



STUDENT HANDBOOK

MASTER OF ARTS IN COUNSELING



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Master of Arts in Counseling

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PREFACE

This handbook is an informative working tool to support students in the Master of Arts in Counseling (MAC) program at Saint Martin's University.

Part One: Overview of the Master of Arts in Counseling program, including the MAC mission statement, MAC Program Objectives, Counselor Dispositions and Professional Behavior, program summary, information about professional organizations, licensure information, and endorsement policy for licensure

Part Two: Description of the MAC program matriculation process, which includes admission, evaluation, personal counseling requirement, practicum, internship, applying for graduation, and end-of-program paperwork

Part Three: MAC curriculum, including course sequencing and course descriptions

Part Four: Expectation of MAC Students includes student professionalism, email, attendance, grading policy, and student feedback and evaluations

Part Five: Overview of MAC program policies, guidelines, as well as procedures for conflict resolution, mediation, and grievances

Part Six: Student resources, including financial aid, health insurance waivers, and campus resources

Part Seven: Introduction to MAC faculty

Appendices: Information for use during your time in the MAC program.



PART ONE: PROGRAM OVERVIEW

Master of Arts in Counseling (MAC) Program

SAINT MARTIN'S UNIVERSITY MISSION STATEMENT

Saint Martin's University is a Catholic Benedictine institution of higher education that empowers students to pursue a lifetime of learning and accomplishment in all arenas of human endeavor. Saint Martin's students learn to make a positive difference in their lives and in the lives of others through the interaction of **faith**, **reason**, and **service**. The university honors both the sacredness of the individual and the significance of **community** in the ongoing journey of becoming.

MAC MISSION STATEMENT

The Master of Arts in Counseling program at Saint Martin's University is guided by the values of the American Counseling Association, the National Board for Certified Counselors, and other nationally recognized professional organizations and accrediting bodies for counselor training. Grounded in the Catholic Benedictine tradition, the program cultivates compassionate and courageous counselor-leaders who integrate reflection, justice, empathy, community, and respect in their clinical practice. We foster an environment where students engage in ongoing self-reflection and learn to honor each person's lived experience through empathic, systemic, and trauma-informed theoretical practices. We emphasize practices that contribute to improving the overall wellness of individuals, families, and communities.

Through rigorous coursework, supervised clinical experiences, and professional advocacy and engagement opportunities, our graduates gain knowledge and skills that prepare them to provide individuals, families, and groups with ethical, empathic, and competent care. In the spirit of sincere Benedictine hospitality, the program extends welcome to students from all backgrounds, worldviews, and faiths, including those without religious affiliation. We affirm the dignity of all people and honor each unique voice in support of an engaged learning community.

MAC PROGRAM OBJECTIVES

The MAC program is committed to preparing highly competent counselors through contextual experiential learning and professional development.

At the completion of the MAC program, students will:

1. Demonstrate professional and ethical integrity grounded in the values and standards of the counseling profession, including a commitment to ongoing professional engagement, growth, and counselor wellness.
2. Honor the unique context of each client and promote justice, engaging clients and communities with humility and inclusivity.
3. Apply knowledge of human growth and development, including the impact of trauma and grief, to foster resilience, wellness, and healing across the lifespan.



4. Integrate career development theories to help clients find meaning and purpose in their work and life roles.
5. Establish effective helping relationships grounded in theoretical orientations that reflect empathy, authenticity, and respect and understanding of the impact of the “person of the counselor”.
6. Develop and facilitate group counseling experiences that promote belonging, empowerment, and collaborative growth.
7. Use assessment ethically and competently to inform diagnosis, treatment planning, and evaluation within contextual frameworks.
8. Use research to inform clinical practice to enhance effectiveness and promote best-practices.
9. Apply diagnostic frameworks with awareness of their systemic, cultural, and ethical implications and demonstrate the ability to conceptualize cases responsibly, recognizing how diagnosis affects clients within diverse social and institutional contexts.
10. Demonstrate advocacy, community collaboration, and active engagement in the counseling profession to promote mental health equity and systemic change.

PROGRAM COUNSELOR DISPOSITIONS AND PROFESSIONAL BEHAVIORS

1.A. Integrity – Academic: Demonstrates honesty, accountability, and integrity between stated values and actions. In early stages, reflects academic honesty and ownership of learning. In advanced stages, reflects ethical integrity, follow-through, and congruence in academic and/or clinical settings, including accuracy in documentation and transparency in communication.

1.B. Integrity – Clinical: Demonstrates integrity in advanced coursework and professional settings by maintaining accuracy, honesty, and follow-through consistent with ethical counseling standards.

2.A. Professionalism – Academic: Demonstrates maturity, respect, and professional presence consistent with counselor identity. In early stages, reflects engagement, preparedness, and responsibility in academic environments. In advanced stages, reflects professional demeanor, communication, and consistent participation across coursework and/or clinical practice.

2.B. Professionalism – Clinical: Demonstrates counselor professionalism and presence in supervision and clinical practice, adhering to expectations of reliability, communication, and collaboration.

3. Cultural Humility: Demonstrates respect, curiosity, and openness toward diverse worldviews; seeks to understand and learn from cultural differences in all interactions.

4. Emotional Stability & Self-Regulation: Maintains emotional steadiness, composure, and reflective awareness in academic and clinical interactions. Demonstrates awareness of internal



states and uses strategies to manage emotional responses in a manner that supports professional functioning.

5. Openness to Feedback: Demonstrates receptivity to constructive input and willingness to make observable changes in thought or behavior.

6. Awareness of Impact on Others: Recognizes and takes responsibility for the effects of one's words, behaviors, and presence on clients, peers, faculty, and others; demonstrates this awareness through acknowledgment, reflection, and behavioral adjustment.

7. Motivation & Initiative: Demonstrates active engagement in developing counseling competencies; takes initiative to seek feedback, apply learning, and deepen professional understanding.

8. Person of the Counselor: Demonstrates ongoing exploration and awareness of one's unique strengths, values, and vulnerabilities, recognizing how these qualities influence the counseling relationship. Engages in reflective practice and supervision to integrate personal insight in ways that enhance empathy, authenticity, and professional effectiveness.

PROGRAM HIGHLIGHTS

- All required courses are offered at least once per academic year. All courses are offered on a schedule of one meeting per week with on-ground courses being offered in the afternoon, and digital delivery courses offered in the evening. In Summer term, most course are offered via digital delivery, or a combination of on ground and digital delivery (blended) format. During the Admissions process, MAC students are asked to indicate whether they intend to pursue the on-ground or digital delivery, method of instruction. While rare, from time-to-time, based on enrollment needs, courses may be offered exclusively in one format or the other in any given term.
- Coursework in the MAC program supports counseling careers and licensure in the State of Washington for Licensed Mental Health Counselors (LMHC) and may also provide preparation for the Licensed Marriage and Family Therapists (LMFT), dependent upon electives taken.
- MAC students are trained to work with individuals, couples, relationships, family systems, and groups.
- Teaching methods include dyad, small-group work, lectures, media, presentations, and discussions as well as supervised role playing, and introspective exercises.
- A required 100-hour practicum, and 600-hour internship complement coursework by providing students with a supervised, in-depth opportunity to work in a variety of counseling settings.



PROGRAM SUMMARY

The 60-credit MAC program follows a three-year cohort model. Year one focuses on foundations of counseling, year two on impacts, and year three on reflective practice. While the MAC program is designed to be completed in a minimum of three years, students can attend full or part-time and have up to seven years to complete the program.

Teaching methods include an experiential emphasis on dyad and small-group work, lectures, media, individual and group presentations, collaboration, discussions, supervised role-playing, and experiential and introspective exercises. While enrolled in Practicum, students complete 100 (40 direct-client and 60 indirect) hours of faculty and site-supervised experience. After completing Practicum, students enroll in Internship classes, where students participate in supervision with site and faculty supervisors and complete a minimum of 600 (a minimum of 240 direct-client and approximately 360 indirect) hours in a variety of counseling settings.

PROFESSIONAL COUNSELING ORGANIZATIONS

MAC students maintain membership as student affiliates in professional counseling organization(s) throughout the entirety of the program. Along with providing student liability insurance, membership in professional organization(s) provides opportunities to gain insight into and further develop a professional counseling identity and network with other professionals and counselors in training. To meet the requirement, throughout the program, students maintain membership in The American Counseling Association (ACA): <https://www.counseling.org/membership/join-renew> and may also choose to hold student membership in the American Association for Marriage and Family Therapy (AAMFT): <https://www.aamft.org/join> and/or the American Mental Health Counselors Association (AMHCA): <https://www.amhca.org/joinamhca/student>.

In addition to the base student membership in ACA, students may choose to add additional divisions to their membership for an additional fee to gain additional information on a variety of counseling specialty areas. Some divisions students may select are Association for Adult Development and Aging (AADA), Association for Child and Adolescent Counseling (ACAC), Association for Creativity in Counseling (ACC), Association for Multicultural Counseling and Development (AMCD), Association for Specialists in Group Work (ASGW), Counselors for Social Justice (CSJ), International Association of Marriage and Family Counselors (IAMFC), International Association for Resilience and Trauma Counseling (IARTC), Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE), etc.

Additionally, students may choose to join other counseling organizations that are local or regional. Professional counseling organizations typically host conferences, training opportunities, as well as provide opportunities for students to hold leadership positions. Students are encouraged to attend conferences, events, and workshops hosted by professional counseling organizations.

LICENSURE

Coursework in the MAC program supports careers in individual, couples, and family counseling, leading to Washington State licensure as a Licensed Mental Health Counselor (LMHC) and possibly a Licensed



Marriage and Family Therapist. Washington State licensure information for LMHC and LMFT credentials may be found here: [Washington State Licensure Information](#)

[Please reference this video](#), produced by the Washington State Department of Health, which provides an overview on how to apply for Washington State licensure as a Licensed Mental Health Counselor (LMHC) and/or a Licensed Marriage and Family Therapist via their online portal.

MAC curriculum may support licensure in other states, though students are encouraged to research specific licensure requirements for the state(s) in which they seek to gain licensure well before they prepare for graduation from the MAC program. Your faculty advisor may help guide you in this process.

Students pursuing LMHC licensure may choose to take the NCE during their final semesters (or shortly following graduation) under endorsement by the MAC Program. Students' information is automatically provided to the NBCC during their final semester of clinical experience; this is the only pathway to taking the exam through University endorsement (students cannot initiate the licensure application process individually).

Students who are pursuing LMFT licensure will first complete the MAC program. After graduating and applying for the MFT-A license, graduates can apply to take the AMFTRB by following this link: [AMFTRB Application](#). For information on the exam process, students can access information at: [AMFTRB Information](#).

ENDORSEMENT POLICY FOR LICENSURE

All students who have successfully completed required coursework and clinical requirements in practicum and internship and met the developmental targets for knowledge, skills, and dispositions are required to apply for graduation (see Matriculation section of this Handbook).

