



STUDENT HANDBOOK

MASTER OF ARTS IN COUNSELING



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CONTACT INFORMATION FOR THE MAC PROGRAM

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Saint Martin's
UNIVERSITY

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 Program (MAC) at Saint Martin's University.

Part One: Overview of the Master of Arts in Counseling program, including mission statements for the MAC program and the College of Education and Counseling, success in the MAC Program, student learning outcomes, program summary, information about professional organizations, licensure information, and endorsement policy for licensure.

Part Two: MAC curriculum including course sequencing and course descriptions.

Part Three: Description of the MAC program matriculation process which includes admission, evaluation, personal counseling requirement, practicum, degree candidacy, internship, applying for graduation, degree audit approval, and end of program paperwork

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

Part Five: Student resources including advising and registration, financial aid, health insurance waivers, and campus resources

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

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.

COLLEGE OF EDUCATION AND COUNSELING MISSION STATEMENT

The mission of the College of Education and Counseling is to prepare a dynamic inclusive community of reflective professionals who use their knowledge, skills, and dispositions to positively transform the lives of those they serve.

MAC MISSION STATEMENT

The Master of Arts in Counseling Program (MAC) prepares professionals in the theoretical foundations and skills necessary for master's-level positions in the fields of individual, couple, and family counseling. Built on a philosophy of service, intellectual hunger, fundamental respect, social justice, and a focus on the person of the counselor, the MAC program strives to embody spirit, empathic care, intellect, and wisdom. The MAC program is characterized by personal, social, and professional transformation, liberation, and enrichment.

MAC POSITION STATEMENT

We strive to embody social justice through a continuing cultivation of ethical and culturally relevant methodologies. In resonance with the values of the American Counseling Association, the National Board for Certified Counselors, accrediting organizations for counseling programs, and our Benedictine Catholic framework, we recognize the dominance of white/euro-centric norms and teach cultural humility by rejecting anti-immigrant rhetoric and action. We affirm the self-determination of Indigenous and Native communities by hearing their stories and supporting decolonization. We work to deconstruct the walls of sexism and transphobia by integrating feminist and trans-valuing theories into our practice. We actively counter ageism, ableism, classism, racism, and heterosexism in our communities by admitting their pervasiveness and implementing corrective actions. In the spirit of Benedictine sincere hospitality, we extend welcome to members of all faiths and to those who do not identify as having a religious membership.

Note: For definitions, see **MAC Program Glossary** in Appendix A.



MAC PROGRAM OBJECTIVES

As the educators of future Professional Counselors, we strive to create an atmosphere that will encourage and promote:

- Preparing our graduates for National Certification through the National Board for Certified Counselors (NBCC), and WA State Licensed Mental Health Counselor (LMHC)
 - Some students may pursue elective coursework that prepares for the WA State LMFT (Licensed Marriage and Family Therapy) as well.
- Supporting the development of self-awareness skills essential to counseling through ongoing emphasis on developing “The Person of the Counselor”
- Instilling a sense of commitment to professional ethics including decision making, courses of action, culturally conscious diagnosis, and delivery of counseling services
- Cultivating contextual and discerning thinkers by fostering systemic thinking including the importance of a collaborative and multidisciplinary approach
- Contributing to the learning community at a program level and within the university as a whole through collaboration, mentorship, dialogue, modeling, curriculum integration, alumni community engagement and training opportunities
- Training future counselors in the theoretical foundations and skills necessary for a variety of professional settings and populations served by the MAC program and its graduates
- Facilitating understanding of developmental, relational, cultural and environmental impacts on the human experience, including trauma and grief

SUCCESS IN THE MAC PROGRAM

Successful completion of the Saint Martin’s Master of Arts in Counseling (MAC) program is based on the following areas:

1. At the center of and signature to the MAC program is our commitment to the “Person of the Counselor,” as evidenced by the investment in, dedication to, and effective integration of the personal and professional development work we see as essential to congruent, relational, ethical, and effective client care. Beyond the important development of the unique qualities and central values each counselor brings to their work, students will demonstrate the ability to manage self, to be an open learner, to self-reflect, and to receive and integrate guidance and feedback. Whether the origin of what rises is interpersonal, environmental, or emergent from the personal themes that challenge presence and attunement, students will demonstrate the ability to take responsibility for their impact and contributions to both the learning community and the therapeutic encounter. Dedication to and effective integration of each student’s POTC work is woven into each course, in addition to being an expectation



for the counselor-in-training throughout their journey with us, within and beyond the classroom.

