

The background of the page features a large, light gray watermark of the Seattle University seal. The seal is circular and contains a central shield with a cross. The shield is divided into four quadrants: the top-left shows a figure holding a shield, the top-right contains the letters 'IHS', the bottom-left shows a figure holding a staff, and the bottom-right shows a figure holding a staff. Above the shield is an eagle with its wings spread. The words 'SEATTLE UNIVERSITY' are written around the perimeter of the seal, and '1891' is written on a banner at the bottom.

COUNSELING STUDENT HANDBOOK

Counseling Programs
College of Education
Seattle University

2015-2016

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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. 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, Ste 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.

COMMUNITY COUNSELING PROGRAM OBJECTIVES

Master of Arts in Education/Community Counseling Program

The Community Program prepares students for work in various community settings, such as youth service agencies, mental health centers, psychiatric hospitals, and correctional facilities. Community counseling program objectives are:

1. To prepare reflective community counselors who demonstrate technological competence, professionalism, ethical decision-making, and knowledge of legal matters.
2. To prepare community counselors to be multiculturally competent leaders who practice advocacy, value diversity, and promote social justice.
3. To prepare community counselors to use in-depth knowledge of human growth and development to improve client understanding, well-being, and to enhance resiliency.
4. To prepare community counselors with career development knowledge and skills to help clients make informed career decisions.
5. To prepare community counselors who demonstrate an understanding and application of established and emerging counseling theories through effective use of individual techniques for working with a diverse population.
6. To prepare community counselors who demonstrate an understanding of established and emerging group counseling theories through effective use of group techniques for working with a diverse population.
7. To prepare community counselors to use their understanding of assessment to assess client's abilities, aptitudes, achievements and interests.
8. To prepare community 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 community mental health agency.
10. To prepare community counselors who understand the role of a community mental health agency within the larger community.
11. To prepare community counselors with knowledge and skills to provide quality service in diverse communities.

A list of Graduate Student Learning Outcomes can be found at <http://www.seattleu.edu/assessment/Inner.aspx?id=26014>.

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 who demonstrate technological competence, professionalism, ethical decision-making, and knowledge of legal matters.
2. To prepare school counselors to be multiculturally competent leaders who practice advocacy, value diversity, and promote social justice.
3. To prepare school counselors to use in-depth knowledge of human growth and development to improve student learning, well-being, and to enhance resiliency.
4. To prepare school counselors with career development knowledge and skills to help students make informed career decisions and engage in educational planning that maximizes their potential.
5. To prepare school counselors who demonstrate an understanding and application of established and emerging counseling theories through effective use of individual techniques for working with a diverse population.
6. To prepare school counselors who demonstrate an understanding of established and emerging group counseling theories through effective use of group techniques for working with a diverse population.
7. To prepare school counselors to use their understanding of assessment to assess student 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 plan, implement, and evaluate a student centered data-driven school counseling program that advances the mission of the school.
10. To prepare school counselors to work collaboratively with school staff, families, and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community.
11. To prepare school counselors with knowledge and skills to integrate academic, career, and personal/social student competencies, including Washington State Learning Goals and Essential Academic Learning Requirements, into the school counseling program.

A list of Graduate Student Learning Outcomes can be found at <http://www.seattleu.edu/assessment/Inner.aspx?id=26014>.

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 list of national and state counseling organizations that we encourage students to join.

National:

American Counseling Association, www.counseling.org

American School Counselor Association: www.schoolcounselor.org

Counselors for Social Justice: www.counselorsforsocialjustice.com

State:

Washington School Counselor Association: www.wa-schoolcounselor.org

Washington Counseling Association: www.wacounseling.org

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 on-line 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. Students must be enrolled before they can obtain a card.

Email Accounts and Computer Literacy

The primary method of relaying important information on an ongoing basis is via a Seattle University email account. All students will be given an e-mail address, at no cost, 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, and the internet. Those students wishing to acquire or improve basic computer skills may do so by enrolling in Seattle University's computer training classes and/or utilizing the various computer labs on campus, including the one on the third floor of Loyola Hall. Contact Information Services (206) 296-5550 or <http://www.seattleu.edu/oit/> for a schedule of computer classes. There is no charge for these classes and no advance registration is necessary.