Students applying for licensure in Washington state can consult the State Licensing Board at [DOH Licensing Database](#) to identify documentation that is required to apply for licensure. Students own responsibility to maintain documentation of academic and clinical work to ensure that they have the information required for licensure (at minimum to retain digital copies of syllabi and documentation of completion of Practicum and Internship hours).

ENDORSEMENT POLICY FOR EMPLOYMENT OR FURTHER EDUCATION

MAC faculty are willing to provide a reference for students or graduates with whom they are well acquainted. When requesting a reference, please contact the faculty member via email and complete the Reference Request Form available on the MAC website. In your message, clearly state your need—whether you are requesting permission to list the faculty member as a reference or seeking a formal letter of recommendation.



Be sure to include relevant information about yourself, such as a current résumé or CV, details about the program or position for which you are applying, and any associated deadlines. Please also attach any required documentation or forms to your email.

PART TWO: MATRICULATION PROCESS

THE PROCESS:

1. Admission
2. Evaluation
3. Personal Counseling Requirement
4. Advising
5. Application for Clinical Experience
6. Practicum
7. Internship
8. Applying for Graduation
9. Degree Audit Approval
10. End of Program Paperwork

ADMISSION REQUIREMENTS

Application Procedure

Application to the Master of Arts in Counseling program should be made by the priority deadline for the fall of the desired year in order to receive priority consideration for financial aid (please complete a FAFSA, annually). Cohorts start in the fall and spring semester. No new students are admitted in the summer. Note that exceptions to the following deadline dates may be made at the discretion of the program chair/director. While experience in the field is valued, applicants who do not have prior experience will be considered.

Application Deadlines

- Fall semester (late August–December)
 - Priority deadline: March 1st
 - Deadline as additional spots are available: 3rd Monday in June
- Spring semester (January–May)
 - Deadline as spots are available: 3rd Monday in October
- Applicants must submit all required materials for Saint Martin's University graduate admission (more information here: [MAC Admission Process Instructions](#)) plus the following program-specific materials:
 - MAC supplemental application.
 - A minimum of two letters of recommendation, sent directly from the letter writer to the university, ideally two from a previous college or university professor or a letter of recommendation from a previous college or university professor and another from an employment supervisor.
 - A 500-750-word written statement in which the applicant responds to the prompt provided.



Application forms and materials may be found on the Saint Martin's University Applying to Saint Martin's webpage:

[Applying to Saint Martin's | Saint Martin's University](#)

All application forms, letters of recommendation, and fees should be mailed/emailed to:

Graduate Admissions

Saint Martin's University
5000 Abbey Way SE
Lacey, WA 98503-7500
gradstudies@stmartin.edu

After all materials are received, the applicant's file will be reviewed, during the MAC faculty review period. Students whose backgrounds and goals closely match program objectives will be contacted for a prospective student group interview. Possible outcomes include conditional admission or non-acceptance. Once application materials are submitted, they become the property of the university and cannot be returned.

Transfer Credit

The nature of a cohort is to progress through the program together. This limits the number of options for transfer credit. In special circumstances, a maximum of nine semester hours of graduate work may be considered for transfer credit, pending review by MAC faculty and approval of the program director. Requests for transfer credit must be made at the time of application. Courses considered for transfer credit must be graduate-level courses consistent with the educational goals of the MAC program and must have been completed at a program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The courses must have been taken in the last six years and prior to admission to the program. Grades lower than 'B' will not be considered for transfer credit.

The following steps must be taken for a course to be considered for transfer credit:

- Complete a **Request for Transfer Credit** form for *each* class you wish to submit for transfer credit
- A copy of the syllabi for those classes
- A copy of an official transcript
- Any other supporting documentation that might help the MAC faculty in their decision

READINESS, RETENTION, REMEDIATION, AND DISMISSAL PROCESSES

RETENTION PROCESS

Successful MAC students who are admitted and enroll, maintain candidacy by:

1. Earning a 3.0 grade point average (or above)
2. Reaching program-defined targets and benchmarks in the areas of:
 - a. Knowledge (10 Key Performance Indicators [KPIs] throughout the program)
 - b. Skill (Practicum and Internship skills and behaviors)



- c. Counselor dispositions and professional behaviors in alignment with the ACA Code of Ethics (2014) and the field of counseling (ongoing, pre-Practicum, and pre-graduation)

Students are introduced to the counselor dispositions and professional behaviors during the orientation process and through the program handbook. Equipping for knowledge and skills are integrated throughout the courses in the program of study.

ASSESSMENT OF STUDENT LEARNING

Students are assessed at systematic points throughout the program on their knowledge, skills, and dispositional competencies. This includes course-level assessments (knowledge and skill), annual faculty evaluations of dispositions, as well as program-level gatekeeping points that address cumulative performance (pre-Practicum and pre-graduation). To inform readiness, retention, remediation, and dismissal procedures, the program has identified targets and resulting decisions.

THE STUDENT EVALUATION PROCESS

Admission to the MAC program constitutes permission to take initial coursework. The MAC faculty's ethical imperative is to advocate for our students' future clients by continually assessing the alignment between our students' knowledge, skills, and counselor dispositions and professional behaviors and the ethical and professional standards defined by the ACA Code of Ethics (2014). In addition to the continual assessment process that is part of participating in and passing each course, there are annual programmatic evaluations. If there are knowledge, skill, or disposition areas of concern, the information below outlines the programmatic processes that will be enacted. When needed, faculty will engage in gatekeeping processes that are designed to both protect the public and further equip students for readiness and competency in the field.

FACULTY GATEKEEPING RESPONSIBILITIES

In a professional counseling program, part of our shared commitment to ethical and effective counselor preparation includes a process known as gatekeeping. In support of this responsibility, it is necessary for faculty to evaluate student progress not only in terms of academic achievement, but also in the development of personal and professional competencies essential to the counseling profession.

To the extent possible, faculty will work to support each student's development in ways that promote growth, self-awareness, and the ability to meet professional expectations. This includes providing feedback, guidance, and opportunities for reflection and improvement throughout the program. Faculty recognize that students come to the program with diverse experiences, and the gatekeeping process is designed to be both supportive and educational in nature.

Gatekeeping is an integral part of counselor preparation and is aligned with the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) standards. Specifically, faculty have an ethical and professional responsibility to monitor student progress and dispositions (CACREP, Section 1.W-X) and to ensure that all students demonstrate the knowledge, skills, and professional behaviors expected of entry-level counselors.



Gatekeeping is intended to ensure that all students who complete the program are prepared to enter the field as competent, ethical, and self-aware counselors. At times, it may be necessary to implement remediation plans or, when significant concerns remain unresolved, to recommend dismissal from the program.

These steps reflect the program's ethical responsibility to uphold CACREP standards, protect client welfare, and maintain the integrity of the counseling profession and the broader community.

Assessment of Skill

Knowledge is evaluated through course-based signature KPI assignments across the identified core courses (e.g., MAC 508, 538, 568, 579, 588, 589, 618, 628, 629, 659, and 679). Each assignment is scored using a standardized rubric where:

- 3 – Meets Target: Student proceeds with the program of study as planned (retention).
- 2 – Partially Meets Target: Student may continue on program of study as planned if no more than one other course-level scores of 2; revision or alternate work may be required.
 - o Three or more scores of <2 result in remediation
- 1 – Fails to Meet Target: Student must complete a revision or additional work within one semester.
 - o Two or more scores of “1” trigger academic remediation
 - o Repeated scores of “1” will result in dismissal.

Cumulative progress is reviewed at multiple points to ensure students demonstrate readiness for clinical work and professional practice.

- **Pre-Practicum:** At the end of the semester immediately preceding practicum, students must demonstrate satisfactory cumulative knowledge across core courses. A cumulative score of 16 or above indicates readiness for clinical experience and is required to proceed to Practicum.

Students below this threshold, or with more than two “2” scores across courses, are referred for faculty review and may be required to complete remedial steps before clinical placement.

- **End of Core Coursework Review:** Conducted at the completion of the final core course (MAC 659 or 679). A cumulative score of 27–30 indicates target achievement readiness for graduation and professional practice, pending satisfactory performance in skill and disposition domains.

Assessment of Knowledge

Clinical skills are assessed during MAC 629 Practicum, MAC 695/668 Internship I, and MAC 695/678 Internship II. Students must meet specific benchmarks at each level:

- **Practicum Evaluation:** [11 items: 1 = Harmful, 2 = Deficient, 3 = Developing]
 - o 28–33: Ready to proceed to Internship I
 - o 23–27: Remedial Practicum semester required
 - o 17–22: Suspension from clinical experience; review for **remediation** or **dismissal**
 - o Below 17 – **Dismissal** process initiated
- **Internship I Evaluation:** [11 items: 1 = Harmful, 2 = Deficient, 3 = Developing, 4 = Proficient]
 - o 40–44: Ready to proceed to Internship II (**retention, readiness**)



- o 34–39: Probationary or incomplete enrollment in Internship II (**remediation**)
- o 23 - 33: Suspension from Clinical Experience and **remediation** (individual remediation plans will outline the conditions of resuming clinical experience)
- o Below 23 – **Dismissal** process initiated
- **Internship II/III Evaluation:** [11 items: 1 = Harmful, 2 = Deficient, 3 = Developing, 4 = Proficient, 5 = Emerging Professional]
 - o 51–55: Ready for graduation
 - o 45–50: Remedial Internship semester required
 - o 34-44: Suspension from Clinical Experience and **remediation** (individual remediation plans will outline conditions of resuming clinical experience)
 - o Below 34 - **Dismissal** process initiated

Assessment of Student Dispositions

Dispositions are evaluated continuously through course-level and program-level checkpoints. Any program or course-level (or clinical-placement related) score of “1” initiates immediate faculty review and targeted remediation, which may result in a formal Professional Remediation Plan.

Dispositional reviews occur during the:

- **Annual Faculty Review** of student dispositional competencies. [8 items: 3 = Meets Expectations, 2 = Partially Meets Target, 1 = Fails to Meet Target]
 - o 21–24: No concerns indicated (retention)
 - o 17–20: Initiate faculty feedback or minor dispositional support plan
 - o 13–16: Requires formal review and remediation plan
 - o Below 12: Recommendation for dismissal
- **Pre-Clinical Review** (semester before Practicum): [8 items: 3 = Meets Expectations, 2 = Partially Meets Target, 1 = Fails to Meet Target]
 - o 20–24: Ready to enter Clinical Experience/Practicum
 - o 15–19: Remediation plan with Practicum delay
 - o 8–14: Probation or suspension with conditions for return
 - o Below 7: Recommendation for dismissal
- **Pre-Graduation Review** (midterm of final semester): [8 items: 3 = Meets Expectations, 2 = Partially Meets Target, 1 = Fails to Meet Target]
 - o 23–24: Ready to proceed to graduation
 - o 21-22: Probation or program extension requiring additional remedial coursework/training
 - o 15–19: Suspension with individualized conditions of return
 - o Below 14: Recommendation for dismissal

If dispositional concerns arise in communications with faculty, peers, and/or supervisors, in written, classroom, or clinical placements, MAC Faculty may initiate a dispositions evaluation process. For a complete description of this process, please see FACULTY CONCERN AND GATEKEEPING PROCESS in PART FIVE, below.



