

COUNSELING STUDENT HANDBOOK AY 2021-22

College of Education Seattle University



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Revised:

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. Students graduate with a master's degree in counseling. School counseling students also earn an Educational Staff Associate (ESA)/Residency Certificate, allowing them to pursue employment as school counselors in K-12 schools, public and private. This program also prepares graduates to pursue post-master's requirements for the Substance Use Disorder Professional (SUDP) Certification in the state of Washington.

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

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. CACREP is the premiere independent accrediting body for graduate counseling programs and is recognized by the Council for Higher Education. The Counseling Programs at Seattle University hold the distinction of being the first CACREP-accredited counseling program in Seattle, WA. Both programs are CACREP-accredited through October 31, 2026.

Mission Statement

Our mission is to prepare diverse, ethical, reflective, clinically skilled, and multiculturally competent counselors to become leaders and advocates who confront injustice and provide quality service in diverse communities.

College of Education Mission Statement

- 1) The College of Education strives to be a scholarly learning community of students, staff and faculty characterized by collegiality and collaboration.
- 2) The College of Education strives to lead by collaboratively serving others from a grounding in the ethics and values of the Jesuit tradition.
- 3) The College of Education strives 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 College of Education strives to welcome and represent the diversity of our society through its teaching, programs, students, and personnel.
- 5) The College of Education strives 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/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 substance abuse 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

<https://www.seattleu.edu/graduate-admissions/academics/graduate-learning-outcomes/>

School Counseling Learning Outcomes

Master of Arts in Education/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 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 substance abuse 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

<https://www.seattleu.edu/graduate-admissions/academics/graduate-learning-outcomes/>

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: <https://wmhca.org/>
 Washington School Counselor Association: www.wa-schoolcounselor.org

Getting Started

Advising

All students are assigned to a faculty advisor and to a cohort based on their program track. New students meet with their advisor during New Student Orientation which takes place in the Fall term. Students also formally meet with their faculty advisor during Candidacy, which is a program transition point. Other meetings may be called at the discretion of either the student or the advisor.

Cohort Model

Students are admitted into the program as a cohort. Students are required to take courses in the sequence corresponding to their cohort and program of study. Taking courses out of the cohort sequence must initially be approved by the faculty advisor. The faculty advisor will bring such requests to the larger counseling faculty for deliberation and decision. Students who take courses outside their program of study without prior approval from their faculty advisor will be dropped from said courses.

New Student Orientation

All new students are required to attend a departmental New Student Orientation (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 new students are required to obtain a campus card. The Campus Card Office (206-296-2273) is found on the third floor of the Engineering Building. Students must be enrolled before they can obtain a card.

<https://www.seattleu.edu/supercopy/printing-fax-and-other-services/campus-id-cards/>

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 provided a Seattle University e-mail address at the time of registration. Students must activate this account by going to <https://pwreset.seattleu.edu>

with their SU ID number and username. University related communications to professors and prospective practicum and internship sites should be through Seattle University email.

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) Service Desk at (206) 296-5571, e-mail ServiceDesk@seattleu.edu or visit <http://www.seattleu.edu/its/> for new student information and assistance with SU technology.

<https://www.seattleu.edu/its/support/guides/new-students/#d.en.157277>

Registration

Prior to registration, students will receive, via email from the Registrar, a time to register online. After the first quarter, registration times can be found on [MySeattleU](#) and in the SU Academic Calendar <https://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 of choice. The Seattle University Schedule of Classes is posted online at [mySeattleU](#) prior to pre-registration each quarter. At times, the information posted prior to registration may be incorrect. Consult your advisor when in doubt.

Program of Study and Program Expectations

Program of Study: The master's degree in school counseling and clinical mental health counseling are 90-quarter 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.

