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Revised 4/2015
HISTORY AND MISSION

History

The Counseling Programs in the College of Education have been preparing counselors for nearly four decades. During the 1950s and 1960s, the major emphasis was on training candidates for school counseling positions. Beginning in the early 1970s, a significant number of students opted for agency counseling and others chose the college and community college programs. In 1977, a new curriculum resulted in a new degree, the Master of Counseling. In 1987 the graduate program in rehabilitation counseling became part of the other counseling programs. In 1998, curriculum was updated and a single degree, the Master of Arts in Education, was offered for all programs. Following national accreditation in 2011 for School and Community Counseling, the counseling programs decided to continue national accreditation and adhere to the 2016 standards. The first cohort of students entering the 90 quarter hour School and Clinical Mental Health Counseling Programs will engage in additional learning in addiction studies to meet the growing need for counselors with multiple areas of competence. To date, several hundred students have completed these programs preparing to serve in all levels of K-12 schools, post-secondary counseling centers, and a wide variety of community and social service agencies including mental health centers, youth service bureaus and correctional facilities.

The Counseling Programs at Seattle University’s College of Education are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), 1001 N Fairfax St, Suite 510, Alexandria VA 22314, www.cacrep.org. CACREP is the premiere independent accrediting body for graduate counseling programs and is recognized by the Council for Higher Education. CACREP accreditation provides assurance that a program has been thoroughly evaluated to meet the standards necessary to produce competent counselors. Faculty and department offices are located in Loyola Hall. Loyola Hall was remodeled in 1996 for the College of Education and also houses the Wismer Center for Gender and Diversity, Magis: Alumni Committed for Mission office, Disabilities Services, a computer classroom and regular classrooms, and the Office of Jesuit Mission and Identity. The Wyse Center and Middle College are also in Loyola Hall. This center is used for most clinical courses in the counseling programs.

Counseling Programs Mission Statement

As a premier program in the Pacific Northwest, the mission of the Seattle University graduate counseling program 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 PROGRAM OBJECTIVES

Master of Arts in Education/Clinical Mental Health Counseling Program

The Clinical Mental Health Program prepares students for work in various community mental health settings, such as youth service agencies, mental health centers, psychiatric hospitals, and correctional facilities. Clinical mental health counseling program objectives 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.
SCHOOL COUNSELING PROGRAM OBJECTIVES

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. School counseling program objectives 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.
PROFESSIONAL ORGANIZATIONS

As part of student’s formation as a professional counselor the faculty strongly encourage students to join a professional counseling organization, nationally, state-wide, and locally. A list of professional counseling organizations can be found at the program’s website: http://www.seattleu.edu/coe/counseling/ under Current Students.

The benefits of joining a professional organization include, but are not limited to the following:

1. Stay 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

Below is a sample list of national and state counseling organizations that we encourage students to join.

**National:**
American Counseling Association, [www.counseling.org](http://www.counseling.org)
American School Counselor Association: [www.schoolcounselor.org](http://www.schoolcounselor.org)
American Mental Health Counselors Association: [www.amhca.org](http://www.amhca.org)
Counselors for Social Justice: [www.counselorsforsocialjustice.com](http://www.counselorsforsocialjustice.com)
Association for Multicultural Counseling and Development: [www.multiculturalcounseling.org](http://www.multiculturalcounseling.org)
Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling: [www.algbtic.org](http://www.algbtic.org)

**State:**
Washington Counseling Association: [www.wacounseling.org](http://www.wacounseling.org)
Washington Mental Health Counseling Association: [https://wmhca.org/](https://wmhca.org/)
Washington School Counselor Association: [www.wa-schoolcounselor.org](http://www.wa-schoolcounselor.org)

**Department**
Delta Psi Chi, Seattle University’s chapter of Chi Sigma Iota: [https://www.csi-net.org/group/delta_psi_chi](https://www.csi-net.org/group/delta_psi_chi)
GETTING STARTED

Advising and Being Assigned to a Cohort

All students are assigned a faculty advisor based on their program track. Students meet with an advisor at the New Student Orientation and will be assigned to a cohort. Students will be provided a schedule that plans out when each course needs to be taken in the program. All students are expected to take classes with their assigned cohort. If for some reason a student needs to change their schedule, either stopping out of the program or not taking an assigned class, the student must discuss any changes with their advisor. Students complete their registration using the online process explained at the orientation or via helpful links. Students also meet with their faculty advisors at candidacy. 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 New Student Orientation on the Seattle University campus. Students will be notified by email about this event.

