

# **SCHOOL OF EDUCATION**

## **STANDARDS AND FAIR PROCESS MANUAL**

**Gonzaga University and the School of Education, in their sole discretion, reserve the right to change any of the stated standards, criteria, procedures or other provisions set forth in these documents.**

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## SECTION 1

### 1. PROVISIONS AND CONSIDERATIONS COMMON TO ALL PROGRAMS OFFERED BY THE SCHOOL OF EDUCATION

#### 1.1. GENERAL PURPOSE

- 1.1.1. The overall purpose of the fair process manual is to provide a description of the policy and procedures that govern the admission, successful progress, completion, and appeal process of all programs within the School of Education.
- 1.1.2. The document includes protocols that govern the total program experience, including:
  - 1.1.2.1. Academic and content preparation
  - 1.1.2.2. Field placements, professional practica, and internships
  - 1.1.2.3. Professional behaviors, dispositions, and performance of candidates
- 1.1.3. This document provides the operational framework through which the School of Education of Gonzaga University provides for the professional success of its program candidates.

#### 1.2. MISSION STATEMENT

The mission of the School of Education is to prepare socially responsive and discerning practitioners to serve their community and profession.

- We model and promote leadership, scholarship and professional competence in multiple specializations.
- We support an environment that is challenging, inclusive, reflective, and collegial.
- We foster inquiry, intellectual creativity, and evidence-based decision making to accept the challenges facing a global society.
- We provide academic excellence in teaching, advising, service, and scholarship.
- We promote, support and respect diversity.

The School of Education upholds the tradition of humanistic, Catholic, and Jesuit education.

#### 1.3. PROGRAMS

The School of Education (SOE) offers both undergraduate and graduate degrees, and certification for Washington State.

- 1.3.1. The Department of Counselor Education offers the Master of Arts in Counseling (site-based), Master of Arts in Community Counseling, and Master of Arts in School Counseling. Additionally a Residency Certification for school counselors at the graduate level is offered.
- 1.3.2. The Department of Educational Leadership and Administration offers the Master of Anesthesiology Education, Master of Arts in Leadership and Administration, and Master of Arts in Education Administration.

Additionally there is certification for principal, program administrator, and superintendent at the graduate level

- 1.3.3. The Department of Special Education offers the Bachelor of Education in Special Education and Master of Education in Special Education
- 1.3.4. The Department of Sport and Physical Education offers the Bachelor of Education in Sport Management, Bachelor of Education in Physical Education, and Master of Arts in Sport and Athletic Administration
- 1.3.5. The Department of Teacher Education offers the Master of Education in Literacy, Master of Arts in Teaching, and Master of Initial Teaching. Additionally there is a comprehensive Teacher Certification Program which enables students to obtain certification at the elementary or secondary level

#### 1.4. SCOPE

The provisions in Section 1 apply to all programs in the School of Education of Gonzaga University, sometimes referred to as "SOE".

#### 1.5. GENERAL CRITERIA FOR ADMISSION

A decision to admit or to retain a student in any of the programs depends not only upon the University's admissions and academic requirements, but also upon the faculty's assessment of the student's personal capacities and potential to serve effectively in the teaching profession or related fields. These assessments tend to reflect the views which the University and SOE have as to the nature of the teaching/counseling professions or related fields and the expectations for Gonzaga University graduates. Such views are shaped in part by such objective criteria as:

- 1.5.1. The traditions, ideals, purposes, and values stated in the University and SOE's Mission Statements
- 1.5.2. Professional standards recognized and promulgated by influential professional organizations
- 1.5.3. The legal requirements placed upon teachers, administrators, and counselors, the applicable laws, and regulations governing certification
- 1.5.4. GENERAL MINIMUM REQUIREMENTS FOR UNDERGRADUATE PROGRAMS
  - 1.5.4.1. General minimum requirements for purposes of admission to undergraduate programs for Gonzaga University include, but are not limited to, the following: (Refer to the Gonzaga University Undergraduate Catalogue for specific criteria.)
    - 1.5.4.1.1. Graduated from an accredited high school in a college preparatory curriculum while showing evidence of ability to complete the University's requirements for graduation
    - 1.5.4.1.2. Suitable scores on the American College Test battery (the ACT) or on the Scholastic Aptitude Test of the College Board (the SAT)
    - 1.5.4.1.3. A completed application packet and non-refundable fee.

1.5.4.2. General minimum requirements for the purpose of undergraduate admission to the SOE are program specific. Students admitted to the University are admitted to the SOE based on program requirements. Consult specific program for details. Refer to the Gonzaga University Undergraduate Catalogue and the Section on a specific program in this *Manual*.

1.5.5. GENERAL MINIMUM REQUIREMENTS FOR GRADUATE PROGRAMS

General minimum requirements for purposes of admission to graduate programs in the SOE include, but are not limited to, the following: (Refer to the Gonzaga University Graduate Catalogue and the Section on programs for specific admissions requirements, time requirements, advanced and transfer credit information.)

- 1.5.5.1. A completed application form (see SOE website: [www.gonzaga.edu/soe/grad](http://www.gonzaga.edu/soe/grad)) and a non-refundable fee, which is waived for graduated students from Gonzaga University
  - 1.5.5.2. Two official college transcripts from each college or university in which over 6 semester credit hours or 10 quarter credit hours were attended that lead to the undergraduate degree; final transcripts must bear a posted Bachelor degree completion with a cumulative GPA of 3.0 or better from an accredited college or university. Lower GPAs may be acceptable if other qualifying criteria support admission. (International applicants must submit foreign transcripts in the original language and an English copy)
  - 1.5.5.3. Two letters of recommendation sent directly from the recommending persons to the SOE Graduate Admission Office using the confidential recommendation forms (see the SOE website: [www.gonzaga.edu/soe/grad](http://www.gonzaga.edu/soe/grad))
  - 1.5.5.4. A written statement of purpose addressing the applicant's interest in graduate studies and other criteria specific to the program of study (refer to the Section relating to the program of study).
  - 1.5.5.5. An official TOEFL score of at least 550 or 213 on the computer test by each international applicant who has graduated from a foreign college or university which may be waived if the international applicant completes Level 108 of Gonzaga University's English as a Second Language program with a grade point average of at least 3.0 and the recommendation of the ESL faculty.
  - 1.5.5.6. A financial declaration and supporting documentation by each international applicant providing evidence of sufficient funds for academic and living costs while staying in the United States for at least the academic year (two consecutive full-time semesters).
- 1.5.6. Not all criteria for admission and retention of educators or counselors are of an objective nature, however; it has been found that  
". . . [T]he calling [of a teacher] is so intimate, its duties so delicate, the things in which a teacher might prove unworthy or would fail are so numerous that they are incapable of enumeration in any legislative enactment . . . His habits, his speech, his good name,

his cleanliness, the wisdom and propriety of his unofficial utterances, his associations, all are involved. His ability to inspire children and to govern them, his power as a teacher, and the character for which he stands are matters of major concern in a teacher's selection and retention."

- 1.5.7. In addition to academic and technical qualifications, an abbreviated description of other more subjective criteria which will be considered for purposes of admission or retention include, but are not limited to, the following (all with reasonable but not undue allowances for youth or inexperience):
  - 1.5.7.1. Background and experiences of the student.
  - 1.5.7.2. The requirements of personal discipline and personal example expected of teachers, counselors, and other professionals as reflected by conduct and lifestyle.
  - 1.5.7.3. The ability of the student to relate to, communicate with, and work effectively with others, including persons of various backgrounds and makeup, persons with exceptional needs and limitations, persons from different racial or ethnic populations, or persons of different sex, or of different sexual orientation.
  - 1.5.7.4. Good moral character and personal fitness requirements, including those set forth in the Washington Administrative Code (WAC) Ch. 180-79A-155 (copy available at the Dean's Office).
- 1.5.8. ADMISSION PROCESS
  - 1.5.8.1. Undergraduate Student Applicants  
Refer to Gonzaga University Undergraduate Catalogue and to the Section on a specific program in this *Manual*.
  - 1.5.8.2. Graduate Student Applicants
    - 1.5.8.2.1. The faculty of the department will review the applicant's packet to determine provisional or full acceptance or denial into the SOE based upon established program admission criteria. Written notification of the decision is sent to the applicant.
    - 1.5.8.2.2. An applicant whose application is denied may appeal this decision according to the appeal process outlined in Section 1.20 of this *Manual*.
    - 1.5.8.2.3. Provisional accepted students must fulfill their provision before they obtain 6 credit hours. A hold will be placed on their student record, not allowing them to register for classes, at the completion of 6 credit hours until the provision is met.
    - 1.5.8.2.4. Applicants to graduate programs may remove undergraduate deficiencies by following the established University challenge procedure.
    - 1.5.8.2.5. Graduate-level courses may not be challenged.
    - 1.5.8.2.6. All work accepted toward a master's degree is to be completed within a five-year period from the date of

- acceptance into the program or from the first semester of graduate-level enrollment, or advanced credit
- 1.5.8.2.7. Credit for graduate-level courses completed at Gonzaga prior to admission to a graduate program may be accepted for advancement into the program upon recommendation of program faculty evaluation. Such recommendation is forwarded to the Dean for final approval. Advance credits are limited to twelve
  - 1.5.8.2.8. The SOE may accept up to one-fifth of the total number of credits required for a degree from another accredited college or university, six semester credits for most master's programs. Courses must be clearly graduate level as defined by the granting institution. The subject matter of courses transferred must be relevant to the degree in question, which is determined by evaluation from program faculty. The date of each course considered needs to be within 5 years of the beginning semester at Gonzaga. No course for which a grade less than "B" has been awarded may be accepted. Classes graded on a Pass/Fail scale will not be considered unless Pass is equivalent to "B". Transfer credits are used in the calculation of the graduate grade point average but are not entered on the student's transcript until the student has been admitted to candidacy. The Dean of the SOE gives final approval for transfer credits.

#### 1.6. INDIVIDUALIZED STUDY GRADUATE LEVEL STUDENTS ONLY

Students may undertake individualized study if it is considered necessary to complete their program.

- 1.6.1. Application for individualized study must be made on a form available from the SOE Dean's Office
- 1.6.2. It is the responsibility of the student to demonstrate the relevancy of the proposed study and the ability to complete it on an agreed upon timeline
- 1.6.3. For most master's programs, the student is allowed a maximum of 2 individualized study courses (6 credits) for degree completion

#### 1.7. EXTENSION AND CORRESPONDENCE COURSES GRADUATE LEVEL STUDENTS ONLY

Courses taken in extension or by correspondence are not allowed as credit toward graduate degrees. In exceptional cases, the Academic Vice President may waive this regulation if recommended by the program director and Dean of the School of Education.

#### 1.8. GRADING

- 1.8.1. For the purpose of certification and convenience in reporting, letter grades are used to express the instructor's evaluation of the student's

competence in a given area. For definition of each letter grade, refer to the Gonzaga University Undergraduate or Graduate Catalogue.

1.8.2. To appeal a grade, refer to Section 1.20 of this *Manual*.

#### 1.9. GRADE POINT AVERAGE

- 1.9.1. Programs require a minimum cumulative grade point average in course work approved for the degree program
- 1.9.2. Students who fail to maintain this minimum grade point average will be considered on probation for one semester and may be dropped from the program
- 1.9.3. For undergraduate students, credits which carry a letter of AU, I, IP, NS, P, RD, S, and W do not count as credits graded and quality points are not awarded. For graduate students a letter of C-, D, F, AU, I, IP, RD, V, and W do not count toward a graduate degree.
- 1.9.4. Only authorized courses for a given degree will be counted in computing the grade point average
- 1.9.5. Courses not authorized will appear on the transcript with a letter grade awarded but will not affect the graduate grade point average
- 1.9.6. Grade point average is determined by dividing cumulative quality points earned in authorized courses by the cumulative credits attempted in authorized courses

#### 1.10. CHANGE OF GRADES

- 1.10.1. A faculty member wishing to change a grade initiates the process via a "Change of Grade Request Form" available in the Registrar's office.
- 1.10.2. Grade changes which involve only the removal of existing incomplete grades (including IP's) based upon the completion of the work can be changed by the instructor via the "Incomplete Removal Form" available in the Registrar's office.
- 1.10.3. Allegations of unfair or prejudiced grading may be brought to the attention of and reviewed by the Dean of the SOE and, if necessary, by the Academic Vice President, whose decision is final

#### 1.11. GENERAL CRITERIA FOR RETENTION AND COMPLETION OF PROGRAMS

The SOE seeks to make rational admission and retention decisions. However, admission does not necessarily assure success or ongoing retention of a student in a program; further, retention for a time (even for extended time) does not necessarily assure retention to completion of the program. The student has a separate and independent personal obligation to consider and confirm his or her own suitability to the program and to meet and abide by the above standards expected of those who would be called to the teaching, counseling, and related professions.

- 1.11.1. Once admitted to programs, undergraduate students must maintain a GPA of 2.0 and graduate students must maintain a GPA of 3.0 in all coursework taken in the program

- 1.11.2. Students must demonstrate levels of interpersonal social, and behavioral competencies deemed essential for the profession
- 1.11.3. Each student's progress will be monitored by his/her advisor
- 1.11.4. The advisor or other faculty teaching in the program will advise the department chair of any concerns either academically or behaviorally
- 1.11.5. If at any point in the program, a student fails to meet and/or continue academic and acceptable behavioral standards, a review committee will meet to decide on dismissal from the program.
- 1.11.6. If the student continuation in the School of Education's programs does not meet the minimum criteria, the program faculty may create a Remediation Plan individualized to the student.
- 1.11.7. Academic honesty is expected of all Gonzaga University students. Academic dishonesty includes, but is not limited to: cheating, fabrication, plagiarism, and facilitating academic dishonesty. Any student found guilty of academic dishonesty is subject to disciplinary action. Refer to the undergraduate and graduate catalogues, the student handbooks, and Appendix A of this *Manual*.

1.12. FULL TIME STATUS

- 1.12.1. Normal course load of a regular full-time undergraduate student is sixteen semester credits. For academic purposes, the minimum full-time course load is twelve credits.
- 1.12.2. Graduate students must be registered for a minimum of 6 credits per semester to be considered full-time during the fall and spring terms and a minimum of 3 credits during the summer term.

1.13. THESIS INFORMATION GRADUATE LEVEL STUDENTS ONLY

Graduate students who are preparing their theses for publication will work with their respective program directors

1.14. PETITION TO GRADUATE

Degrees are granted at the end of each semester: fall (December), spring (May), and twice during summer (June and August). Students are expected to apply to graduate through the Registrar's office.

1.15. DISMISSAL

1.15.1. UNDERGRADUATE STUDENTS:

1.15.1.1. Minimum standards of achievement for undergraduates are a cumulative grade point average of 2.00 for all credits earned at Gonzaga and a 2.00 semester grade point average for the previous semester.

1.15.1.2. Students failing to achieve these minimums are automatically placed on Unsatisfactory Academic Progress Probation.

1.15.1.3. Terms of probation are outlined in Gonzaga University Undergraduate Catalogue.

1.15.2. GRADUATE STUDENTS:

- 1.15.2.1. Once admitted to programs within the SOE, students must maintain a GPA of 3.0 in all coursework taken in the program.
- 1.15.2.2. Students must demonstrate levels of interpersonal, social, and behavioral competencies deemed essential for the profession. Each student's progress will be monitored by his/her advisor. The advisor or other faculty teaching in the program will advise the program director of any concerns either academically or behaviorally.
- 1.15.2.3. If at any point in the program, a student fails to meet and/or continue academic and acceptable behavioral standards, a review committee will meet to decide on continuance or dismissal from the program.
- 1.15.2.4. If the student continuation in the School of Education's programs does not meet the minimum criteria, the program faculty may create a Remediation Plan individualized to the student.
- 1.15.2.5. The program director will give written notification of the decision from the review committee to the student within fifteen (15) calendar days.
- 1.15.2.6. The decision to dismiss a student from a program is subject to appeal by the student. The appeal process is outlined in Section 1.20 of this *Manual*.

#### 1.16. WITHDRAWAL

- 1.16.1. Undergraduate students must obtain a Complete Withdrawal Form from the Office of Academic Services. Guidelines are available in the undergraduate catalogue and from the academic advisor.
- 1.16.2. Graduate students must obtain a Complete Withdrawal Form from the SOE Graduate Admission Office or the website

#### 1.17. LEAVE OF ABSENCE

- 1.17.1. Undergraduate students who need to request a leave of absence must obtain a Leave of Absence Form from the Office of Academic Services. Guidelines are available in the undergraduate catalogue and from the academic advisor.
- 1.17.2. Graduate students who need to request a leave of absence must obtain a Leave of Absence Form from the SOE Graduate Admission Office or the website.
  - 1.17.2.1. Leaves of absence are granted for one semester.
  - 1.17.2.2. Exceptions are determined by the program director.

#### 1.18. READMISSION TO PROGRAMS

- 1.18.1. If a withdrawn or a leave of absence undergraduate student wishes to reactivate his/her student record, he/she must contact the Office of Academic Services for guidelines.

- 1.18.2. If a withdrawn and/or a leave of absence graduate student wishes to reactivate his/her student record, he/she must contact the program director to request readmission into the program of study.
  - 1.18.2.2. The program director will determine if the student is eligible to be reactivated into the program of study according to the criteria in Section 1 of this *Manual*.
  - 1.18.2.3. The graduate student may need to reapply and/or may be held to new criteria and timelines. Graduate programs have five year time limit for completion.

#### 1.19. APPEAL PROCESS FOR DECISIONS AND/OR ACTIONS TAKEN

An applicant and/or student may appeal a decision or disciplinary action taken.

- 1.19.1. The appeal shall be made in writing to the program director in the SOE within fifteen (15) calendar days of receipt of written notification of the disciplinary action or decision taken
- 1.19.2. The program director will notify the department chair involved. The faculty of the department will review all evidence and materials related to the appeal and render a decision
- 1.19.3. The department chair will give notification of this decision to the applicant/student in writing within fifteen (15) calendar days of this decision
- 1.19.4. The applicant/student may appeal this decision to the Dean of the SOE within fifteen (15) calendar days of receipt of notification in writing.
- 1.19.5. Faculty who have been part of the original decision will be excused from the remaining decision process
- 1.19.6. The Dean of SOE will review the appeal and give notification of the decision to the applicant/student in writing within fifteen (15) calendar days of this decision
- 1.19.7. A final appeal by the applicant/student may be made to the Academic Vice President (AVP) within fifteen (15) calendar days of receipt of notification in writing
- 1.19.8. The AVP will make the final decision and inform the applicant/student of the decision within fifteen (15) days of this decision.
- 1.19.9. Following an appeal, a final report shall be submitted to the Academic Vice President by the Dean of the SOE
- 1.19.10. The Dean and faculty of SOE will assure that an applicant or student, who has a successful appeal, will not be retaliated against.