2. Academic rigor, as evidenced by successful class participation, engagement with curriculum activities, readings and assignments, scholasticism, academic honesty, academic relational integrity, effective collaboration with other students and faculty, participation in the co-creation of a generative learning field, and in grades.
3. Clinical skill, as evidenced in practicum and internship but also as practiced in in-class and for-class exercises and activities, and including the areas of case conceptualization, translation of theory into practice, case assessment, diagnosis, treatment planning and intervention, effective collaboration with faculty and supervisors, professionalism, and support for clinical work and direct client support.
4. Commitment to and demonstrated ability to manifest the counselor skills and dispositions that are at the heart of the counseling profession, as demonstrated throughout the student's relationship with the program within and beyond the classroom, with faculty, colleagues, supervisors, other students, and the learning community as a whole.
5. Adherence to ethical guidelines, as evidenced by a commitment to ethical and effective client care that finds true resonance between the counselor's own deeply held values; the American Counseling association code of ethics; the position statement of the MAC Program, our commitment to diversity and service; the Benedictine values at the heart of Saint Martin's University; and the laws of the State of Washington. This includes professionalism and respect; personal, relational, professional and academic integrity; effective commitment to a social justice informed approach to counseling; and the ability to take responsibility within and regarding the highly influential role of the professional counselor.

PROGRAM LEARNING OUTCOMES

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:

- Demonstrate commitment to the self-awareness and personal and professional growth skills essential to counseling through ongoing engagement with "The Person of the Counselor"
- Engage with graduate level written and oral communications that are clear, coherent, well organized, technically correct, and professionally aligned
- Conceptualize and discern through a systemic orientation (relational, attuned, reflective, responsive, and rooted in evidence based and scientifically supported practice)



- Utilize effective evaluation, assessment, and interventions in support of individuals, couples, families, groups, and communities
- Demonstrate genuine acceptance and respect toward others, cultural humility, and skilled anti-oppression in counseling, in alignment with the MAC position on social justice
- Move fluidly between counseling theory and practice
- Identify, integrate, and apply culturally competent research
- Identify with and integrate a professional counseling identity
- Articulate and demonstrate ethical decision making, action, and delivery of counseling services

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 able 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> .

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 register for either the NCE or the NMHCE by accessing the NBCC website: [Register for the NCE or NMHCE](#). Students should explore this website by their 2nd summer



semester of the MAC program and discuss with their advisor which exam they plan to register for.

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, demonstrated the MAC Program Student Learning Outcomes, and passed the yearly MAC Faculty review are endorsed for licensure.

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 happy to provide a reference for students (graduates) to which they are well-acquainted. When seeking a reference from a member of the MAC faculty, please contact them via email and complete the reference request form on the MAC website. Please clearly communicate your need, either requesting permission to list the faculty as a reference or seeking a letter of recommendation. Be sure to provide some information about yourself, a current resume or CV, information about the program or position you are seeking, and any timeline associated with the request. Any documentation or forms that are required should be attached to the email.

PART TWO: 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 659 Research and Program Evaluation | | MAC 678 Counseling Internship 2* | | LMHC | LMHC/LMFT |
| | | | | LMHC Elective #1 | MAC 689 Human Sexuality and Relationships |
| MAC 668 Counseling Internship 1* | | MAC 679 Career Development | | 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 | 21 | |
| Year 2 | 9 | 9 | 6 | 21 | |
| 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 679 Career Development | | LMHC | LMHC/LMFT | MAC 659 Research and Program Evaluation |
| | | LMHC Elective #1 | MAC 689 Human Sexuality and Relationships | |
| | | LMHC Elective #2 | MAC 698 Studies in Systemic Counseling | |
| MAC 668 Counseling Internship 1 | | MAC 678 Counseling Internship 2 | | MAC 678 Counseling Internship 2 |
| 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 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 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 THREE: MATRICULATION PROCESS

THE PROCESS:

1. Admission
2. Evaluation
3. Personal Counseling Requirement
4. Advising
5. Practicum
6. Degree Candidacy
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 semester. Please contact your advisor if an exception to this policy is needed. 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. 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, preferably 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 in a counseling or workplace.
- A written statement of three to five pages (typed/double spaced) in which the applicant responds to the prompt provided.

Application forms and materials may be found on the MAC website:

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

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



Office of Graduate Studies

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 Chair. Requests for transfer credit should 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

MATRICULATION PROCESS

Each applicant who is admitted to the MAC program is admitted conditionally. Successful MAC students maintain a 3.0 grade point average (or above), demonstrate alignment with the ACA Code of Ethics (2014) and the field of counseling, as well as engage in counselor appropriate reflection and analysis of growth opportunities through self-assessment and in collaboration with your advisor and faculty through the MAC 5 Areas of Assessment (in class and programmatically). These skills are reinforced during their Foundation (first year) and through the first half of their Impacts (second year) coursework and then students are given the opportunity to achieve full admission through the Degree Candidacy process (described in the MAC Handbook). Achieving Degree Candidacy status is a prerequisite for beginning MAC 668 Internship 1 and successfully completing the MAC program.