Campus Card

All students are required to have a campus card. The Campus Card Office (206-296-2273) is found on the third floor of the Engineering Building. Enrollment is required to 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 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.

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, e-mail helpdesk@seattleu.edu or visit http://www.seattleu.edu/oit/ 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 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(es) of choice. The Seattle University Schedule of Classes is posted online at https://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.
COURSEWORK AND ATTENDANCE POLICY

The Graduate Catalog [http://catalog.seattleu.edu](http://catalog.seattleu.edu) lists required courses and descriptions for all courses for all programs. The program-specific “Program of Study” form provided after admission and at New Student Orientation lists all required courses and the quarters that they are offered.

a. **Foundation Courses**

All students are required to take COUN 5100 Fundamental Counseling Skills, COUN 5110 Counseling Theories, and EDUC 5000 Introduction to Educational Research within the first year of their program as part of the candidacy process described in this handbook. These courses serve as a foundation for all programs and introduce the student to some key elements and experiences in the field of counseling. The student must obtain a grade of B (3.0) or higher in COUN 5100. If the student does not receive a grade of B (3.0) or higher in COUN 5100, the course must be repeated.

b. **Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 5170</td>
<td>Group Counseling</td>
<td>COUN 5100 and COUN 5110</td>
</tr>
<tr>
<td>COUN 5510</td>
<td>Counseling Lab</td>
<td>COUN 5100 and COUN 5110</td>
</tr>
<tr>
<td>COUN 5400</td>
<td>Diagnosis and Assessment</td>
<td>COUN 5100, COUN 5110 and COUN 5580</td>
</tr>
<tr>
<td>COUN 5600-01(School)</td>
<td>Family and Couples Counseling</td>
<td>COUN 5100 and COUN 5110</td>
</tr>
<tr>
<td>COUN 5600-02 (Community)</td>
<td></td>
<td>COUN 5100 and COUN 5110</td>
</tr>
<tr>
<td>COUN 5610</td>
<td>Counseling Children and Adolescents</td>
<td>COUN 5100 and COUN 5110</td>
</tr>
<tr>
<td>COUN 5550</td>
<td>School Counseling Internship and Graduate Project I</td>
<td>COUN 5540</td>
</tr>
<tr>
<td>COUN 5650</td>
<td>Clinical mental health counseling Internship and Graduate Project I</td>
<td>COUN 5640</td>
</tr>
</tbody>
</table>

C. **Required Core Courses**

In addition to counseling courses, students must take EDUC 5000 Introduction to Educational Research and EDUC 5200 Social Justice in Professional Practice.


d. **Required Specialty Courses**

In addition to core requirements, all students take courses in their specialty area.

The Clinical Mental Health Counseling Program requires 25 credits, 3 of which are elective credits. Students take COUN 5580 Introduction to Clinical Mental Health Counseling and COUN 5590 Consultation and Supervision.

The School Counseling Program requires 25 credits. There are no elective courses. The courses required for school counseling students qualify the student for state ESA certification and meet the standards outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). They include COUN 5090 Comprehensive School Counseling, SPED 5400 Introduction to Special Education and Learning Disabilities and COUN 5140 Consultation, Leadership, and Advocacy.

Certain courses may be divided into sections based on area of specialization in either Clinical Mental Health Counseling or School Counseling. Currently, COUN 5080 Professional and Ethical Issues in Counseling; COUN 5270 Tests and Measurements; COUN 5400 Diagnosis and Assessment; and COUN 5600 Family Systems have separate sections for Clinical Mental Health and School Counseling. Students will be informed in advance of registration the section to register for based on their area of specialization.

e. **Elective Courses**

For Clinical Mental Health Counseling students, an elective will be offered in the students’ second or third year. COUN 5800 Psychopharmacology will be offered as an elective to the class of 2017 and 2018 Community and School Counselors in AY 16-17. The class of 2019 will take this course as part of their program of study in AY 17-18. An elective may also be chosen from among other courses offered in the College of Education. Prior to selecting courses outside of the College, students must receive approval from their advisor.