#### 1.20. EXCLUSIVE GROUNDS FOR APPEAL

NOTE: (MASTER OF ANESTHESIOLOGY EDUCATION STUDENTS SHOULD REFER TO THAT PROGRAM'S SECTION IN THIS MANUAL FOR THE PROCESS RELATED TO BOTH GONZAGA UNIVERSITY AND SACRED HEART MEDICAL CENTER)

The SOE has developed procedures to provide means for a student to seek review of any decision alleged to be arbitrary and capricious. In any case of arbitrary and capricious decision making regarding admissions or dismissal, the burden of proof rests with the student. A decision made in good faith, after due

consideration and process, with reasonable basis in fact, is not made arbitrarily or capriciously even if the reviewing body would have made a different decision.

1.20.1. An arbitrary and capricious decision is defined as:

1.20.1.1. A decision made on a basis other than performance or criteria

1.20.1.2. A decision based on unreasonable standards different than those applied to other students.

1.20.1.3. A decision made by a substantial, unreasonable, or unannounced departure from the normal criteria

1.21. PETITION TO THE DEAN OF THE SCHOOL OF EDUCATION

Independently of or in addition to any appeal pursuant to Section 1.21 of this *Manual*, the student may file a written petition with the Dean of the SOE. The Dean shall take such action in respect to such petition as to the Dean appears proper and warranted.

1.22. OTHER POLICIES

This document does not modify or supplant the Student Conduct Code and Disciplinary System, which appears in the Student Handbook. It is recognized that academic and disciplinary issues sometimes tend to overlap, in which situations both the academic and disciplinary policies and procedures may be invoked.

1.23. CHANGE

By its very nature, the educational process reflects society and necessitates change. Statements and provisions in this publication are not a contract between an applicant for admission or a student who seeks retention. The University and the SOE, in their sole discretion, reserve the right to change any of the stated standards, criteria, procedures or other provisions set forth in these documents. Programmatic changes are a common occurrence in the field of education and are usually the result of directives from the Washington State Office of the Superintendent of Public Instruction, the National Council for the Accreditation of Teacher Education, and other specialized accreditation standards. SOE takes seriously its responsibility to communicate all changes to education students. Students must be sure to meet with their Education advisors regularly to complete a plan of study in compliance with current regulations.

## SECTION 2

### 2. MASTER OF ARTS IN COUNSELING (SITE-BASED)

#### MASTER OF ARTS IN COMMUNITY COUNSELING AND MASTER OF ARTS IN SCHOOL COUNSELING

2.1. The Department of Counselor Education offers three degree programs. The CACREP approved Masters of Arts in Community Counseling is a 53 credit hour course of study designed to train professional counselors in individual, group, couples, and family counseling for a variety of employment settings including social service and mental health agencies, college counseling centers, and private practice. The CACREP designed Master of Arts in School Counseling is a 53 credit hour course of study designed to prepare students to be state certified at the elementary, middle, and high school levels. Both programs are centered on three core areas of emphasis. The first area of emphasis is a thorough knowledge base grounded in both historic and current literature that serves as the foundation for research-based practice. The second core area is a solid skills set with a process matrix that removes the mystique of counseling and readies the beginning counselor to be competently in charge of the counseling process. The final emphasis is placed on personal growth with the intent of readying a healthy counselor who can provide services with sound ethics and excellent personal health. In addition to the three core areas of emphasis, both the Community Counseling and the School Counseling Programs require the counseling student to develop and operationalize a personal theory of counseling. This personal theory is written in accordance with the students own belief system while utilizing scholarly literature as a foundation and the skills and matrix as the framework for the process of counseling. The third program offered by the Department of Counselor Education is a site-based program in Canada resulting in a Master of Arts in Counseling. This program is specifically designed to help meet the needs of communities and schools in areas where such programs might otherwise be difficult, if not impossible, for people in those communities to find. The Canadian program is 36 semester credits within a two year course of study designed to prepare students in either school or agency counseling. The same three areas of emphasis noted in the on-campus program are promoted in the site-based cohorts. The student's personal theory of counseling is developed and written as the culminating experience for the student.

#### 2.2. ADMISSIONS

A primary goal of Gonzaga's counseling programs is to identify and select students who present the highest potential for success as counselors and as leaders in the counseling profession. Indicators of counselor success are: demonstration of skills and conflict resolution, consistent healthy interpersonal behaviors, recognition of strengths and weaknesses, a clear grasp of goals, and knowledge of one's impact on others. While Gonzaga aims to enhance

these critical capacities, admission into the program is, in great part, based on the applicant's ability to demonstrate potential for these capacities as well as a great willingness for growth in all areas.

#### 2.2.1. MINIMUM REQUIREMENTS

The Department of Counselor Education requires applicants to submit materials outlined in Section 1.5 of this *Manual* and in addition the following:

- 2.2.1.1. A written Statement of Purpose addressing their interest in graduate studies in counseling and in the profession of counseling. They should include an assessment of their current strengths as a potential counselor and the foreseen benefits in gaining a master's degree in counseling, community counseling or school counseling from Gonzaga University
- 2.2.1.2. Official entrance exam test scores at the 50<sup>th</sup> percentile or higher. May be either the Graduate Records Exam (GRE) general aptitude test, or the Miller Analogies Test (MAT), taken within the past five years, a requirement which may be waived if the applicant has an advanced degree. Test scores below the 50<sup>th</sup> percentile may be acceptable if other qualifying criteria support admission.

#### 2.2.2. ADMISSION PROCESS

- 2.2.2.1. Applicants must submit the above materials each year by January 1<sup>st</sup> for first round, February 1<sup>st</sup> for second round and March 1<sup>st</sup> for the third round to be considered in the application process for the coming fall semester entrance.
- 2.2.2.2. Applicant files are independently reviewed by each faculty member in the Department of Counselor Education. Following the review, faculty meet to determine which students will be advanced to the interview process and which applicants will be denied admission at that point.
- 2.2.2.3. Applicants who successfully complete the first round of the application process will be contacted for an interview. Those that are able to attend will be interviewed in person. Those that cannot attend a personal interview will be asked to submit a video interview tape following directions supplied to the student at scheduling. These directions include a series of questions that are asked of students in both live and video-taped interviews.
- 2.2.2.4. Faculty members independently assess both face-to-face and video interviews. Faculty then meets and votes to determine who will be admitted to the programs, who will not be admitted, and which applicants will be placed on a waiting list.
- 2.2.2.5. Letters are sent to the applicants informing them of the department decision of full acceptance, provisional, waitlist status, or denial to the program.

#### 2.2.3. APPEAL PROCESS FOR APPLICATION DENIAL

Applicants who are not admitted to the program may appeal that decision as outlined in Section 1.20 of this *Manual*.

## 2.3. ASSESSMENT LEVELS THROUGHOUT THE PROGRAM

### 2.3.1. Admissions Process

- 2.3.1.1. Materials Submitted as required
- 2.3.1.2. In person or video-taped interview
- 2.3.1.3. Faculty discuss observations/assessments of all applicants

### 2.3.2. First Week of First Semester

- 2.3.2.1. Bozarth Retreat Experience (on campus only)
- 2.3.2.2. Faculty Meet to Discuss Entering Students (on campus only)

### 2.3.3. End of First Semester (Finals Week, December)

- 2.3.3.1. Grades (at least a minimum of 3.0 with no grade lower than B-)
- 2.3.3.2. Student Submits Letter of Progress
- 2.3.3.3. Professional Performance Evaluation Completed by Faculty (on campus only)
- 2.3.3.4. Interview of Student by Faculty Members (on campus only)

### 2.3.4. End of First Year – Advancement to Candidacy (end of active summer term)

- 2.3.4.1. Grades (at least a minimum of 3.0 with no grade lower than B-)
- 2.3.4.2. Student Submits Letter of Progress
- 2.3.4.3. Field Supervisor Evaluation
- 2.3.4.4. Professional Performance Evaluation Completed by Faculty
- 2.3.4.5. Interview of Student by Faculty Members

### 2.3.5. End of First Semester, Second Year (finals week, December)

- 2.3.5.1. Grades (at least a minimum of 3.0 with no grade lower than B-)
- 2.3.5.2. Student Submits Letter of Progress
- 2.3.5.3. Field Supervisor Evaluation
- 2.3.5.4. Professional Performance Evaluation Completed by Faculty
- 2.3.5.5. Interview of Student by Faculty Members

### 2.3.6. End of Second Year (end of program)

- 2.3.6.1. Grades (at least a minimum of 3.0 with no grade lower than B-)
- 2.3.6.2. Field Supervisor Evaluation
- 2.3.6.3. Professional Performance Evaluation Completed by Faculty
- 2.3.6.4. Final Written Comprehensive Exam
- 2.3.6.5. Final Oral Exam
- 2.3.6.6. Professional Portfolio
- 2.3.6.7. Completed Signed Competencies
- 2.3.6.8. School Oral Examination

## 2.4. CONDITIONS FOR RETENTION

### 2.4.1. ACADEMIC REQUIREMENTS

Students are expected to maintain at least a 3.0 cumulative GPA overall in all graduate coursework. Furthermore, students must receive grades of B- or better. If a student receives an incomplete (“I”) in a course, that incomplete must be successfully completed within the first month of the following semester. If this is not resolved in said time, the incomplete

grade (“I”) is changed to an “F”. Failure to comply with these requirements may result in academic probation and/or dismissal from the program.

2.4.1.1. CRIMINAL RECORD

Professionals in counseling often involve delivery of services to individual clients and/or organizations. Because of the trust placed in counselors by such clients, it is essential that they demonstrate professional integrity and responsibility in their professional conduct. Certification and similar licensing boards in most states and provinces ask licensure applicants about previous criminal behavior. Committing a felony or misdemeanor related to counseling or other personal activities may be grounds for denying admission, dismissal from the program, or denying or revoking a license or certificate. If a student has been convicted in a court of law for any felony or misdemeanor other than a minor traffic offense while enrolled in the counselor education training program, the student’s continued participation will be evaluated by the faculty following the Evaluation and Retention Procedures. All students must comply with the fingerprinting, character and fitness requirement, and FBI checks as coordinated with the Certification Officer of the SOE. The fees associated with these procedures must be paid by the students. No student will be allowed to provide any services in practicum or internship without completing the above requirements.

2.4.1.2. PSYCHOLOGICAL IMPAIRMENT

Counselors with untreated psychological disorders, emotional problems, and/or substance abuse disorders of their own can significantly compromise the effectiveness of counseling and other professional activities. Further, they may cause harm to their clients. If a student is currently being treated for a psychological disorder, with psychotherapy, medications, and/or hospitalization, the student will inform the department through the faculty advisor assigned. If, in the judgment of the department faculty, a psychological disorder, emotional problem, and/or substance abuse are significantly compromising the student’s learning as a counselor in training, or is disruptive to the training of other students, participation of that student in the program will be evaluated by the faculty following the Evaluation and Retention Procedures. Said student may be asked to verify participation in a treatment program that deals with specific issues identified by the department faculty. If adequate change is not forthcoming as determined by the department faculty, further action such as dismissal from the program may be taken by the faculty to protect the student, other students, individual clients, and/or organizations.

2.4.1.3. PERSONAL GROWTH REQUIREMENT

Students enrolled in the programs offered by the Department of Counselor Education are expected to participate in the role of

“clients” in individual or group counseling training experiences during the time they are enrolled as graduate students. This requirement is based on a philosophy that recognizes the value of such an experience to the continuous development of self-awareness and personal identity. The Department believes that first-hand experience as a client bridges the often-existing gap between intellectual understanding and emotional awareness of the client experience. These experiences will be growth centered and are not intended to provide psychotherapy for students. This experience should focus on personal growth and awareness in addition to specific skills training. Important components could include the following: sharing of here-and-now feelings; working out communication blocks; interpersonal feedback; individual expression of concerns; or expression of feelings about self; significant people in one’s life as well as other members of the counseling training experience. An unwillingness or inability to participate in such experiences may be grounds for intervention or dismissal from the program.

#### 2.4.1.4. LIABILITY INSURANCE

Each student will be required to carry liability insurance to cover the student’s professional work during practica and internship assignments. This can be purchased through the American Counseling Association or one of several major insurance carriers related to professional organizations in the United States and Canada. Coverage must be obtained prior to the first day of practica experience and must be documented to the faculty by delivery of a copy of the insurance face sheet to the practicum professor by the first day of practicum as well the first day of each internship seminar. No student will be allowed to practice in either practicum or internship without said proof of liability coverage. Additionally, no student shall be permitted to participate in his or her own private practice while participating as a student in the Department programs without prior exhaustive review by the Department faculty, release of liability for the Department and its faculty by the student, and written documentation by the Department and student of the boundaries and responsibilities of the student and the Department for said practice.

#### 2.4.1.5. SIGNED AGREEMENTS

Students selected for admission into the Master of Arts in School Counseling and Master of Arts in Community Counseling as well as the Master of Arts in Counseling programs will be asked to sign the Admissions and Retention Agreement. (See Appendix E)

#### 2.4.2. CANDIDACY PROCESS

Upon completion of 12 credit hours of approved graduate work, students must be fully admitted into a graduate program.

- 2.4.2.1 Only students who are fully admitted into the Community Counseling Program may be considered for Candidacy.
- 2.4.2.2 Upon completion of 35 credit hours of approved graduate work, students are assessed for promotion to Candidacy.
- 2.4.2.3. Students who have not been fully admitted to a degree program may not earn beyond 12 credits without such admission
- 2.4.2.4 Candidacy will be denied and the student dropped from the program if the GPA is less than 3.0 or if performance is otherwise unsatisfactory as determined by faculty.
- 2.4.2.5 The chair will give written notification to those students not admitted to candidacy and to those students admitted to candidacy.
- 2.4.2.6. A student may not transfer his/her application to a new program if he/she has been denied to candidacy. The student will need to reapply to the new program
- 2.4.2.7 Exceptions can be made with the approval of the program director and the dean
- 2.4.2.8. Denial of candidacy may be appealed as outlined in Section 1.20 of this *Manual*
- 2.4.2.9 Site Based- Only students who are fully admitted into the Site Based Counseling Program may be considered for Candidacy.
  - 2.4.2.9.1 Upon completion of 19 credit hours of approved graduate work, students are assessed for promotion to Candidacy.
  - 2.4.2.9.2 Candidacy will be denied and the student dropped from the program if the GPA is less than 3.0 or if performance is otherwise unsatisfactory as determined by faculty.
  - 2.4.2.9.3 The chair will give written notification to those students not admitted to candidacy and to those students admitted to candidacy.
  - 2.4.2.9.4. A student may not transfer his/her application to a new program if he/she has been denied to candidacy. The student will need to reapply to the new program
  - 2.4.2.9.5. Exceptions can be made with the approval of the program director and the dean
  - 2.4.2.9.6 Denial of candidacy may be appealed as outlined in Section 1.20 of this *Manual*

## 2.5. DISMISSAL FROM PROGRAM

### 2.5.1. STUDENT EVALUATION AND RETENTION PROCEDURES

- 2.5.1.1. The Counselor Education Department has developed the following student evaluations and retention procedures. These follow relevant principles and codes found in the codes of Ethics and Standards of Practice of the American Counseling Association and the code of Ethics of the American School Counseling Association. Respecting these guidelines, the faculty considers not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student has demonstrated

appropriate levels of maturity, judgment, emotional stability, interpersonal skills, and self-awareness appropriate to fulfill professional roles in counseling.

2.5.1.2. Each term, faculty members in consultation with practicum and internship supervisors meet in order to evaluate each student's progress in academic work, counseling skills, and intra-personal and interpersonal effectiveness. Forms such as the Professional Performance Evaluation may be utilized. Those students assessed as having difficulty will receive feedback concerning their progress from their advisor. However, a situation that involves a significant ethical violation as determined by the departmental faculty may result in immediate dismissal from the program. Students who are identified as having remediable deficiencies in one or more of the areas evaluated are provided the following assistance in order to improve their performance:

2.5.1.2.1. PROBLEM IDENTIFICATION MEETING

The advisor meets with the student and gives specific examples of the difficulties, which have been identified by the faculty, supervisors, recipients of services, or relevant member of the University community. The student and the advisor then discuss change expectations and procedures. Explanation is made at this time as to the seriousness of the problem. Steps for resolution are recommended. A time frame for change is created and agreed upon by both parties. An agreement about steps for resolution is signed by the advisor, student, and the department chair and is placed in the student's Counselor Education Department file.

2.5.1.2.2. RECURRING OR CRITICAL PROBLEMS

If the situation is a continuing one or is critical, a team of faculty members may be appointed by the department chair to meet with the student. The concerns are delineated in writing and given to the student at least one week prior to this meeting unless ethical concerns require more urgent action. During this meeting, the student is given specific information about the particular problem, the steps needed for resolution, and the time frame allowed prior to determining if further action must be considered. A written contract that states the areas that need to be improved and the methods and time frame needed for improvement is signed by the student, the faculty team, and the department chair. A copy of this agreement is given to the student and the original is placed in the student's departmental file.

2.5.1.2.3. INSUFFICIENT PROGRESS, DISMISSAL

If a student does not make expeditious progress toward resolution of the identified problem(s), and if the faculty agree that the student is unlikely to successfully achieve the

academic, skills, or intra-and interpersonal effectiveness objectives needed to be successful in the program and the profession, then dismissal of the student from the program will be considered. The department chairperson will appoint a committee composed of Counselor Education faculty who are not directly involved in the specific complaints or problems involving the student. This committee will investigate the history of progress toward resolution and report this to the full faculty. The decision as to dismiss a student is then made by the department faculty in a closed meeting. The student is notified of the decision by the department chairperson in a certified letter.

#### 2.5.1.2.4. STOPPING-OUT

Students who identify on their own a need to postpone the completion of their requirements for the degree of Master of Arts in Community Counseling or a Master of Arts in School Counseling must propose in writing to the department that they “stop-out” for a specified period of time. The department faculty considers the rationale given by the student for such action and determines the appropriateness of the student stopping-out. The departmental decision is delivered to the student in writing. Further, the faculty reviews the student’s current situation as well as the situation of the program and when the student has determined that he or she would be ready to resume their progress with the program. This review includes the suitability of the student to the program and to the profession as well as the current situation and needs of the program. Should the student be found to be healthy mentally and emotionally, and should the department determine that there would be only minimal disruption to the current program, that student may be allowed to re-enter the program and complete the requirements for the degree. Should the program not be in a position to integrate the student back into his or her original track that student may be asked to postpone re-entry until such a time as the department can effectively accommodate that re-entry. Students deemed inappropriate or of poor fit to the program or profession may be denied re-entry.

#### 2.5.1.2.5. WITHDRAWAL

Students who choose to withdraw from the program will need to re-apply to the program. There are no guarantees that a student who has chosen to withdraw from the program will be accepted back into the program. All possible variables will be considered including the method and reasons for withdrawal, the student’s current mental and emotional well-being, the impact of the withdrawal and proposed re-entry on the cohort and program, as well as other concerns. The department reserves the right to

deny re-entry or to require that the student resolve any unfinished business. The Department further reserves the right to require the student to resolve any barriers to successful training or education. The Department may require that the student retake courses that are deemed by the department critical for the student's professional growth. If a student is dismissed from the program, the Dean of the SOE will be notified.