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. It is the responsibility of the student to register for classes on time. 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. That site is often has miss-information until registration. Please follow the course schedule that we email you for each quarter.

COURSEWORK AND ATTENDANCE POLICY

The *Graduate Catalog* (<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

Course	Name	Prerequisite(s)
COUN 5170	Group Counseling	COUN 5100 and COUN 5110
COUN 5510	Counseling Lab	COUN 5100 and COUN 5110
COUN 5400	Diagnosis and Assessment	COUN 5100 and COUN 5110
COUN 5600-01(School) COUN 5600-02 (Community)	Family and Couples Counseling	COUN 5100 and COUN 5110
COUN 5610	Counseling Children and Adolescents	COUN 5100 and COUN 5110
COUN 5550	School Counseling Internship and Graduate Project I	COUN 5540
COUN 5650	Community Counseling Internship and Graduate Project I	COUN 5640

c. Required Core Courses

The College of Education core requirements and the Counseling Programs core requirements account for 48 credits of the student’s 72-credit program of study. 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 Community Counseling Program requires 24 credits, 6 of which are elective credits. Students take COUN 5580 Introduction to Community Counseling, COUN 5120 Lifespan Career Development, COUN 5400 Diagnosis and Assessment, COUN 5360 Law and Ethics for Community Counselors, COUN 5590 Consultation and Supervision, and COUN 5190 Addictions Counseling.

The School Counseling Program requires 24 credits, 3 of which are electives. 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 5080 Law and Ethics for School Counselors, COUN 5090 Comprehensive School Counseling, COUN 5160 Career Guidance for K-12 Schools, SPED 5400 Introduction to Special Education and Learning Disabilities, SPED 5430 Introduction to Behavior Disorders and Intervention, COUN 5610 Child and Adolescent Counseling, and COUN 5140 Consultation, Leadership, and Advocacy.

e. Elective Courses

Electives may be selected from offerings in the counseling programs or elsewhere in the College of Education. Prior to selecting courses outside of the College, students ought to talk with their advisor. Electives must be graduate level. The student should check with his or her faculty advisor for ideas, suggestions, and/or questions. Occasionally, courses may be taken from other universities, though these are usually courses not available on campus and permission is required beforehand from an advisor. The student may initiate the process of taking an off-campus course by completing a transfer of credit form available online. This should be done the quarter prior to off-campus registration. Community Counseling students interested in working with youth should consider COUN 5610 Counseling Children and Adolescents (enrollment preference is given to school counseling students).

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 complete a contract (available online), detailing the scope of the student's efforts. This contract is normally 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.

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.

ASSESSMENT, RETENTION AND CANDIDACY

Assessment, Retention, and Ongoing Review of Student Progress

Multiple assessments are used to evaluate candidates on program objectives, which address the knowledge and skills competencies outlined in the Washington Administrative Code (180-78A-270-5), the CACREP standards, and the program's personal and professional dispositions. Program objectives are assessed formatively and summatively through course activities, periodic faculty review of candidates, and field observations. Assessments are considered relevant to and consistent with professional standards. The assessment measures are reviewed on a regular basis by program faculty and advisory boards. Assessment expectations are clearly delineated to candidates in the Counseling Student Handbook and in course syllabi.

The assessment system measures candidate demonstration of the program's knowledge and skill competencies aligned with state and national professional standards and the program dispositions derived from the College of Education's conceptual framework. The assessment system provides information regarding student characteristics, student performance, and program effectiveness.

Students are formally assessed and evaluated at five decision points: (1) admission, (2) candidacy, (3) pre-internship, (4) at program completion, and (5) in an annual follow-up of program graduates. The first four decision points allow faculty to determine student progress through the program. These decision points allow faculty to determine whether students should: (1) continue in the program, (2) need to develop a possible remediation plan in conjunction with the student, or (3) be dismissed from the program. Data gathered through the assessment system are annually compiled, analyzed, summarized, and used systematically for program improvement. The faculty and advisory boards analyze the data to refine program policies and practices, to consider curricular refinements.