Course	Core Requirements	Credit
COUN 5910	Educational Research	3
COUN 5910	Social Justice in Professional Practice	3
	Counseling Core Requirements	
COUN 5070	Counseling Across the Lifespan	4
COUN 5080	Professional and Ethical Issues in Counseling	4
COUN 5100	Fundamental Counseling Skills	4
COUN 5110	Theories of Counseling and Psychotherapy	3
COUN 5120	Career Counseling	3
COUN 5130	Multicultural and Social Justice Counseling	4
COUN 5170	Group Counseling Theory and Practice	4
COUN 5190	Addictions Counseling	4
COUN 5270	Counseling Tests and Measurement	3
COUN 5400	Diagnosis and Assessment	4
COUN 5500	Counseling and Case Management	4
COUN 5510	Counseling Lab	4
COUN 5600	Family Systems	4
COUN 5610	Counseling Children and Adolescents	4
COUN 5700	Crisis Counseling	3
COUN 5800	Psychopharmacology	3
School Counseling Core Requirements		

COUN 5090	Introduction to School Counseling	3
COUN 5140	Consultation, Leadership, and Advocacy	3
COUN 5540	School Counseling Practicum	4
COUN 5550	SC Internship and Advocacy Project, I	4
COUN 5560	SC Internship and Advocacy Project II	4
COUN 5570	SC Internship and Advocacy Project III	4
SPED 5400	Introduction to Special Education	3
CMHC Core Requirements		
COUN 5580	Introduction to CMHC	3
COUN 5590	Consultation and Supervision	3
COUN 5640	CMHC Practicum	4
COUN 5650	CMHC Internship and Advocacy Project I	4
COUN 5660	CMHC Internship and Advocacy Project II	4
COUN 5670	CMHC Internship and Advocacy Project III	4
COUN Elective	To be determined	3

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 [MySeattleU](#). 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 7th 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

Student progress is determined by their ability to meet Academic Standards (i.e., knowledge and skills) and demonstrate Professional Dispositions (i.e., conduct) expected of beginning counselors. The Counseling Assessment System (CAS) is used to evaluate student's ability to meet these knowledge, skills, and dispositions.

Academic Standards

Summative assignments are used to measure student knowledge and skills. 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 practicum and 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".

CACREP Curricular and Specialty Areas	Course	Summative Assignment
Professional Counseling Orientation & Ethical Practice	C5080	Ethical Decision-Making
Social and Cultural Diversity	C5130	Cultural Interview & Immersion
Human Growth and Development	C5070	Final Paper
Career Development	C5120	Career Assessment Interview
Counseling and Helping Relationships	C5100	Clinical Assessment I
	C5510	Clinical Assessment II
Group Counseling and Group Work	C5170	Group Proposal
Assessment and Testing	C5270	Test Interpretation
Research and Program Evaluation	E5000	Research Design
Foundations of CMHC	C5580	CMHC Observation. & Interview
Contextual Dimensions of CMHC	C5650-5670	Advocacy Project
Practice of CMHC	C5640 & 5650	Clinical Assessment III & IV
Foundations of School Counseling	C5090	SC Observation & Interview
Contextual Dimensions of School Counseling	C5550-5570	Advocacy Project
Practice of School Counseling	C5540 & 5550	Clinical Assessment III & IV
CACREP Areas	Exam	CPCE

Professional Dispositions

Professional dispositions are used to determine a 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 or site supervisor. 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 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?
New students are introduced to the CAS system 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 byattaining the following:
 - Quarter GPA of 3.0 or better.
 - Cumulative GPA of 3.0 or better.
 - Completion of summative assignments with scores of 3 or higher; and
 - Completion of professional dispositions with scores of 3 or higher

All faculty review each student for candidacy. After a faculty review, the student is sent a letter 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. Students must also receive a passing score on the Counselor Preparation Comprehensive Exam (CPCE). The CPCE can only be taken when a student is in internship, which is during the last year of the program. Students are allowed to take the CPCE a total of 3 times. Failing the CPCE a third time will result in no degree being awarded.
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 an 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

Student self-disclosure of a personal nature may be requested in some courses. 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 Student Handbook will be on your Program of Study Webpage:

[Student Handbook for Counseling Master's Program](#)

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

MySeattleU Student Planning Resources:

<https://www.seattleu.edu/registrar/registration/student-planning-support-and-videos/>

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](#)

[American Mental Health Counseling Association](#)

[American School Counselor Association](#)

The Seattle University Code of Conduct Policy

All students should be familiar with the [Seattle University Student Code of Conduct Policy](#)

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:

- a. the student's cumulative grade point average falls below the level required for graduation.
- b. the student earned a grade lower than a B for any required academic course, internship, practicum, or clinical placement.