#### 2.5.1.2.6. DUE PROCESS PROCEDURES

A student who wishes to challenge a decision of the Counselor Education Department faculty regarding dismissal from the program has the right to an appeal using relevant appeals procedures established by Gonzaga University's SOE as noted in this *Manual*, Section 1.20.

#### 2.5.1.2.7. CONFIDENTIALITY

All proceedings involving disciplinary actions will be held in confidence within the Counselor Education Department faculty and SOE Dean unless to do so would violate legal or ethical guidelines or prevent due process.

## 2.6. PROTOCOLS AND PROCEDURES FOR PRACTICA AND INTERNSHIPS

### 2.6.1. PRACTICUM

2.6.1.1. Students will begin their first practicum experience during the second semester of the first year. Prerequisites include official entrance into the program and into a cohort, completion of Counseling Theories, Issues and Ethics, Introduction to School Counseling for school counseling students, Introduction to Community Counseling for community counseling students, and Pre-practicum. The procedures for students in the Community Counseling Program are as follows:

- 2.6.1.1.1. Students will visit various sites in groups as instructed by their professors in Pre-practicum
- 2.6.1.1.2. Students will select three of the visited sites and rank order them according to preference for practicum
- 2.6.1.1.3. Students will complete vitas and cover letters for each of the three ranked sites and submit them to their practicum professors noting their ranked preferences.
- 2.6.1.1.4. Professors will make contact with the student's first choice site and mail the student's vita and cover letter along with a letter of introduction and explanation form the department.
- 2.6.1.1.5. Students will be contacted by site as accepted or rejected.
- 2.6.1.1.6. Students accepted to their ranked site will return both phone call and letter to the site indicating their acceptance and their readiness to begin.
- 2.6.1.1.7. Students not accepted to their ranked site will notify their professor who will telephone and send the second set of materials to the site ranked next by the student.

- 2.6.1.2. Students in the School Counseling Program will adhere to the guidelines for placement as designed by the Professional Education Advisory Board (PEAB). The procedures for students in the school counseling program are as follows.
  - 2.6.1.2.1. Students will visit schools (elementary, middle school, and high school) and interview counselors in order to gain information to assist them in requesting placements. Students will submit an application packet to the Director of Education Administration Board in the fall. The packet will contain a letter requesting admission into the Certification process indicating a preference of level (elementary, middle school, or high school) for placement. A current resume and two letters of recommendation that attest to the student's potential as a school counselor.
  - 2.6.1.2.2. Students will attend a brief placement interview with the PEAB.
  - 2.6.1.2.3. The PEAB will recommend and advise regarding student placement.
  - 2.6.1.2.4. The Director of the School of Counseling Program will work with area school districts to place students.
- 2.6.1.3. Any student wishing to terminate their practicum experience for any reason must discuss the process for resolution or termination at that site with their practicum professor. If it is deemed appropriate by the practicum professor, the student will attempt to rectify the situation at the practicum site, both professor and student will meet with the site supervisor to rectify the situation, and/or the student will be allowed to appropriately terminate the practicum situation.
- 2.6.1.4 The procedures for students in the site-based Master of Arts in Counseling Program (Canada only) are as follows:
  - 2.6.1.4.1. Students will begin their pre-practicum experience during the first semester (fall) of their second year. Prerequisites include official entrance into the program and into a cohort, completion of Counseling Theories, and Critical Issues and Ethics.
    - 2.6.1.4.1.1. EDCE 685 Pre-Practicum requires 80 hours of field placement work during the fall semester immediately preceding the spring semester EDCE 686 Practicum.
    - 2.6.1.4.1.2. Those 80 hours shall be a combination of experiences including such activities as: orientation, shadowing, co-counseling (if permitted). In general, the Pre-practicum placement is a time to get acclimated to your agency placement, learning the protocols, paperwork requirements, and other needs.
    - 2.6.1.4.1.3. This course serves as a pre-requisite to Counseling Practicum (EDCE 686). Fall.

- 2.6.1.4.2. Students will begin their practicum experience during the second semester (spring) of their second year. Prerequisites include completion of pre-practicum.
  - 2.6.1.4.2.1. EDCE 686 Practicum requires a minimum of 120 supervised hours of direct service with clients, including experience in individual counseling, group work, and family or couples counseling.
  - 2.6.1.4.2.2. Other activities which may be construed as providing direct service to clients will be determined by the Canadian Counseling Association.
  - 2.6.1.4.2.3. There is a requirement of interaction with an average of one hour per week of individual and/or triadic supervision with an onsite supervisor.
  - 2.6.1.4.2.4. 40 hours of class time in spring semester consists of group supervision and other further instructive experiences.
- 2.6.1.4.3. Students will visit various potential pre-practicum and practicum sites as directed by instructor or advisor during spring and summer semesters, prior to beginning of second year.
- 2.6.1.4.4. Students will make contact with potential site supervisors and submit the introductory letter and vita to supervisor.
- 2.6.1.4.5. Students obtain supervisor's vita and site cover letter and submit to instructor or advisor.
- 2.6.1.4.6. Students will be contacted by site as officially accepted or rejected for pre-practicum and practicum placement.
- 2.6.1.4.7. Students accepted by site will return phone call and/or letter and/or email indicating their acceptance or refusal of offer and their readiness to begin.
- 2.6.1.4.8. Students not accepted at site will notify their professor or advisor and initiate renewed process (see 2.6.1.4.3 - 2.6.1.4.7).
- 2.6.1.4.9. The Canadian Counseling Association has, as a pre-requisite to Certification, mandated that graduate students in counselor education programs complete the minimum of 120 supervised hours of direct service to clients (see 2.6.1.4.2.1- 2.6.1.4.2.4.)

## 2.6.2. INTERNSHIP

Students generally remain at their practicum sites as they continue into internship. Minor issues with practicum sites should be first discussed with the site supervisor. Issues remaining unresolved should be discussed with practicum and internship professors and if issues remain unresolved, they should be addressed in collaboration with the Program Director, who may formulate plans similar to the protocol above for attaining a new site.

## 2.6.3. SITE SUPERVISOR EVALUATION

Students are given an evaluation tool at the beginning of their practicum and internship seminars to deliver to the site supervisor, each term in placement.

Students are to meet with their site supervisor early in the semester to discuss the evaluation tool and process and regularly throughout the semester to discuss progress. Site supervisors complete the evaluation tool at the end of each semester and submit the completed evaluation to the practicum or internship professor. The department encourages the site supervisor and student to meet and formally review the evaluation at the end of each semester. The materials will be placed in the student's file.

#### 2.6.4. EVALUATION OF SITE AND SUPERVISOR

Students are given an evaluation tool at the end of their practicum and internship seminars. Students are instructed to complete the evaluations in a timely manner and return them to their internship professors. Faculty members of the Department of Counselor Education routinely review these evaluations of site and supervisors in order to assure high quality placements and ethical and instructional experiences for Counselor Education students in such placements. These evaluations are retained in student binders to be utilized by incoming students who are attempting to evaluate the potential practicum and internship sites for placement application.

#### 2.7. APPLICATION FOR ESA CERTIFICATION

2.7.1. Students who are enrolled in the School Counseling Program begin their procedures for ESA Certification early in their first semester by consulting with the Certification Officer of the SOE. The Certification Officer and the Program Director for the School Counseling Program hold an orientation meeting with the School Counseling students to introduced the certification requirements of the State of Washington. Students planning to gain certification in other states must make appointments to meet individually with the Certification Officer. Gonzaga will assist the student in meeting such requirements insofar as Gonzaga's School Counseling Program offers such coursework, experience, and testing. Should a state other than Washington require further education, training, or testing of a student attempting to certify, the student is responsible for orchestrating and attaining said supplements. The Department of Counselor Education will assist the student insofar as the Department deems reasonably able. Students may have to gain experiences outside of the program to meet alternative state requirements.

2.7.2. Students familiarize themselves with the School Counselor Student Handbook including the portfolio procedures early in their first year. Following the spring semester (of the second year) the student submits three copies of the completed portfolio to each member of the orals committee (a three person committee comprised of the School Counseling Program Director, the on-site supervisor, and a PEAB member). The candidate then coordinates the date and time of the School Counseling Oral Examination. The Certification Officer processes the materials and coordinates with the student the documentation requirements for state certification. The student also assures his or her address is correctly filed

with the Certification Officer for further consultation and direction if needed. Final certification documents are submitted when all grades for the Master's degree have been posted to the transcript.

#### 2.7.3. APPEAL PROCESS

Students who are denied certification may appeal following the process outlined in Section 1.20 of this *Manual*.

### 2.8. EXIT EXPERIENCE

2.8.1. Students in the Master of Arts in School Counseling and Community Counseling Programs and Master of Arts in Counseling—Site-Based programs who are successful in completing the prerequisite requirements will follow the set course of exit procedures.

- 2.8.1.1. There are several pre-requisites for beginning the exit experience of the Masters Programs. All students are required to successfully (no grade lower than "B-" and an average of 3.0 or better) complete all required course work prior to entering the Professional Seminar and Oral Exam experiences. On rare occasion the faculty of the Department of Counselor Education may determine that sufficient course work has been completed for a student to engage in the Professional Seminar; however, in no case may a student participate in the Oral Examination without successfully completing all coursework including the Professional Seminar, practicum, and internships.
- 2.8.1.2. Students who have completed all course work may then register for Professional Seminar and Oral Examinations that will occur in said order. The Professional Seminar should consist of no more than 10 students and one professor. The Professional Seminar is designed to assist the student in successfully formulating and presenting with clarity in both oral and written format his or her personal theory paper in a manner comprehensible by others and grounded in the professional literature.
- 2.8.1.3. At the successful completion of the Professional Seminar, students will sit for their final oral examination. The orals committee is comprised of the professional seminar professor and a reader chosen by the professional seminar professor. The oral examination is an opportunity for the student to demonstrate his or her working knowledge of the profession of counseling as well as to orate clearly and knowledgeably about his or her personal theory and its relationship to the student's practice of counseling. All areas, all coursework, and counseling practice are subjects for questions and discussion. Students who successfully complete their Oral Examinations must then assure that they have completed all requirements for the application for graduation with the SOE and the University.

#### 2.8.1.4. DEPARTMENTAL STUDENT RECORDS

Each student in the programs offered by the Department of Counselor Education will have a set of records kept by the department in a student file. The file records will consist of the Admissions and Retention Agreement, any further documentation of agreements made between student and department, Supervisor Evaluations, Professional Performance Evaluations, Personal Theory Papers, and any other documentation requested by students as agreed upon by the Department. Additionally, any disciplinary action may be kept in the student's file. Student files are for Departmental use though a student may be granted permission to view his or her file upon written request and in the presence of his or her advisor or the department chair.

2.8.2. APPEAL PROCESS

Students who are denied application for graduation may appeal that decision by following the appeal process outlined in Section 1.20 of this *Manual*.

## SECTION 3

### 3. MASTER OF ANESTHESIOLOGY EDUCATION

3.1. This program is designed for registered nurses who wish to assume a leadership role within the profession of nurse anesthesia. In addition to preparing students to be skilled nurse anesthesia practitioners, it is the goal of the program to nurture and develop innovative, creative professional leaders who are prepared to design and teach in preparatory and continuing educational programs.

#### 3.2. ADMISSIONS

##### 3.2.1. MINIMUM REQUIREMENTS

3.2.1.1. The admission requirements are listed in this *Manual*, Section 1.5, and the following:

3.2.1.1.1. A written statement addressing the applicant's expectations of a career in nurse anesthesia.

3.2.1.1.2. Two letters of recommendation (one from an immediate supervisor, and one from a nurse or M.D. with whom the applicant is working) sent directly from the recommending persons to the SOE Graduate Admission office using the confidential recommendation forms (see appendix or SOE website: [www.gonzaga.edu](http://www.gonzaga.edu)).

3.2.1.1.3. Official Graduate Records Exam (GRE) test scores at the 50<sup>th</sup> percentile or higher, taken within the past five years, a requirement which may be waived if the applicant has an advanced degree. Test scores below the 50<sup>th</sup> percentile may be accepted if other qualifying criteria support admission.

3.2.1.1.4. Professional Resume.

3.2.1.1.5. Photocopy of applicant's current registered nurse license.

##### 3.2.2. PREREQUISITES

Applicant must be a registered nurse with a baccalaureate degree in nursing or an equivalent degree as determined by the program director at Gonzaga University. Prior to applying applicants must have a minimum of two years experience as a registered nurse, with at least one of those years full time in a critical care setting with two years preferred. General ICU, adult specialty ICU, coronary care, and some recovery rooms are examples of acceptable critical care experience. The required competencies are management of patients on ventilators, vasoactive drugs, invasive monitors, and long-term bedside assessment of critically ill patients. A cumulative grade point average of 3.2 on a 4.0 scale is preferred. A GPA below 3.2 may be accepted if other qualifying criteria support admission.

##### 3.2.3. ADMISSION PROCESS

3.2.3.1. Program faculty review applications to determine qualified applicants. These applicants are then scheduled an interview with a committee consisting of program faculty.

- 3.2.3.2. The interviewing committee will determine admission into the program. Determination is made using weighted, numerical criteria. Applicants participate in a series of three, half hour interviews. The interview team consisting of 5 program faculty and one student is divided into three groups so that each applicant is interviewed by all six members. Determination is made by the five faculty members with input from the student member.
- 3.2.3.3. The selection is based on a review of all submitted documents as well as the performance in the personal interview according to the following criteria:
- Motivation
  - Practical thinking
  - Stress management strategies
  - Support
  - Independence/initiative
- 3.2.3.4. Classes are usually limited to eight students each year. Selection is made in January for the class entering the following January. One alternate is usually selected; if not used as an alternate, he/she is automatically placed in the class entering the following year.
- 3.2.3.5. Selected students or alternates who do not accept available positions forfeit their positions.
- 3.2.3.6. Under no circumstances are selections made more than two years in advance of entering the program.
- 3.2.3.7. Students who meet basic qualifications, but are not selected, may reapply the following year by submitting a letter of intent to reapply and by updating their application documents.
- 3.2.3.8. The program director will notify all applicants by letter as to the decision of admittance.

#### 3.2.4. APPEAL PROCESS

Applicants denied acceptance may appeal this decision by following the appeal process outlined in Section 1.20 of this *Manual*.

### 3.3. ASSESSMENT LEVELS

- 3.3.1. The Master of Anesthesiology Education program, herein referred to as MAE, is a 28-month program beginning yearly in January. During the first year, the program introduces students to the basic theoretical knowledge and skills necessary to both anesthesia and education. The first semester is primarily didactic. The second semester continues the process of integration of theory and practice. By the end of the program, clinical experiences will include general and regional anesthesia for general surgery and clinical specialties such as EENT, neurosurgery, vascular surgery, open heart, renal transplantation, and obstetrics. Second year students have optional affiliations with the Spokane VAMC and Pullman Memorial Hospital. Specialty rotations begin in the second clinical year and students also assume greater responsibility through rotations to the evening shift for trauma and call-type experience.

- 3.3.2. Along with the acquisition of anesthesia knowledge and skills, the first year will provide students with knowledge and skills related to learning and teaching for the adult learner. Second year students begin exploring issues in professional leadership as well as integrating the theory and practice of teaching.
- 3.3.3. Students are encouraged to reach beyond what is expected.  
Pervasive throughout the program is the expectation of excellence. Theoretical knowledge and practical skills in both anesthesia and education are basic expectations. Students are encouraged to explore the profession through research, ethical and legal studies, and leadership training seminars.
- 3.3.4. By the end of the program, students will be able to:
  - 3.3.4.1. Maintain patient safety.
  - 3.3.4.2. Protect patients from iatrogenic complications.
  - 3.3.4.3. Position or supervise the positioning of patients to prevent injury.
  - 3.3.4.4. Perform a pre-anesthetic assessment and formulate an anesthesia care plan for patients to whom they are assigned to administer anesthesia.
  - 3.3.4.5. Use a variety of current anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia.
  - 3.3.4.6. Conduct a comprehensive and appropriate equipment check.
  - 3.3.4.7. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
  - 3.3.4.8. Administer general anesthesia to patients of all ages and physical conditions for a variety of surgical and medically related procedures.
  - 3.3.4.9. Provide anesthesia services to patients, including trauma and emergency cases.
  - 3.3.4.10. Administer and manage a variety of regional anesthetics.
  - 3.3.4.11. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
  - 3.3.4.12. Calculate, initiate and manage fluid and blood component therapy.
  - 3.3.4.13. Recognize and appropriately respond to anesthetic complications that occur during the perioperative period.
  - 3.3.4.14. Utilize universal precautions and appropriate infection control measures.
  - 3.3.4.15. Function as a resource person for airway and ventilatory management of patients.
  - 3.3.4.16. Serve as a leader or member of a cardiopulmonary resuscitation team and possess ACLS and PALS certification.
  - 3.3.4.17. Participate in total quality management activities.
  - 3.3.4.18. Function within appropriate legal requirements as a registered professional nurse, accepting responsibility and accountability for his or her practice.
  - 3.3.4.19. Demonstrate personal and professional integrity and the ability to interact on a professional level.

#### 3.4. MINIMUM EDUCATION COMPETENCIES

- 3.4.1. By the end of the program, students will be able to:

- 3.4.1.1. Integrate the chemistry and pharmacology of anesthesia and adjunct drugs and discuss pharmacokinetics and pharmacodynamics of the drugs.
- 3.4.1.2. Recognize chemical structures of anesthesia and adjunct drugs and make lateral applications based upon drug profiles and kinetics.
- 3.4.1.3. Discuss the normal physiology and anatomy of the central nervous system, respiratory system, cardiac/circulatory system, renal system, endocrine system, and digestive system.
- 3.4.1.4. Identify and explain the pathophysiologic conditions that occur in systems and make application in the administration of anesthesia.
- 3.4.1.5. Discuss the special considerations, anatomical and physiologic difference in neonates, infants, and children and apply the information in the administration of anesthesia to infants and children.
- 3.4.1.6. Discuss the normal physiologic changes of pregnancy, the physiologic changes in disease/high risk states in pregnancy, and apply the information in the administration of anesthesia to the parturient for delivery and surgical conditions not resulting in delivery.
- 3.4.1.7. Explain the pathophysiology of common congenital heart diseases, coronary artery disease, and adult valvular heart disease.
- 3.4.1.8. Develop anesthesia care plans and administer anesthesia for open heart procedures, closed heart procedures, and anesthesia for the cardiac patient having noncardiac surgery, applying physiological and pharmacological principles.
- 3.4.1.9. Identify the special considerations, physiologic and pharmacologic profile changes of the geriatric (chronologic or physiologic) patient.
- 3.4.1.10. Identify the anatomy necessary to safely administer regional anesthesia (lumbar epidural, caudal, subarachnoid, IV regional and peripheral nerve blocks).
- 3.4.1.11. Develop care plans for regional anesthesia and combined general and regional anesthesia applying physiological and pharmacological principles.
- 3.4.1.12. Discuss theories and issues related to the adult learner.
- 3.4.1.13. Evaluate his/her own place in the process of learning including such factors as learning styles, developmental stages, attitudes and preferences.
- 3.4.1.14. Design and conduct a research project.
- 3.4.1.15. Analyze and discuss the various components of organizational leadership including leadership styles, communication, planning, staffing, budgeting, and evaluation.
- 3.4.1.16. Analyze and critique a variety of ethical issues related to anesthesia and the medical setting.
- 3.4.1.17. Prepare and teach classes within the hospital and community.
- 3.4.1.18. Present a personal position integrating the professional role and practice of leadership as a nurse anesthetist educator.