Professional and Personal Performance Standards

At the New Student Orientation, students are required to sign the "Professional and Personal Performance Standards" (PPPS) document verifying that the student understands and accepts the academic knowledge, practitioner competencies and personal characteristics that are stated on the form and expected throughout the program to evaluate student progress. This document is kept in the student's file; a copy is given to the student. This document will be reviewed at candidacy, prior to internship, and any other time if necessary to determine student progress in the program and fit for the profession. Each student is required to meet satisfactory scores on each item in the PPPS in order to continue in the program. A remedial plan is developed and/or dismissal from the program may be necessary if a student receives an unsatisfactory score.

Pre-Practicum and Pre-Internship Reviews

Each student's progress is evaluated prior to the start of the practicum using the Professional and Personal Performance Standards form and a review of grades. A similar review is done prior to the start of an internship. Prior to internship, all coursework must be completed, except for electives, and all "I" grades and "N" grades must be removed.

Clinical Competencies

Clinical competencies are measured for all counseling students in each clinical course COUN 5100, 5510, and all practica and internships. The competencies and the rubric for evaluating the competencies are included in each respective clinical course syllabus. All clinical competencies are based on a demonstration of counseling skills and relate to the “professional” disposition as defined by the College of Education.

Ongoing Review of Student Progress

A faculty member, at any time, may request a faculty review of any counseling student about whom the faculty member has a concern related to that student’s progress in the program.

Candidacy

The student becomes a candidate for his or her counseling degree during the fall quarter of the second year and after:

- 1) Successful completion of a minimum of 20 credits and 4 quarters of the student’s program including EDUC 5000, COUN 5100, and COUN 5110; and
- 2) Approval by the counseling faculty of the student’s general academic and interpersonal functioning using the criteria in the “Professional and Personal Performance Standards” document.

Successful completion of the coursework means that the student has maintained at least a 3.0 cumulative grade point average. The faculty assessment of the student’s non-academic performance is based on the student’s initial skills, emotional stability and interpersonal skills necessary to serve effectively as a counselor.

There are three possible outcomes resulting from the candidacy review: acceptance, deferral, or decline. “Acceptance” means that the student has been accepted as a candidate for the degree and may continue in the program. “Deferral” means that the student will need to fulfill some specified condition(s). Examples include taking time out in order to more thoroughly discern the appropriateness of counseling as his or her profession; obtaining some personal counseling to resolve issues that may be hampering the student’s own growth; or reducing the student’s course load to help raise a GPA. “Decline” means the faculty does not support the student’s continuation of the program, which precludes any further registration as counseling major. Refer to the “Fair Process Policy and Procedures” document for more information.

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, 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;
- 2) the student's plans for completing a degree program;
- 3) the student's plan to start practicum and internship; the student will sign up for practicum and internship during this meeting on the practicum/internship board located in the program office; and
- 4) the Professional and Personal Performance Standards document.

Personal Disclosure

Student self-disclosure of a personal nature is required in all courses. Seattle University faculty members abide by the ethics codes of the American Psychological Association, the American Counseling Association (ACA), and the American School Counselor Association (ASCA) 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 <http://www.seattleu.edu/deanofstudents/policies/> then click the downloadable 'Student Handbook' in the left hand column.

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

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 Code (<https://www.seattleu.edu/registrar/Policies.aspx>) and adhere to the codes of ethics of the following professional organizations, at the following respective websites:

American Counseling Association:

www.counseling.org

American School Counselor Association

www.schoolcounselor.org

The Seattle University Professional Conduct Policy

All students should be familiar with the Seattle University Professional Conduct Policy for the Colleges of Arts and Sciences, Education, and Nursing. It can be found at the end of this document and at:

<https://www.seattleu.edu/registrar/Policies.aspx>

Academic Grading Grievance

This grading grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found at the following address:

<https://www.seattleu.edu/registrar/Policies.aspx>

Form for all papers

For all term 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*.

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. The student must maintain a 3.0 GPA to remain in good academic standing. If a student's cumulative GPA falls below a 3.0, the student is placed on academic probation. If the student remains on academic probation for more than three quarters, the student will be dismissed from the University by the Dean of the College of Education.

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: COUN 5510 Counseling Lab, and all practicum and internship courses.