f. **Independent Study**

COUN 5960 Independent Study provides an opportunity for the student to explore, in depth, areas of his or her interest under the supervision of a program faculty member. Independent studies are less common in the Counseling Programs and usually associated with research and publication. An independent study may be taken for 1-3 credits, and the student has four quarters to complete the course. Each independent study requires the student to have an approved syllabus detailing the scope of the student’s efforts. The syllabus must be completed and submitted to the student’s advisor before the beginning of the quarter that the course is taken. A minimum of thirty clock hours of work is required for each credit.

g. **Course Loads**

Most students take an average of two to three courses per quarter.
h. Class times

During the academic year, classes are offered in the late afternoon or evenings (with some exceptions) once weekly. During the summer, daytime classes are offered and some meet more than once per week. The Seattle University Schedule of Classes is posted online at https://suonline.seattleu.edu prior to pre-registration each quarter. The student’s Program of Study lists the quarter that courses are offered.

When taking COUN 5100 (Counseling Skills), students are required to be a counseling client for additional sessions with students in COUN 5510. These sessions are outside of regular COUN 5100 class time.

When taking COUN 5170 (Group Counseling), students are required to participate in a weekly two-hour small group process-oriented learning group usually offered immediately following the weekly class.

Some classes will be offered using hybrid or online formats. This will be noted on the Registration page.

Attendance Policy

The faculty expects students to attend all class sessions. In clinical courses, attendance is absolutely essential 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. All courses are designed for maximum classroom experience; this is very intentional and is consistent with the experiential focus of the program.
Counseling Assessment System

The Counseling Assessment System details how students are evaluated around knowledge, skills, and dispositions. See Appendix A for more information.
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. Students participating in the role of client must sign a disclosure form that further delineates the expectations.

Seattle University Student Handbook and other publications

The Seattle University Student Handbook is available only online at https://www.seattleu.edu/deanofstudents/ then click the downloadable ‘Student Handbook’ in the right column.

Other forms, policies and publications are available at www.seattleu.edu/registrar.
ACADEMIC POLICIES AND CODE OF ETHICS

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.

Form for all papers
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 available at the Seattle University Bookstore. During EDUC 5000 Introduction to Graduate Research and/or COUN 5110 Counseling Theories, students will be given an APA Style Guide. In Counseling courses, instructors will explain when creativity for writing style is authorized. Rather than assume, always ask for clarification on expectations.

Grades
Acceptable grades for graduate studies are A’s or B’s. A grade of C is generally considered unacceptable; a B or above is required for COUN 5100 and COUN 5080.

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 or 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 Personal and Professional Performance Standards or the American Counseling Association, American Mental Health Counseling or American School Counseling Association Code of Ethics.

Professional and Personal Performance Standards (PPPS):

In addition to meeting the academic standards set forth in the Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of, and at all times adhere to, the general standards of professional ethics and practice set forth by the American Counseling Association (ACA) as well as the additional standards set forth for counseling practice in specific settings. If a student does not meet the minimum expectations set forth in the Professional and Personal Performance Standards, the student and advisor 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.

Appeals

Appeal procedures are outlined in Redhawk Axis.
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>Good Performance</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Minimal Performance in graduate course</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></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
“1” grades are reserved for extraordinary and unexpected personal or family situations. This is distinguished from an “N” grade (see below). A grade of “1” must be arranged with the instructor prior to the completion of the quarter. The work required to remove the “1” 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 72-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.

**Simultaneous enrollment at another institution**

If the student wishes to attend another institution while enrolled at Seattle University and plans to transfer the earned credits into this program, he or she is asked to consult with an advisor. If approved, the student completes a “Transfer of Credit” form (available online) prior to undertaking the coursework. It is the student’s responsibility to gather the relevant course information when requesting enrollment at a second institution and to know the academic requirements. An official copy of the transcript from the second institution must be submitted after the completion of the coursework. See “Transfer of credit” above.