### 3.5. HIGHLIGHTED POLICIES AND PROCEDURES

### 3.5.1. CLINICAL EXPERIENCE

3.5.1.1. Observation days are scheduled during the first semester to acquaint the student with the operating theater and techniques used.

3.5.1.2. The first semester is didactic with clinical labs. Anesthesia training in the operative theater will begin during the second semester.

### 3.5.2. ATTENDANCE

Class attendance is compulsory. The student must keep his/her clinical instructor informed of the class schedule. Excuses for illness or other extenuating circumstances must be granted by the Director or Assistant Director. It is the responsibility of the student to be available by pager during scheduled hours unless attending class.

### 3.5.3. TRANSFER

If it becomes necessary for a student to transfer, credit will be given for classes completed. Because of the degree requirements and integrated curriculum the MAE Program does not accept transfer students.

### 3.5.4. EVALUATIONS

#### 3.5.4.1. Student

The clinical faculty evaluates students weekly after the first clinical semester. The Medical Center Program Director, Assistant Medical Center Director, and MD Clinical Coordinator conduct evaluation conferences three times per year. Students complete formal self evaluations three times per year and clinical self-evaluations monthly.

#### 3.5.4.2. Instructor

Each student is expected to participate in evaluation of clinical faculty yearly and didactic instructors at the completion of courses.

### 3.5.5. GRADES

3.5.5.1. Grades will be given at semester intervals. The grades for the courses that do not fall into a semester format will be issued at the termination of the class.

3.5.5.2. A grade point average of 3.0 or better must be maintained.

### 3.5.6. QUALIFYING EXAMINATION

The Qualifying Examination administered through the Council on Certification of Nurse Anesthetists is a computer adaptive test available through local learning centers. The exam must be taken within three months of graduation. Application to take the examination is completed during the last six weeks of the Program. The year 2005 fee was \$650.00 and is subject to change

### 3.5.7. HOURS OF DUTY

During the first semester of school, classes may be scheduled between 7:00 a.m. and 5:00 p.m. After the first semester clinical duty begins at 6:15 a.m. Evening classes or seminars may occasionally be held. Any student wishing to leave early must report to the Medical Center Program Director or the Assistant Director.

### 3.5.8. APPEARANCE

Casual clothes or scrub clothes are proper for classes. Scrub clothes worn in surgery are furnished by the Medical Center. A lab coat and a name badge will be issued prior to clinical experience. Caps and shoe covers must always be worn when coming into the surgery area. Hair must be covered with approved head covering.

#### 3.5.9. EQUIPMENT

- 3.5.9.1. The Medical Center supplies and maintains anesthesia equipment used by students in the program. No equipment need be purchased by students. If students wish to purchase equipment, it is recommended that they delay purchase of any equipment until after clinical experience begins.
- 3.5.9.2. Each student is responsible to care for the equipment used during each case.
- 3.5.9.3. Most of the operating anesthesia equipment, such as the supplies and machines, will be maintained by the anesthesia aides. Please note that during times when there is no anesthesia aide on duty, it becomes the responsibility of the student and the CRNA/MD to see that all rooms are kept in order and ready for cases. All rooms must be left in readiness for another case.

#### 3.5.10. HEALTH INSURANCE

The Medical Center provides health insurance for students only. Spouse/family coverage may be obtained for an additional premium. Individual and family health insurance is also available through Gonzaga. Health Screening, including blood, urine, and T.B. testing by the Medical Center Employee Health Service is required upon entering the program. Blood and urine testing may be done free of charge annually. TB testing is required annually. Hepatitis B vaccine is available free of charge and students are encouraged to consider receiving the vaccine if they have not been previously vaccinated. Laser eye exam is performed when enrolling and leaving affiliation with Sacred Heart Medical Center.

#### 3.5.11. ILLNESS

- 3.5.11.1. In case of illness, call the Surgery Department at (509) 474-3232 and leave a message. Students must report to the Director for illness longer than one day.
- 3.5.11.2. The Director reserves the right to require physical assessment by a qualified physician at any time there may be a question regarding a student's health. The expense will be assumed by the student.

#### 3.5.12. SICK LEAVE, VACATION, AND HOLIDAYS

A total of thirty-five (35) days is allotted for excused time off during the twenty-eight (28) month program. This includes sick time and vacation time. Absence exceeding thirty-five (35) days must be made up at the end of the program. The following holidays are observed: New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving (2 days) and Christmas. In addition, one week's leave is granted between Christmas and New Year's Day, exclusive of thirty-five (35) days allowed as excused time off. First year

students are required to take one week off between the first and second semesters in May. (This week is excluded from the above time.)

3.5.13. MILITARY LEAVE

Military reserve duty will be granted and will not count as vacation time. It must not interfere with classes. Every reasonable effort will be made to maintain a reservist's position in the program if he/she is called to active duty.

3.5.14. EMPLOYMENT

3.5.14.1. The academic requirements of the MAE program make it necessary for the student to plan a specific number of hours for study each day, and consequently work schedules must be limited.

3.5.14.2. Nursing positions in addition to attendance in the School of Anesthesia must not exceed 20 hours per week. Part-time employment is acceptable if a student shows by his/her grades, punctuality, health, alertness in classes and clinical assignments that he/she can handle the extra duty. At no time is nursing employment to interfere with class assignments or anesthesia case assignments, and may not exceed 20 hours per week.

3.5.14.3. Students cannot work 11:00 p.m. to 7:00 a.m. preceding any work or call day.

3.5.14.4. The Council on Accreditation of Nurse Anesthesia Education Programs/Schools and the Master of Anesthesiology Education Program do not allow students to be employed in anesthesia or to practice anesthesia outside the program. Infractions are reason for dismissal from the MAE Program.

3.5.15. LEAVE OF ABSENCE

Leave of absence will be granted at the discretion of the directors. If there is a conflict arising from the application for leave of absence there will be a composite decision arrived at by the Directors, Assistant Director, and Clinical Coordinator.

3.6. GRADUATION

3.6.1. DEGREE REQUIREMENTS

3.6.1.1. The student must satisfactorily complete:

3.6.1.1.1. Sixty-four (64) semester hours of credit as specified by the MAE program. Thirty-seven (37) semester hours in core anesthesia and twenty-seven (27) hours in education courses are required.

3.6.1.1.2. An Oral Examination based on a research project of the student's choosing, analysis of clinical scenarios, and an integrated professional philosophy.

3.6.1.1.3. Requirements of the Council on Certification of Nurse Anesthetists.

3.6.2. GRADUATION CRITERIA

3.6.2.1. Completion of all required program material with a grade point average of 3.0 or above.

3.6.2.2. Meet all academic and financial requirements of the MAE program.

3.6.3. DEGREE

Upon successful completion of the MAE program the student will be awarded a Master of Anesthesiology Education degree from Gonzaga University and a certificate from Sacred Heart Medical Center School of Anesthesia. Graduates are eligible to take the National Qualifying Examination administered by the Council on Certification of Nurse Anesthetists. Graduation may be deferred until all program requirements are met.

3.7. GRIEVANCE POLICIES

3.7.1. STUDENT GRIEVANCE PROCEDURES

3.7.1.1. DISCIPLINARY ACTIONS

3.7.1.1.1. REASONS FOR INVOKING DISCIPLINARY ACTION

3.7.1.1.1.1. Inability to meet established academic expectations.

3.7.1.1.1.2. Inability to meet established clinical expectations as delineated in the Clinical Evaluation Tool.

3.7.1.1.1.3. MISCONDUCT

3.7.1.1.1.3.1. Academic dishonesty which includes all methods or techniques that allows a student to gain unfair advantage.

3.7.1.1.1.3.2. Injury, abuse, or inconsiderate treatment of patients, including unauthorized release of confidential information.

3.7.1.1.1.3.3. The misuse of any controlled substance or the misuse of any substance which impairs ability to perform in a professional manner.

3.7.1.1.1.3.4. Behavior that is deemed potentially harmful to the integrity of the program or to the welfare of the patient.

3.7.1.1.1.4. TYPES OF DISCIPLINARY ACTIONS

3.7.1.1.1.4.1. Probation

A designated period of time in which the student is more closely observed and stringently evaluated in the areas deemed deficient or inappropriate. The decision to place a student on probation is made by the Administrative Committee of the MAE program. In cases of academic or clinical deficiency, the student will be counseled by an MAE program director as soon as a serious deficiency becomes apparent. If immediate improvement does not occur, the program director will present the case to the Administrative Committee for consideration. The student will be notified in writing within 48 hours of the decision of the Administrative Committee which may be a

second counseling with stated expectations or to place on probation with the expectations and terms stated.

3.7.1.1.1.4.2. During the probation period the student will be counseled regularly regarding progress and expectations. When the probationary period has ended and sufficient improvement made, the student will return to the regular processes of the program. If sufficient improvement has not occurred, extended probation or other disciplinary action may be invoked. In cases of misconduct the decision to place a student on probation may come immediately following the first offense.

3.7.1.1.1.4.3. Suspension

A period of time in which the student is removed from all or part of the processes and activities of the MAE Program. The decision to suspend will be made by the Administrative Committee and will be invoked only as an intermediate action until such time as the appropriate action (which may include probation or dismissal) can be taken. Notices of official suspension will be given in writing and will be followed within 72 hours by a meeting with the student and the Administrative Committee at which time a further course of action will be determined. Suspended time must be made up before graduation and may result in a deferred graduation date.

3.7.1.1.1.4.4. Dismissal

The decision to dismiss is initiated by the Administrative Committee and will be made by a majority vote of the clinical faculty in cases of clinical deficiency and majority vote of the combined clinical and didactic faculties in cases of misconduct. In cases of academic deficiency, the decision to dismiss is made according to Graduate School policy as stated in the Gonzaga University Handbook current at the time the student entered the program. Dismissal from the program can occur only after the student has unsuccessfully completed a period of probation or after a suspension.

3.6.1.1.1.4.5. The student will be notified in writing 72 hours prior to the impending faculty meeting and will be asked to present his/her position in writing, 24 hours prior to the scheduled faculty meeting. The student may also present his/her verbal statement at the faculty meeting.

3.7.2. POLICY

Any Student that has a grievance with an evaluation or action taken by the Master of Anesthesiology Education program may present his/her case for due process according to the published Grievance Procedures.

3.7.3. DEFINITIONS

3.7.3.1. Master of Anesthesiology Education

The MAE Program includes all courses, clinical cases, university and Medical Center faculty, and personnel as delineated by the program's Faculty Handbook and all processes and procedures as delineated by the program's Student Handbook currently in use at the time of the grievance.

3.7.3.2. Case

A case is any documented circumstance or set of circumstances regarded by the student as just cause for protest.

3.7.3.3. Due Process

Due process is the adherence of all parties to the stipulations of the Grievance policy and procedures.

3.7.3.4. Hearing Unit

A hearing unit is a person or committee constituted of university and/or Medical Center personnel who have been given the authority by their respective institutions to hear cases and make decisions related to student grievance.

3.7.3.5. Grievance Procedures

Grievance procedures are those procedures based on the MAE Grievance Policy that delineate those processes necessary for a student to present a case for further consideration. The Grievance Procedures are published in the Master of Anesthesiology Education Student and Faculty Handbooks.

3.7.3.6. Administrative Committee

Medical Center Program Director and Assistant Director and University Program Director.

3.7.4. GRIEVANCE PROCESS

3.7.4.1. The student must first present his/her case to the instructor and/or program director directly involved with the grievance.

3.7.4.2. If the case is unresolved, the student may then contact the Administrative Committee requesting a hearing of the case. If the Administrative Committee recommends dismissal or disciplinary deferral of graduation, a formal hearing of the faculty will be convened according to dismissal policy.

- 3.7.4.3. If the case remains unresolved the student may appeal academic issues to the Dean of the SOE or clinical issues to the Vice-President of Patient Services of the Medical Center.
- 3.7.4.4. If the case remains unresolved, the student may then request a formal hearing of an impartial Review Board, which is constituted of the Executive Vice-President of the Medical Center, the Academic Vice-President of the University and an anesthesiologist appointed by the Anesthesia Department chairperson. This is the final hearing unit designated to hear the case related to clinical performance or personal conduct.
- 3.7.5. GRIEVANCE PROCEDURE
  - 3.7.5.1. Students must prepare a written statement of circumstance involved in the case and submit a copy to each member of the hearing unit, one day prior to the scheduled hearing. The student may request to review or copy any documents legally accessible to him/her and is to be accorded every normal courtesy in compiling the necessary data for preparation of the case.
  - 3.7.5.2. Members of each hearing unit may request further information.
  - 3.7.5.3. The hearing unit will provide the student with a written statement of the decision within 48 hours following the hearing.
  - 3.7.5.4. The student must make the request for the next hearing within 14 days after receiving the decision of the previous hearing unit. If after 14 days, the student has not requested a hearing at the next level, the case will be considered closed, and the decision of the last unit to hear the case will become effective immediately.

## SECTION 4

### 4. MASTER OF ARTS IN LEADERSHIP AND ADMINISTRATION

4.1. The Master of Arts in Leadership and Administration (MALA) is a non-certification degree program that provides administrative graduate student candidates the opportunity to develop and deepen their leadership competencies by focusing on the needed knowledge skills, and attitudes for the practice of educational leadership. This program is offered via a site-based cohort model.

#### 4.2. ADMISSIONS

##### 4.2.1. MINIMUM REQUIREMENTS

4.2.1.1. The admissions requirements are listed in Section 1.5 of this *Manual*, the Gonzaga University Graduate Catalogue, and are available in the SOE Graduate Admissions Office. In addition:

4.2.1.1.1. The written statement of purpose addressing the applicant's interest in graduate studies also needs to relate to some area in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program.

4.2.1.1.2. A personal interview with the MALA admissions committee

##### 4.2.2. ADMISSION PROCESS

MALA faculty review applications for admission as outlined in Section 1.5 of this *Manual*.

##### 4.2.3. APPEAL PROCESS

Applicants who are not admitted to the program will be notified in writing of the decision by the program director. Applicants may appeal this decision as outlined in Section 1.20 of this *Manual*.

#### 4.3. ASSESSMENT LEVELS

This program is usually two years in length, during which students take two courses per semester.

##### 4.3.1. PHASE ONE: 12 CREDITS

This phase includes a leadership assessment, development of a professional growth plan, and the leadership courses designed to be taken in sequence during the first two semesters listed in the graduate catalogue.

##### 4.3.2. PHASE TWO: 15 CREDITS

Cohorts in this phase will in dialogue with the academic advisor, select from a series of departmental role specific courses that will most appropriately meet their career needs. Academic advisors when appropriate, in meeting the academic and professional development needs of individual students and cohorts, may draw upon courses listed in the graduate catalogue, subject to approval of the department chair.

4.3.3. PHASE THREE: 7 CREDITS

It is expected that master degree candidates in the MALA program will identify a relevant leadership topic of their choice to examine throughout the program, develop fully in the research class, and share with colleagues and advisor in this phase of the program.

4.4. RETENTION/DISMISSAL FROM PROGRAM

4.4.1. Students will maintain a cumulative GPA of 3.0 in all coursework taken in the program

4.4.2. Students will demonstrate levels of interpersonal, social, and behavioral competencies deemed essential for the profession. See Section 1.12 of this *Manual*.

4.4.3. Each student's progress will be monitored by his/her advisor. The advisor or other faculty teaching in the program will advise the Department Chair of any concerns either academically or behaviorally.

4.4.4. If, at any point in the program, a student fails to meet and/or continue academic and acceptable behavioral standards, a review committee will meet to decide on dismissal from the program (Refer to Section 1.16 of this *Manual*.)

4.4.5. If the student continuation in the program does not meet the minimum criteria, the program faculty may create a Remediation Plan individualized to the student.

4.4.6. The program director will send a written decision from the review committee to the student within fifteen (15) calendar days of the decision

4.4.7. APPEAL PROCESS

The decision to dismiss a student from a program is subject to appeal by the student. The steps for this appeal are set forth in Section 1.20 of this *Manual*.

4.5. EXIT PROCEDURES

4.5.1. Comprehensive oral exam

4.5.2. Original Scholarly Work, such as a completed research project, a completed curriculum project, a personal position paper, professional portfolio, or other evidence of original and presentation of scholarly work.

4.5.3. Students need to petition to the Registrar to graduate.

4.5.4. APPEAL PROCESS

Refer to Section 1.20 of this *Manual*.

## SECTION 5

### 5. MASTER OF ARTS IN EDUCATIONAL ADMINISTRATION

5.1. The SOE offers a Masters of Arts in Educational Administration degree. This degree focuses on knowledge and skills associated with the roles of school principal, program administrator, and district superintendent. Candidates enter the program with the intent of becoming certified for one of these roles. Students successful in the program will receive verification of program completion for Washington State certification.

#### 5.2. ADMISSION

5.2.1. Minimum requirements are outlined in this *Manual*, Section 1.5. Following are additional requirements:

5.2.1.1. An autobiographical letter of application that addresses: formal education and professional teaching experience; academic achievements and honors; other professional experience; and personal characteristics and abilities specified in the program application

5.2.1.2. Nomination letter from a school principal or district superintendent that addresses the applicant's potential for educational administration

10.2.1.1. 5.2.1.3. Official entrance exam test scores at the 50<sup>th</sup> percentile or higher. May be either the Graduate Records Exam (GRE) general aptitude test, or the Miller Analogies Test (MAT), taken within the past five years, a requirement which may be waived if the applicant has an advanced degree. Test scores below the 50<sup>th</sup> percentile may be accepted if other qualifying criteria support admission. The MAT or GRE will be waived for any applicant for graduate admission who received a BA or BS degree from Gonzaga University with a cumulative GPA of 3.0 or higher.