"I" (incomplete) grades

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

"N" (work in process) grades

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

Probation Policies

Grades: Graduate students whose grade point average falls below 3.0, placing them on probation, are allowed three courses to bring their cumulative average up to 3.0. The student's probationary status will be reviewed after the completion of three courses applicable to the degree. While on probation, the student cannot register for Internship and Graduate Project.

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 anyone does not meet the Professional and Personal Performance Standards, they will be put on a performance improvement plan and be considered on probation. Once the student completes their performance improvement plan that is approved by the faculty, they will be taken off probation.

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.

Stopping Out

If a student needs to temporarily stop the program for a quarter or more, he or she must inform his or her advisor in writing. The letter will be placed in the student's file. The student may stay out up to one year. Beyond a year, the student will need to reapply.

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 *Seattle University Student Handbook* for further information regarding grievance policies and procedures. A student can be dismissed from the Counseling Programs for the reasons outlined in the Seattle University "Fair Process Policy" document that is located at the end of this handbook. Refer to this document for detailed information.

Time Restrictions

Per the *Graduate Bulletin of Information*, 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 with the registrar at least one quarter prior to the expiration of the six year limit to request an extension of up to one year. If the petition is approved, the student may be required to take additional credits. In most cases, only one extension will be allowed.

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. Community Counseling students will begin the field experience Fall term of their 3rd year in the program. Each student's progress is evaluated prior to the start of a practicum using the *Professional and Personal Performance Standards* 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 for School Counseling students and in October for Community Counseling students. The Clinical Placement Coordinator, Dr. Manivong J. Ratts who 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 Community 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.

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

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.

Winter	Spring	Fall	Winter	Spring
COUN 5540	COUN 5540	COUN 5550	COUN 5560	COUN 5570

Community Counseling students take COUN 5640 Community 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.

Summer	Fall	Winter	Spring	Summer
	COUN 5640	COUN 5650	COUN 5660	COUN 5670

Documents

Students, the Clinical Placement Coordinator, and site supervisors for practicum and internship must electronically sign (signifying agreement) a respective agreement. Students must sign a risk acknowledgement and release form. All clients or students of practicum, internship or group student-counselors must sign the respective “Disclosure of Information and Client Consent” form. The forms can read and downloaded at <https://www.seattleu.edu/education/community-counseling/resources/> and <https://www.seattleu.edu/education/school-counseling/resources/>. All supervisors must complete the “Supervisor Information” form and submit a resume (unless one is already on file). Agreements and consent forms are required as follows:

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

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 community 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 community counseling students seeking a practicum this includes: Forms #3, #10 and the site supervisor resume. Community Counseling students seeking a 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/> and <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 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

Community 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 reviewing the student's progress and experience. If at any time the site supervisor has any questions or concerns about the student counselor or any aspect of the process or procedures, the site supervisor is encouraged to call the students' instructor or the Clinical Coordinator. During each quarter of practicum and internship there may be a different faculty member supervising the on-campus practicum or internship group. It is the intention of the faculty to provide the greatest amount of depth, breadth, and diversity in faculty supervision.

Practicum and Internship Sites and Placement

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

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

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

COMPREHENSIVE EXAMINATION

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

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

Community Counseling:

Upon successful completion of the community 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 community 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> 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, 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, Ph.D., N.C.C.

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 community 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 Community Counseling programs, including Comprehensive School Counseling, Counseling Across the Lifespan, and Career Counseling.

Kristi Lee, Ph.D., 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 community 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, 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. Since 1987, he has worked as a direct service provider, supervisor or administrator in numerous settings. In particular, Dr. O'Connell has experience in community agency settings, schools, hospitals, community corrections, chemical dependency treatment and private practice. He completed a one year doctoral internship in a private practice pain clinic at Christ Hospital in Cincinnati, Ohio specializing in behavioral medicine. Prior to joining Seattle University, Dr. O'Connell served a nine year appointment as a tenured associate professor of School and Community 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, a Licensed Mental Health Counselor in Washington and a Licensed School Counselor in Ohio. 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.

Manivong J. Ratts, Ph.D., N.C.C.