- c. the student is admitted to the school or college immediately following dismissal from another Seattle University school or college.
- d. the student received a failing grade for any graduate course in the prior quarter.
- e. the student's quarter GPA falls below 3.0 (or the minimum GPA required by the graduate program), even if the student's cumulative GPA is above the GPA required for graduation.
- f. the student's record shows course repetitions, incompletes, and/or withdrawals exceeding those allowed by the policy of the course.
- g. the student has an excessive number of unexcused absences allowed in a course; or
- h. the student is not making satisfactory progress in program required academic standards and professional dispositions.

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

Academic Dismissal

The Counseling Programs may recommend dismissing a student for academic reasons under any of the following conditions:

- a. if a student receives a grade of "B-" or lower for more than one required academic course in a graduate program.
- b. if a student is unable to meet program academic standards for continuation in a graduate program or is denied program candidacy.
- c. if a student does not successfully pass (achieving the minimum acceptable grade within the maximum number of allowed attempts as defined by a graduate program) a required course, internship, clinical exam, thesis, dissertation, or comprehensive exam.
- d. If a student fails to achieve a required minimum grade in a program-required course within the permitted number of attempts, as stipulated by the graduate program.
- e. if a student on probation does not complete any of the three program-required (not elective) courses (or the minimum number of courses required in the notice of probation) during the quarter(s) when those courses are taken. Appropriate exceptions will be made for internships, graduate projects, practicums, independent studies, theses, and dissertations. Students must also maintain the minimum grade in each course as described in that graduate program's policies. [Note: It is not required that all probation-required courses be taken during the same quarter. For example, the probation-required courses could be taken during three different quarters unless there is a quarter course load requirement of the graduate program or of the probation.] Withdrawals and incompletes are not allowed for the probation-required courses during the probation period; or

- f. if a student does not successfully pass with a B or above any required course after two attempts; the comprehensive exam (i.e., CPCE) after three attempts; or fails to successfully complete all requirements for practicum and internship.

The Counseling Programs may recommend dismissing 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.

[Seattle University Policy for Academic Probation, Dismissal and Appeal for Graduate Students](#)

Appeals

Appeal procedures are outlined in **[Redhawk Service Center \(Office of the Registrar\)](#)**.

Regular Letter Grades

A	4.0	Superior Performance
A-	3.7	
B+	3.3	
B	3.0	Good Performance
B-	2.7	
C+	2.3	
C	2.0	Minimal Performance in graduate course
C-	1.7	Courses graded C- (1.7) or below will not count toward graduate degree
D+	1.0	Poor Performance
D-	0.7	
F	0.0	Failing

Credit/fail courses

The following clinical courses are graded CR/F (Credit/Fail) instead of using the above system: COUN5510 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. The [Writing Center](#) (206-296-6239) and the [Learning Assistance Programs](#) (206-296-4450) are resources that can aid students in their writing.

Transfer of Credits

A maximum of 10 quarter-hours of graduate level credit with a grade of B (3.0) or above maybe transferred from another accredited institution to count toward the 90-credit requirement. Transfer course can be no more than six years old by the time the student graduates. Once the six-year limit has been exceeded, additional course work is required to replace the older credit. 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 the graduate level. The course(s) must be graded B 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, and submit a [Student Leave of Absence form](#) to the Advisor, acquire the Advisor's signature on the form and forward a copy to the Program Admin to save in their file. The Program Admin will send the form to the Associate Dean's Office for processing.

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 students have serious reason to seek an exception to any of the policies and/or procedures listed in the **Student Handbook**, they 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 Service Center](#) 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

[Disabilities Services](#),
Disability Services
901 12th Avenue
Seattle, WA 98122
+1.206.296.6000

*No accommodations will be provided without a letter from Disabilities Services.