#### 5.2.2. ADMISSION PROCESS

5.2.2.1. Students must meet the eligibility requirements as set forth by the Gonzaga University Graduate Catalogue.

5.2.2.2. A three-member admissions team reviews and recommends candidates for the program.

5.2.2.3. Information reviewed by the faculty team in making a decision about an application includes:

5.2.2.3.1. Undergraduate and graduate degree status

5.2.2.3.2. Previous professional experience

5.2.2.3.3. G.R.E. or M.A.T. scores that imply applicant's ability to succeed in the program

5.2.2.3.4. Nomination letter from a school principal or district superintendent that addresses the applicant's potential for Educational Administration

5.2.2.3.5. Two letters of recommendation selected from among colleagues who have worked with the applicant during the last three years

5.2.2.3.6. An autobiographical letter of application that addresses: formal education, professional teaching experience, academic achievements and honors, other professional experience, and a personal characteristics and abilities specified in the program application

5.2.2.4. FORMAL INTERVIEW FOR ACCEPTANCE

The three-member admissions team will interview those advanced to the second stage. Two interviews are scheduled. The first interview is 30 minutes and focuses on personal and professional characteristics of the applicant. The second interview involves a simulated administrative team meeting centered on an educational problem. Applicants are assessed for group skills and contributions to group problem solving. All interviews will be reviewed by the three-member faculty team for final decision of acceptance. The applicant will be notified in writing by the Dean of the SOE regarding the final decision.

5.2.3. APPEAL PROCESS

The decision to deny acceptance based upon the formal interview is subject to appeal. The steps for this appeal process are set forth in Section 1.20 of this *Manual*.

5.3. ASSESSMENTS LEVELS

5.3.1. Phase One: Integrative Administrative Core – 17 credits

5.3.2. Phase Two: Role Specific Elective Courses – 6 credits

5.3.3. Phase Three: Internship – 6 credits

5.3.4. Phase Four: Research and Exit Requirement – 7 credits

5.3.4.1. Principal Certification

5.3.4.1.1. Phase One: Integrative Administrative Core

5.3.4.1.2. Phase Two: Internship

5.3.4.2. Program Administrator Certification

5.3.4.2.1. Phase One: Integrative Administrative Core

5.3.4.2.2. Phase Two: Internship

5.3.4.3. Superintendent Certification

5.3.4.3.1. Phase One: Integrative Administrative Core

5.3.4.3.2. Phase Two: Internship

5.4. CONTINUATION IN THE PROGRAM

5.4.1. Refer to Section 1.5 of this *Manual*.

5.4.2. COMPLETION OF INTERNSHIP

When a student fails to perform competencies required for internship responsibilities in an acceptable manner, the University supervisor may recommend termination from the internship. In the event of a request to terminate a student internship placement, a meeting will be scheduled by the Program Director and will include a three-member faculty team and the field or site supervisor. The student will be notified of the decision in writing by the program director within fifteen (15) days of the decision. If a student receives

a negative review of the internship, the student will not secure verification of program completion from Gonzaga University for certification.

#### 5.4.3. APPEAL PROCESS

Students may appeal a termination of the internship by using the appeal process described in Section 1.20 of this *Manual*.

### 5.5. RETENTION/DISMISSAL FROM THE PROGRAM

5.5.1. For students to continue in the program, they must maintain an overall GPA of 3.00. Remediation will be determined by the program director in writing within fifteen (15) calendar days from the issuance of grades.

5.5.2. Students must continue to demonstrate levels of interpersonal, social, and behavioral competencies deemed essential for the profession. See Section 1.5 of this *Manual*.

5.5.3. A faculty team will review any student who fails to meet and/or continue to meet the foregoing standards.

5.5.4. If the student continuation in the program does not meet the minimum criteria, the program faculty may create a Remediation Plan individualized to the student.

5.5.4. The student will be informed in writing by the program director regarding the status of discontinuance as permanent expulsion or suspension pending specific intervention/remediation.

#### 5.5.5. APPEAL PROCESS

The decision to terminate a student is subject to appeal. The steps for the appeal process are set forth in Section 1.20 in this *Manual*.

### 5.6. APPLICATION FOR CERTIFICATION

5.6.1. The Leadership Formation Program is regulated by the Office of Superintendent of Public Instruction (OSPI) for the State of Washington. Refer to Section 15, Washington State Certification.

5.6.2. The SOE's Certification Officer will assist students with the application, but students are reminded that completion of the program is not a guarantee that certification will be granted.

#### 5.6.4. APPEAL PROCESS

5.6.4.1. All information regarding the appeal or denial of an application for certification is available from the OSPI Certification and/or Professional Practice offices.

5.6.4.2. The student has the right to appeal a decision regarding the recommendation for certification. Refer to Section 1.20 in this *Manual*.

### 5.7. Exit/Graduation

5.7.1. Students need to petition to graduate to the Registrar.

#### 5.7.2. APPEAL PROCESS

Students denied graduation may appeal that decision as outlined in Section 1.20 of this *Manual*.

## SECTION 6

### 6. BACHELOR OF EDUCATION IN SPECIAL EDUCATION

6.1. The Department of Special Education in the SOE offers a major, minor, or concentration (for students completing a Bachelor of General Studies) in Special Education. In addition, the Department of Special Education offers an endorsement in Special Education (P-12) and an endorsement in Early Childhood Special Education (P-3) in the State of Washington. These endorsements may be added to the teaching credential. Students majoring in Special Education complete the requirements for the major, University common core, and the SOE core leading to Bachelor of Education (B.Ed.) degree.

### 6.2. ADMISSION TO SPECIAL EDUCATION MAJOR, MINOR, OR CONCENTRATION

#### 6.2.1. MINIMUM REQUIREMENTS

- 6.2.1.1. The student who is already accepted into Gonzaga University must be in good standing and may enroll in the following Special Education courses: EDSE 101L, 150, 155, 225, 306, 307, 320, 320L, 340, 406, and 407. If the student is interested in obtaining a teaching certificate, the student may enroll in EDTE 101, EDTE 101L, and EDTE 121. Students will need to declare in writing a major, minor, or concentration in Special Education and request to be assigned a Special Education advisor who will outline to the student the requirements for the major/minor/concentration, certification, core, and career choices. Students majoring in other schools will have their academic advisor, in addition to the Special Education advisor.
- 6.2.1.2. Students in good standing at Gonzaga University must enroll in the following courses prior to admission to the Special Education major, minor, or concentration. It is strongly recommended that EDSE 306 be taken with EDSE 320.
- EDSE 101L Professional Skills Lab
  - EDSE 150 Psychology of the Exceptional Child
  - EDSE 306 In School Special Education Experience: Elementary or EDSE 406 In School Special Education Experience: Secondary
  - EDSE 320 Applied Behavior Analysis
  - EDSE 320L Applied Behavior Analysis Lab
  - EDSE 340 Special Education Policies and Procedures
- 6.2.1.3. If the student is transferring to Gonzaga, the department faculty will review coursework to determine if the courses are comparable to the courses outlined in 6.2.1. It is the responsibility of the student for completing any substitution forms once the student has been admitted into Gonzaga University and has begun coursework.
- 6.2.1.4. Students must complete the prerequisite course work and have obtained a cumulative GPA of 3.0 or higher both in Gonzaga's core and the prerequisite courses for Special Education. In addition, students

must receive a satisfactory grade in EDSE 306 (or EDSE 406) which reflects a positive evaluation from the cooperating teacher or site supervisor, a 3.0 or higher in EDSE 320, and the approval signature of the Special Education advisor, and have no problem behavior(s) documented on the concern list. If the cumulative GPA is below 3.0 the faculty may create a Remediation Plan individualized to the student for provisional acceptance.

#### 6.2.2. ADMISSION PROCESS

- 6.2.2.1. The student, in consultation with the Special Education advisor, must complete the Application for Admission Form. The advisor reviews the criteria for the student. This form summarizes grades for each of the four prerequisite courses and includes the advisor's recommendation. The advisor recommendation needs to be positive and there should be no uncorrected problem behaviors or inappropriate dispositions indicated on the Concerns Checklist (see Appendix B).
- 6.2.2.2. Applications must be submitted to the department chair for faculty review by October 1<sup>st</sup> (for spring semester enrollment) or February 15<sup>th</sup> (for summer or fall semester enrollment).
- 6.2.2.3. The Special Education faculty formally reviews the applications for admission.
- 6.2.2.4. The student will receive a letter from the department chair within fifteen (15) calendar days of the decision of acceptance or denial.
- 6.2.2.5. If the student application for admission into the major does not meet the minimum criteria, the Special Education faculty may create a Remediation Plan individualized to the student.

#### 6.2.3. APPEAL PROCESS

Students may appeal a denial using the appeal process described in Section 1.20 of this *Manual*.

### 6.3. CONTINUING IN THE PROGRAMS

#### 6.3.1. SATISFACTORY PROGRESS

- 6.3.1.1. In order to continue in the program leading toward the major, minor, concentration, or teaching endorsements in Special Education or Early Childhood Special Education the student must:
  - 6.3.1.1.1. Maintain a cumulative grade point average (GPA) of 3.0 or higher from Gonzaga University
  - 6.3.1.1.2. Maintain a cumulative GPA of 3.0 or higher in the Special Education major or minor
  - 6.3.1.1.3. Maintain a cumulative GPA of 3.0 or higher in all professional education courses
  - 6.3.1.1.4. Continue to demonstrate levels of interpersonal, social, and behavioral competencies deemed essential for the profession. See Section 1.12 of this *Manual*
  - 6.3.1.1.5. Have no uncorrected problem behavior(s) or disposition(s) indicated on the Concerns Checklist, or be following the contract

to correct any problem behaviors or inappropriate dispositions indicated on the Concerns Checklist

- 6.3.1.2. Students should work carefully with the Special Education advisor in planning the course schedule to be sure major/minor requirements, core requirements, and certification requirements are being met. Each student's progress will be monitored by the student's Special Education advisor.
  - 6.3.1.3. The faculty of Special Education will review any student who fails to meet and/or continue to meet the foregoing standards, and a recommendation will be made regarding program continuance or dismissal.
  - 6.3.1.4. If the student's continuation in the Special Education program does not meet the minimum criteria, the Special Education faculty may create a Remediation Plan individualized to the student.
- 6.4. DISMISSAL FROM SPECIAL EDUCATION PROGRAM
- 6.4.1. The student may be dismissed from the program if:
    - 6.4.1.1. The student fails to meet the criteria for "being in good standing" at Gonzaga University
    - 6.4.1.2. There are uncorrected problem behaviors or dispositions indicated on the Concerns Checklist
    - 6.4.1.3. The student is not following the contract to correct any problem behaviors or inappropriate dispositions indicated on the Concerns Checklist
    - 6.4.1.4. The cumulative GPA at Gonzaga University falls below a 3.0
    - 6.4.1.5. The cumulative GPA in Special Education courses falls below a 3.0
    - 6.4.1.6. The student was found to have committed a serious infraction of the academic Honesty Policy, such as the fabrication of data on a research project
    - 6.4.1.7. The student fails to meet the requirements and timeline set forth in the Remediation Plan developed by the academic advisor and/or department chair
  - 6.4.2. Notification of a dismissal will be given in writing by the department chair of Special Education within fifteen (15) calendar days from the decision.
  - 6.4.3. APPEAL PROCESS  
Students may appeal a dismissal from the program by using the appeal process described in Section 1.20 of this *Manual*.

6.5. SPECIAL EDUCATION PRACTICA/ (EDSE 306, 307, 406, 407)

6.5.1. PREREQUISITES FOR PRACTICA

- 6.5.1.1. The student must:
  - 6.5.1.1.1. Be in good standing at Gonzaga University
  - 6.5.1.1.2. Have a current character and fitness check, fingerprint clearance through the FBI and Washington State Patrol clearance on file in the Certification Office (this should be completed at least three

months prior to the practicum start date), and needs to be current through the semester

6.5.1.1.3. Have been accepted into the Special Education major or be taking EDSE 320 as a co-requisite

6.5.1.1.4. Not have any uncorrected behavior problem(s), inappropriate disposition(s), or made satisfactory progress regarding the contract between the student and faculty to correct the problem

6.5.1.1.5. Be enrolled in the practicum course

6.5.1.1.6. Complete Special Education practicum application form

6.5.1.1.7. Attend the introductory meeting by the practicum placement faculty

6.5.1.1.8. For certification, have passed the West B competency test for courses to count toward the Special Education endorsement and certification

#### 6.5.2. ADMISSION PROCESS FOR PRACTICA

6.5.2.1. The student needs to attend one of the required meetings at the beginning of the semester in which the student enrolled in the practica. At this meeting the Field Placement Officer will review and summarize the expectations for the practica and each student will be given a placement application form to complete. The Field Placement Officer distributes a written code of ethics and reviews appropriate and expected behavior during the practicum. The Certification Officer reviews the Washington State character and fitness form, Washington State Patrol clearance, and the fingerprint clearance through the FBI. The Field Placement Officer gives a written timeline to each student indicating when each of the requirements for the practicum is due.

6.5.2.2. Placements begin to be procured the day that the placement form is completed and submitted. Usually placements are confirmed within two to three weeks from the day the completed placement application is submitted.

#### 6.5.3. CRITERIA FOR COMPLETION OF PRACTICA

6.5.3.1. The student is expected to complete at least 30 hours of contact time in the field placement.

6.5.3.2. The student is responsible for completing a schedule and calendar with the site supervisor and submitting the schedule/calendar to the Field Placement Officer.

6.5.3.3. The student is expected to behave in a professional manner and follow guidelines for the school or agency.

6.5.3.4. The site supervisor will be sent a practicum packet which includes a midterm evaluation and final evaluation. The site supervisor will complete the midterm evaluation at the end of 15 hours of contact time and the final evaluation at the end of 30 hours of contact time. Each evaluation is to be mailed to the Field Placement Officer as soon as it is completed.

#### 6.5.4. REMIEDIATION PLAN FOR PRACTICA

If the student is not meeting minimum criteria for the practicum, there are concerns about the student's professional manner, or the student is not following guidelines for the school or agency, then the site supervisor and Field Placement Director may create a Remediation Plan individualized to the student.

#### 6.5.5. DISMISSAL FROM PRACTICA

6.5.5.1. The student may be dismissed from the practicum if:

6.5.5.1.1. The student fails to meet the criteria set forth in the practicum

6.5.5.1.2. The student repeatedly fails to adhere to school district or agency policy

6.5.5.1.3. The student fails to meet the requirements or timeline agreed upon by the student and site supervisor

6.5.5.1.4. The student fails to meet the requirements and timeline set forth in the Remediation Plan developed by the advisor and/or department chair

6.5.5.1.5. Notification of this decision will be given in writing by the department chair within fifteen (15) calendar days from the decision

#### 6.5.6. APPEAL PROCESS

The student may appeal a decision to be dismissed from the practica by using the appeal process described in Section 1.20 of this *Manual*.

### 6.6. SPECIAL EDUCATION STUDENT TEACHING

#### 6.6.1. PREREQUISITES FOR ADMISSION INTO SPECIAL EDUCATION TEACHING PRACTICUM (EDSE 496 OR 497)

All students must be in good standing at Gonzaga University and have maintained acceptance in the Special Education program. The following courses are required:

6.6.1.1. Students must complete at least **one** of these following four courses and students who are completing an endorsement to teach early childhood special education must complete all four of the following:

- EDSE 345 Early Development – Psych. Of Except. Child
- EDSE 350 Early Childhood Special Education
- EDSE 351 Physical Development
- EDSE 352 Language and Communication

6.6.1.2. Students must complete **all** of the following courses in addition to the courses required to be accepted into the major:

- EDSE 406 In School Experience
- EDSE 410 Precision Teaching (co-requisite)
- EDSE 417 Assessment in Special Education (co-requisite)
- EDSE 451 Direct Instruction Reading
- EDSE 452 Direct Instruction Mathematics
- EDSE 465 Classroom Management
- EDSE 465L Classroom Management Lab

- EDTE 101 American Foundations in Education
  - EDTE 101L Professional Skills Lab
  - EDTE 121 Educational Technology
  - EDTE 201 Learning Theories
  - EDTE 221A Differentiated Instruction and Assessment
  - EDTE 221L Field Experience I
  - EDPE 417 Abuse Prevention
- 6.6.1.3. Students completing the teacher certification with an endorsement to teach Elementary Education will need to see the academic/education advisors and Certification Officer to review the requirements for elementary endorsement outlined in the Section 13: Teacher Education Program in this *Manual*.
- 6.6.2. ADMISSION INTO SPECIAL EDUCATION STUDENT TEACHING (EDSE 496 OR 497)
- 6.6.2.1. The student must have:
- 6.6.2.1.1. Completed application and been accepted into Teacher Certification
  - 6.6.2.1.2. Completed the prerequisite course work listed in Section 6.6.1.1 in this *Manual*
  - 6.6.2.1.3. Maintained a cumulative GPA of 3.0 or higher at Gonzaga University
  - 6.6.2.1.4. Maintained a cumulative GPA of 3.0 or higher in Special Education coursework
  - 6.6.2.1.5. Completed the Course Summary sheet signed by the student and advisor
  - 6.6.2.1.6. Have on file in the Certification Office a copy of the current character and fitness check, FBI fingerprint clearance, and Washington State Patrol clearance
  - 6.6.2.1.7. Have passed all sections of the West B test
  - 6.6.2.1.8. Completed a written personal philosophy statement regarding education
  - 6.6.2.1.9. Submitted a copy of student transcripts
  - 6.6.2.1.10. Submitted at least two letters of recommendation using the pre-student teaching evaluation form
  - 6.6.2.1.11. Submitted a Special Education program portfolio
  - 6.6.2.1.12. No uncorrected behaviors or inappropriate dispositions as indicated on the Concerns Checklist
  - 6.6.2.1.13. Submitted the Special Education student teaching application by September 20<sup>th</sup> (for spring student teaching) or February 20<sup>th</sup> (for fall student teaching)
- 6.6.2.2. The student will be notified in writing within fifteen (15) calendar days of the decision by the department chair.
- 6.6.2.3. If the student's application for Special Education student teaching does not meet the minimum criteria listed in Section 6.6.2.1 of this *Manual*, the Special Education faculty may create a Remediation Plan individualized to the student.

6.6.2.4. APPEAL PROCESS

The student may appeal a decision of deny acceptance into student teaching by using the appeal process described in Section 1.20 of this *Manual*.

6.6.3. CONTINUATION OF SPECIAL EDUCATION STUDENT TEACHING PRACTICUM (EDSE 496 OR 497)

6.6.3.1. The student must:

6.6.3.1.1. Follow school district policies and guidelines

6.6.3.1.2. Have satisfactory progress reported by the college supervisor

6.6.3.1.3. Follow the guidelines outlined in the *Special Education Student Teaching Handbook*

6.6.3.1.4. Have satisfactory progress as indicated on the Midterm Evaluation completed by the cooperating teacher and reviewed by the college supervisor

6.6.3.1.5. Have no uncorrected problem behaviors or inappropriate dispositions indicated on the Concerns Checklist

6.6.3.2. If the student is not meeting the criteria for continuation in Special Education student teaching, then, in most circumstances, a Remediation Plan will be developed by the cooperating teacher and college supervisor, specifying the problems in order to continue with student teaching.

6.6.3.3. Notification of this decision will be given in writing by the department chair within fifteen (15) calendar days from the decision.