**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 Disabilities Services, Loyola 100 (206-296-5740).
PRACTICUM, INTERNSHIP AND GRADUATE PROJECT

Overview

After the culmination of two years in the program following the program of study, students begin the practicum and internship. For School Counseling students Practicum will begin Winter or Spring term of the student’s 2nd year in the program. Clinical Mental Health Counseling students will begin the field experience Fall term of their 3rd year in the program. Student knowledge, skills, and dispositions are evaluated prior to the start of a practicum using the Counseling Assessment System and a review of grades. A similar review is done prior to the start of internship by faculty. Clinical competencies are measured for all counseling students in each clinical course plus practicum and internship. To be eligible for internship the student must have at least a 3.0 GPA, completed all course work, obtain a satisfactory score in all categories of the Professional and Personal Performance Standards, and successfully complete all summative assignments required in the assessment system.

Pre-Practicum Requirements

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

1. Attend the practicum/internship orientation meeting held in August/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 Chris Phaiah at phaiahc@seattleu.edu or (206) 296-5774 regarding questions about the process if you have questions:

**Step 1:** 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

**Step 2:** Complete the fingerprint process. There are several ways to complete the fingerprint process. You can be fingerprinted at a local courthouse, police station, Education Service District (ESD) office, or even a private fingerprinting service. **However, we STRONGLY recommend that you be fingerprinted at the local ESD, Puget Sound ESD.** They use Livescan, the most reliable fingerprinting process, are easily accessible, and they forward your print cards to Washington State Patrol and the FBI as soon as you are fingerprinted.

The following link will provide you with more details about fingerprinting: http://www.k12.wa.us/ProfPractices/fingerprint/Procedure-Fees.aspx

After getting fingerprinted, but ONLY if you not getting fingerprinted at a Washington State ESD, send a check or money order for $43.50, along with your fingerprint cards (1 for WSP and 1 for the FBI) to OSPI:

**OSPI**
- Attn: Fiscal Office
- PO Box 47200
- Olympia, WA 98504-7200

Please note, if you are being fingerprinted at an ESD, you do not have to worry about mailing your fingerprints.

If you have fingerprinted for a school district in the last 2 years, you may or may not have to fingerprint at this time. Please contact Christopher Phaiah at phaiahc@seattleu.edu in order to have this determined.
Step 3: Log into your “E-Certification” account with the following link:

https://eds.ospi.k12.wa.us/Login.aspx?ReturnUrl=%2f

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. Complete the “Pre-Residency Clearance” application.

Step 4: After completing program requirements (after you finish all requirements to get your degree), you will be marked by Seattle University as complete on the “E-Certification” website. At this time refer back to the E-Certification website. Complete the online application for your Education Staff Associate Certificate. Pay the $68 ESA Certification fee using the online method.

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 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. Practicum precedes internship.

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. Manivong J. Ratts, the Clinical Placement Coordinator for the Counseling program.

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></td>
<td>Direct Client Contact</td>
<td>40 minimum (21 individual)</td>
</tr>
<tr>
<td></td>
<td>Total On-site hours</td>
<td>100 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.
Clinical Mental Health Counseling students take COUN 5640 Clinical Mental Health Counseling Practicum fall quarter 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>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. 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 on-call 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 a year 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, #10 and the site supervisor resume. School counseling students seeking an internship this includes: Forms #4, #10, and the site supervisor resume. For Clinical Mental Health Counseling students seeking a practicum this includes: Forms #3, #10 and the site supervisor resume. Clinical Mental Health Counseling students seeking an internship this includes: Forms #5, #10, and the site supervisor resume. All forms can be obtained on the program website at [https://www.seattleu.edu/education/community-counseling/resources/](https://www.seattleu.edu/education/community-counseling/resources/) and [https://www.seattleu.edu/education/school-counseling/resources/](https://www.seattleu.edu/education/school-counseling/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 as 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 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 review 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 student’s 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: https://www.seattleu.edu/education/community-counseling/internship/ and https://www.seattleu.edu/education/school-counseling/internship/. 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.
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. Faculty will notify students of a passing or failing score via email or phone.

Students should register for the comprehensive examination at https://www.seattleu.edu/education/community-counseling/signup/ or https://www.seattleu.edu/education/school-counseling/signup/.

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 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 supercedes 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) 296-5850 and asking for the graduation evaluator.