THE STUDENT EVALUATION AND RETENTION PROCESS

Admission to the MAC program constitutes permission to take initial coursework. Acceptance into the MAC program is conditional and does not guarantee that student will remain a fit for the profession or



program. The MAC faculty's ethical imperative is to advocate for our students' future clients by continually assessing the alignment between our students' academic and nonacademic engagement with 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 evaluations:

- First year and Practicum readiness (on a 3-year class plan)
- Second year, Degree Candidacy, and Internship readiness (on a 3-year plan)
- Third year and graduation readiness (on a 3-year class plan)

FIRST YEAR AND PRACTICUM READINESS

The First Year and Practicum Readiness Evaluation process has two purposes. One purpose is to support students and to facilitate faculty identification of issues (Person of the Counselor, Academic Rigor, Clinical Skills Counselor Skills & Dispositions, or Ethical Guidelines) that might interfere with a student's progress, success within the program, and into clinical work with clients. The other purpose, as all students are admitted conditionally, is to evaluate if they are making satisfactory progress toward full admission status which can be granted during the Degree Candidacy process.

This evaluation occurs mid-third semester of a student's program (in a 3-year program of study-consult advisor for your deadlines if you have a 4–7-year program of study). Students will complete the ***Success in the MAC Program Reflection and Self-Assessment (*see Appendix C)*** via **JotForm** by June 15th (October 15th for spring admits). You will be contacted by email regarding your evaluation if the faculty identify issues that need to be addressed.

SECOND YEAR, DEGREE CANDIDACY, AND INTERNSHIP READINESS

The Second Year, Degree Candidacy, and Internship Readiness Evaluation will identify student strengths or challenges in the areas of the Person of the Counselor, Academic Rigor, Clinical Skills, Counselor Skills & Dispositions, and Ethical Guidelines that might interfere with a further academic or clinical progress in internship.

This evaluation occurs mid-fifth semester of a student's program (in a 3-year program of study-consult advisor for your deadlines if you have a 4–7-year program of study). Students will complete the ***Success in the MAC Program Reflection Self-Assessment (*see Appendix C) and Application for Degree Candidacy*** via **JotForm** by **March 15th** (**June 15th** for spring admits). You will be contacted by email to let you know that you have been granted Degree Candidacy or regarding your evaluation if the faculty identify issues that need to be addressed.

THIRD YEAR AND GRADUATION READINESS

The Third Year and Graduation Readiness Evaluation will identify student strengths or challenges in the areas of the Person of the Counselor, Academic Rigor, Clinical Skills, Counselor Skills & Dispositions, and Ethical Guidelines that might interfere with a further academic or clinical progress.



This evaluation occurs by mid- eighth semester of a student's program (in a 3-year program of study-consult advisor for your deadlines if you have a 4–7-year program of study). Students will complete the ***Success in the MAC Program Reflection and Self-Assessment*** (*see Appendix C) on **JotForm** and submit their ***Degree Audit*** to their advisor by **March 15th** (**June 15th** for spring admits). You will be contacted by email regarding your evaluation if the faculty identify issues that need to be addressed.

PROBATION

Failing to meet academic or behavioral expectations can result in probationary status or removal from the MAC program.

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 they have finished the MAC program.

Counseling must be conducted by a licensed mental health counselor, a licensed marriage and family therapist, a licensed clinical social worker, a licensed clinical psychologist, or an MD psychiatrist. *The provider must be approved prior to 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 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 the time you apply for Degree Candidate Status.

ADVISING

Each student is assigned a MAC faculty advisor upon admittance to the program. The MAC advisor is the student's guide through the MAC journey. Each fall and spring semester MAC students attend a group scheduling session or schedule an advising session with their advisor. If students only attend a group scheduling session, students must also schedule one advising session (in fall or spring) and



email their advisor an update during the alternate semester—unless the advisor or students have availability and a need to meet each fall and spring. In preparation for the advising meetings, students will update their **MAC Program of Study and Student Documentation**. After the advising session, students will make any updates to their **MAC Program of Study and Student Documentation** and submit it to their advisor. Once the student has received advisor approval, students can register for classes.

Registration occurs online through “Self-Service,” which may be accessed ([Self-Service - Home](#)) or via the Saint Martin’s website. Students will receive an instructional email after being admitted to the program prior to registration with details on how and when to register. Students **must update and follow** their advisor approved program of study when registering for classes each semester. Once students have registered, the student’s 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. In addition to course scheduling, advisors will discuss such topics as a student’s progress through the program, policy exceptions, difficulties or misunderstandings that might arise, placement ideas for the required practicum and counseling internship, career directions, employment opportunities, 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.