Graduation Readiness

To be eligible for graduation and ready for professional practice, students must meet the following minimum cumulative targets:

- Knowledge: 29 or above
- Skill: 51 or above
- Dispositions: 20 or above

These cumulative measures demonstrate student readiness for professional counseling practice and confirm successful attainment of program objectives and CACREP-aligned competencies.

PERSONAL COUNSELING REQUIREMENTS

All MAC students are required to complete a minimum of 10 sessions of individual, group, or family counseling prior beginning MAC 629 Counseling Practicum (exceptions may be available through your advisor). This is true even for students who have received counseling before entering Saint Martin's University or those who intend to seek counseling after completing the MAC program.

Counseling must be conducted by a fully licensed mental health counselor or a licensed marriage and family therapist (special permission can be granted to meet the requirement through a licensed clinical social worker, a licensed clinical psychologist, or an MD psychiatrist) who is licensed in Washington state or the student's state of residence. *The provider must be approved before beginning counseling for MAC program requirements.*

As soon as you have chosen a counselor, you will need to complete and submit the ***Intent to Receive Personal Counseling*** form on **Jotform**.

Once you have completed 10 sessions of counseling with an approved professional, the student will ensure that their counselor submits a ***Counselor Verification of Counseling*** via **Jotform**. Verification consists of the student's counselor submitting, via Jotform, a signed statement verifying that the student has completed a minimum of 10 counseling sessions with them after the student began the MAC program. (The student may have to sign a release of information form, which is between the student and the counselor.) The counselor will not be asked to reveal any of the personal information that was discussed in counseling.

In addition to the submission of the ***Counselor Verification of Counseling***, the student will need to submit a ***Student Verification of Personal Counseling*** form on **Jotform**. These submissions will be due no earlier than the second semester of the program and no later than when you begin Practicum.

ADVISING

Each student is assigned a MAC faculty advisor upon admission to the program. The MAC advisor is the student's guide through the MAC journey. During the first semester of the program, each new MAC student is required to schedule an advising session and meet (either in-person or via Zoom- depending upon the meeting modality used by MAC faculty) with their advisor to set up their **MAC Program of Study and Student Documentation (POS)**.



Each fall and spring semester, MAC students schedule an advising session with their advisor (or consult with their advisor and provide an email update of their progress). In preparation for the advising meetings, students must update their **POS** both with the specific details of each class for the courses they will register for at the next registration opportunity, and also the year they plan to register for each course in the program. After the advising session or feedback from the advisor, students will make any updates to their **POS** and secure their advisor's final approval. Once registration opens and the student has received advisor approval, students are eligible to register for the classes and modalities approved on their **POS**.

Registration occurs online through "Self-Service," which may be accessed ([Self-Service - Home](#)) or via the Saint Martin's website. New students will receive an instructional email after being admitted to the program before registration with details on how and when to register. Students **must update and** follow their advisor-approved **POS** when registering for classes each semester. Once students have registered, their advisor will approve classes chosen in alignment with the program of study.

The registration period for summer and fall semesters takes place in April. The registration period for the spring semester occurs in late October or early November. Students are required to register for classes within a month of registration opening to ensure the program can offer adequate classes/staffing to meet the needs of MAC students, based on approved **POS** and registrations. If, due to extenuating circumstances, a student is not able to register for classes within a month of registration opening, they will need to request a timely registration exception by requesting one via email addressed to the student's advisor and program director (must include their advisor-approved POS to attest to adherence to advising policy).

In addition to course scheduling, advisors will discuss such topics as a student's progress through the program, placement ideas for the required practicum and counseling internship, career directions, employment opportunities, difficulties or misunderstandings that might arise, policy exceptions, and any other academic issues and questions. Students can request a formal advisor change without having to explain why by emailing the chair and copying their advisor on the email.

APPLICATION FOR CLINICAL EXPERIENCE (PRACTICUM APPLICATION)

- Eligibility requires completion of MAC 508, 528, 529, 538, 548, 568, and concurrent or prior enrollment in MAC 579, 588, 589.
- Students must meet cumulative developmental targets for Knowledge and Dispositions
- Students scheduled to take MAC 629 must submit the **Jotform Application for Clinical Experience** by:
 - September 15th for spring practicum
 - January 30th for fall practicum
- Applications must be approved by MAC faculty before students can proceed with practicum placement paperwork (i.e., contracting).
- If not approved:
 - Students meet with faculty to discuss alternative options or conditions for reconsideration.



- Possible outcomes include remediation, delay, or program withdrawal.
- Final decisions rest with the MAC faculty.

CLINICAL PLACEMENT PAPERWORK

- This process is required for both practicum and internship placements, regardless of whether a student is continuing at the same clinical site
- Once a site is identified and an interview has occurred or is scheduled, students complete the **MAC Site Information Form** via **Jotform**.
- Upon approval of the site (following review of the information form) practicum and internship contracts and supervisor agreements must be completed before hours begin.
- Full details and timelines are available in the MAC Clinical Handbook.

CLINICAL LIABILITY INSURANCE

- Students must obtain individual professional counseling liability insurance prior to clinical placement.
- Coverage is secured through ACA student membership, which is required for all MAC students.
- Proof of active insurance must be submitted to both the clinical site and the MAC program (via Jotform).

PRACTICUM OVERVIEW

- Typically occurs in the spring of the second year or fall of the third year (in a 3-year plan of study).
- Includes weekly class meetings for group supervision, support, discussion, and knowledge and skill integration.
- Requires a minimum of two video-recorded counseling sessions led by the practicum trainee.

PRACTICUM DURATION

- Total: 100 hours minimum over at least 16 weeks.
- Direct service: 40 hours minimum (individual, couple, family, or group counseling).
- Indirect service: 60 hours (training, documentation, supervision, academic reading, etc.).
- Students must lead or co-lead a counseling or psychoeducational group during practicum or internship.
- Students may not complete practicum at their current place of employment unless approved by the Clinical Coordinator with distinct supervisor and client population. This conversation should begin at least two semesters prior to practicum to give the program ample time to consult with the student and site and make an informed decision.



TRANSITION TO INTERNSHIP

- Practicum must be completed (including meeting developmental targets for Skill) before internship begins.
- Students may continue at the same site or select a new or additional site (with approval from Clinical Coordinator).
- Contracting must be completed with the site and MAC program before practicum ends.
- Students may not log hours between semesters of clinical placement.

INTERNSHIP OVERVIEW

- The 600-hour internship occurs in the third year across a minimum of two semesters.
- Includes regular class meetings for group supervision, support, discussion, and knowledge and skill integration.
- Builds upon and deepens clinical skills gained in practicum.
- Requires a minimum of two video-recorded counseling sessions led by the Intern trainee per semester.

INTERNSHIP DURATION

- Students must attend 1.5 hours per week of group supervision.
- Minimum total hours: 600 across two (or more) 16-week semesters.
- May extend Internship to three semesters (with advisor and coordinator approval).
- Direct service: 240 hours minimum; indirect service includes training, documentation, supervision, etc.
- Students must lead or co-lead a counseling or psychoeducational group during practicum or internship.
- Students may not log hours between semesters.
- Students may not complete internship at their current place of employment unless approved by the Clinical Coordinator with distinct supervisor and client population. This conversation should begin at least two semesters prior to practicum to give the Program ample time to consult with the student and site and make an informed decision.

RANGE OF CLINICAL ACTIVITIES

- Includes direct counseling practice with individuals, couples, families, and groups across diverse mental health and developmental contexts.
- Activities may include assessment, crisis intervention, counseling methods, case conceptualization, documentation, prevention, and consultation based on trainee developmental level.
- Exposure to varied counseling approaches through training, supervision, and consultation is emphasized.

CLINICAL SUPERVISION AND PROFESSIONAL INTERACTIONS

- Students receive an average minimum of 1 hour per week of individual or triadic supervision from a fully licensed site supervisor and weekly group supervision with MAC faculty.



- Supervision may include discussions on case conceptualization, ethics and boundaries, counselor self-care, and skill development.
- Students must maintain accurate and current documentation for both site and clinical class (695) requirements as communicated by the faculty and site supervisors.
- Students are responsible for ensuring their hours meet MAC and CACREP requirements as communicated by the MAC program in the clinical handbook and clinical syllabi.

SUCCESSFUL PROGRESSION THROUGH THE CLINICAL EXPERIENCE

- Students must meet developmental targets at each stage of clinical experience to proceed to the next level of clinical experience (Practicum -> Internship I -> Internship II ->).
- Failure to meet developmental targets by the end of each semester of clinical experience may result in probation, remediation, suspension, or dismissal (see Assessment of Student Learning section of this handbook)

APPLYING FOR GRADUATION

All students must apply for graduation approximately 3 semesters before they plan to graduate. Specific deadlines along with the electronic application for graduation may be accessed here: [Graduation Application and Information](#).

END OF PROGRAM PAPERWORK

During the semester prior to graduating all MAC students will be required to complete the end of MAC program paperwork. This paperwork will be completed and submitted on **JotForm**.

PART THREE: CURRICULUM

COURSEWORK

The conceptual foundation for individual, couple, and family counseling is the interacting social system. According to systemic theory, it is the interplay between the elements of any social system that matters for healthy functioning. Counselors are trained and licensed to work with individuals, couples, relationships, families, and groups.

Designed to serve students with a commitment and interest in counseling, the MAC program consists of 60 credits that support counseling careers and licensure. All students must successfully complete 60 semester credits; the quickest that a student can complete MAC coursework is over a period of three full years (following the sequence below) and the period can extend as long as seven years.

PROGRAM SEQUENCE

The program is sixty credits. Completed academic courses are three credits each (*academic/clinical courses are one to three credits each and each MAC student must complete 3 credits per academic/clinical class).