Procedure and deadlines for graduation are as follows:

1) Go to the student menu at [https://suonline.seattleu.edu](https://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

Mary Graham, Associate Professor, Ph.D., N.C.C.
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, Associate Professor, Ph.D., N.C.C.
Dr. Arie T. Greenleaf 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.

Kristi Lee, Ph.D., Associate Professor, LPC (Idaho), N.C.C.
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, Ph.D., Licensed Psychologist
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.

William O’Connell, Associate Professor, Ed.D., NCC, LMHC
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 will serve as Chi Sigma Iota Faculty Liaison during AY 16-17.

Manivong J. Ratts, Full Professor and Department Chair, Ph.D., L.M.H.C., N.C.C.
Dr. Ratts received his Ph.D. in Counseling from Oregon State University (OSU), a CACREP accredited program. He is also a licensed mental health counselor. He has two major lines of research: (1) LGBTIQ and minority health disparities (e.g., the impact of oppression on psychological health and well-being) and (2) multicultural and social justice competent care (e.g., balancing culturally relevant individual counseling with systems level advocacy). He served as chair of a national committee tasked with revising the Multicultural Counseling Competencies, which are now referred to as the Multicultural and Social Justice Counseling Competencies (MSJCC). He has published in various peer reviewed journals and is lead author of the 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). In addition, he served as past-President of Counselors for Social Justice, a division of the American Counseling Association (ACA) and is founder of Seattle University Counselors for Social Justice, an advocacy organization that addresses issues of equity impacting individuals, communities, and schools. Dr. Ratts has served on the editorial board of the Journal of Counseling and Development and the Journal for Social Action in Counseling and Psychology. Dr. Ratts received his Ph.D. in Counseling from Oregon State University (OSU). He also holds an associates 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 owner and operator of MJR Counseling and Consultation, P.L.L.C., which is a private practice and consulting business.
Appendix A: Counseling Assessment System
Overview

The mission of the Counseling Program is to prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates. This mission is grounded on the belief that counselors stand for social, political, and economic justice. To prepare students to meet the program’s social justice mission the counseling faculty identified knowledge, skills, and dispositions needed to become effective social change agents. To assess student progress in these three areas the Counseling Program uses an assessment system, referred to as the Counseling Assessment System (CAS), 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 and social change agents.

Academic Standards

Summative assignments are used to measure academic standards. There are a total of 17 summative assignments. 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 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”.

Professional Dispositions

Professional dispositions are used to determine an applicant’s/student’s fit for the profession. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) define 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). There are a total of 12 professional dispositions that guide faculty in determining whether a student’s behaviors are ethical, professional, and if they promote multiculturalism and social justice.

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 can occur at anytime by faculty and site supervisors. Both academic standards and professional dispositions are rated on the following scale: 0= Inadequate, 1 = Beginning, 2 = Developing, 3 = Proficient, 4 = Mastery.

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?
   A student has earned candidacy status when they earn 20 credits in the program and successfully completed EDUC 5000, COUN 5110 and COUN 5110. Such students receive an email from the program to meet with their assigned faculty advisor in the Fall term of their 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 professional dispositions, the *Notification of Professional Disposition Concern* protocol is used (See Professional Dispositions section).
# Academic Standards

<table>
<thead>
<tr>
<th>CACREP Curricular and Specialty Areas</th>
<th>Course</th>
<th>Summative Assignment</th>
<th>Inadequate 0</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Proficient 3</th>
<th>Mastery 4</th>
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**Score:**
Professional Dispositions

Overview

This section details the Professional Dispositions expected of all students. These Professional Dispositions are qualities and characteristics that extend beyond academics. Students who engage in illegal or unethical activities or for students whose professional performance are deemed to present an immediate threat to the well being of others will be removed from the program. In such cases, and depending on the level of perceived threat, the combined faculty may recommend discontinuation in the program without opportunity for student remediation.

Students are evaluated on the following 12 Professional Dispositions:

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
**Professional Dispositions**  
*Counseling Program | College of Education*

**Directions:** Rate the student’s professional dispositions according to the following scale: 0= Inadequate, 1 = Beginning, 2 = Developing, 3 = Proficient, 4 = Mastery under the corresponding review period. Students who earn a rating of 0, 1, or 2 on a professional disposition will be considered lacking in professional dispositions.