6.6.3.4. DISMISSAL FROM STUDENT TEACHING

The student teacher may be dismissed from the student teaching practicum if:

6.6.3.4.1. The student repeatedly fails to adhere to school district policy

6.6.3.4.2. The student fails to correct behaviors or dispositions indicated on the Concerns Checklist

6.6.3.4.3. The student fails to meet the requirements and timeline set forth in the Remediation Plan for meeting the minimally acceptable criteria in the Special Education Student Handbook

6.6.3.4.4. The cooperating teacher and college supervisor reach consensus to dismiss the student teacher due to seriously inappropriate ethical or illegal behavior

6.6.3.4.5. Notification of this decision will be given in writing by the department chair within fifteen (15) calendar days from the decision

6.6.3.5. APPEAL PROCESS

The student may appeal a dismissal from Special Education student teaching by using the appeal process described in Section 1.20 of this *Manual*.

6.6.4. PREREQUISITES FOR COMPLETING STUDENT TEACHING

If the student is going to complete EDSE 496 Special Education Student Teaching Practicum, then the student will normally have to have completed all Teacher Education prerequisite coursework for EDTE 496 Regular Education

Student Teaching and have completed the 15-week student teaching experience in a regular education classroom (EDTE 496) and related requirements (see listing on Section 6.6 of this *Manual*). The student teaching experience will be under the direct supervision of a cooperating teacher who has Washington State Certification with an endorsement in Special Education. The college supervisor from Gonzaga University will make weekly visits, observations, and lead discussions with the cooperating teacher and student teacher. The student will have progressively taken over the responsibilities of the classroom teacher and will be fully in charge of the classroom for at least two weeks (EDSE 496) to three weeks (EDSE 497). Specifics are outlined in the Special Education Student Teaching Handbook.

6.6.5. CRITERIA FOR COMPLETION OF SPECIAL EDUCATION STUDENT TEACHING PRACTICUM (EDSE 496 OR 497)

The student needs to have:

- 6.6.5.1. Completed at least nine weeks (for EDSE 496) or 12 weeks (for EDSE 497) of Special Education student teaching
- 6.6.5.2. Followed school district policies
- 6.6.5.3. Taken over all the responsibilities of the cooperating teacher for at least two weeks (EDSE 496) or three weeks (EDSE 497)
- 6.6.5.4. Passed the midterm and final evaluation for Special Education student teaching
- 6.6.5.5. Passed all criteria Washington State Pedagogy Assessment completed by the college supervisor with the assistance of the cooperating teacher and given a copy of the completed lesson plan
- 6.6.5.6. Passed their Special Education Final Student Teaching Evaluation
- 6.6.5.7. Passed the Review Board. In attendance will be the student teacher, cooperating teacher, college supervisor, and one other professional (usually a member of the local teacher association) who has observed the student teacher. After this review, the cooperating teacher, college supervisor, and third professional will need to sign the Review Board form indicating the student teacher has passed
- 6.6.5.8. The cooperating teacher and college supervisor will each write a final evaluation in the form of a letter of recommendation to be put in the student teacher's certification and placement file. The student teacher must meet with a representative of the Certification Office to be sure that the certification file is complete
- 6.6.5.9. The college supervisor will be responsible for returning the completed Review Board form, the Special Education Final Evaluation of Student Teaching, and the supervisor's final letter of evaluation to the student's file in the Department of Special Education. When the Special Education student teaching file is complete the file will be transferred to the Certification Office
- 6.6.5.10. Completed and turned in to the Special Education office a **signed** copy of the Professional Growth Plan draft
- 6.6.5.11. If the student teacher does not meet the minimum criteria for completion, the college supervisor and cooperating teacher in

consultation with the department chair may create a Remediation Plan individualized to the student

6.6.5.12. Notification of this decision will be given in writing by the department chair within fifteen (15) calendar days from the decision

6.6.5.13. The student may appeal a denial of completion through the appeal process described in Section 1.20 of this *Manual*

6.6.6. COMPLETION OF TEACHER CERTIFICATION WITH A PRIMARY ENDORSEMENT IN SPECIAL EDUCATION OR EARLY CHILDHOOD SPECIAL EDUCATION

In addition to the requirements listed in Section 6.6.5 of this *Manual*, the student needs to have:

6.6.6.1. Had a concentration of 20 semester credits outside of education (e.g., Psychology, Social Studies, etc) if the student's major is in Special Education

6.6.6.2. Passed the West E testing (Praxis II) for each endorsement

6.6.6.3. Met with a representative of the Certification Office to be sure that all requirements for certification are complete and documented

6.6.6.4. Completed an undergraduate degree

6.6.6.5. If the student teacher does not meet the minimum criteria for completion, the college supervisor and cooperating teacher in consultation with the department chair may create a Remediation Plan individualized to the student

6.6.6.6. Notification of this decision will be given in writing by the department chair within fifteen (15) calendar days from the decision

6.6.6.7. The student may appeal a decision of denial of completion by following the appeal process outlined in Section 1.20 of this *Manual*

6.7. EXTENDED APPLICATION OF SPECIAL EDUCATION (ALTERNATIVE TO STUDENT TEACHING)

6.7.1. PREREQUISITES FOR ACCEPTANCE (EDSE 495)

All students must be in good standing at Gonzaga University and maintained acceptance in the major or minor in Special Education. Students must complete the following courses in addition to those required for the Special Education major:

- EDSE 406 In School Experience (or EDSE 307 or EDSE 407)
- EDSE 410 Precision Teaching (co - or prerequisite)
- EDSE 417 Assessment in Special Education (co - or prerequisite)
- EDSE 451 Direct Instruction Reading
- EDSE 452 Direct Instruction Mathematics
- EDSE 465 Classroom Management
- EDSE 465L Classroom Management Lab

6.7.2. CRITERIA AND APPLICATION

The student must have completed:

6.7.2.1. The prerequisite coursework, listed in Section 6.7.1 of this *Manual*

6.7.2.2. Maintained a cumulative GPA of 3.0 or higher at Gonzaga University

- 6.7.2.3. Maintained a cumulative GPA of 3.0 or higher in Special Education coursework
  - 6.7.2.4. Have a copy of the current character and fitness check and fingerprint clearance by the FBI, and Washington State Patrol clearance on file with the Certification Office
  - 6.7.2.5. Completed Special Education extended practicum application
  - 6.7.2.6. Have at least two letters of recommendation submitted
  - 6.7.2.7. Submit a Special Education program portfolio
  - 6.7.2.8. Have no uncorrected behaviors or dispositions as indicated on the Concerns Checklist
  - 6.7.2.9. If the student's application for the extended application of Special Education practicum does not meet the minimum criteria listed in Section 6.7.2 of this *Manual*, the Special Education faculty may create a Remediation Plan individualized to the student
  - 6.7.2.10. Notification of this decision will be given in writing by the department chair within fifteen (15) calendar days from the decision
  - 6.7.2.11. The student may appeal a denial for the extended application of Special Education by using the appeal process described in Section 1.20 of this *Manual*
- 6.7.3. CRITERIA FOR COMPLETING EXTENDED APPLICATION OF SPECIAL EDUCATION (EDSE 495)
- 6.7.3.1. The placement will be made by the Field Placement Officer based upon student request, need, and availability of sites.
  - 6.7.3.2. The student will have to complete a total of at least 270 practicum hours.
  - 6.7.3.3. The student teaching extended practicum experience will be under the direct supervision of an assigned site professional in a special education related field.
  - 6.7.3.4. The college supervisor from Gonzaga University will make approximately nine visits for the nine credits of EDSE 495 which will include observations and lead discussions with the site professional and student.
  - 6.7.3.5. The student will have progressively taken over more responsibilities
  - 6.7.3.6. The practicum student will have to pass the final Review Board. In attendance will be the student teacher, site professional, college supervisor, and one other professional who has observed the practicum student. After the review, the site professional, college supervisor, and third professional will need to sign the Review Board form indicating the practicum student has passed.
  - 6.7.3.7. The site professional and college supervisor will each write a final evaluation in the form of a letter of recommendation to be put in the practicum student's placement file.
  - 6.7.3.8. If the student does not pass the extended application of Special Education, the college supervisor and site professional in consultation with the department chair may create a Remediation Plan individualized to the student.
  - 6.7.3.9. Notification of this decision will be given in writing by the department chair within fifteen (15) calendar days from the decision.

6.7.4. DISMISSAL FROM EXTENDED SPECIAL EDUCATION PRACTICUM

The student teacher may be dismissed from the extended application of Special Education if:

- 6.7.4.1. The student repeatedly fails to adhere to agency policy
- 6.7.4.2. The student fails to meet the requirements and timeline set forth for completion of the extended application of Special Education
- 6.7.4.3. The student fails to correct problem behaviors or dispositions identified on the Concerns Checklist
- 6.7.4.4. The student fails to meet the requirements and timeline set forth in Remediation Plan for meeting the minimally acceptable criteria
- 6.7.4.5. The site supervisor and college supervisor reach consensus to dismiss the practicum student due to seriously inappropriate ethical or illegal behavior
- 6.7.4.6. Notification of this decision will be given in writing by the department chair within fifteen (15) calendar days from the decision

6.7.5. APPEAL PROCESS

A student may appeal a denial or dismissal through the appeal process described in Section 1.20 of this *Manual*.

6.8. COMPLETION OF DEGREE AND GRADUATION

6.8.1. CRITERIA FOR COMPLETION

- 6.8.1.1. The student should confer with the academic advisor, but it is the responsibility of the student to know and complete all degree requirements.
- 6.8.1.2. These requirements include completion of courses for the University core, School core, and academic major.
- 6.8.1.3. These specific requirements are stated in the Gonzaga University Undergraduate Catalogue in place at the time the student entered Gonzaga as a matriculated student.
- 6.8.1.4. The student must apply for graduation with the Registrar's Office.

6.8.2. APPEAL PROCESS

A student may appeal a denial of completion/graduation using the appeal process described in Section 1.20 of this *Manual*.

## SECTION 7

### 7. MASTER OF EDUCATION IN SPECIAL EDUCATION

7.1. The SOE offers a Master of Education in Special Education as well as programs leading to endorsements in Special Education (P-12) and Early Childhood Special Education (P-3) in the State of Washington. These endorsements may be added to an existing teaching credential or to a new credential earned through a combination of courses from the Departments of Special Education, Teacher Education, and Physical Education and Sports Management in the SOE.

#### 7.2. ADMISSIONS

##### 7.2.1. MINIMUM REQUIREMENTS

7.2.1.1. For applicants pursuing a Master of Education in Special Education, the guidelines and application process is outlined in the Gonzaga University Graduate Catalogue, in Section 1.5 of this *Manual*, and can be obtained from the Special Education or Graduate office. The following are additional requirements:

7.2.1.1.1. A written letter of intent addressing the applicant's interest in graduate studies which relates to some area in the field of special education, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program

7.2.1.1.2. Official entrance exam test scores at the 50<sup>th</sup> percentile or higher. May be either the Graduate Records Exam (GRE) general aptitude test, or the Miller Analogies Test (MAT), taken within the past five years, a requirement which may be waived if the applicant has an advanced degree or an undergraduate degree program from Gonzaga University earning at least a 3.0 GPA. Test scores below the 50<sup>th</sup> percentile may be accepted if other qualifying criteria support admission.

7.2.1.1.3 A degree bearing transcript is required and score with objective criteria.

7.2.1.1.4 An interview with the Special Education faculty is required.

7.2.1.1.5 Two letters of recommendation sent directly from the recommending persons to the School of Education Graduate Admissions office using the confidential recommendation form (see School of Education website at [www.gonzaga.edu/soe/grad](http://www.gonzaga.edu/soe/grad))

7.2.1.1.6 A resume or vita reflecting the student's degree, educational background, work experience, and any other related experiences is required.

7.2.1.1.7 All applications for admission for the following fall semester are due to the Graduate Admissions Office by May 15 or for spring semester are due by November 20th. If you have missed the deadline you may contact Graduate Admissions and depending

upon availability within the program you may be allowed to apply after the deadline.

#### 7.2.2. ADMISSION PROCESS

7.2.2.1. The department faculty review applications for admission which are evaluated using the criteria outlined in Section 1.5 and 7.2.1 of this *Manual*.

7.2.2.2. Applicants are notified by letter as to provisional or full acceptance or denial by the office of the Dean.

#### 7.2.3. APPEAL PROCESS

An applicant may appeal a denial by using the appeal process described in Section 1.20 of this *Manual*.

### 7.3. ASSESSMENT LEVELS

#### 7.3.1. LEVEL I: ADVANCEMENT TO CANDIDACY

Acceptance into candidacy is the point in the program where the student commits and is accepted into one of the three graduate tracks (Functional Analysis, Early Childhood Special Education, or General Special Education). These programs are exclusive; however, students can be accepted into more than one track.

##### 7.3.1.1. MINIMUM REQUIREMENTS

7.3.1.1.1. At the completion of nine (9) credits of graduate course work applicable to the Master of Education in Special Education, the student must apply for candidacy for the degree or be denied such advancement.

7.3.1.1.2. Earned at least a "B" in each graduate course taken as part of the M. Ed. Degree.

7.3.1.1.3. There should be no uncorrected problem behaviors or inappropriate dispositions indicated on the Concerns Checklist.

##### 7.3.1.2. ACCEPTANCE PROCESS

7.3.1.2.1. Final approval of candidacy is usually determined by a consensus of Special Education faculty. In the event that faculty requires further information, the student may be interviewed by the faculty prior to a final decision. If a consensus cannot be reached, a vote will be taken and four out of five of the faculty will determine the final decision on candidacy.

7.3.1.2.2. Students must continue to demonstrate levels of interpersonal, social, and behavioral competencies deemed essential for the profession. See Section 1.12 of this *Manual*.

7.3.1.2.3. The program director or department chair will notify the student of the decision on candidacy within fifteen (15) calendar days from the decision.

7.3.1.2.4. Students who are denied admission to candidacy may not take further graduate courses in Special Education.

### 7.3.1.3. APPEAL PROCESS

Students may appeal a denial of candidacy by using the process described in Section 1.20 of this *Manual*.

### 7.3.2. LEVEL II: CONTINUING IN THE PROGRAM

7.3.2.1. The student needs to remain in good standing at Gonzaga University.

7.3.2.2. The student needs to earn at least a “B” in each graduate course taken as part of the M. Ed. Degree.

7.3.2.3. The student should not have any uncorrected problem behaviors or inappropriate dispositions indicated on the Concerns Checklist.

7.3.2.4. The student should work carefully with the advisor in planning the course schedule to be sure that requirements for the degree are met and certification requirements are being met if the student is completing an endorsement and/or teacher certification for the State of Washington.

7.3.2.5. Each student’s progress will be monitored by a Special Education advisor and all professional education professors will apprise the department chair of any concerns they have about a student’s skills necessary to become an effective Special Education professional.

7.3.2.6. Concerns may be raised by other faculty members and be brought to the attention of student’s advisor, program director, and department chair of Special Education.

7.3.2.7. A faculty member of the Department of Special Education will review students who fail to demonstrate competencies in academic, interpersonal, or social skills, and a recommendation for dismissal from the program may be made.

7.3.2.8. The department chair or program director will notify the student of that decision within fifteen (15) calendar days.

7.3.2.9. If the student’s continuation in the Special Education program does not meet the minimum criteria listed in Section 7.3 of this *Manual*, the faculty may create a Remediation Plan individualized to the student.

7.3.2.10. Students may appeal a denial to continue in the program by using the appeal process described in Section 1.20 of this *Manual*.

### 7.3.3. LEVEL III: ACCEPTANCE OF RESEARCH PROPOSAL

The student commits to a systematic research project. The student must complete a research proposal that must be approved by the Special Education faculty mentors who have agreed to be the research mentors. The student is required to declare the primary and secondary thesis readers on the Department of Special Education Research Proposal Form. The student should choose two faculty mentors, one of whom needs to be from the Department of Special Education. The faculty mentors will assist with the research project, such as the identification of a potential subject sample, and will need to approve a timeline for the research project completion. The timeline needs to include the remaining courses, as well as the steps to completing the research project.

#### 7.3.3.1. MINIMUM REQUIREMENTS

7.3.3.1.1. Students may petition for acceptance of the research proposal upon the completion of 18 credits of graduate level coursework.

A minimum of 15 credits must be achieved at Gonzaga University.

7.3.3.1.2. The student needs to remain in good standing at Gonzaga University.

7.3.3.1.3. The student has earned at least a “B” in each graduate course to be used for the M. Ed. Degree.

7.3.3.1.4. The student should not have any uncorrected problem behaviors or inappropriate dispositions indicated on the Concerns Checklist.

7.3.3.1.5. Students who are not accepted will receive a letter from the program director within fifteen (15) calendar days of the decision.

#### 7.3.3.2. APPEAL PROCESS

Students may appeal a denial using the appeal process described in Section 1.20 of this *Manual*.

#### 7.3.4. LEVEL IV: COMPLETION OF THE CAPSTONE EXPERIENCE

The student must petition to be awarded the Master of Education in Special Education Degree.

##### 7.3.4.1. MINIMUM REQUIREMENTS

7.3.4.1.1. Approval from the research mentors.

7.3.4.1.2. Once approved, the student must provide to the Department of Special Education the following:

7.3.4.1.2.1. A completed research or review paper (journal submission ready)

7.3.4.1.2.2. Copies of all raw data collected

7.3.4.1.2.3. Electronic copies of the completed project in a computer application (e.g. MS Word, MS Excel) that is accessible to the faculty

7.3.4.1.2.4. A copy of the graduate transcripts to the faculty mentors

##### 7.3.4.2. APPEAL PROCESS

A student may appeal a decision of denied completion by following the appeal process described in Section 1.20 of this *Manual*.

#### 7.4. DISMISSAL FROM PROGRAM

The candidate may be dismissed from the program if:

7.4.1. The student fails to meet the criteria for “being in good standing” at Gonzaga University

7.4.2. There are uncorrected problem behaviors or dispositions indicated on the Concerns Checklist and the student is not following the contract to correct any problem behaviors or inappropriate dispositions indicated on the Concerns Checklist

7.4.3. The student earns a “B-” or less in a graduate course needed for the M. Ed. Degree and does not retake the course

- 7.4.4. The student was found to have committed a serious infraction of the Academic Honesty Policy, such as the fabrication of data on a research project or plagiarism
- 7.4.5. The student fails to meet the requirements and timeline set forth in the Remediation Plan developed by the academic advisor, mentor, and/or department chair
- 7.4.6. The student fails to complete the M.Ed. in Special Education within the five-year period, beginning with the first course taken after acceptance into the M.Ed. in Special Education program
- 7.4.7. The student does not complete the M.Ed. in Special Education program according to the timeline set up by the student and mentor(s) and does not continuously enroll in at least one semester credit of Proseminar (EDSE 689) for each fall and spring semester until the M.Ed. is completed.
- 7.4.8. Notification of dismissal will be sent a letter within fifteen (15) days regarding the decision by the program director
- 7.4.9. A student may appeal a dismissal from the program by following the appeal process described in Section 1.20 of this *Manual*.

## 7.5. SPECIAL EDUCATION PRACTICA (EDSE 306 AND 406)

### 7.5.1. PREREQUISITES FOR COMPLETION OF PRACTICA

The student must:

- 7.5.1.1. Be in good standing at Gonzaga University
- 7.5.1.2. Have a current character and fitness check, FBI fingerprint clearance, and Washington State Patrol on file in the Certification Office (this should be completed at least three months prior to the practicum start date)
- 7.5.1.3. Have been accepted into the Special Education major or be taking EDSE 520 as a co-requisite
- 7.5.1.4. Have no uncorrected behavior problems or inappropriate dispositions as indicated on the Concerns Checklist. If there were, then the contract between the student and faculty to correct the problem needs to have been drawn up and satisfactory progress is being made
- 7.5.1.5. Be enrolled in the practicum course
- 7.5.1.6. Complete Special Education practicum application form
- 7.5.1.7. Attend the introductory meeting by the Field Placement Director

### 7.5.2. CRITERIA FOR COMPLETION OF PRACTICA

- 7.5.2.1. The student needs to attend one of the required meetings at the beginning of the semester in which the student is enrolled in the practica. At this meeting the Field Placement Director will review and summarize the expectations for the practica and each student will be given a placement application form to complete. The Field Placement Director distributes a written code of ethics and reviews appropriate and expected behavior during the practicum. The Certification Officer reviews the Washington State character and fitness form and FBI clearance, and Washington State Patrol clearance. The Field Placement Director gives a written timeline to each student indicating when each of the requirements for the practica is due. Placements

begin to be procured soon after the placement form is completed and submitted. Usually placements are confirmed within two to three weeks from the day the completed placement application is submitted.

- 7.5.2.2. The student is expected to complete at least 30 hours of contact time in the field placement.
  - 7.5.2.3. The student is responsible for completing a schedule and calendar with the site supervisor and submitting the schedule/calendar to the Field Placement Director.
  - 7.5.2.4. The student is required to behave in a professional manner and follow guidelines for the school or agency.
  - 7.5.2.5. The site supervisor will be sent a practicum packet which includes a midterm evaluation and final evaluation. The site supervisor will complete the midterm evaluation at the end of 15 hours of contact time and the final evaluation at the end of 30 hours of contact time. Each evaluation is to be mailed to the Field Placement Officer as soon as it is completed.
- 7.5.3. REMEDICATION PLAN  
If the student is not meeting minimum criteria for the practicum or there are concerns about the student's professional manner or the student is not following guidelines for the school or agency, then the site supervisor and Field Placement Officer may create a Remediation Plan individualized to the student.
- 7.5.4. DISMISSAL FROM PRACTICA  
The student may be dismissed from the practicum if:
- 7.5.4.1. The student repeatedly fails to adhere to school district or agency policy
  - 7.5.4.2. The student fails to meet the requirements or timeline agreed upon by the student and site supervisor
  - 7.5.4.3. Notification will be sent by letter fifteen (15) calendar days from the decision by the department chair
- 7.5.5. APPEAL PROCESS  
The student may appeal a decision to be dismissed by using the appeal process described in Section 1.20 of this *Manual*.

## 7.6. OPTIONAL: SPECIAL EDUCATION STUDENT TEACHING

### 7.6.1. PREREQUISITES FOR ACCEPTANCE INTO SPECIAL EDUCATION TEACHING PRACTICUM (EDSE 696 OR 697)

- 7.6.1.1. All students must be in good standing at Gonzaga University and have maintained acceptance in the Special Education program. The following courses are required:
  - 7.6.1.1.1. Students must complete at least **one** of the following:
    - EDSE 560 Early Childhood Special Education
    - EDSE 561 Physical Development
    - EDSE 562 Language and Communication
    - EDSE 565 Early Development – Psych. Of Except. Child
  - 7.6.1.1.2. Students must complete **all** of the following courses:

- EDSE 101L Professional Skills Lab
- EDSE 306 In School Experience: Elementary
- EDSE 406 In School Experience: Secondary
- EDSE 501 Psychology of the Exceptional Child
- EDSE 520 Applied Behavior Analysis
- EDSE 522 Precision Teaching
- EDSE 545 Special Education Policies and Procedures
- EDSE 551 Direct Instruction Reading
- EDSE 552 Direct Instruction Mathematics
- EDSE 575 Advanced Classroom Management
- EDSE 604 Assessment in Special Education

7.6.1.1.3. Required Professional Education Courses – these courses are required if the candidate is completing Teacher Certification in addition to adding a Special Education endorsement. (These courses may be taken at the undergraduate level if there is a corresponding under graduate course):

- EDTE 511 Instructional Foundation- Elementary and Secondary
- EDTE 512 Planning for Differentiated Instruction and Assessment
- EDTE 505 Field Experience
- EDPE 517 Abuse Prevention

7.6.1.1.4. Required Early Childhood Special Education Courses – students who are completing an endorsement to teach Early Childhood Special Education must also complete all four of the following courses:

- EDSE 560 Early Childhood Special Education
- EDSE 561 Physical Development
- EDSE 562 Language and Communication
- EDSE 565 Early Development – Psych. Of Except. Child

#### 7.6.2. ADMISSION REQUIREMENTS FOR SPECIAL EDUCATION TEACHING

7.6.2.1. The student must have:

7.6.2.1.1. Completed the prerequisite course work listed in Section 7.6.1 of this *Manual*. If the student is already Washington State Teacher Certified and pursuing an endorsement in Special Education then only the courses outlined in 7.6.1.1.1 and 7.6.1.1.2 are required. If the student is already Washington State Teacher Certified and pursuing an early childhood special education endorsement then the courses outlined in 7.6.1.1.2 and 7.6.1.1.4 are required

7.6.2.1.2. Maintained a cumulative GPA of 3.0 or higher (a B or higher is required for each course applied to the degree)

7.6.2.1.3. Completed the Course Summary sheet and signed by the student and advisor.

7.6.2.1.4. Complete a resume following the Special Education guidelines

- 7.6.2.1.5. Completed a written personal philosophy statement regarding education
- 7.6.2.1.6. Have a copy of the current character and fitness check, FBI fingerprint, and Washington State Patrol clearance on file in the Certification Office
- 7.6.2.1.7. Submitted a copy of student transcripts
- 7.6.2.1.8. Have at least two (2) completed Pre-Student Teaching Evaluations on file
- 7.6.2.1.9. No uncorrected behaviors or inappropriate dispositions as indicated on the Concerns Checklist
- 7.6.2.1.10. Completed Special Education student teaching application by September 20<sup>th</sup> (for spring student teaching) or February 20<sup>th</sup> (for fall student teaching)
- 7.6.2.2. The student will be notified in writing within fifteen (15) calendar days of the decision by the program director.
- 7.6.2.3. If the student's application for Special Education student teaching does not meet the minimum criteria listed in Section 7.5.2.1 of this Manual, the Department of Special Education faculty may create a Remediation Plan individualized to the student.
- 7.6.2.4. The student may appeal a decision of denial into student teaching by using the appeal process outlined in Section 1.20 of this *Manual*.
- 7.6.3. CONTINUATION OF SPECIAL EDUCATION STUDENT TEACHING PRACTICUM (EDSE 696 OR 697)
  - 7.6.3.1. The student must:
    - 7.6.3.1.1. Follow school district policies and guidelines
    - 7.6.3.1.2. Have satisfactory progress reported by the college supervisor
    - 7.6.3.1.3. Follow the guidelines outlined in the Special Education Student Teaching Handbook
    - 7.6.3.1.4. Have satisfactory progress as indicated on the Midterm Evaluation completed by the cooperating teacher and reviewed by the college supervisor
    - 7.6.3.1.5. Have no uncorrected problem behaviors or inappropriate dispositions indicated on the Concerns Checklist
    - 7.6.3.1.6. If the student is not meeting the criteria for continuation in Special Education student teaching, then, in most circumstances, a Remediation Plan will be developed. If the student is dismissed from student teaching a dismissal form will be completed
  - 7.6.3.2. REMEDIATION PLAN  
If the student is not meeting the criteria for continuation in the Special Education student teaching, the cooperating teacher and college supervisor will specify the problems and what changes need to occur in order to continue with student teaching.
  - 7.6.3.3. DISMISSAL FROM STUDENT TEACHING  
The student teacher may be dismissed from the student teaching practicum if:
    - 7.6.3.3.1. The student repeatedly fails to adhere to school district policy

- 7.6.3.3.2. The student fails to meet the requirements and timeline set forth in the Remediation Plan for meeting the minimally acceptable criteria listed in the *Special Education Teacher Handbook*
- 7.6.3.3.3. The cooperating teacher and college supervisor reach consensus to dismiss the student teacher due to seriously inappropriate ethical or illegal behavior
- 7.6.3.3.4. The department chair will notify the student by letter of dismissal within fifteen (15) calendar days form the decision

7.6.3.4. APPEAL PROCESS

The student may appeal dismissal from Special Education student teaching by using the appeal process described in Section 1.20 of this *Manual*.

7.6.4. CRITERIA FOR COMPLETION OF SPECIAL EDUCATION STUDENT TEACHING

7.6.4.1. The student teacher needs to have:

- 7.6.4.1.1. Completed at least nine weeks (for EDSE 696) or 12 weeks (for EDSE 697) of Special Education student teaching
- 7.6.4.1.2. Followed school district policies
- 7.6.4.1.3. Taken over all the responsibilities of the cooperating teacher for at least two weeks (EDSE 696) or three weeks (EDSE 697)
- 7.6.4.1.4. Passed the Final Student Teaching Evaluation by the college supervisor and cooperating teacher
- 7.6.4.1.5. Passed the Washington State Pedagogy Assessment completed by the college supervisor
- 7.6.4.1.6. Passed the Review Board with signatures by the cooperating teacher, college supervisor, and one other professional who has observed the student teacher instructing students (should be professional education association member when possible) on the Review Board form
- 7.6.4.1.7 Complete and signed a Professional Growth Plan draft

7.6.4.2. The college supervisor and cooperating teacher will each write a final letter of evaluation.

7.6.4.3. The college supervisor will be responsible for returning the completed Review Board form, the final evaluation of student teaching, and the final letter of evaluation to the student's file in the Department of Special Education.

7.6.4.4. When the Special Education student teaching file is complete, the file will be transferred to Gonzaga University Certification Office.

7.6.4.5. If the student teacher does not meet the minimum criteria, the college supervisor and cooperating teacher in consultation with the department chair may create a Remediation Plan individualized to the student.

7.6.4.6. The student may appeal a denial through the appeal process described in Section 1.20 of this *Manual*.

7.6.5. CRITERIA FOR FINAL APPROVAL OF STUDENT TEACHING

7.6.5.1. The student teacher will have to pass the final Review Board. In attendance will be the student teacher, cooperating teacher, college supervisor, and one other professional (usually a member of the local

teacher association) who has observed the student teacher. After this review, the cooperating teacher, college supervisor, and third professional will need to sign the Review Board from indicating the student teacher has passed.

- 7.6.5.2. The student teacher will have to have passed the final evaluation of student teaching, which is an extension of the midterm evaluation of student teaching.
  - 7.6.5.3. The student teacher will have to have passed the Washington State Pedagogy Assessment completed by the college supervisor and submitted the lesson plan used for this assessment.
  - 7.6.5.4. The student teacher must have submitted a signed copy of the Professional Growth Plan draft.
  - 7.6.5.5. The cooperating teacher and college supervisor will each write a final evaluation in the form of a letter of recommendation to be put in the student teacher's certification and placement file.
  - 7.6.5.6. The student teacher must meet with a representative of the Certification Office to be sure the certification file is complete.
- 7.6.6. COMPLETION OF TEACHER CERTIFICATION WITH AN ENDORSEMENT IN SPECIAL EDUCATION OR EARLY CHILDHOOD SPECIAL EDUCATION  
The student needs to have:
- 7.6.6.1. Had a concentration of 20 semester credits outside of education (e.g. Psychology, Social Studies, etc.) if the student had an undergraduate degree in education
  - 7.6.6.2. Passed the West E testing (Praxis II for the Special Education #20353 Education of Exceptional Students: Core Content Knowledge, Praxis II: Early Childhood Special Education #10690 Special Education: Preschool/ Early Childhood Special Education endorsement)
  - 7.6.6.3. Met with a representative of the Certification Office to be sure all requirements for certifications are complete and documented
  - 7.6.6.4. Completed a college degree

#### 7.7. COMPLETION OF DEGREE AND GRADUATION

##### 7.7.1. CRITERIA FOR COMPLETION OF THE MASTER OF EDUCATION IN SPECIAL EDUCATION

The student should confer with the academic advisor, but it is the responsibility of the student to know and complete all degree requirements. These requirements are stated in the Gonzaga University Graduate Catalogue in place at the time the student entered Gonzaga University as a matriculated student.

- 7.7.2. The student must apply for graduation with the Registrar's Office.
- 7.7.3. Students denied completion of degree may appeal that decision as outlined in Section 1.20 of this *Manual*.

## SECTION 8

### 8. BACHELOR OF EDUCATION IN SPORT MANAGEMENT AND BACHELOR OF EDUCATION IN PHYSICAL EDUCATION

8.1. The B.Ed. prepares students to pursue careers and/or graduate study in physical education (teaching or administration) or sport management (professional opportunities in sport-related professions and business). Teacher certification in physical education (health and fitness) K-12 is available to physical education majors who fulfill the certification requirements of the Teacher Education Program in addition to the requirements for the B.Ed. in Physical Education. A minor in physical education or sport management is also available, as is a health and fitness endorsement for those students whose primary area of teaching certification lies in an area other than physical education. Students in sport management follow a curriculum that includes taking a minor in general business, communications studies, public relations, journalism, or promotions. This track prepares students to enter the sport/athletic management field or pursue graduate studies in sport management.

#### 8.2. ADMISSION

##### 8.2.1. MINIMUM REQUIREMENTS

Students applying for admission into the Physical Education or Sports Management degree programs must meet the admissions standards of the university. The Department may not override the decision of the University Undergraduate Admissions Office. Refer to the undergraduate catalogue.

##### 8.2.3. APPEAL PROCESS

Contact Undergrad Admission for appeal process.

#### 8.3. ASSESSMENT LEVELS

8.3.1. Students will be evaluated by the department faculty after completion of their first 12 credits of academics work in the major.

8.3.2. Students must be meeting the university standards for GPA.

8.3.3. Students will be evaluated on their professional dispositions as indicated by adherence to the department professional standards as outlined in each major course syllabus.

8.3.4. Students not meeting the university academic standards will consult with their advisor in an effort to systematically plan for improvement

8.3.5. Students deemed to be in constant violation of the department professional standards will consult with their advisor to outline an improvement plan

8.3.6. Students seeking teaching certification must also meet the requirements for advancement in that program. Refer to Section 15 of this *Manual*

8.3.7. Students must complete practicum experiences as part of their academic program.

##### 8.3.7.1. PRACTICUM PLACEMENT

8.3.7.1.1. Students must submit a Practicum Proposal to the program director

- 8.3.7.1.2. The department chair and program director will review and approve the proposal
- 8.3.7.1.3. Physical Education majors will be placed in practicums by the program director in coordination with the Field Placement Director in the SOE Certification Office
- 8.3.7.1.4. Sport Management majors may find practicum sites of their choosing, or may be placed by the program director. In either case the site selection must be part of the proposal and approved by the department chair and program director
- 8.3.7.2. PRACTICUM REQUIREMENTS
  - 8.3.7.2.1. All requirements for practicums are specified in the Practicum Proposal Form
  - 8.3.7.2.2. Students are expected to adhere to these standards.
  - 8.3.7.2.3. Requirements include:
    - 8.3.7.2.3.1. Number of hours required
    - 8.3.7.2.3.2. Academic expectations
    - 8.3.7.2.3.3. Supervisor responsibilities
    - 8.3.7.2.3.4. Expected professional behaviors
- 8.3.7.3. REMOVAL FROM A PRACTICUM

A student may be removed from a practicum site at the request of the student, site supervisor, or program director. In all such cases, the process for removal will consist of the following:

  - 8.3.7.3.1. A formal request from the student, or site supervisor, or the program director to the department chair.
  - 8.3.7.3.2. The chair will consult with all practicum participants before authorizing a removal of the student from the practicum.
  - 8.3.7.3.3. Students who discontinue their practicum without following this process may face disciplinary action resulting in a failing grade in the practicum.
  - 8.3.7.3.4. Serious professional and/or personal misconduct by a practicum student may result in dismissal from the program and/or the university.
  - 8.3.7.3.4. The student removed from the practicum will be notified by letter from the program director.
- 8.3.7.4. APPEAL PROCESS

The decision to remove a student from the practicum is subject to appeal by the student. The steps for this appeal process are described in Section 1.20 in this *Manual*.

#### 8.4. DISMISSAL

- 8.4.1. Students may be dismissed from the program. Refer to Section 1.16 of this *Manual*.
- 8.4.2. If the student continuation in the program does not meet the minimum criteria, the program faculty may create a Remediation Plan individualized to the student.

8.4.3. The decision to dismiss a student from the program is subject to appeal. The steps for this appeal process are described in Section 1.20 of this *Manual*.

8.5. EXIT

8.5.1. Students will complete a comprehensive written exam covering content from all courses in the program.

8.5.2. Students will typically take the exam in the last semester of study prior to graduation.

8.5.3. The exam will be graded separately by the department faculty and the composite score will determine the final exam score.

8.5.4. A score of 75% must be attained on the exam to graduate.

8.5.5. Students not passing the exam on the first attempt may petition in writing to their advisor to retake the exam within a month of their first attempt.

8.5.6. Students failing a second attempt at the exam may petition in writing to the department chair for an oral exam. The oral exam will be administered by the faculty of the department no later than two weeks after the second written exam.

8.5.7. Students failing the third exam will be advised to take remedial course work to prepare for a final attempt at the exam. This exam may be taken in written or oral form.

## SECTION 9

### 9. MASTER IN SPORT AND ATHLETIC ADMINISTRATION

9.1. The SOE offers a Master of Arts in Sport and Athletic Administration. This 34 credit graduate program prepares individuals for administrative/management careers in athletic and sport industry environments.

#### 9.2. ADMISSION

##### 9.2.1. MINIMUM REQUIREMENTS

For graduate students pursuing a Master of Arts in Sport and Athletic Administration, the guidelines and application process is outlined in the Gonzaga University Graduate Catalogue and in this *Manual*, Section 1.5. In addition, specific criteria can be obtained from the Sport and Physical Education office. Following are additional requirements:

9.2.1.1. A written statement of purpose addressing the applicant's interest in graduate studies which relates to some area in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program

9.2.1.2. Official entrance exam test scores at the 50<sup>th</sup> percentile or higher. This may be either the Graduate Records Exam (GRE) general aptitude test, or the Miller Analogies Test (MAT), taken within the past five years, a requirement which may be waived if the applicant has an advanced degree. Test scores below the 50<sup>th</sup> percentile may be accepted if the other qualifying criteria support admission.