YEAR ONE FALL START: FOUNDATIONS					
FALL		SPRING		SUMMER	
MAC 508 Helping Relationships and Counseling Skills		MAC 529 Counseling Theories		MAC 548 Crisis, Trauma, Violence, Abuse	
MAC 528 Foundations of Counseling		MAC 538 Professional Counseling Orientation and Ethics		MAC 568 Human Growth and Development	
YEAR TWO: IMPACTS					
FALL		SPRING		SUMMER	
MAC 579 Group Counseling		MAC 618 Social and Cultural Diversity		MAC 638 Child and Adolescent Counseling	
MAC 588 Psychopathology and Diagnosis		MAC 628 Assessment and Appraisal		MAC 649 Impacts of Addictions	
MAC 589 Foundations of Clinical Mental Health		MAC 629 Counseling Practicum*			
YEAR THREE: REFLECTIVE PRACTICE					
FALL		SPRING		SUMMER	
MAC 679 Career Development		MAC 678/695 Counseling Internship 2*		LMHC	LMHC/LMFT
				LMHC Elective #1	MAC 689 Human Sexuality and Relationships
MAC 668/695 Counseling Internship 1*		MAC 659 Research and Program Evaluation		LMHC Elective #2	MAC 698 Studies in Systemic Counseling
Year of Study	Fall Semester # of Credits	Spring Semester # of Credits	Summer Semester # of Credits	Total Credits for the Year	
Year 1	6	6	6	18	
Year 2	9	9	6	24	
Year 3	6	6	6	18	
			Total Credits:	60	
YEAR ONE SPRING START: FOUNDATIONS					
SPRING		SUMMER		FALL	
MAC 529 Counseling Theories		MAC 548 Crisis, Trauma, Violence, Abuse		MAC 508 Helping Relationships and Counseling Skills	
MAC 538 Professional Counseling Orientation and Ethics		MAC 568 Human Growth and Development		MAC 528 Foundations of Counseling	
				MAC 588 Psychopathology and Diagnosis	



YEAR TWO: IMPACTS				
SPRING		SUMMER		FALL
MAC 618 Social and Cultural Diversity		MAC 638 Child and Adolescent Counseling		MAC 579 Group Counseling
MAC 628 Assessment and Appraisal		MAC 649 Impacts of Addictions		MAC 589 Foundations of Clinical Mental Health
				MAC 629 Counseling Practicum
YEAR THREE: REFLECTIVE PRACTICE				
SPRING		SUMMER		FALL
MAC 659 Research and Program Evaluation		LMHC	LMHC/LMFT	MAC 679 Career Development
		LMHC Elective #1	MAC 689 Human Sexuality and Relationships	
		LMHC Elective #2	MAC 698 Studies in Systemic Counseling	
MAC 668/695 Counseling Internship 1		MAC 678/695 Counseling Internship 2		MAC 695 Counseling Internship 2/3
Year of Study	Spring Semester # of Credits	Summer Semester # of Credits	Fall Semester # of Credits	Total Credits for the Year
Year 1	6	6	9	21
Year 2	6	6	9	21
Year 3	6	6/7/9	3/6	18
			Total Credits:	60

MASTER OF ARTS IN COUNSELING COURSE DESCRIPTIONS

MAC 508 Helping Relationships and Counseling Skills

Total Credit Hours: (3)

Development of skills and dispositions relevant to fostering empathic relationships in counseling settings.

MAC 528 Foundations of Counseling

Total Credit Hours: (3)

History, development, theories, and models of systemic counseling and dynamics, counselor role, and responsibility will be highlighted. The therapeutic relationship will be emphasized.

MAC 529 Counseling Theories

Total Credit Hours: (3)

Theories and models of counseling and relevant strategies for establishing and maintaining the counseling relationship in person and through the use of technology will be surveyed.



MAC 538 Professional Counseling Orientation and Ethics

Total Credit Hours: (3)

This course will include case study-based examination of ethical standards, counselor roles and responsibilities, and legal considerations. Philosophy and practice regarding the role of professional ethics in the counseling field will be highlighted.

MAC 548 Crisis, Trauma, Violence, Abuse

Total Credit Hours: (3)

Psychosocial and systemic considerations of the effects of crisis, disasters, suicidality, and trauma on individuals and systems will be explored. The role of society, history, and intergenerational impacts, with strategies for promoting resilience will be established.

MAC 568 Human Growth and Development:

Total Credit Hours: (3)

This course will include meta-theoretical perspectives of human development across the life span. Learning, personality, differing abilities, and individual and systemic factors affecting development will be explored.

MAC 579 Group Counseling

Total Credit Hours: (3)

This course will emphasize theoretical foundations, therapeutic factors, characteristics and functions of effective group leaders, and types and stages of groups. Students will gain experience constructing, participating in, and facilitating group process.

MAC 588 Psychopathology & Diagnosis

Total Credit Hours: (3)

The focus of this course includes the accurate diagnosis of mental disorders and developing an adequate understanding of the differences between them. History of diagnosis, ethical issues and socio-cultural factors in diagnosis, controversies in the field, and professional application of diagnostic knowledge will be emphasized.

MAC 589 Foundations of Clinical Mental Health

Total Credit Hours: (3)

This course will explore the roles of clinical mental health counselors in a variety of practice settings and the relationships between professional counselors and other helping professionals who work within a community context. Emphasis will be placed on the organizational, fiscal, and legal dimensions of the institutions and settings in which counselors practice. Systemic intervention, consultation, education, and outreach will be explored.

MAC 618 Social and Cultural Diversity

Total Credit Hours: (3)



This course will explore the impact of social memberships and privilege/marginalization, including spiritual beliefs, heritage, and acculturation, on human experiences. Multicultural and social justice competence and cultural humility in counseling will be emphasized.

MAC 628 Assessment & Appraisal

Total Credit Hours: (3)

Ethically and culturally relevant strategies for assessment, documentation, and treatment planning throughout the counseling process will be emphasized.

MAC 629 Counseling Practicum

Total Credit Hours: (1-3)

Supervised field experience for counseling skills development. Professional roles, collaboration, consultation, advocacy, professional organizations, and credentialing will be emphasized. If registered for the three-credit option, students will accumulate a minimum of 40 direct and 60 indirect hours during the semester. If the variable credit option is chosen, students will register for a two-credit experience in the spring and a one-credit experience in the summer and will accrue a minimum of 40 direct and 60 indirect hours within the course of the two semesters. To meet programmatic requirements, students must successfully complete class requirements and three total credits of MAC 629.

MAC 638 Child and Adolescent Counseling

Total Credit Hours: (3)

This course includes theories and counseling practices for children, adolescents, families, and parenting. Systemic case conceptualization, play therapy, and expressive techniques will be emphasized.

MAC 649 Impacts of Addictions

Total Credit Hours: (3)

Theories, etiology, and counseling of addictions will be explored. Biological, neurological, physiological, systemic, and environmental factors impacting addiction will be emphasized.

MAC 659 Research and Program Evaluation

Total Credit Hours: (3)

Ethically and culturally relevant strategies for conducting and reporting the results of research and program evaluation will be considered. Skillful consumption, interpretation, and application of counseling research findings in advocacy and service to clients will be emphasized.

MAC 668/695 Counseling Internship 1

Total Credit Hours: (1-3)

Ethically and culturally relevant supervised off-campus experience for refining and enhancing counseling skills and knowledge. Case conceptualization, diagnosis, treatment planning, and case directed application of theory into ethical counseling practice will be emphasized. The one-credit option will include an average accrual of 100 on-site hours, 40 of which must be direct clients contact, and is ideally suited for a summer semester. The two-credit option will include an average accrual of 200 on-site hours, 80 of which must be direct client contact. The three-credit option includes an average



accrual of 300 on-site hours, 120 of which must be direct client-contact. Special permission from the Practicum and Internship Coordinator is required to register for this course in a semester other than a 16-week semester. To meet programmatic requirements, students must successfully complete class requirements and three total credits of MAC 668, and in conjunction with Internship 2, accrue a total of 600 on-site hours, 240 of which must be direct.

MAC 678/695 Counseling Internship 2

Total Credit Hours: (1-3)

Ethically and culturally relevant supervised off-campus experience for refining and enhancing counseling skills and knowledge. Students will gain further experience in case conceptualization, diagnosis, treatment planning, and case directed application of theory into ethical counseling practice. Building upon Counseling Internship 1, labor market trends, professional identity, and preparation for licensure application will be emphasized. The one-credit option will include an average accrual of 100 on-site hours, 40 of which must be direct clients contact, and is ideally suited for a summer semester. The two-credit option will include an average accrual of 200 on-site hours, 80 of which must be direct client contact. The three-credit option includes an average accrual of 300 on-site hours, 120 of which must be direct client contact. Special permission from the Practicum and Internship Coordinator is required to register for this course in a semester other than a 16-week semester. To meet programmatic requirements for graduation, students must successfully complete class requirements and three total credits of MAC 668, and in conjunction with Internship 1, accrue a total of 600 on-site hours, 240 of which must be direct.

MAC 679 Career Development

Total Credit Hours: (3)

Introduction to theories and models of career development and counseling.

MAC 689 Human Sexuality and Relationships

Total Credit Hours: (3)

Roles, structures, and dynamics of intimate relationships, with an emphasis on sexuality, identity, sexual orientation, gender identity, sexual violence, and dysfunction.

MAC 695 Special Topics

Total Credit Hours: (3)

Course devoted to selected topics relevant to counseling.

MAC 697 Directed Study

Total Credit Hours: (1-3)

Student independent study or research projects with faculty direction and consultation.

MAC 698 Studies in Systemic Counseling

Total Credit Hours: (3)

Assessment, evaluation, conceptualization, techniques, and interventions for fostering wellness and support for grief and loss will be surveyed, with an emphasis on individual and systemic factors.



PART FOUR: EXPECTATION OF MAC STUDENTS

STUDENT PERFORMANCE

The ACA Ethical Code (2014) defines the parameters of the counseling field. As a MAC student, students are professionals in training and as such “have a responsibility to understand and follow the ACA Code of Ethics. Students and supervisees have the same obligation to clients as those required of professional counselors” (American Counseling Association, 2014).

Students are engaged in the counselor identity formation process throughout the MAC program. To ensure that students align with ethical and accreditation principles and standards, programmatic expectations are derived from the ACA Ethical Code (2014) and are articulated explicitly in MAC’s Program Objectives and Counselor Dispositions and Professional Behavioral (PART ONE) and in programmatic handbooks and syllabi. Students and their academic, clinical, and dispositional competencies are evaluated according to the schedule and parameters articulated in PART TWO.

Adherence to the ethical, accreditation, and programmatic standards are expected of all students in the program. In addition, the following criteria have a definite and significant impact on how well you will do in the MAC program:

- Whether work is submitted in a timely manner.
- Degree of professionalism in demeanor and self-presentation.
- Attendance at all class sessions.
- Generative, active contributions to class discussions and interactions.
- Involvement in out-of-class events (such as dyad meetings and group participation).
- Respect for impact on others and the learning environment, including promptness, courtesy, timely return from breaks, and consistent contribution to a generative and generous learning environment.
- Ability to ask appropriate questions and offer relevant comments that further class discussions.
- Degree to which work is edited, proofread, free of style errors, academically honest (see the Graduate Catalog for the SMU academic dishonesty policy) and meets the standards of a graduate program.

MAC faculty facilitate and expect commitment to academic excellence and integrity, aligning with the profession and the ACA Code of Ethics (ACA, 2014). In accordance with these values, MAC students are held to the standards of academic honesty that stipulate that each MAC assignment submitted is their own work, correctly referencing any materials included from other sources. Please consult with your faculty for any additional clarification regarding AI.

Note that failure to meet behavioral expectations can result in intervention, probation, or withdrawal from the program.



EMAIL POLICY

Students are responsible for information sent via SMU email. Students' SMU email address is the primary vehicle for communication from the program and university, and oftentimes time-sensitive information is sent to this email address including information regarding course registration, financial aid, etc. Please note that email is not a confidential medium.