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 <http://www.cce-global.org/Org/CPCE>.

After completing the CPCE, Seattle University Counseling Program faculty send all exams to the Center for Credentialing and Education (CCE) for individual scoring. 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 faculty. 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. The program 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 automatically dismissed 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) to avoid problems inherent in failing the comprehensive exam. 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 prepare 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 letters of recommendation 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 Engagement Office](#) 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) 220-8030 and asking for the graduation evaluator.

Procedure and deadlines for graduation are as follows:

Go to the [Office of the Registrar Website](#) and fill out the Graduation Application. The Office of the Registrar will send a letter advising of outstanding requirements for degree completion.

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.

<https://www.seattleu.edu/registrar/graduation/>

Core Full-Time Counseling Faculty

Nikki Golden, Ph.D., Assistant Professor

Nikki Golden is an Assistant Professor in the Seattle University Counseling Master's Program. Nikki earned her PhD in Counselor Education and Supervision at Antioch University, received her MA in Psychology from Antioch University, and her BA from the University of Washington. Nikki joined the Seattle University Counseling Program in the fall of 2019. Prior to joining the Seattle University Counseling Program faculty in 2019, she taught at Antioch University, Seattle.

Nikki has extensive clinical experience in both the mental health and substance use disorder fields. Nikki was the program director at residential co-occurring programs and the program manager in multiple outpatient co-occurring, mental health, and substance use disorder programs. Nikki is a licensed Marriage and Family Therapist (LMFT), a Substance Use Disorder Professional (SUDP), a Masters of Addiction Counselor (MAC), and a Child Mental Health Specialist (CMHC). Nikki is an AAMFT approved clinical supervisor and is on the board of WA-SAIGE. Her areas of expertise include addictions, clinical supervision, co-occurring disorders, sexuality, suicide, trauma and working with the LGBTGEQIAP+ population. Nikki's theoretical orientation is grounded in systems theory, and she uses DBT and EMDR in her clinical work.

Nikki's research focus includes the interplay between addictions and trauma, dually credentialed clinical supervision, intersectional identities and their impact on relationships, and sexuality in counseling.

Mary Graham, Ph.D., N.C.C., 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 and Oregon. She has extensive experience working in juvenile corrections and with students at-risk. Her research interests include school counseling advocacy, issues of poverty, and social justice.

Arie Greenleaf, Ph.D., Associate Professor

Arie T. Greenleaf is Assistant Professor in the Counseling programs at Seattle University. He earned a Ph.D. 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.

Omar Husain, Ph.D., Assistant Professor

Dr. Omar Husain is an Assistant Professor at Seattle University in the Clinical Mental Health Program. His work as an Imam (religious leader) led him to pursue professional counseling. He is a licensed chemical dependency counselor in the state of Texas, as well as a Licensed professional counselor Associate (supervised by Michael Moyer) in Texas. He has worked in a variety of substance abuse settings including private practice, residential treatment, and intensive outpatient treatment. Dr. Husain has extensive experience working with minority clients to reduce the stigma around seeking mental health services.

His research interests include substance abuse, technology/process addictions, Muslim mental health, clergy mental health, and neurofeedback.

Kristi A. Lee, Ph.D., LPC (Idaho), L.M.H.C.A., N.C.C., 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 of Counseling degree in Mental Health Counseling at Idaho State University in 2006, and her Bachelor 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 an 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, Ph.D., Licensed Psychologist, Associate Professor and Program Director

(Retiring September 1, 2021 – Professor Emeritus Seattle University)

Dr. Leibsohn received her B.A. degree in psychology from the University of California in 1982, her M.S. in 1986 and her Ph.D. 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 Ph.D. 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.

Manivong J. Ratts, Ph.D., L.M.H.C., N.C.C., ESA Certificate, Professor, and Associate Dean

Dr. Ratts received his Ph.D. in Counseling from Oregon State University (OSU). He holds an associate 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 (L.M.H.C.) 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).