PRACTICUM OVERVIEW

The 100-hour practicum experience typically occurs in the spring semester of the second year or the fall of the third year of the program. Practicum includes weekly class meetings with faculty for group supervision, support, discussion, and integration. During practicum, students will gain experience which will help shape their professional development goals for the rest of the program. This experience serves as an opportunity to integrate and apply skills developed in the first year and second of the program. Skill areas addressed in practicum will include advocacy; membership in professional organizations; ethical considerations; utilization of consultation and supervision; establishing a mindful presence with clients; counseling micro-skills; and counselor self-care. As part of the practicum course, students are also required to obtain permission from both their site supervisor, agency (if relevant), and client to video-record counseling sessions for supervision with MAC clinical faculty. Skills on how to obtain this legally and with respect to confidentiality will also be addressed in this course.***

PRACTICUM DURATION

Practicum trainees complete a minimum of 40 hours of direct service and approximately 60 hours of indirect service (100 hours total required) across a minimum of 16 weeks onsite at their practicum site and in their counseling practicum course at SMU. Students attend Practicum class typically during a 16-week period (fall or spring semester), and as of Spring 2023 may decide in consultation with their advisors and/or the MAC Clinical Coordinator to extend Practicum through a variable



credit option through two or more semesters. Direct service must include a minimum of 40 hours of face-to-face counseling work for a minimum of 12 weeks - this can include individual, couple, family, and/or group counseling, and co-counseling. Indirect service can include orientation, live and online training, academic reading, up to 24 hours of classroom and group supervision participation in the SMU MAC practicum course, and other tasks in support of Practicum as assigned.***

PRACTICUM SUPERVISION AND OTHER PROFESSIONAL INTERACTIONS

Practicum trainees must receive an average minimum of 1-hour of weekly on-site triadic or individual supervision from the designated fully licensed professional who has committed to serve as their practicum site supervisor and is identified in their contract agreement. This agreement must be current for whoever they are serving; if there is a change of practicum supervisor, the student will need to notify the MAC Practicum and Internship Coordinator, and their advisor, in addition to making sure that the MAC department has an updated signed copy of that supervision agreement. In addition to their on-site supervision, MAC Practicum students are in at least group supervision with their clinical faculty. Supervision is a dedicated time that can include discussion of elements such as case conceptualization, counseling methods and techniques, clinical competencies, biases, strengths and challenges, ethics, self-care, and training issues, in addition to support for developing a social justice-informed approach to counseling. Ideally, video recordings are used for all individual supervision sessions with trainees for the purpose of supervision and clinical training, and at least one video recording per semester is required for presentation by the Practicum student with their MAC faculty supervisor.

The Practicum site supervisor (in consultation with the MAC faculty supervisor, if desired) will approve and sign off on activities that qualify for direct or indirect hours. The clinical trainee holds responsibility for confirming that the activities accomplished onsite will meet requirements for either direct or indirect hours.

NOTE: Practicum students are individually responsible to track and monitor their direct, indirect, and supervision hours throughout their practicum experience. Students are responsible to ensure all documentation is completed and submitted to their academic program in a timely manner, and in accordance with their university and degree requirements. Students are strongly discouraged from conducting their practicum at their current place of employment and may do so only with permission of the Clinical Coordinator after determining clearly that a different population under different supervision is confirmed. Please note that even meeting this requirement does not guarantee approval of placement at a site where the student is currently employed.***

PRACTICUM RANGE OF ACTIVITIES

On site, a wide range of areas of experience may be included in the practicum experience including individual, couple, family, mental health, developmental issues, and other areas of growth and/or concern. Practicum students are expected to develop skills in assessment, crisis intervention, counseling methods and interventions, multidisciplinary care coordination, clinical documentation, and electronic and paper record keeping. Through trainings, supervision, and consultation, students



can be exposed to diverse counseling orientations as applied in individual, couples, family, and group counseling. Qualified experience may include crisis response, wellness programs, prevention education, care coordination, and additional support for clients' wellbeing and success.

Practicum students are expected to provide a minimum of 40 hours of direct client care, and a minimum of 100 total hours that can include individual, couple, and/or family counseling and group counseling. * Please note, students will need to provide group counseling in either the course of practicum or internship.

LIABILITY INSURANCE

Students enrolled in practicum must obtain proof of individual professional counseling liability insurance before providing any direct services to clients. Students may obtain coverage via their membership in the American Counseling Association (ACA)

<https://www.counseling.org/membership/join-renew>. (**NOTE:** Membership in a professional counseling organization such as the ACA is a MAC requirement.) The practicum student will provide proof of active insurance coverage to their practicum site (in the manner they designate) and to the MAC department (throughout the duration of their enrollment in the MAC program via JotForm).