Dr. Ratts received his Ph.D. in Counseling from Oregon State University (OSU), a CACREP accredited program. He also holds an Associates of Arts and Sciences degree from Yakima Valley Community College, a Bachelor's of Arts degree in psychology from Western Washington University, and a Master's of Science degree in counseling from OSU. He has three major lines of research: (1) LGBTIQ and minority health disparities (e.g., the impact of oppression on psychological health and well being), (2) the psychological impact privilege has on privileged groups, and (3) multicultural and social justice competent care (e.g., balancing culturally relevant individual counseling with systems level advocacy). He has published in various peer reviewed

counseling journals and is lead author of the book *Counseling for Multiculturalism and Social Justice: Integration, Theory, and Application* with Dr. Paul B. Pedersen. He is also the lead co-editor of the book *ACA Advocacy Competencies: A Social Justice Framework for Counselors* (2010) with Dr. Judy Lewis and Dr. Rebecca Toporek. He has produced two videos 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 is past-President of Counselors for Social Justice, a division of the American Counseling Association (ACA), and founder of Seattle University Counselors for Social Justice, an advocacy organization that addresses issues of equity impacting individuals, communities, and schools. Dr. Ratts also served on the editorial board of the *Journal of Counseling and Development* and the *Journal for Social Action in Counseling and Psychology*.

PROFESSIONAL CONDUCT POLICY: APPEAL PROCEDURES

Seattle University Academic Policy Page 1 of 7

Policy Number: 2011-2

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I. Introduction

In preparation for their chosen professions, Seattle University students may work in direct contact with clients or patients as a part of their practice, clinical or field experiences. Due to the obligation to protect clients and patients, students in practice and other professional settings must demonstrate the requisite knowledge, skills, and judgment needed to be a competent practitioner. Additionally, students in practice and other professional settings must at all times conform to conduct that demonstrates the appropriate ethical, professional and social (behavioral) attributes expected of professionals in that practice. Professional conduct is, therefore, determined by the professional standards and codes of ethics of the profession for which the student is being prepared and educated.

These procedures apply to student violations of a school, college and/or program's professional standards of conduct that are considered to be so egregious by the school or college as to warrant dismissal from a professional program and/or denial of a certificate or licensure for violation of professional standards.

These procedures are not applicable to alleged violations of the Academic Integrity Policy or the Academic Grading Grievance Policy. In certain instances, conduct that violates a school, college and/or program's professional standards of conduct may also violate the University's Student Conduct Policy and be subject to the procedures in that policy as well.

Grade penalties imposed under the Professional Conduct Policy as the result of the student being removed from a practice setting may not be appealed through the Academic Grading Grievance Policy. Timelines and procedures applicable to this policy are set forth below. The dean or dean's designee can extend timelines or adjust procedures at their discretion should they determine it is reasonable and necessary under the circumstances. Should the student have concerns about specifics of the procedure in a given case, the student can bring these concerns to the attention of the dean or dean's designee. (See definitions located in the Appendix located at the end of this document.)

In instances where a student engages in behavior that violates the applicable Professional Conduct Policy and/or poses a risk of harm to clients, patients, other students, and/or themselves, the student may be removed immediately and temporarily from the practice setting by the responsible faculty member, program director, department chair or university official. The faculty member or program director/department chair should immediately notify their dean or dean's designee of this action. The decision to remove the student immediately and temporarily from the practice setting is not reviewable or appealable. It is final. The student may also be removed from the site by an appropriate supervisor or administrator of the site according to the policies and procedures of the site. Such actions by site staff are not appealable under this policy.

II. Process for Reporting and Reviewing a Professional Conduct Violation

In all cases where a faculty member believes a student's behavior has so seriously or repeatedly violated the applicable Professional Conduct Policy such that it warrants dismissal from a program or denial of a professional certificate, the faculty member will provide a written description of the incident(s) to the program director or department chair. The program director or department chair will prepare a written

report setting forth relevant facts, identifying the relevant witnesses, if any, and a recommendation for further action to the dean or dean's designee.

The recommendation will include the factual basis for the decision and a copy of any reports or other documents, e.g., emails, relevant to the decision. If the student is not available to receive the recommendation in person, the program director or department chair will send a copy via email and via certified mail to the student's addresses of record. In such case, notice will be deemed as given four days after the certified letter is posted. This will be the start date for the appeal timeline detailed in

Attachment A.

A student found to have violated a school, college or program defined standard of professional conduct, which results in a recommendation to either dismiss the student from a program or deny the student a professional certificate or licensure, may appeal the recommendation in writing as set forth below.

If the student does not file an appeal within the timeframe set out in this policy, the student waives the right to appeal the recommendation and the recommended decision will be final. The dean or dean's designee will implement the recommendation or action set out in the letter.

III. Time Limits for Filing an Appeal

The student must file a signed and dated written appeal with the dean's office within 10 business days after the date the student receives the recommendation for dismissal or is deemed to have received a copy of the recommendation. Appeals received by the dean or dean's designee more than 10 business days after the decision is deemed received will not be reviewed.

IV. Grounds for Appeal

A student may appeal the decision only on either or both of the following two grounds:

- Failure to Reasonably Exercise Professional Judgment: The program director/department chair failed to reasonably exercise their professional judgment.
- New Information of a Substantive Nature: The student has substantive information that the program director or department chair failed to consider or could not have been presented or discovered prior to the time of the recommendation to dismiss or denial of a certificate, and which would have substantially affected the recommendation or changed the outcome had it been known at the time of the recommendation.

V. Content of Appeal

A signed and dated written appeal should include the following:

- Identification of the recommendation that the student wants to appeal;
- The specific ground(s) for the appeal and an explanation of why, based on these grounds, the recommendation should be changed;
- A statement authorizing the appeal committee to communicate with those persons who were involved in the decision-making process or who may have relevant information concerning the decision. (If the student refuses to sign such an authorization, the appeal process is thereby terminated and the recommendation to dismiss for the program or deny a certificate will be implemented);
- Any substantive information that the student believes the recommender did not consider in the written recommendation;
- The student's current address, telephone number, and e-mail address.
- The student should make every effort to include in the request for review all supporting

documents and materials the student wishes the appeal panel to consider.

VI. Student Status during the Appeal Process

If a student files an appeal within the allowed timeframe, the student is suspended until the final appeal is determined. While the appeal is pending, the student cannot continue in classes, field or clinical placements, or enroll in additional courses without the express, written approval of the dean or dean's designee. The dean or dean's designee may also prohibit the student from participating in any of the college's extracurricular activities.

VII. Appeal Hearing Procedure

Step 1: Notifying dean or dean's designee that an appeal has been filed

After receiving the appeal, the dean's designee will send the program director or department chair a copy of the appeal.

Step 2: Composition of Appeal Panel

Review of program recommendations by school or college based panel.

Within five business days of receipt of the appeal, the dean shall appoint the chair of the appeal panel (this may be the dean's designee) and three faculty members, if the panel is not already constituted. The chair of the appeal panel shall be a faculty member from the school or college in which the program resides. In no case will either the chair of the appeal panel or any of the faculty members be the individual who reported the violation, filed a written report, recommended or decided that the student would be either dismissed from the program or not be recommended for a professional certificate or licensure.

Step 3: Challenges for Bias

The chair of the appeal panel will send both the program director or department chair and the student a list of the proposed panel members by email. The program director or department chair and the student each may challenge members of the appeal panel for bias within two business days. Such challenges must be in writing and must identify the reasons why they feel the proposed panel member cannot render an objective, unbiased decision. The chair of the appeal panel will rule on the challenges, and, if appropriate, will request that the dean or dean's designee appoint new members to the panel.

Step 4: Scheduling the Hearing

The chair of the appeal panel will schedule the appeal hearing to be held within 10 business days of receiving the student's written appeal. As a general rule, the hearing should be scheduled so that both the student and the program director or department chair have at least five business days to prepare for the hearing. The chair of the appeal panel does, however, have the right to extend these time limits to accommodate the schedules of the student, the program director or department chair, and the panel members who will hear the appeal.

The chair of the appeal panel oversees the distribution of the written documentation to the panel, the student, and program director or department chair in sufficient time to insure a careful advance review of the materials.

If the student and/or program director or department chair elects to invite a support person, that information should be provided to the dean's designee at least two business days in advance of the

hearing.

Step 5: Conducting the Hearing

The chair of the appeal panel will preside over the hearing. Neither the student nor the program director or department chair may bring legal representation to the hearing. However, both the student and the program director or department chair may bring to the hearing a support person of their choice from within the university community. The support person is not permitted to speak, question, or otherwise participate in the hearing process.

As a general rule, the hearing will be conducted as follows:

1. The chair of the appeal panel will open the hearing by introducing the student, the program director or department chair, and the panel members who will hear the appeal.
2. The chair of the appeal panel will ask the student to present their reasons for overturning the recommendation of the program director or department chair. The student has the burden of proving by clear, cogent and convincing evidence that the program director or department chair failed to exercise reasonable professional judgment in determining that the student's conduct violated the relevant professional conduct standards and merit either dismissal from the program or denial of professional certificate
3. The chair of the appeal panel will ask the program director or department chair to respond to the student's evidence and to explain the evidence and the process leading to the decision.
4. The chair of the appeal panel will provide the student with an opportunity to respond to the program director or department chair's statements and evidence.
5. The chair of the appeal panel will give the panel members an opportunity to ask both the student and program director or department chair questions.
6. The chair of the appeal panel will end the hearing by asking if the student and program director or department chair have any final statements and by telling the student and program director or department chair that the panel members, but not the chair of the appeal panel, will meet in a closed session to decide the merits of the appeal. The student and program director or department chair are each allowed, but are not required to make a final statement summarizing their respective positions. They and the chair of the appeal panel will then leave the hearing.
7. The appeal panel will then meet (or set a meeting time) to conduct their deliberations.

Step 6: Deciding the Appeal

A simple majority vote of the panel members is required to change the decision being appealed.

Step 7: Preparing the Written Opinion

Within five business days of the conclusion of the hearing, the appeal panel will issue a written decision and send by email copies of the decision to the chair of the appeal panel, the student, the program director or department chair, and the dean's designee or dean. The dean's designee or dean will send by certified mail the signed original copy of the report to the student. Unless Part VI below applies, the panel's decision is final and cannot be appealed.

VIII. Limited Appeal

If the student or program director or department chair believes that the appeal process failed to follow the appropriate procedures and that the procedural violation materially affected the appeal decision,

either may file a limited written appeal to the dean within five business days of notification of the outcome of the appeal. In this limited appeal the student or program director or department chair should set out the procedure that they believe was not followed, any information they have to support the claim and a statement explaining how that alleged procedural error affected the appeal decision. The dean will review the written material submitted, conduct any investigation they believe is necessary, and make a decision within five business days as to whether material procedural error occurred. This decision is final and not subject to further appeal. If the dean finds that a material procedural error occurred, then the matter shall be remanded to the appeal panel to remedy the material procedural error and reexamine its original decision and make such changes as are deemed appropriate. The decision of the appeal panel on remand is final and not subject to further appeal.

Appendix

Definitions of Terms in this policy:

1. Dean's Designee - an individual appointed by the Dean, often an Associate Dean or Assistant Dean.
2. Business day - weekdays, Monday through Friday, excluding university holidays.
3. Practice Setting – Any activity or setting (clinical, field, etc.) outside of the classroom in which the student is in direct or indirect contact with clients.

Attachment A

Timeline for Deadlines and Activities Associated with Student Notification and Appeals of Violations and/or Penalties under the Professional Conduct Policy Procedure

Deadline	Activity
4 business days after certified mail is sent	Notification to student of a recommendation for dismissal from a program and/or recommendation not to award professional certificate or licensure
10 business days from date student is deemed notified of the violation report submittal	Appeal submittal to Dean's Office
5 business days after receipt of appeal	Dean appoints the chair of the appeal panel and the three faculty members of the panel, if not already constituted in the college/school.
2 business days after Dean proposes appeal review panel members	Student/Program director/department chair challenges for bias
2 business days before the hearing	Student/Program director/department chair notifies Review Panel chair of support person identity
10 business days from receipt of appeal (with at least 5 business days for student and program director/department chair to prepare)	Appeal hearing
5 business days after hearing	Panel's written decision
5 business days after receipt of decision	Limited appeal to the Dean
5 business days after receipt of limited appeal	Dean's decision