ATTENDANCE POLICY

Only one absence per semester is permitted* (though participation points and class-related experience will be missed). In fall and spring, missing up to 1 class meeting is allowed; in summer, up to ½ of a class meeting is permitted. Any additional absence after one will reduce your total course grade one grade step (A to A-, A- to B+, etc.). If you are going to miss class, let your professor and class members know. Follow up with class members to gather the information you missed.

*Students should avoid missing the first class of the semester. If students do not attend the first day of the semester, they will be required to complete an additional assignment and submit it 48 hours before the second class of the semester. Upon successful completion of the assignment, according to the professor's directions and timing, students will be able to continue with the course.

Conference Attendance and Absence Policy for MAC Students

Students enrolled in the Master of Arts in Counseling (MAC) program may be permitted to be absent from class to attend conferences directly related to the field of counseling, provided the event meets the following criteria:

- **Conference Relevance:** The conference must be relevant to the counseling profession and contribute to the academic or professional development of the student. They should be approved by NBCC, ACA, AMHCA, and/or divisions of ACA.
- **Endorsement:** The conference must be supported by the MAC program and/or the MAC Coalition Club and align with the program's goals and enhance the student's learning and professional growth. Examples of conferences would include the ACA annual conference, ACES national and regional conferences, and AMHCA national conference.
 - For conferences yet to be endorsed by the MAC program or MAC Coalition Club, students must request approval for conference-related absences from their advisor. Requests should include conference details, the relevance to the counseling field, and a plan for catching up on any missed coursework. The advisor will work with other faculty members to determine if the absence meets the spirit of this policy.

Approval Process: If the conference is advertised and/or sanctioned by the MAC program and/or MAC Coalition Club, students are already approved to attend; however, they must notify all their current as early as possible. The student will also be required to provide a plan, including dates they will miss class, and how they will catch up on any missed work and content. It is the responsibility of the student to account for and limit the impact on the learning environment for their absence (especially when group responsibilities or presentations are required in the course).



Program Attendance Policy: For all other absences unrelated to the approved conference attendance, the standard program attendance policy will apply. Students are responsible for obtaining any materials or missed coursework due to approved absences and must ensure they meet all course requirements.

Professional Classroom Discourse and Dialectical Thinking

MAC professors expect students to invest in the learning environment, their professional identity development, and their preparation to ethically care for future clients by engaging in discussions focused on course content in which students express their learning, growth edges, or perspectives. We welcome your voice and input as they are consistent with all MAC counselor dispositions (articulated in the student handbook), with emphasis on communication that demonstrates:

- Professionalism (with emphasis on maturity and respect for faculty, peers, and clients)
- Cultural humility (with emphasis on curiosity related to course material and interactions, as well as openness to new learning from material, personal reflection, and others' experiences)
- Emotional stability & self-regulation (with emphasis on communication and engagement that evidences steadiness, composure, reflective awareness, awareness of one's own internal states, and employing strategies to manage one's own emotional responses)
- Awareness of impact on others (with emphasis on taking responsibility for the effects of one's words, behaviors, and presence on peers and faculty; and by acknowledging, reflecting upon, and making behavioral adjustments when appropriate)
- Person of the counselor themes (with emphasis on each counselor-in-training reflecting upon and holding consciousness of the topics related to their personal vulnerabilities, and engaging in the learning environment with awareness so as not to project their own vulnerability/reactivity on others or the learning environment).

The ability to hold one's own truth and also hold or center a conflicting truth is called dialectical thinking. It is the recognition that two seemingly conflicting ideas can be true and hold value. When one does not engage in dialectical thinking and speaks from a part of them that centers their own personal experience/ voice (to include worldview, values, political persuasion, etc.) without simultaneously creating space for others' personal experience/voice (to include worldview, values, political persuasion, etc.), they are neglecting to practice the skills required to center the experience, worldview, and needs of future clients. Such interactions divert the resources of the learning environment from course content focused on client care to the immediacy of tending to the relational challenges that emerge in the room or the lingering effects of marginalization that exert influence even if unspoken.

American Counseling Association Code of Ethics (2014) A.4.b. "Personal Values: Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature."

Counselors-in-training hold responsibility to explore their own alignment with the ACA Ethics Code (2014) and AMHCA Ethics Code (2020), and should they find a lack of alignment, should reach out to



their advisor, core faculty, or the program director/chair to discuss and chart the most ethically and professionally aligned path forward. In general, such topics should not be the focus of classroom discussions.

STUDENT ENGAGEMENT IN THE COUNSELING PROFESSION

To support professional counselor identity development, MAC students are required to engage in 5 hours of activities (outside of any course-related requirements) that contribute to their professional growth each academic year. This engagement is required to take place above and beyond required course or clinical placement activities.

Students can demonstrate engagement with the Counseling profession by attending professional counseling seminars, workshops, trainings, and/or conferences (and providing documentation through **Jotform**).

Students also have the option to engage in the counseling profession by participating in leadership or advocacy for the profession and/or for the community, in alignment with the counselor ethics and dispositions (and providing documentation through **Jotform**).

Please consult your advisor to ensure your professional engagement will qualify to meet this requirement.

Students will document their engagement in the counseling profession by completing the **Engagement in the Counseling Profession Jotform** annually.

PRACTICES FOR VIDEO PARTICIPATION

The MAC faculty are committed to a highly relational delivery of our program, whether we are meeting face-to-face and in person, or by video and online. In order to make sure that the quality of experience is maximized when we are meeting via Zoom or other online platforms, please join with us in co-creating an online culture of relational integrity and professionalism and keep the following guidelines in mind.

Set up:

- Enter the name you would like to be called in class and, if you wish, your pronouns so that they appear in your Zoom window. (If you do not have a Zoom account or prefer to change your name while in the meeting):

https://support.zoom.com/hc/en/article?id=zm_kb&sysparm_article=KB0061891

Location:

- Do not join class while you are traveling (in a vehicle, etc.) unless you have previously consulted your professor and arranged accommodation with them for the situation.
- Join class in a private enough space that you can actively participate throughout the entire class (not including break times).
- Join class in a space that minimizes distraction for you.



- Join class in a space that minimizes visual and audio distractions for class members.
- Join class in a space where you can protect the privacy of classmates and members of your household, ensure an appropriate container for sensitive content, and preserve confidentiality regarding case material (this includes avoiding outdoor public places).
- If you are not able to be in a room where others are not present, utilize headphones that do not allow other individuals to hear information shared by class participants.
- To the best of your ability, maintain appropriate professionalism in how you present in your environment - remember that through the screen, you are inviting others into the scene you inhabit. Avoid presenting scenes or behaviors that can distract or signal disrespect for you or others (such as visuals of piles of dirty dishes, using class time to fold laundry, etc.)
- Work to minimize distractions for yourself and others, such as avoiding unnecessary walking around with or moving the computer.

Specific to Practicum and Internship Course Participants:

- Required for the duration of the clinical class meetings; others may not be present within visual or audio range (the same level of confidentiality that is required for clinical supervision, counseling sessions, and clinical class participation is required). At the time of applying for progression to clinical experience (i.e., Practicum and Internship), you must identify and confirm a confidential and stationary location from which you will attend the class sessions, and ensure that your time in class remains distraction-free (including being “on-call” for work or other responsibilities).

General:

- When enrolled in MAC courses that are delivered remotely (Online or BOL), students are required to have access to a computer, a reliable internet connection, and a confidential and distraction-free space from which to join the class meeting time each week.
- Additionally, be prepared to use a phone for audio as a backup in case the computer's audio fails.
- As a general rule, keep video “on” for all synchronous work (your professor will notify you when there are times it is appropriate to turn cameras off);
- As demonstrations of professionalism and presence are tied to attendance and participation in class meeting sessions, the faculty cannot adequately assess these expectations if you are off camera for extended periods of time.
- If you have an extenuating circumstance, you think may warrant an exception to the “video on” policies, you must reach out to your professor before the class meeting to make arrangements, which may include being absent from the class session for some reason you truly believe you need to have your camera off, communicate with the professor to make appropriate arrangements regarding participation.
- Use the camera to self-observe to notice your non-verbal and gestural messages (engaged, distracted, interested, bored) and make adjustments; the camera can offer surprisingly helpful feedback for tending your presence and impact in your work with others.
- At the same time, viewing yourself on camera can easily capture too much of your focus— avoid getting lost in too much focus on your own presentation or appearance, and honestly



engage with connecting as much as possible to the other members of your learning community.

- Do your best to self-manage and to maintain focus and professionalism; especially, avoid the temptation to use the phone or check other screens during synchronous class time. Checking phones, etc., during Practicum or Internship class time is prohibited.
- Respect the times set for breaks and, in person, return promptly and without prompting.
- Should something take you away from visual presence, notify the professor via chat (consider checking out and checking back in that way).
- Use the chat only as established by the faculty and/or agreed to by the group.
 - Some faculty may disable chat to ensure that you are actively verbally contributing to class
 - If you are in a course where the faculty allows chat between the class and all participants, please monitor your engagement with the chat to ensure that you are not disrupting/distracting the learning environment or initiating a conversation that distracts from the learning objectives of the course.
 - Keep in mind that Zoom chats are *not* confidential - even “private” notes between participants can be seen in the chat records by faculty or other hosts.
- Again, please collaborate with us in co-creating an online culture of relational integrity and professionalism that can best support our work as counselors and counselors in training.

CONFIDENTIALITY

Confidentiality is an essential principle in all MAC courses. Because at times we may discuss highly personal material and actual clients, we will hold to standards of strict confidentiality. Not unlike the ethical mandate in the counseling office, the expectation is that you will hold the content of the interactions that you have during class confidential. This is also why you are expected to ensure that client information and your cohort members’ interactions remain confidential while you attend online classes by either using headphones (and not discussing course content in the presence of others) or being in a space where no one else is privy to the interactions.

Within this confidentiality, the MAC faculty hold student experience as a group, and you can expect that MAC faculty may discuss course content and interactions as we co-hold and facilitate your counselor education experience.

GRADING POLICY

While each class is distinct and your faculty are free to grade according to their own criteria and style, in general, the grading scale will be as follows:

Grade	Percentage	4.0 Scale	MAC Practicum Grading	MAC Academic Classes Grading
A	94-100	4.0		
A-	90-93	3.7		



B+	87-89	3.3		
B	84-86	3.0		
B-	80-83	2.7	Lowest Passing Grade for Practicum	
C+	75-79	2.3	MAC student earning any of these grades in a MAC Practicum class will be required to repeat the course	
C	74-76	2.0		Lowest Passing grade for MAC Academic Classes
C-	70-73	1.7		MAC student earning any of these grades in a MAC academic class will be required to repeat the course
D+	67-69	1.3		
D	64-66	1.0		
D-	60-63	0.7		
F	Below 60	0		

Please note the following:

MAC students are expected to maintain a B grade point average, equivalent to 3.0 or above.

A grade of C (74-76 or 2.0) is below the expectations for a graduate student; the student receiving a C can expect to be placed on formal academic probation and may be asked to reduce course load for the next semester.

A grade of C- (70-73 or 1.7) or lower is not considered a passing grade for a graduate student: the student receiving a C- or below will be required to repeat the class and may be expected to reduce course load for the next semester, or to take a one-semester leave of absence from the program.

STUDENT FEEDBACK AND EVALUATIONS

At the end of each semester, students will complete course evaluations in which they provide feedback on course content and structure as well as instructor effectiveness. These evaluations are utilized when evaluating faculty members and when assessing MAC courses.

For major challenges with courses and/or faculty, students are required to follow the DUE PROCESS FOR ADDRESSING CONCERNS (PART FIVE).



PART FIVE: MAC PROGRAM POLICIES

ACADEMIC COURSE LOAD

Students enrolled for six credit hours are officially classified as full-time students. However, as mentioned in Part Two: Curriculum, two semesters of the MAC program students are scheduled for 9 credit hours in order to complete the program in three years.

STATUTE OF LIMITATIONS

The statute of limitations for completion of all degree requirements is seven years from the date of the acceptance letter into the MAC Program. This policy is designed to encourage a timely progress through the program requirements. Unusual and defensible circumstances may warrant an extension of this time limit and must be requested in writing. A student who does not complete all degree requirements within seven years will need to reapply and would reenter the MAC Program under requirements in effect at the time of readmission.

WITHDRAWAL FROM CLASSES

While it is hoped that all students will take courses according to their plan, if a student needs to withdraw from a course, they may do so. This may result in extending their graduation date by a year or more.

Students occasionally need to withdraw from one or all courses during a semester. If you have already attended some classes during the semester in which you withdraw, a portion of the tuition fees will still be charged by the University. Therefore, if you drop a class after the first day of the semester (except for truly extraordinary circumstances), you will still owe Saint Martin's University some portion of the regular tuition.

Below is the schedule of charges for those withdrawing from classes. The charge policies for the fall/spring and the summer semesters are similar. However, the length of the summer semester is shorter, so students are given less time to drop. Note that the information below is correct at the time of this writing, but changes to this schedule are possible. For the most up-to-date information, consult the Office of Financial Aid at 360-438-4397.

Please reference the Academic Calendar for exact dates regarding this charge policy each semester: [Academic calendar | Saint Martin's University](#)

Fall and Spring Semesters

Prior to 1st day of semester** 100% of charges dropped
From 1 thru 10 calendar days 100% of charges dropped
From 11 thru 17 calendar days 75% of charges dropped
From 18 thru 24 calendar days 50% of charges dropped
From 25 thru 31 calendar days 25% of charges dropped
After 31 calendar days no charges dropped



Summer Semester

Prior to 1st day of semester** 100% of charges dropped
From 1 thru 8 calendar days 100% of charges dropped
From 9 thru 12 calendar days 50% of charges dropped
From 13 thru 16 calendar days 25% of charges dropped
After 16 calendar days no charges dropped

****Note** The percentage of charges that Student Financial Services will drop is calculated from the **first day of the semester** and not necessarily the first day of a particular class. This means that you could be enrolled in a class that begins a week or two into the semester, decide to drop the class after meeting on the first day of class, and discover that only half the charges will be dropped — and that you still owe significant fees for a class you are no longer going to take. Similarly, the percentage of charges dropped is calculated from the date that the drop form is received, not the date it is signed by the MAC Chair. A single day, if it falls on one of the cut-offs between categories, can make a significant difference in expenses.

ATTENDANCE AT OTHER INSTITUTIONS

It is against MAC policy to use coursework from another institution for credit in the MAC Program. Students are free to take additional courses and are encouraged to attend professional trainings and workshops, but it against MAC policy to accept any of those courses for transfer credit.

EXCEPTIONS AND WAIVERS OF MAC POLICIES

MAC policy states that students may submit a written proposal to request waivers of MAC policy or special permissions to deviate from established procedures. This proposal must be a formal document that presents a position and includes a full justification and logistical plan. Once received the proposal will be considered by the MAC chair/program director and other appropriate parties if applicable.

The elements of the written proposal should include (with subheadings as appropriate):

1. Cover Page (with title and name)
2. Brief introduction
3. Statement of Request
4. Policy (you are seeking and exception or waiver from)
5. Statement of Justification/Need
6. Rationale
7. Feasibility
8. Summary/conclusion.

DUE PROCESS FOR ADDRESSING CONCERNS

The MAC Program follows the policies and standards of Saint Martin's University and is committed to maintaining a learning environment grounded in open communication and due process. These values come with shared responsibilities to engage respectfully, address differences constructively, and uphold academic and professional integrity.



CONCERNS RAISED BY FACULTY

MAC faculty may have concerns regarding a student's observed behavioral, academic, or skill-based engagement that require MAC faculty intervention:

1. If a student does not demonstrate evidence of sufficient progress toward developmentally expected targets for counselor knowledge, skills, dispositions, and professional behavior.
2. Failure to maintain the program's minimum grade point average of 3.0
3. Repeated incomplete coursework.
4. Violation of professional ethical codes or failure to adhere to expectations outlined in the MAC Student Retention Document.
5. Academic Dishonesty-Plagiarism (see SMU Graduate Catalog, *ACADEMIC POLICIES AND PROCEDURES*)

These may be evidenced by:

- a. A student demonstrating serious academic limitations, such as achieving below-average grades, consistently late work, misunderstanding of assignments, superficial thinking, and/or inability to communicate satisfactorily in written or oral form.
- b. Faculty or site supervisors raise concern about a MAC student's appropriateness to be a professional counselor, such as finding that the student has serious emotional problems, addiction problems, mental disorders, or problematic personality traits or disorders.
- c. The faculty becomes aware of inappropriate conduct in or out of class.
- d. Any area in which the student fails to meet the developmental targets for Knowledge, Skills, and Dispositions outlined in our Assessment of Student Learning as detailed in PART TWO.

These are serious issues, and MAC faculty have a gatekeeping responsibility to the field and are invested in keeping students academically engaged. One mechanism for dealing with such concerns is the Application for Clinical Experience (PART TWO). However, it would be unethical of the faculty to allow a student to continue enrolling in courses up to that point without addressing problems or difficulties. Thus, the MAC faculty have the professional duty and responsibility to question problematic behavior any time it occurs and as soon as it is recognized.

MAC faculty have an established process consisting of three levels of action. The corrective engagement process can usually be resolved at the first one or two levels and the goal is always to resolve the issue at the lowest level possible. The process for resolving concerns is as follows:

LEVEL ONE: Questioning and exploration. A core or adjunct MAC faculty member will ask the student in a private conversation about the concern (may have an additional faculty member sit in as well).

The attempt at level one will be to see if the problem is a misunderstanding or a question of differing perspectives, as well as to understand relevant background information. Most perceived problems are easily correctable and can be cleared up by this kind of direct communication and clarification.

LEVEL TWO: When continued or more serious concerns arise, the faculty will initiate a Level 2



Intervention, which includes a written letter to the student with a copy stored in the student's MAC record. In addition to written notice, students are required to meet with their advisor to discuss next steps.

Note that problems are not always expressed in grades. In other words, a faculty member may see an issue that needs resolving, but still award an "A" or a "B" grade.

Most problems are acceptably resolved at levels one or two. In some rare instances, however, the matter is not resolved, and it is necessary to proceed to level three.

LEVEL THREE: The core faculty members, as a group, will schedule a time to meet with the student to address the problem. The attempt will be to examine options and alternatives, discuss any conditions necessary for corrective action, and consider the student's future in the program.

If you are asked to meet with the MAC faculty regarding a concern or complaint, you are allowed to invite a mutually agreed-upon third party (usually someone in the MAC Program) to serve as a support for you.

Possible Outcomes of a Level Three Review:

1. Probation and Remediation. The student will be placed on probation, and a written remediation plan will be developed. This plan will be signed by the student, faculty, and chair. A copy of the plan will be provided to the student and the advisor, and a copy will be placed in the student's file. Failure on the part of the student to sign the remediation plan will result in escalation to the next steps in the process.
2. Program Suspension. The student will be removed from current classes and/or clinical work until areas of concern are remediated or another action is decided upon, including commitment to a structured and more stringent plan.
3. Voluntary Resignation. The student will be encouraged to voluntarily resign from the program.
4. Dismissal from the program.

Final decisions in these matters are made by the MAC faculty but may be appealed using the steps outlined earlier.

Student Conduct and Performance Review Process

The MAC faculty uses a three-level, systematic process to address individual, direct concerns regarding student comportment (e.g., a *pattern* of sub-standard quality of course or clinical work, concerns regarding professionalism and presence in the classroom, and repeated failure to meet program deadlines), with the goal of resolving issues at the lowest level possible. *If a student refuses to engage at any level of the process, the matter will automatically escalate to the next level.* In addition, there may instances where the level of concern requires escalation to level three without proceeding through levels one and two and this determination will be made by a vote of the full MAC Faculty.



Level One: Initial Inquiry

A faculty member meets privately with the student (and may invite another faculty member to be present) to clarify the concern, explore perspectives, and gather relevant background information. In most cases, issues are resolved through this direct communication and clarification. A summary of the concerns, meeting outcomes, and resolution of the issue are documented in the student record and tracked on the dispositions tracking form.

Level Two: Written Intervention

If concerns continue or are more serious, the faculty issues a written notice to the student, with a copy placed in the student's MAC record and entered in the dispositions tracking form. The student must also meet with their advisor to discuss next steps. These steps are documented in the dispositions tracking form and in the student record.

The vast majority of matters are resolved at Level One or Level Two.

Level Three: Faculty Review

If the concern remains unresolved, the core faculty (or, in extenuating circumstances, the program chair/director, SHAH dean, and dean of students) will meet with the student to determine corrective actions and discuss the student's standing in the program. The student may bring a mutually agreed-upon support person from the MAC program or a student affairs staff member to this meeting.

Possible Outcomes Following Level Three Review

1. Probation and Remediation

The student will be placed on probation, and a written remediation plan will be developed and signed by the student, faculty, and program director. Copies will be provided to the student and program chair/director and filed in the student's record. Refusal to sign the remediation plan will result in escalation to the next step.

2. Program Suspension

The student may be temporarily removed from classes and/or clinical work until areas of concern are remediated or another corrective action is determined.

3. Voluntary Resignation

The student may choose to voluntarily withdraw from the program.

4. Dismissal

If there is failure to agree to or failure to adhere to the agreed-upon remediation plan, the student will face permanent dismissal from the program.

Final decisions are made by the MAC faculty and may be appealed through the established process.

CONCERNS RAISED BY STUDENTS

Members of the MAC community bring diverse experiences and perspectives. When student concerns or conflicts arise, they should be addressed through direct communication, mediation, and due process whenever possible. Whenever possible, students are encouraged to consult with their faculty advisor before beginning the process.



The MAC Program encourages resolution at the lowest appropriate level to promote effective communication and professional growth. Direct communication is typically the most effective and appropriate first step in addressing concerns.

Level One

Discuss the concern directly with the MAC instructor or other individual involved (e.g., other MAC student). Most issues can be resolved at this stage. If a student feels uncomfortable addressing the concern alone, the advisor or a mutually agreed-upon third person from the university community may attend for support.

Level Two

If the issue is not resolved, the student may submit the concern in writing to the MAC program director (or the SHAH dean if the concern is about the program director). The program director (or dean) will review and respond within 30 working days, either in writing or through a meeting. If a meeting is requested, the student may bring a mutually agreed-upon support person from the University community. For student-to-student conflicts, faculty may facilitate a mediated discussion.

Level Three

If the concern remains unresolved, the student may bring the matter to the dean of the School of Health and Allied Health. The dean will review the issue, consult with MAC faculty, and determine next steps, which may include consultation with university administration.

We understand that there may be instances in which a student perceives their level of concern as rising to a Level Two or Level Three intervention without first engaging the Level One processes. In those cases, please note that if the program director or SHAH dean determines earlier levels of addressing concerns are warranted, they will attempt to support the student in engaging in the steps outlined in earlier stages of the process to ensure due process whenever possible.



PART SIX: UNIVERSITY STUDENT RESOURCES

FINANCIAL AID FOR MAC STUDENTS

Student Financial Service Center

Old Main, Room 250

Monday-Tuesday and Thursday-Friday: 8 am-5 pm

Wednesday: 11 am - 5 pm

For billing inquiries

Phone: 360-438-4389

Fax: 360-438-4350

Email: accounts@stmartin.edu

For financial aid inquiries

Phone: 360-438-4397

Fax: 360-412-6190

Email: finaid@stmartin.edu

The primary form of financial aid for MAC students are federal student loans. Here is some information to consider as you move forward:

Promissory Notes

You must sign a promissory note and complete Loan Entrance Counseling before loans will be disbursed to you. These steps are completed online at www.studentloans.gov. It is a good idea to contact Student Financial Services once you have submitted your FAFSA at www.fafsa.ed.gov and are admitted to the MAC program.

Student Refunds

Student refunds are the excess of loan funds available to students once tuition has been paid out to Saint Martin's. Student refunds are not available to students until enrollment verification has been completed each semester. Typically, this will be the third or fourth week of classes in Fall and Spring semesters. For summer semester, refunds are not available until enrollment verification has been completed for all summer sessions. Depending on the academic calendar, this can mean refunds for summer are not available until early to mid-July. If you need funds before they are disbursed, you can apply for an "Emergency Loan" through the Student Financial Services Office. There are limits to the amount of money you can request through this program. Please visit the Student Financial Services Office to discuss their policy.

Direct Deposit

If you prefer to get your student refund via direct transfer rather than as a paper check, you may select a refund preference with BankMobile Disbursements, a technology solution, powered by BMTX, Inc. Visit this link for more information: <https://disbursements.bmtx.com/how-it-works>. You will receive an email from Student Financial Services via your SMU email address with information on how to select your refund preference when your student loan funds are ready to be disbursed. You will receive an



information packet in the mail from BMTX, Inc. once you are registered in classes and have selected 'Yes' to Refunds on the Consent Form in your Self-Service Account. The Student Financial Services Office can assist you with the steps you need to take in order to receive your refunds electronically. If you choose 'No' to Refunds, your refund will be processed via check through the school and will be mailed using US Postal Service.

Summer Attendance and Loan Limits

Summer semester is considered an "opt-in" semester at Saint Martin's University (though it is required in the MAC program). This means that you will receive an email from the Student Financial Services Office in April each year that asks you to complete a "Summer Enrollment Form." Summer is the leading semester of the financial aid award year at Saint Martin's University. Your loans will be divided over summer, fall, and spring semesters evenly. MAC program *requires* three summer sessions, each with two classes.

Graduate students are eligible for Unsubsidized Loans in the amount of \$20,500 each year as long as they are not in default on any student loans and have not met their lifetime maximum borrowing amount of \$138,500 through The Department of Education. If a student begins their program in fall semester, their loans will be split evenly between fall and spring semesters (10,250/semester). If a student attends summer classes, the \$20,500 will be split into three equal disbursements for summer, fall and spring (\$6,833/semester). Unsubsidized Loan amounts are usually not enough to cover the cost of taking 6 to 9 credits per semester for three semesters. You must budget personal funds or consider applying for a Graduate PLUS Loan to cover your balance due each semester. The Student Financial Services Office is available to help students estimate their tuition costs once a student knows how many credits they will be taking each semester.

Health Insurance Waiver

You must complete the online SMU Health Insurance Waiver if you have your own health insurance. You will receive instructions on how to do this via your SMU email account and with your billing statement for fall and spring semesters. Please be sure to check your SMU Email regularly for time sensitive information and deadlines. If you do not complete the online insurance waiver by the appropriate time (listed on your billing statement and the Student Financial Services website) you will be enrolled in health insurance through the school and, once you are enrolled, it is very difficult to receive a refund.

Graduate Plus Loans

If the student aid you receive is not enough, you can apply for a Grad Plus loan through the U.S. Department of Education Student Loans website (www.studentloans.gov). These loans are credit-based loans, and the interest is usually 1% higher than the Unsubsidized Loan interest rate. The loan origination fee for a Graduate PLUS Loan is also higher than the fee for the Unsubsidized Loan. Because Graduate PLUS Loans are credit-based loans, your credit history will be considered prior to approval.



CAMPUS RESOURCES

O'Grady Library

360-688-2260

[O'Grady Library | Saint Martin's University](#)

The O'Grady Library houses thousands of print materials, physical video and audio recordings, archival materials, as well as thousands of books, articles, and videos available online. The O'Grady Library extends its local collections and services through membership in the Orbis Cascade Alliance (Alliance), a consortium of public and private academic libraries in Washington, Oregon, and Idaho. Saint Martin's faculty and students can borrow millions of books and videos from the greater Summit collection and have them delivered to Saint Martin's by courier in a few days. Member libraries also collaborate in the licensing or purchasing of electronic journal packages, databases, and e-books.

The O'Grady Library has dozens of computers as well as several printers and scanners for use by students. Also available are study rooms which students may reserve. Please visit the O'Grady Library website (listed above) for more information.

Disability Support Services

Located within the Center for Student Learning, Writing, and Advising

O'Grady Library, lower level

Monday – Thursday: 8 am - 5 pm

Friday: 8 am - 3 pm

Phone: 360-438-4569

learning.center@stmartin.edu

[Disability Support Services | Saint Martin's University](#)

Saint Martin's Disability Support Services (DSS) embraces the Benedictine value of hospitality when providing students with disabilities with access to accommodations, advocacy and academic support services. The DSS office utilizes a respectful, friendly and inclusive approach to working with students.

A student with a disability is one who qualifies for a disability under section [504 of the Rehabilitation Act of 1973](#) and/or the [Americans with Disabilities Act](#). Any student with a documented physical, medical, psychological or learning disability may be eligible for services through DSS. Students with temporary disabilities such as concussions or other injuries may also be served by the DSS office.

Veterans Assistance

Find support, resources, and community in our main campus Veterans Center.

Location: Harned Hall, 211 (Vet Corps Navigator's office is 211A)

Hours: Monday to Friday (8 a.m. to 8 p.m.)

Saint Martin's is committed to providing the best possible service to military students, veterans, and their families. As an approved institution for the education and training of veterans, Saint Martin's



has been designated a military friendly school and continues to be recognized every year for service to the military community.

The Vet Corps Navigator is not an academic advisor, however academic decisions may impact your educational benefits, so they will help you with this decision-making process. Prior to registration you will need to meet with your advisor to make sure you are registering for the proper classes, meeting degree requirements and making progress towards graduation.

The Vet Corps Navigator is not an employee of the Department of Veterans Administration (VA). The university cannot override VA policies or determine VA Eligibility, nor does the university control the issuance of VA educational benefits. If you have direct questions regarding the processing of your paperwork through the regional office please contact 1-888-442-4551.

The Counseling and Wellness Center

Hours: Monday-Friday 9am-5pm

360-412-6123

Located on the main level of the Lynch Center (Abbey Guest House)

[Counseling and Wellness Center | Saint Martin's University](#)

The Counseling and Wellness Center promotes and enhances the health and development of Saint Martin's University students through professional mental health services, education and training. Integrating faith, reason, and service, the CWC empowers students to develop self-awareness, knowledge and the skills necessary to make healthy choices and build relationships in a multicultural world. The CWC also provides consultative services and training for staff and faculty to foster an environment supportive of student development and wellness.

Campus Bookstore and Ordering Textbooks

(360) 438-4394

Hours: Tuesday-Friday: 9am - 2pm

Saturday-Monday: CLOSED

[Campus Bookstore | Saint Martin's University](#)

Students may look up course materials and order textbooks via the Saint Martin's bookstore. To find course texts for each of your enrolled classes, simply visit the SMU bookstore website (<https://stmartin.bncollege.com>) and click on "Textbooks" in the menu bar. Next you will select the term, course number, and section pertinent to your course from the drop-down menus. After clicking "Find Materials" you will find a list of the required textbooks for each course. You have the option of ordering new or used versions of most texts and may have the option to rent some texts. For more information on this process, contact the SMU bookstore using the contact information provided above.

Center for Student Success

O'Grady Library, Lower Level



(360) 438-4569

learning.center@stmarin.edu

Hours:

Monday-Thursday: 8am – 5pm

Friday: 8am – 3pm

[Center for Student Success | Saint Martin's University](#)

The Center for Student Success is an integrated learning assistance program that offers services for students at all levels of achievement in pursuit of intellectual growth and academic excellence. Housed in the O'Grady library, we offer students a comfortable place to meet with peer readers who are trained to facilitate academic, personal, professional and creative writing. The Writing Center believes that writing is a right for all and a means of promoting social justice in the world. All disciplines are welcome.

For more information and to schedule a session with a peer reader, please visit [Center for Student Success Information](#)

Bias Impact Response Team (BIRT)

Saint Martin's University is committed to fostering an inclusive community in which every member of our institution is valued and respected. In light of this, it is imperative to address experiences of intended or unintended bias that result in negative impact for any member of our community. Passive and active forms of marginalization related to ethnicity, national origin, gender, sexual orientation, ability, religion, Indigenous background, veteran status, age, refugee or undocumented status, or socio-economic class must be continuously addressed to ensure that all members of our Saint Martin's University community have access to optimal conditions for learning, working, and relating.

The Saint Martin's University Bias Impact Response Team (BIRT) is a group of selected members from the University community appointed by the President. The purpose of BIRT is to monitor and address incidents of bias to help Saint Martin's live out its values and practice of community. Two outcomes are important through the BIRT reporting process: (1) persons have a platform to voice their experiences of bias and share their stories to the administration and broader campus community; and (2) the university has a method of tracking incidents of bias that can help educate faculty, staff, administrators, and board members on our students' experience of community. These outcomes of the BIRT can potentially lead to reconciliation between individuals and the institution, where personal narratives are heard and validated, and the institution acknowledges these narratives and takes appropriate and compassionate action.

Persons who experience incidents of bias are encouraged to report the incident using the on-line Bias Reporting System ([BIRT reporting form | Saint Martin's University \(stmartin.edu\)](#)). The report will be reviewed by the BIRT and a member of the team will follow-up with the complainant(s) to discuss the process, keep them informed of action taken, and direct them to appropriate campus resources.



All reported incidents of bias will be taken seriously and handled with care and compassion for all involved.

Charneski Recreation Center

(360) 486-8850

Monday-Friday: 8am – 11pm

Saturday-Sunday: 10am – 8pm

[Charneski Recreation Center | Saint Martin's University](#)

The Charneski Recreation Center is free to all current student, faculty, staff, and Abbey of Saint Martin's University. This 36,000-square foot facility provides members with a state-of-the-art facility featuring cardio, strength, and functional equipment. Members also enjoy a wide variety of physical education classes, student activities, intramurals, and free fitness classes. The Charneski Recreation Center includes three multi-purpose courts, a three-lane running track, batting cages, and a 9,000-square foot fitness center equipped with weights, cardio equipment, a multi-purpose classroom and an aerobics-dance studio.

Student Financial Service Center

Old Main, Room 250

Monday-Tuesday and Thursday-Friday: 8 am-5 pm

Wednesday: 11 am - 5 pm

[Financial aid | Saint Martin's University](#)

For billing inquiries

Phone: 360-438-4389

Fax: 360-438-4350

Email: accounts@stmartin.edu

For financial aid inquiries

Phone: 360-438-4397

Fax: 360-412-6190

Email: finaid@stmartin.edu

For many students, financial aid is the key to funding their education. Helping you understand your options and what steps you need to take is one of the primary services of the Student Financial Service Center. Many students in the MAC program rely on federal student loans to fund their education and do so in a number of ways. For detailed information on financial aid options, please call the Student Financial Service Center at 360-438-4397 and/or view the resources provided by the Student Financial Service Center website: [Financial Aid Resources and forms | Saint Martin's University](#)



PART SEVEN: MAC FACULTY

MAC PROGRAM FACULTY

Tessa Davis-Price, PhD, LCPC

Dr. Tessa Davis-Price completed her doctoral degree in Counselor Education and Counseling at Idaho State University in Meridian, Idaho. She is a Licensed Clinical Professional Counselor (LCPC) in the state of Idaho and working on licensure in Washington. She was a President of the Idaho Counseling Association (ICA) and a Chair of the Western Region of the American Counseling Association (ACA). She currently serves as a Trustee for the American Counseling Association Foundation (ACAF). Dr. Davis-Price's professional interests include clinical supervision, the use of clinical experience in teaching pedagogy, and the development of trauma competency. Therapeutically, Dr. Davis-Price has had extensive experience working with children, adolescents, and adults. She enjoys using Trauma-Focused Cognitive-Behavioral Therapy (TF-CBT) and working with survivors of trauma.

Stalina Harris, PhD

Dr. Stalina Harris earned her doctoral degree in Counselor Education and Supervision at Walden University. She is a Nationally Certified Counselor (NCC), Licensed Professional Counselor (LPC) and Licensed Associate Sex Offender Treatment Provider (LASOTP) in Illinois, and a LMHC in Washington. She is a member of the Association of Treatment and Prevention of Sexual Abuse (ATSA), the Sex Offender Civil Commitment Programs Network (SOCCPN), the Association for Counselor Education and Supervision (ACES), and the American Counseling Association (ACA).

Her research interest includes burnout of mental health clinicians, multiculturalism, the supervisory working alliance, and program evaluation. Dr. Harris focuses on advocacy for the counseling profession. She participated in various activities initiated by the National Board of Certified Counselors (NBCC) to promote and to increase the credibility of the counseling profession. She presented on state, national, and international conferences on the topic of burnout of clinicians who work with sexually violent persons. Dr. Harris specializes in therapy for people with traumatic brain injury, persons who sexually offended, and individuals with personality disorders. Her theoretical orientation is rooted in Psychodynamic and Cognitive Behavioral therapies. She is also trained in Interpersonal Psychotherapy (IPT). As a supervisor, Dr. Harris concentrates on the professional growth of supervisees through exploration of interpersonal dynamics in therapeutic and supervisory relationships.

Ann Maureen McCaughan, PhD, LCPC, Accreditation and Assessment Coordinator

Dr. Ann McCaughan completed her bachelor's degree at The Evergreen State College, and master's and doctoral degrees at Idaho State University. She is a Licensed Clinical Professional Counselor, and a member of the American Counseling Association (ACA), the Western Association for Counselor Education and Supervision (WACES), the North Central Association for Counselor Education and Supervision (NCACES), the Association for Counselor Education and Supervision (ACES), the Association for Multicultural Development (AMCD), and the Association for Specialists in Group Work (ASGW). Dr.



McCaughan is also the Program Liaison for CACREP Accreditation and is passionate about the benefits of accreditation for counseling programs.

Dr. McCaughan's research has focused in part on gatekeeping, admissions, counselor development, supervision, cultural competence, and burnout and vicarious trauma. As a counselor, Dr. McCaughan works with individuals and systems, from a relational-cultural and humanistic lens. As a teacher and supervisor, Dr. McCaughan focuses on increased self-awareness and growth of the person-as-counselor, and is especially drawn to clinical supervision. Dr. McCaughan has presented and published at the local, regional, national, and international levels in the fields of counseling and counselor education.

K. Alexandra Onno, Ph.D., LMHC, MAC Program Clinical Coordinator

Dr. Alexandra Onno is a Licensed Mental Health Counselor in the State of Washington, and works with individuals, couples, families, and groups. She has a master's in Systems Counseling (1995) and earned a doctoral degree in Clinical Psychology with an emphasis in Depth Psychology (2009). Dr. Onno has been supervising, training and teaching graduate level counseling students since 1998. She is a member of the American Association of Marriage and Family Therapy (AAMFT), and the American Counseling Association (ACA), and is certified in Equine Assisted Psychotherapy (EAP) (EAGALA, 2013). She holds additional memberships in the C. G. Jung Society of Seattle, the Healing Story Alliance (HSA), the National Storytelling Network (NSN), the North American Drama Therapy Association (NADTA), the International Expressive Arts Therapy Association (IEATA), and the Professional Association of Therapeutic Horsemanship (PATH) International. In her counseling practice, Dr. Onno weaves traditional, somatic, and expressive approaches to counseling and specializes in creativity and the healing power of Story.

Johanna Powell, Ph.D., LMFT, MAC Program Chair

Dr. Johanna Powell completed her doctoral degree in Counselor Education and Supervision at Trevecca Nazarene University in Nashville, Tennessee. She is a Licensed Marriage and Family Therapist (LMFT) in Tennessee and in Washington, and is a member of the American Association for Marriage and Family Therapy (AAMFT), the American Counseling Association (ACA), the Western Association for Counselor Education and Supervision (WACES), and the Association for Counselor Education and Supervision (ACES).

Dr. Powell focused on supervision, attachment, shame and perfectionism in her doctoral research. Therapeutically, she works with individuals and family groups through a systemic, attachment lens. She also utilizes personality theory through the lenses of the Enneagram and the MBTI to help facilitate mirroring and owning one's own unique presence, contributions, strengths, and growth opportunities in the world and in relationships. With her students, she focuses on mutual empathy, awareness of impact, and advocacy through the ethical professional development of the person of the counselor and through effective use of research.



APPENDIX

Master of Arts in Counseling Retention Policy

To be signed and submitted via JotForm

The Saint Martin's University Master of Arts in Counseling (MAC) Program is committed to providing opportunities for students to progress in their development as counselors. To facilitate this process, students will participate in ongoing evaluation by the faculty.

Continued enrollment in the Program will be based on satisfactory performance in the following domains: professional ethics, behavior, and boundaries; personal boundaries; knowledge and adherence to course and site policies; record keeping and task completion; multicultural competence (including cultural humility); emotional stability and self-control; initiative and motivation to learn and grow; openness to feedback; flexibility and adaptability; and congruence and genuineness.

If, as the process of evaluation and growth progresses, a student is unable to demonstrate sufficient progress, and/or personal or professional limitations interfere with their effectiveness as a counseling student, the individual will be asked to secure remedial assistance when needed and may be dismissed from a course or from the Program.

There are times when it becomes clear to faculty and the practicum/internship supervisors, that an individual is not suited for the profession of counseling. The American Counseling Association (ACA) Code of Ethics (2014) Section F.6.b. states:

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions. (Please note that the MAC Program



defines “supervisors” as Program Faculty and Site Supervisors [i.e., practicum/internship supervisors]. Additionally, the MAC Program considers “supervisee” synonymous with counselor-in-training.)

Additionally, Sections F.8.d., F.9.a, & F.9b. state:

Counselor educators may require students to address any personal concerns that have the potential to affect professional competency. Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program. Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: (1) assist students in securing remedial assistance when needed, (2) seek professional consultation and document their decision to dismiss or refer students for assistance, and (3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

And finally, as Section F.5.b. states:

Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

RETENTION/DISMISSAL RELATED TO PERFORMANCE

Academic dismissal may also result from failure to maintain the program’s required cumulative grade point average (3.0). An academic course grade of C or higher is required to progress from prerequisite



to later courses within the clinical sequence (a grade of B- or higher is required for MAC 629 Counseling Practicum, while Internship is graded on a pass/fail basis with those students who successfully complete all requirements passing). Any student who wishes to contest a grade or who believes they have been treated unfairly in any matter relating to academic or non-academic studies is referred to the MAC Handbook, *Conflict Resolution and Appeal Process*. If, as noted above and in the professional judgment of the faculty, a student's personal and/or professional behavior is deemed substandard, the following actions may be taken:

- 1. Probation and Remediation. The student will be placed on probation, and a written remediation plan will be developed. This plan will be signed by both the student, faculty, and chair. A copy of the plan will be provided to the student and the advisor, and a copy will be placed in the student's file. Failure on the part of the student to sign the remediation plan will result in escalation to next steps in the process.*
- 2. Program Suspension. The student will be removed from current classes and/or clinical work until areas of concern are remediated or another action is decided upon, including commitment to a structured and more stringent plan.*
- 3. Voluntary Resignation. The student will be encouraged to voluntarily resign from the Program.*
- 4. Dismissal from the Program.*

By signing this document, the student indicates they have read, understood, and accepted the provisions of the Program's Retention Policy and Procedure. Further, one's signature indicates they will abide by (and follow) the current ACA Code of Ethics. A signed copy will be placed in the student's file.

Adapted from Baldo, T., et. al. (1997). Student review and retention in counselor education: An alternative to Frame and Stevens-Smith. *Counselor Education & Supervision*. Revised 07/2024