PRACTICUM PLACEMENT PAPERWORK

When the student has identified a practicum site that they are interested in pursuing and have either have had an interview or have one scheduled, the first step is to complete the MAC Student Practicum Exploratory Form via JotForms.***

***See *MAC Practicum and Internship Handbook* for complete instructions on Practicum and Internship processes.

ADVANCEMENT TO DEGREE CANDIDACY

Upon completion of all 500-level coursework (after the fall semester of Year 2 – at the earliest) and the personal counseling requirement, students may apply for advancement to Degree Candidacy. All students must apply for and be granted degree candidate status prior to beginning internship. A significant part of advancement relies on faculty evaluation of the student's demonstration of qualities constituting "the Person of the Counselor." This is evidenced by the student's ongoing efforts to embody the spirit of both the MAC Program's Mission and Program Statements, as well as the ethics of the counseling field. This is also demonstrated through a commitment to personal and professional growth and the ongoing cultivation of cultural humility and openness.

Advancement to Degree Candidacy is based on:

- Grade point average in graduate courses
- Completion of the personal counseling requirement and submission of:



- **Counselor Verification of Counseling** form on **JotForm**
- **Students Verification of Personal Counseling** form on **JotForm**
- Completion of the **Advancement to Degree Candidacy Status** form and submission on **JotForm**
- Submission of a **Degree Candidate Letter of Recommendation** from a current student who has been in the MAC program at least as long as the applicant, or one from a MAC alumnus submitted on **JotForm**
- Recommendation of faculty, who evaluate academic preparation and personal suitability of the student for a career in counseling (this will result from faculty evaluation of Degree Candidacy paperwork, it is not a submission from the student)

All materials must be submitted by **March 15th** (**October 15th** for spring Internship placement) before consideration for Degree Candidacy may begin.

In rare cases, if students are not approved for Degree Candidacy, they will be invited to meet with the MAC faculty to examine what alternatives are available to the student, discuss any conditions necessary for reconsideration, and consider the student's future in the program. Possible alternatives and conditions include the design of an academic program or personal counseling program to deal satisfactorily with those issues that led to the decision not to advance the student to candidacy. Those issues may have to do with academic preparation, professionalism, personal growth and development, or some combination. Another alternative is for the student to withdraw from the program. Final decisions in these matters are made by the MAC faculty.

DEGREE CANDIDACY

Prior to completing the internship student placement contract agreement, the student must be granted degree candidacy status. To complete the application, please click on this link: <https://form.jotform.com/220406516749053>. Note that degree candidacy is expected to be completed and submitted according to the dates listed above during the semester before internship is expected to begin.

TRANSITION TO INTERNSHIP

Practicum must be completed prior to the start of internship. A student may arrange to continue on at the same site they attended practicum if approved or may begin a contract at a new site. The student should confirm with the practicum site and the MAC program their plans to continue or a minimum of six weeks prior to the end of the semester they are in practicum, and all paperwork for internship must be completed prior to the semester they intend to begin internship according to the timeline identified in the Practicum and Internship Handbook. Note that MAC clinical students are not considered to be under contract between semesters and cannot accumulate practicum or internship hours during that time. ***

INTERNSHIP OVERVIEW

The 600-hour internship experience occurs in the fall (or spring) semester of the third year of the program. Internship includes class meetings throughout both semesters with faculty for group



supervision, support, and discussion. This experience serves as an opportunity to further integrate and apply clinical skills. As part of the internship course, students are also expected to obtain written permission from both their site supervisor, agency (if relevant), and client to video-record client sessions. ***

INTERNSHIP DURATION

Internship trainees complete 240 hours of direct service and a minimum of 600 hours of indirect service (600 total hours) combined on-site at their internship site within a minimum of two 16-week semesters of Internship 1 and Internship 2. Internship trainees will be expected to participate in orientations and trainings in addition to supervision and direct client services. Direct service can include individual, couple, family, and/or group counseling*. Indirect service can include orientation, live and online training, academic reading, supervision, administrative tasks, note taking, and other tasks as assigned. * Students will need to provide group counseling in either the course of practicum or internship. ***

INTERNSHIP SUPERVISION AND OTHER PROFESSIONAL INTERACTIONS

Internship trainees must receive 1-hour of weekly on-site triadic or individual supervision from the designated fully licensed professional who committed to serve as their internship site supervisor and is identified in their contract agreement in addition to supervision from their faculty (if there is a change of internship supervisor, the student will need to notify the MAC Practicum and Internship Coordinator). Supervision is a dedicated time that can include discussion of elements such as case conceptualization, counseling methods and techniques, clinical competencies, biases, strengths and challenges, ethics, self-care, and training issues. Ideally, video recording is used for all individual sessions with trainees for the purpose of supervision and clinical training.