<table>
<thead>
<tr>
<th>Professional Dispositions</th>
<th>Review Period</th>
<th>Admission</th>
<th>Candidacy</th>
<th>Completion</th>
<th>Follow-Up</th>
<th>Faculty Initiated</th>
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**Total Score**

**Comments:**
Notification of Academic Standards and Professional Disposition Concern

Students who earn a rating of 2 or below on a Summative Assignment or Professional Disposition will be considered lacking in knowledge, skills, and professional conduct and subject to the following procedure:

1. The student and the issuing faculty* will meet to discuss the Academic Standard and/or Professional Disposition concern(s). The student will be presented with a Notification of Academic Standard and Professional Disposition Concern (Appendix A) form that will list the deficient rating(s), provide the issuing faculty’s explanation for the ratings, and describe the specific remedial actions to be taken to correct each area of knowledge, skill, and professional disposition deficiency. If revisions to the remedial plan are made at this meeting, a revised Notification of Academic Standard and Professional Dispositions Concern form will be issued to the student for review and signature after the meeting. Signatures of both the issuing faculty and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing faculty will retain copies of the signed Notification of Academic Standard Professional Disposition Concern form, and a copy will be included in the student’s file.

   * Note: “issuing faculty” refers either to the individual professor who issues the Notification of Academic Standard Professional Disposition Concern, or to the faculty advisor if the program faculty issues the Notification.

2. A student who receives more than one Notification of Academic Standard Professional Disposition Concern or fails to show reasonable progress in resolving deficiencies previously cited will be required to meet with the issuing faculty and their faculty advisor in accordance with the procedure described in Step 1 above. Depending upon the nature of the concern and the reasons for the student’s failure to comply with previously determined remedial action plans, the issuing faculty and faculty advisor will consult the full Counseling Program Faculty regarding the development of alternative remedial strategies and/or evaluation of the student’s fitness for continuation in the program. The issuing faculty, the student, and the faculty advisor will retain a signed copy of any subsequent revision made to the Notification of Academic Standard Professional Disposition Concern.
1. **Admission (signed during New Student Orientation)**

By signing below, I certify that I have read this document in its entirety. I also understand that the professional dispositions contained in this document will be used to evaluate my performance at entry point, candidacy, pre-internship, during program completion, and at any time deemed appropriate by the department faculty. I agree to be held to these Professional Dispositions throughout my time in the program.

________________________________________________________________________  _____________________________________________________________________
Student                                                           Date

2. **Candidacy**

By signing below, I certify that I have reviewed my scores for Academic Standards and Professional Dispositions with my faculty advisor and understand any steps I might need to take relevant to my candidacy in the Counseling Program.

________________________________________________________________________  _____________________________________________________________________
Student                                                           Date

________________________________________________________________________  _____________________________________________________________________
Faculty Advisor:                                                   Date:

3. **Completion**

By signing below, I certify that I have reviewed the student’s Academic Standards and Professional Dispositions for the student listed and have approved the student to advance to the field.

________________________________________________________________________  _____________________________________________________________________
Faculty Advisor:                                                   Date:
APPENDIX A

Notification of Academic Standard and Professional Disposition Concern
Counseling Program  |  College of Education

To (notified student): 

From (issuing faculty): 

I. This is to **notify** you that your professional performance as defined on Academic Standards and Professional Dispositions review process is deficient (rated 2 or below) in the following area(s):

<table>
<thead>
<tr>
<th>CACREP Curricular and Specialty Areas</th>
<th>Course</th>
<th>Summative Assignment</th>
<th>Inadequate</th>
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<td>CACREP Areas</td>
<td>Exam</td>
<td>CPCE</td>
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</table>
II. **Description of observed deficiency(s)** (describes specific deficiency(s) observed in each performance area):

III. **Performance changes required** (describes specific performance changes needed in each area cited as deficit in Section II above):

IV. **Remedial plan** (describes all necessary steps to be taken to assist the student in making the required changes specified in section III above, including a schedule for their formative and summative evaluation):

V. **Signatures** (indicate that the student and issuing faculty have met to discuss this notification and that the student has received a completed copy):

   Date:  

   Student:  

   Issuing Faculty: