The Office of the Registrar will send a letter advising of outstanding requirements for degree completion.

2) Deadlines for completion of the above steps are:

   - Winter Quarter Graduation: October 1
   - Spring Quarter Graduation: November 1
   - Summer Quarter Graduation: February 1
   - Fall Quarter Graduation: February 1

Refer to the Seattle University Graduate School Bulletin for additional information on graduation and other academic policies.
Core Full-Time Counseling Faculty

Nicholaus Erber-LaPierre, PhD, LMHC, CDP, CCMHC Clinical Faculty

Dr. Nick Erber-LaPierre earned his PhD in Counselor Education and Supervision in 2015 from Walden University (CACREP) where his dissertation work focused on transgender identity development in rural areas using a multiple case study design. Dr. Erber-LaPierre also holds a Master of Arts in Community Counseling and Holistic Health from Western Michigan University (CACREP), and a Bachelor of Science in Psychology and Interdisciplinary Health Studies from Michigan State University. Dr. Erber-LaPierre is a Licensed Mental Health Counselor (LMHC) and Chemical Dependency Professional (CDP) in WA state, a Licensed Professional Counselor (LPC) in Michigan since 2006 with a supervisor credential, a Certified Advanced Alcohol and Drug Counselor (CAADC), and a Certified Clinical Mental Health Counselor (CCMHC). Prior to coming to Seattle University, Dr. Erber-LaPierre worked in community mental health settings, private practice, non-profit hospital clinics, and dual-diagnosis programs for over 15 years. Dr. Erber-LaPierre has been trained in 10 evidence-based practice modalities, including Assertive Community Treatment, DBT, CBT, IDDT, FPE, Motivational Interviewing, person-centered planning and counseling, among others. Dr. Erber-LaPierre’s clinical work has focused on LGBTQIA issues, specifically transgender identity and care coordination, HIV and chronic health counseling, crisis intervention and stabilization, and serious mental illness (schizophrenia, bipolar disorder, major depression, personality disorders, etc). Dr. Erber-LaPierre has presented at state and national conferences, published scholarly works in state and national journals, and conducted professional consulting work in China for the Beijing School District.

Mary Amanda Graham, PhD, NCC, RTC, ESA, Associate Professor

Dr. Graham completed her doctorate in Counselor Education and Supervision at Oregon State University, a CACREP accredited program in May of 2007. Her dissertation focused on the use of creativity in counselor supervision; specifically, the use of children’s literature to impact the working alliance in the supervisory relationship. She received her Master’s degree from Eastern Washington University (CACREP) and her Bachelor’s degree from Central Washington University. Dr. Graham is a certified school counselor in the State of Washington. She has worked with elementary, middle and high school students in both Washington State. She has been in full-time practice as a school counselor in an international school in Southeast Asia. She has extensive experience developing school counseling curriculum from a global perspective and has partnered with schools in East Africa, Central American and Southeast Asia. Dr. Graham has over twenty-seven years’ experience working with students and families through juvenile corrections, public schools and TRIO programs. Her research interest includes creativity in counseling, preparing globally minded clinicians and school counselors, issues of poverty and social justice.

Arie Greenleaf, PhD, Associate Professor

Arie T. Greenleaf is an Associate Professor in the Counseling programs at Seattle University. He earned a PhD in Counselor Education and Supervision from The University of Iowa, a bachelor’s degree in political science from The University of Wisconsin – Madison, and a master’s degree in counseling from Clemson University. Prior to joining the counseling faculty at Seattle University in 2013, he was Assistant Professor of Counseling at The University of Arkansas – Fayetteville. He has worked in a variety of clinical and educational settings, including K-12 schools, 2-year community colleges, and 4-year university counseling centers. Dr. Greenleaf serves on the editorial board of the Journal of Humanistic Counseling and is a reviewer for the Journal for Social Action in Counseling and Psychology. Dr. Greenleaf has also served on the leadership board of Counselors for Social Justice, a division of the American Counseling Association (ACA). His research interests include establishing theoretical and empirical support for the application of ecological models within school and Clinical Mental Health Counseling settings. As an ecological thinker, Dr. Greenleaf is interested in exploring the relationship between human flourishing and the natural world.
He teaches a variety of courses in both the School and Clinical Mental Health Counseling programs, including Comprehensive School Counseling, Counseling Across the Lifespan, and Career Counseling.

Daniel Kelley-Petersen, MAEd, LMHC, NCC, CCC, Instructor
Daniel Kelley-Petersen is an Instructor in the Counseling Programs at Seattle University. He earned both his Bachelor’s degree in Humanities and his Master’s of Arts in Education degree in Counseling from Seattle University. Daniel brings experience and expertise in Career Counseling, Group Counseling, and Assessment. Daniel has worked in college counseling offices, career development offices, taught both undergraduate and graduate level counseling courses, and maintains a private practice in Seattle. Daniel identifies as a Gestalt therapist and participates and supervises therapists in an annual gestalt training program in Seattle. Daniel received his Certified Career Counselor credential through the National Career Development Association (NCDA) and also serves as the president-elect for the Washington Career Development Association (WCDA).

Kristi Lee, PhD, LMHCA NCC, Associate Professor
Dr. Lee completed her doctoral degree in Counselor Education and Supervision at The College of William and Mary, a CACREP accredited program, in 2009. Her dissertation research focused on using service learning to prepare Clinical Mental Health Counseling internship students with the knowledge and skills of social justice advocacy. Dr. Lee completed her Master’s of Counseling degree in Mental Health Counseling at Idaho State University in 2006, and her Bachelor’s of Arts degree in Psychology (Summa Cum Laude) at Kansas State University in 2002. She is a Licensed Professional Counselor in Idaho and a Nationally Certified Counselor. Dr. Lee has a breadth of professional experience, including working in a women’s prison, in a center for victims of domestic violence, and in two college counseling centers. She has published in the journal Counselor Education and Supervision and served as a editor for a special edition of the Journal of Humanistic Counseling Education and Development focused on social justice advocacy. Her scholarly interests include the use of service learning in counselor education, best practices in preparing students for the role of social justice advocacy, the ACA advocacy competencies, program evaluation, and using research groups to better prepare counselors to utilize research in practice.

Jackie Leibsohn, PhD, Licensed Psychologist, Associate Professor
Dr. Leibsohn received her B.A. degree in psychology from the University of California in 1982, her MS in 1986 and her PhD in 1989 from Colorado State University in counseling psychology, an APA approved program. In 1991, she became licensed in Washington State as a psychologist (#1478). She is currently a tenured associate professor in the Department of Counseling and School Psychology at Seattle University. She has worked as a vocational counselor and therapist in the university counseling center at Colorado State University and U.C. Berkeley. Dr. Leibsohn served as the assistant family coordinator of a chemical dependency, dual-diagnosis treatment facility, facilitated co-dependency and eating disorder groups, and been in private practice since 1989. She is a licensed psychologist in the state of Washington. Her specialties include chemical dependency, eating disorders, relationship issues, and supervising master’s and PhD level clinicians preparing for licensure. Dr. Leibsohn and Hutch Haney have written two books with accompanying videos and CD-ROMs; Basic Counseling Responses and Basic Counseling Responses in Groups. In addition to being a full-time associate professor and working in private practice, Dr. Leibsohn presents at national and international conferences in the area of counseling skills, addiction, and eating disorders.
William O’Connell, EdD, NCC, LMHC, Associate Professor

Dr. O’Connell earned a Master of Arts in Counseling from the Athenaeum of Ohio and Doctor of Education in Counselor Education and Supervision from the University of Cincinnati, a CACREP approved program. Between 1987 and 2010 he worked as a direct service provider, supervisor or administrator in numerous settings. In particular, Dr. O’Connell has experience in community mental health settings, schools, hospitals, community corrections, chemical dependency treatment and private practice. Prior to joining Seattle University, Dr. O’Connell served a nine-year appointment as a tenured associate professor of School and Clinical Mental Health Counseling at Xavier University in Cincinnati, Ohio. Additionally, he is past president of the Ohio Counseling Association. Dr. O’Connell is a Nationally Certified Counselor and a Licensed Mental Health Counselor in Washington. He has published in Counselor Education and Supervision, Counseling and Values, Guidance and Counseling and the Journal of Family Social Work in addition to other professional journals. His current scholarship involves community-based research with Village Spirit Center focusing on evaluation of programs to alleviate homelessness and Bailey Gatzert Elementary School focusing on the impact of school counseling services on student social and emotional well-being. Dr. O’Connell served as Chi Sigma Iota Faculty Liaison during AY 16-17.

Manivong J. Ratts, PhD, LMHC, NCC, Professor and Chair

Dr. Ratts received his PhD in Counseling from Oregon State University (OSU). He holds an associate’s degree from Yakima Valley Community College, a bachelor’s degree in psychology from Western Washington University, and a master’s degree in counseling from OSU. He is a licensed mental health counselor (LMHC) and past President of Counselors for Social Justice, a division of the American Counseling Association (ACA). His research is in the area of multiculturalism and social justice. He is one of the nation’s leading scholars in the area of social justice counseling. He coined the term “social justice counseling” and argued that social justice is a “fifth force” among counseling paradigms, following the psychoanalytic, cognitive-behavioral, humanistic, and multicultural traditions. Recently, he chaired a committee which developed Multicultural and Social Justice Counseling Competencies (MSJCC) for the counseling profession with Drs. Anneliese Singh, Sylvia Nassar-McMillan, Kent Butler, and Rafe McCullough. The MSJCC serve as a guide to help counseling professionals develop multicultural and social justice competence. The competencies have been adopted by the American Counseling Association (ACA), the leading organization for professional counselors and they are used in counselor training programs across the country. Dr. Ratts has served on the editorial boards of the Journal of Counseling and Development and the Journal for Social Action in Counseling and Psychology. He has published in various peer reviewed journals on social justice counseling and is lead author of the following books Counseling for Multiculturalism and Social Justice: Integration, Theory, and Application (2014) with Dr. Paul B. Pedersen and ACA Advocacy Competencies: A Social Justice Framework for Counselors (2010) with Dr. Judy Lewis and Dr. Rebecca Toporek. He has produced two video series through Alexander Street Press titled Four Approaches to Counseling One Client: Medical, Intrapsychic, Multicultural, and Social Justice Counseling Paradigms (2011) and Five forces of Counseling and Psychotherapy: Psychoanalytic, Cognitive-Behavioral, Existential-Humanistic, Multicultural, and Social Justice (2013). He is also founder of Seattle University Counselors for Social Justice, an advocacy organization that addresses issues of equity impacting individuals, communities, and schools.