This internship site supervisor (with consultation from the MAC faculty supervisor, if desired) will approve and sign off on activities that qualify for direct or indirect hours. Trainee holds responsibility that the activities accomplished onsite will meet requirements for either direct or indirect hours.***

INTERNSHIP RANGE OF ACTIVITIES

On site, students can have a wide range of areas for experience including individual, couple, family, mental health and developmental issues. Students will continue to hone their skills in assessment, crisis intervention, counseling methods and interventions, multidisciplinary care coordination, case conceptualization, documentation, and electronic or paper record keeping. Through trainings, supervision, and consultation, students can be exposed to diverse counseling orientations as applied in individual, couples, family, and group counseling.***

LIABILITY INSURANCE

Students enrolled in practicum and internship must obtain proof of individual professional counseling liability insurance before providing any direct services to clients. Students may obtain coverage via their membership in the American Counseling Association (ACA)

<https://www.counseling.org/membership/join-renew> .



(**NOTE:** Membership in the ACA is a MAC requirement.) The internship student will provide proof of active insurance coverage to their internship site (in the manner they designate) and to the MAC department (throughout the duration of their enrollment in the MAC program via JotForm). ***

INTERNSHIP PLACEMENT PAPERWORK

Once the student has identified an internship site that they are interested in pursuing and they either have had an interview, have one scheduled, or are continuing at the same site they completed practicum, the next step is to complete the MAC Student Internship Exploratory Form via JotForms. Once it has been approved and the site has indicated that they would like to accept the student for Internship, they will receive a link to the MAC Student Internship Contract Agreement. Once the agreement is approved, the internship site supervisor will receive an email with the link to complete the MAC Internship On-Site Supervisor Contract Agreement. All three of these documents must be completed before the student intern is onsite and begins to accumulate internship hours.

***Please see *MAC Practicum and Internship Handbook* for more information

APPLYING FOR GRADUATION

All students must apply for graduation during their penultimate semester in the MAC program (the semester before their final semester). 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 FOUR: EXPECTATION OF MAC STUDENTS

STUDENT PROFESSIONALISM

The ACA Ethical Code (2014) defines the parameters of the counseling field. As a MAC student, you are a professional in training and as such “have a responsibility to understand and follow the ACA Code of Ethics. Student and supervisees have the same obligation to clients as those required of professional counselors” (American Counseling Association, 2014). Our expectation of professionalism in our students, grounded in the ethics code, is based on an evaluation of the following counselor skills and dispositions:

| Skills & Dispositions | As Demonstrated By: |
|--|---|
| Ability to work with abstractions and theory | Willingness to learn and openness to new ideas |
| Ability to move fluidly between theory and practice | Written work and in-class participation |
| Skilled, therapeutic, and professional use of language | Communication that is respectful, polite, sensitive, with correct grammar |



| | |
|---|---|
| Capacity to experience and express empathy and compassion and ability to engage with warmth, enthusiasm, and nurturing. | Attuned, respectful, and kind class, clinical, and programmatic expression, and interactions |
| Acceptance of others and appropriate social skills. | Awareness of personal impact, receptivity, and respectful curiosity with students, clients, supervisors, and faculty |
| An ongoing commitment to personal, as well as professional, growth and enrichment. | Active membership in professional organizations, active engagement in internalizing class information, professional trainings, and in gathering and applying current research |
| Psychological self-awareness, emotional groundedness, and emotional maturity. | Ability to remain present and/or meet personal needs without expecting others to do so, and interact with equanimity in class, clinical, and programmatic interactions |
| Self-awareness of personal challenges and inevitable biases brought to the field, as well as an ongoing commitment to growth and progress in these areas. | Introspective, resilient, self-compassionate initiation toward taking responsibility for self and impact made on others |
| Clarity of purpose and ability to be self-directed and self-motivated. | Initiation to ensure that faculty, supervisor, and student expectations align with student's internal impression of programmatic responsibilities |
| Personal integration of anti-oppressive, non-discriminatory, and non-ethnocentric attitudes and behavior. (See MAC Position Statement, page 6). | Active engagement in and initiation to seek anti-oppressive information and integrate anti-oppressive principles into assignments and in class and clinical interactions |
| Ability to resolve personal issues and interpersonal conflicts rather than projecting those issues onto clients, co-workers, students, or faculty. (See grievance policy, page 40). | Articulating and owning responsibility for self (internal experience and external actions) while not assuming internal state or motives of other individuals |
| A welcoming and collaborative attitude toward conflict resolution and receiving constructive feedback. | Asking clarifying questions, seeking feedback and/or acknowledging discomfort while also remaining curious and non-defensive when feedback is offered |
| Ability to experience and express empathy in relationships with others. | Attuned and respectful class, clinical, and programmatic expression, and interactions |

These 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.

Your MAC faculty facilitate and expect commitment to academic excellence and integrity in alignment 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 your own work, references properly any materials included from other sources, and is not constructed with the collaboration of ChatGPT or other AI support software. Please consult with your faculty for any additional clarification.

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 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

Attendance at the first class of the semester is required. Only one absence per semester is permitted (in fall and spring = 1 class & summer = ½ of a class period) without a grade penalty. Any additional absence after one will reduce your final grade for the class one grade step (A to A-, A- to B+, etc.).

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 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 appointments, and clinical class participation is required).

General:

- If at all possible, use a computer rather than a phone for your primary connection; in addition to the somatic advantages to a larger screen, using a computer will allow you to move between “gallery view” (where you are able to see the entire circle of members) and “speaker view” when there is a key focus on an individual, such as when doing a presentation or participating in a role play.
- As much as possible, have a good or at least a good enough internet connection (you may need to update your internet plan or having others in the vicinity limit their online use to ensure you have adequate connection to effectively participate in class).
- In addition, be prepared to use a phone for audio as a backup in case computer 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 camera’s off); due to the highly relational nature of our work together, we count on the visual signals and perceivable gestures that



are rich elements of communication, and reduce times when your camera is “off” as much as possible.

- If 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.
- While it is generally wise to start out muted and mute when you are not speaking, work with the faculty and your student colleagues about times that having auditory feedback will be helpful.
- If you experience eye strain, consider using blue light filters (glasses or screen) to avoid exhaustion.
- Respect the times set for breaks and as 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.)
- Listen to the needs of your body and use breaks wisely—move, hydrate, etc.
- 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 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 or being in a space where no one else is privy to the interactions. And within that 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 | Points | 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 steps of the formal grievance process (see page 40).



PART FIVE: 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 SIX: 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 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. Statement of Justification/Need
5. Rationale
6. Feasibility
7. Summary/conclusion.



CONFLICT RESOLUTION AND APPEAL PROCESS

The MAC Program is part of an academic community and abides by the standards of Saint Martin's University. We also share a mutual responsibility for maintaining conditions under which a generative learning community and collaborative relationships can flourish.

We support the values of openness, honesty, civility, and fairness. It is important to note that these values and conditions carry certain rights and responsibilities. Students, faculty, and staff in the MAC Program may differ widely in their specific interests, in the degree and kinds of experiences they bring to the program, and in the functions and roles they perform. However, as a learning community, we need to maintain a commitment to personal, relational, academic, and professional honesty and integrity; in responsibly obtaining and providing accurate information; and in resolving differences through due process and mediation, direct address wherever possible, and a strong will toward collaboration.

The Level System

If a student has an issue related to the MAC program, earns a grade with which they disagree, or has difficulty with other academic decisions (such as course offerings, cancellations, misunderstandings over assignments, definitions of full-time status, etc.), the MAC Program has established a three-level resolution procedure. This procedure should be used, and the levels followed in issues between any members of the learning community, including student-to-student, or with any member of the SMU community. The goal is wherever possible to tend to issues directly through one-on-one communication, which can include support as needed.

Prior to engaging this process, the student may choose to first engage their advisor and then as needed follow the steps outlined.

The process is as follows:

LEVEL ONE: Discuss the problem with the MAC instructor or the student with whom there is conflict. This action is often sufficient to clear up any problems or misunderstandings.

Before moving onto other levels of the appeal process, speaking directly with the individual(s) of concern is most often required. If students feel unsafe, uncomfortable, or unable to do so on their own, students may bring in a mutually agreed-upon third person for support.

LEVEL TWO: If the student is not satisfied with the outcome of LEVEL ONE, they may address the issue, in writing, to the MAC faculty members.

The MAC faculty, as a group, will attempt to respond to and resolve the issue fairly. They may respond in writing, or they may ask the student to come in and meet with them as a group. If the conflict is between two students, MAC faculty can facilitate a conversation. A response to the concern will take place within 30 working days. If requested to meet with MAC faculty, the student again may invite a mutually agreed-upon third party to serve as support.



LEVEL THREE: If the matter is not acceptably resolved, the problem may be taken before the Dean of the College of Education and Counseling. The Dean will listen to the student's understanding of the problem and then consult with members of the MAC faculty before making a decision. That decision may involve taking the situation to the Saint Martin's University central administration.

The best approach when there is a disagreement is usually to deal directly with the people involved in the problem. ***Please do not skip levels and go directly to the Dean, Vice President, or President of the University*** — this limits the resources that can be used to address the problem and is not in alignment with MAC professionalism expectations of students.

Most importantly, the spirit of the MAC program emphasizes the development of communication and interpersonal skills—these skills are essential in the student's professional and personal development.

FACULTY CONCERN AND GATEKEEPING PROCESS

It is also possible that the MAC faculty may have concerns regarding a student. Concerns usually have centered on any of the following issues:

1. A student demonstrates serious academic limitations, such as poor grades, consistently late work or misunderstanding of assignments, superficial thinking, and inability to communicate satisfactorily in written or oral form.
2. There is a question 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.
3. The faculty becomes aware of inappropriate conduct in or out of class.
4. Any area in which the student fails to meet the standards of our five areas of assessment as detailed in the section "Success in the MAC Program" (see page 7)

These are concerning issues. MAC faculty have a gate-keeping responsibility to the field and are invested in keeping students academically engaged. One mechanism for dealing with such concerns is the Degree Candidacy process (see page 25). However, it would be unethical of the faculty to allow a student to continue classwork up to that point without addressing problems or difficulties. Thus, the MAC faculty have the right and the responsibility to question problematic behavior any time it occurs and as soon as it is recognized.

The MAC faculty has an established process consisting of three levels of action. The corrective process rarely goes beyond 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: The faculty member will discuss the problem with the student with an additional person in a more formal and private conference during the semester that it occurs or is first noticed.

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.

Possible options for resolving the problem at level 3 may include the design of an academic program (such as additional readings, papers, or courses) or a counseling program (such as additional personal counseling) to deal satisfactorily with the issues. Another option is for the student to withdraw from the program. Final decisions in these matters are made by the MAC faculty but may be appealed using the steps outlined earlier.

As discussed previously, 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.

PART SEVEN: MAC FACULTY

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 (TFCBT) 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. 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 McCaughan, PhD, LCPC

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 a site-team member for CACREP Accreditation reviews 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.

Peggy Zorn, M.A., LMFT

Professor Peggy Zorn received her graduate degree from the Human Relations Institute (now Pacifica Graduate Institute) and has been teaching at Saint Martin’s University since 1994. Professor Zorn is a Licensed Marriage and Family Therapist and has a private practice serving children, adults, and couples. She specializes in child and adolescent therapy as well as issues of trauma, grief, and abuse.

Professor Zorn also uses her counseling expertise in the community as a consultant for licensed clinicians, local attorneys, physicians and Child Protective Services. She conducts supervision for counselors who are working towards licensure and also served for many years on a crisis response team in the Shelton School District. Through years of collaboration with Grandmother Margaret Behan, a former member of the 13 Indigenous Grandmothers, she helped organize Tstsistas Sacred School and co-created the Healing Historical Trauma conference. She is trained in EMDR and EFT, and is a member of the American Association for Marriage and Family Therapy (AAMFT), the American Counseling Association (ACA), the Association for Play Therapy (APT) and the AAB.

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) and 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 liberation and advocacy through ethical professional development of the person of the counselor and through effective use of research. During the 2019 ACES national conference, Dr. Powell presented on the topic: “Using an Individualized Advisement Contract to Structure the Student-chair Relationship During Dissertation.”



APPENDIX A: MAC PROGRAM GLOSSARY

Ableism: a system of oppression against people with intellectual, emotional, or physical disability; the over-valuing of people without disability

Appreciative Inquiry the cooperative, co-evolutionary search for the best in people and the world; involves systematic discovery of what gives life to a community when it is most effective and most capable

Benedictine Hospitality: offering warmth, acceptance, and joy in the sincere welcoming of others, across all manner of difference

Cis-gender: personal gender identity and presentation align with sex assigned at birth (“cis-male” and “cis-female”)

Classism: a system of oppression that subordinates poor and working-class people, denies them access, and over-values people of other classes

Cultural humility: recognizes the limits of any worldview, acknowledges one’s own biases, and trusts that others are experts in their own experience

Decolonization: Dismantling and divesting from personal, collective, and institutional systems of colonial power in its many varied forms

Depth Work: Approaches that orient around the idea of the personal and collective unconscious, including cultural and archetypal dimensions

Ethnocentrism: evaluating another culture by the standards and values of one’s own; believing in the superiority of one’s own culture. [Eurocentrism being the pervasive societal norm that White/European-based values are superior and should be applied to everyone]

Feminism: affirmation of the social, economic, and political equality of all people, regardless of sex, gender, or sexuality

Heterosexism: assumes heterosexuality as the norm, favors heterosexuals and heterosexuality, and invisibilizes, denigrates, and/or stigmatizes anyone whose gender or sexual behavior is considered non-heterosexual

Oppression: systemic and pervasive social inequality woven throughout social institutions and embedded within individual consciousness

Self-Determination: ability to act and live free from covert or overt external compulsion



Sexism: a system of oppression that privileges cis-men, subordinates women and other genders, and denigrates non-cis-male identified values

Social Justice: a commitment to a socially just and equitable world, and the committed actions to make that world a reality

Subtle Activism recognizes that spiritual practices can lead to social change, and social change work can lead to spiritual development

Transphobia: the fear or hatred of transgender people or people who do not meet heteronormative/cis-gender role expectations

Trans-valuing: beliefs and actions that affirm the value of transgender people