9.2.1.3. A resume detailing educational, academic, and work experience.

##### 9.2.2. ADMISSION PROCESS

9.2.2.1 The department faculty review applications for admission and evaluate them on the criteria outlined in Section 1.5 of this *Manual*

9.2.2.2. Applicants are notified by letter as to provisional or full acceptance or denial.

##### 9.2.3. APPEAL PROCESS

Applicants who are not admitted to the program may appeal this decision as outlined in Section 1.20 of this *Manual*.

#### 9.3. ASSESSMENT LEVELS

##### 9.3.1. ADMISSION TO CANDIDACY

9.3.1.1. Once the SOE has accepted an individual he/she will then be required to seek candidacy from the Physical Education faculty.

9.3.1.1.1. Upon completion of 12 credit hours of approved graduate work, students must be fully admitted into a graduate program.

9.3.1.1.2. Candidacy will be denied and the student dropped from the program if the GPA is less than 3.0 or if performance is otherwise unsatisfactory

9.3.1.1.3. Students who have not been fully admitted to a degree program may not earn beyond 12 credits without such admission

- 9.3.1.1.4. The program director will give written notification to those students not admitted to candidacy
- 9.3.1.1.5. A student may not transfer his/her application to a new program if he/she has been denied to candidacy. The student will need to reapply to the new program
- 9.3.1.1.6. Exceptions can be made with the approval of the program director and the dean
- 9.3.1.1.7. Denial of candidacy may be appealed as outlined in Section 1.20 of this *Manual*

### 9.3.2. CANDIDACY APPLICATION REVIEW

- 9.3.2.1. The Sport and Physical Education faculty will review student applications for candidacy each semester
- 9.3.2.2. All course(s) a student takes before full acceptance in the program may not count toward the final degree
- 9.3.2.3. Before enrolling in graduate course work some students may be required to take foundation requirements in Sport and Physical Education or related areas
- 9.3.2.4. Foundation requirements will not be counted toward the graduate degree program

### 9.3.3. CANDIDACY ADMISSION PROCESS

- 9.3.3.1. Meet with the program director to be assigned a program advisor. The advisor's role will be to oversee the student's progress in all course work and to provide guidance in the development and completion of the graduate program.
- 9.3.3.2. Apply for candidacy after having enrolled in at least six credits (two courses) and before the completion of twelve credits. A minimum of one course must be taken in the Sport and Physical Education program. The following steps are necessary to apply for candidacy:
  - 9.3.3.2.1. Obtain the candidacy application form(s) from the Sport and Physical Education program
  - 9.3.3.2.2. Deadlines for completion are as follows: Students who wish to advance to candidacy for spring term must have completed the information by November 15th. Students who wish to advance to candidacy for the fall or summer terms must have completed the information by April 5<sup>th</sup>.
  - 9.3.3.2.3. Submit a letter of recommendation from one of your graduate course instructors addressing your strengths, weaknesses, and aptitude for continuing in the program. This letter will be a part of the evaluation process;
  - 9.3.3.2.4. Submit a written statement addressing the following two topics: Your current strengths and weaknesses in pursuing a graduate degree in sport and athletic administration; your professional goals; and how this degree will assist you in attaining those goals.
  - 9.3.3.2.5. Meet with the program director to schedule a time for a personal interview with the Candidacy committee. The interview will be

videotaped and each member of the committee will complete an independent evaluation immediately following the interview.

9.3.3.2.6. The candidate will be notified in writing by the Program Director within three weeks of the decision of the committee.

#### 9.3.3.3. APPEAL PROCESS

The decision to deny a student from candidacy in the program is subject to appeal by the student. The steps for this appeal process are described in Section 1.20 in this *Manual*.

#### 9.3.4. PRACTICUM PROCEDURES AND POLICIES

Graduate students must complete practical experiences as part of their academic program.

##### 9.3.4.1. PRACTICUM PLACEMENT

9.3.4.1.1. Students must submit a Practicum Proposal to the program director.

9.3.4.1.2. The department chair and program director will review and approve the proposal.

9.3.4.1.3. Students may find and propose placement in sites of their choosing or be placed by the program director. In either case the site selection must be approved by the department chair and the program director.

##### 9.3.4.2. PRACTICUM REQUIREMENTS

9.3.4.2.1. All requirements for practicums are specified in the Practicum Proposal Form

9.3.4.2.2. Students are expected to adhere to these standards

9.3.4.2.3. Requirements include:

9.3.4.2.3.1. Number of hours required

9.3.4.2.3.2. Academic expectations

9.3.4.2.3.3. Supervisor responsibilities

9.3.4.2.3.4. Expected professional behaviors

##### 9.3.4.3. REMOVAL FROM A PRACTICUM

A student may be removed from a practicum site at the request of the student, site supervisor, or program director. In all such cases, the process for removal will consist of the following:

9.3.4.3.1. A formal request from the student, or site supervisor, or the program director to the department chair

9.3.4.3.2. The chair will consult with all practicum participants before authorizing a removal of the student from the practicum

9.3.4.3.3. Students who discontinue their practicum without following this process may face disciplinary action resulting in a failing grade in the practicum

9.3.4.3.4. Serious professional and/or personal misconduct by a practicum student may result in dismissal from the program and/or the university

9.3.4.3.5. A student removed the practicum will be notified by letter from the program director

##### 9.3.4.4. APPEAL PROCESS

The decision to remove a student from the practicum is subject to appeal by the student. The steps for this appeal process are described in Section 1.20 in this *Manual*.

#### 9.4. DISMISSAL

- 9.4.1. Students may be dismissed from the program. Refer to Section 1.16 of this *Manual*. The student will be notified by letter from the program director.
- 9.4.2. If the student continuation in the program does not meet the minimum criteria, the program faculty may create a Remediation Plan individualized to the student.
- 9.4.3. The decision to remove a student from the program is subject to appeal. The steps for this appeal process are described in Section 1.20 of this *Manual*.

#### 9.5. EXIT

- 9.5.1. Students will complete a comprehensive written exam covering content from all courses in the program.
- 9.5.2. Students will typically take the exam in the last semester of study prior to graduation
- 9.5.3. The exam will be graded separately by the department faculty and the composite score will determine the final exam score
- 9.5.4. A score of 75% must be attained on the exam to graduate
- 9.5.5. Students not passing the exam on the first attempt may petition in writing to their advisor to retake the exam within a month of their first attempt
- 9.5.6. Students failing a second attempt at the exam may petition in writing to the department chair for an oral exam. The oral exam will be administered by the faculty of the department no later than two weeks after the second written exam.
- 9.5.7. Students failing the third exam will be advised to take remedial course work to prepare for a final attempt at the exam. This exam may be taken in written or oral form.

## SECTION 10

### 10. MASTER OF EDUCATION IN LITERACY

10.1. The Master of Education in Literacy (MEd) program is designed for a current classroom teacher, a tutor, or a recent graduate who desires to continue their education with a focus toward literacy. Upon entry into the program, the candidates will be involved in coursework that stimulates and challenges them both personally and professionally about issues related to literacy.

#### 10.2. ADMISSIONS

##### 10.2.1. MINIMUM REQUIREMENTS

10.2.1.2. The admission criteria are listed in the Gonzaga University Graduate Catalog, in Section 1.5 of this manual, and are available in the SOE Graduate Admissions office.

10.2.1.3. The MAT or GRE will be waived for any applicant for graduate admission who received a BA or BS degree from Gonzaga University with a cumulative GPA of 3.0 or higher.

##### 10.2.2. ADMISSION PROCESS

10.2.2.1. The MEd in Literacy director reviews applications for admission and are evaluated on the criteria outlined in Section 1.5 of this manual.

10.2.2.2. Applicants are notified by letter as to provisional, full acceptance, or denial.

##### 10.2.3. APPEAL PROCESS

10.2.3.1. Applicants may appeal by using the appeal process described in Section 1.20 in this manual.

#### 10.3. ASSESSMENT LEVELS

10.3.1. The program includes a minimum of 34 semester credits of graduate work. This is a two year program in length, during which students usually take two courses per semester.

#### 10.4. RETENTION/DISMISSAL FROM PROGRAM

10.4.1. Once admitted, students must maintain a GPA of 3.0 in all coursework taken in the program.

10.4.2. Students must demonstrate levels of interpersonal, social, and behavioral competencies deemed essential for the profession. Refer to Section 1.16 in this manual.

10.4.3. Each student's progress will be monitored by his/her advisor.

10.4.4. The advisor or other faculty teaching in the program will advise the program director of any concerns either academically or behaviorally.

10.4.5. If, at any point in the program, a student fails to meet and/or continue academic and acceptable behavioral standard, a review committee will meet to decide on dismissal from the program.

- 10.4.6. If the student's continuation in the program does not meet the minimum criteria, the program faculty may create a Remediation plan individualized to the student.
  - 10.4.7. The program director will send a written decision from the review committee to the student within fifteen (15) calendar days of the decision.
  - 10.4.8. APPEAL PROCESS  
The decision to dismiss a student from a program is subject to appeal by the student. The steps for this appeal are set forth in Section 1.20 in this manual.
- 10.5. APPLICATION FOR READING ENDORSEMENT
- 10.5.1. APPLICATION PROCESS
    - 10.5.1.1. The Teacher Education programs at Gonzaga University are regulated by the Office of Superintendent of Public Instruction (OSPI) for the State of Washington. Refer to Section 15 of this manual.
    - 10.5.1.2. The SOE Certification Office will assist students with the application for certification by the State, but candidates are reminded that completion of the program is not a guarantee that certification will be granted.
    - 10.5.1.3. Candidates who do complete the coursework and pass the Praxis Exam for reading can apply through the SOE's certification office.
- 10.6. APPEAL PROCESS
- 10.6.1. Information regarding the appeal of denial of an application for certification is available from the OSPI Certification office.
- 10.7. EXIT PROCEDURES
- 10.7.1. Comprehensive Oral Exam
  - 10.7.2. Original Scholarly Work, such as, a completed research project, a personal position paper, or other evidence of original and scholarly work.
  - 10.7.3. Students need to petition to graduate through the Registrar's Office.
- 10.8. APPEAL PROCESS  
Refer to Section 1.20 in this manual.

## SECTION 11

### 11. MASTER OF ARTS IN TEACHING

11.1. The Master of Arts in Teaching (MAT) program is a personalized graduate program designed for teachers or others who desire advanced study in both professional education and their academic specialties. Upon entry into the program, the candidate designates the department from which the academic specialty will be developed. Candidates should check with the program director for possible areas of study.

#### 11.2. ADMISSIONS

##### 11.2.1. MINIMUM REQUIREMENTS

11.2.1.1. The admission criteria are listed in the Gonzaga University Graduate Catalogue, in Section 1.5 of this *Manual*, and are available in the Teacher Education office. Following are additional requirements:

11.2.1.1.1. A written statement of purpose addressing the applicant's interest in graduate studies which relates to some area in the field, assessing the applicant's current strengths, and describing what the applicant hopes to gain from a master's degree program

11.2.1.1.2. Individual structured interview in person or by phone framed around a series of professional questions.

##### 11.2.2. ADMISSION PROCESS

11.2.2.1. The MAT faculty review applications for admission and are evaluated on the criteria outlined in Section 1.5 of this *Manual*

11.2.2.2. Applicants are notified by letter as to provisional or full acceptance or denial

##### 11.2.3. APPEAL PROCESS

Students may appeal by using the appeal process described in Section 1.20 in this *Manual*.

#### 11.3. ASSESSMENT LEVELS

The program includes a minimum of 34 semester credits of graduate work with 15 of these credits in the area of concentration. Students should check with the program director for possible areas of study.

#### 11.4. RETENTION/DISMISSAL FROM PROGRAM

11.4.1. Once admitted, students must maintain a GPA of 3.0 in all coursework taken in the program

11.4.2. Students must demonstrate levels of interpersonal, social, and behavioral competencies deemed essential for the profession. Refer to Section 1.16 in this *Manual*

11.4.3. Each student's progress will be monitored by his/her advisor.

- 11.4.4. The advisor or other faculty teaching in the program will advise the program chair of any concerns either academically or behaviorally.
- 11.4.5. If, at any point in the program, a student fails to meet and/or continue academic and acceptable behavioral standards, a review committee will meet to decide on dismissal from the program.
- 11.4.6. If the student continuation in the program does not meet the minimum criteria, the program faculty may create a Remediation plan individualized to the student.
- 11.4.7. The program chair will send a written decision from the review committee to the student within fifteen (15) calendar days of the decision.
- 11.4.8. APPEAL PROCESS  
The decision to dismiss a student from a program is subject to appeal by the student. The steps for this appeal are set forth in Section 1.20 of this *Manual*.

#### 11.5. EXIT PROCEDURES

- 11.5.1. Comprehensive Oral Exam
- 11.5.2. Original Scholarly Work, such as, a completed research project, a completed curriculum project, a personal position.
- 11.5.3. Students need to petition to graduate through the Registrar's Office
- 11.5.4. APPEAL PROCESS  
Refer to Section 1.20 in this *Manual*.

## SECTION 12

### 12. MASTER OF INITIAL TEACHING

12.1. The Master of Initial Teaching (MIT) program is designed for students seeking a Master's Degree and initial teacher certification. This program emphasizes effective instructional models, scholarly insight into the teaching act, integrated field experiences, and a semester-long teaching internship. This 22-month course of study utilizes a cohort group structure where entering students proceed through a prescribed sequence of classes together. Course offerings are generally scheduled twice a week during evening hours to accommodate the working adult.

#### 12.2. ADMISSIONS

##### 12.2.1. MINIMUM REQUIREMENTS

12.2.1.1. The admissions criteria are listed in the Gonzaga University Graduate Catalogue, in Section 1.5 of this *Manual*, and are also available in the Teacher Education office. Following are additional requirements:

12.2.1.1.1. A written statement of purpose that specifically addresses: a) commitment to becoming a K-12 educator, b) past and present academic experiences, c) interest in learning, and d) ability to work with children or youth.

12.2.1.1.2. The entrance exams are:

12.2.1.1.2.1 Successful passage of all three sections of the "Washington Educator Skills Test-Basic" or West-B Test (internet registration available at [www.west.nesinc.com](http://www.west.nesinc.com)).

12.2.1.1.2.2 Successful passage of the WEST-E in an approved endorsement area. ([www.praxis.org](http://www.praxis.org))

12.2.1.1.3.3 In special circumstances in which a student has not taken/passed the Praxis, he/she may appeal in writing to the Dean for admission into the MIT program. The Dean will make a decision after consultation with the MIT advisory board as well as other appropriate pertinent staff members.

12.2.1.1.3 Content Review Form submitted

12.2.1.1.4. A personal interview with the MIT admissions committee

##### 12.2.2. PREREQUISITES

12.2.2.1. A bachelor's degree from an accredited college or university is required.

12.2.2.2. An undergraduate degree with a GPA of 2.75.

12.2.2.3. On rare occasions, students are admitted with a 2.5 GPA and above, given additional sources of information that overwhelmingly support admission.

12.2.2.4. Students who fall below a 2.5 GPA may seek permission to apply by fulfilling the following three requirements:

- 12.2.2.4.1. Submission of a letter of academic intent, attesting to specific attitudinal and/or developmental changes toward academic work.
- 12.2.2.4.2. An interview with MIT advisory board to discuss applicant's future academic and professional goals.
- 12.2.2.4.3. Retaking one or more undergraduate courses to demonstrate academic capability and a renewed interest in pursuing academic studies.

#### 12.2.3. ADMISSION PROCESS

12.2.3.1. There are two application deadlines: (See [www.gonzaga.edu/soe/grad](http://www.gonzaga.edu/soe/grad)) one for those seeking early admittance and one for those seeking the regularly scheduled application deadline

12.2.3.2. The Teacher Education faculty review applications for admission and applicants are evaluated on the criteria outlined in the Gonzaga University Graduate Catalogue and in Section 1.5 of this *Manual*

12.2.3.3. Scheduling personal interview begins only after qualified approval has been granted

12.2.3.4. Applicants are notified by letter as to acceptance or denial

#### 12.2.4. APPEAL PROCESS

Students may appeal by using the appeal process described in Section 1.20 of this *Manual*.

### 12.3. ASSESSMENT LEVELS

#### 12.3.1. ADMISSION TO TEACHER CERTIFICATION

12.3.1.1 Requirements for admission to Teacher Certification: (candidates may be required to fulfill additional department requirements)

12.3.1.2 Prior to the first day of class successful completion of the following requirements:

- Character and fitness form on file
- Washington State Patrol Fingerprint Clearance
- FBI Fingerprint Clearance
- No Uncorrected dispositions/concerns

12.3.1.3 By the end of the first semester all coursework for secondary endorsements must be completed.

#### 12.3.2. APPEAL PROCESS

Teacher candidates who are denied advancement to admission to teacher certification may appeal the decision by following the process outlined in Section 1.20 of this manual.

#### 12.3.3. CONTINUING IN THE PROGRAM / MID PROGRAM

12.3.3.1. Upon completion of the first semester of course work, all students will be reviewed for continuation of the program.

12.3.3.2. The decision to continue is subject to meeting the following criteria:

12.3.3.2.1. A grade point average of 3.0 or above

- 12.3.3.2.2. Satisfactory development of academic and professional skills.
- 12.3.3.2.3. Students must continue to demonstrate levels of interpersonal, social, and behavioral competencies deemed essential for the profession. Refer to Section 1.16 of this *Manual*.
- 12.3.3.2.4. In order to continue in the MIT program, students must successfully complete coursework for endorsement areas as well as general content courses.
- 12.3.3.2.5. The faculty of the Teacher Education will review the record with any student who fails to meet and/or continue to meet the foregoing standards.
- 12.3.3.2.6. A recommendation will be made to the MIT Director/Advisor regarding program continuance or dismissal.
- 12.3.3.2.7. The Director will meet with the student after consultation with the MIT advisory board, then make the decision. The MIT Director will give notification of this decision in writing within fifteen (15) calendar days of the decision.

12.3.4. APPEAL PROCESS

The decision to dismiss a student from the program is subject to appeal by the student. The steps for this appeal process are described in Section 1.20 of this *Manual*.

12.3.5. APPLICATION TO STUDENT TEACHING

12.3.5.1. APPLICATION TO STUDENT TEACHING PROCESS

- 12.3.5.1.1. Prior to applying to student teaching all general content coursework must be completed. (General Content Form)
- 12.3.5.1.2. Students must apply for student teaching during the second week of the semester immediately preceding EDTE 507.
- 12.3.5.1.3. Specific criteria for admissions are defined in the Teacher Education Student Teacher Handbook, which is available from the Teacher Education office. Refer to Section 14 of this *Manual*.
- 12.3.5.1.4. Additionally, students must continue to demonstrate levels of interpersonal, social, and behavioral competencies deemed essential for the profession. Refer to Section 1.16 of this *Manual*.
- 12.3.5.1.5. Students who have endorsements in theatre arts or physics will need a second endorsement area in order to be placed in student teaching.
- 12.3.5.1.6. Any student who fails to maintain the standards set forth in the Teacher Education Student Teacher Handbook may be denied admission to student teaching.
- 12.3.5.1.7. The MIT director will give notification of this decision to the student in writing within fifteen (15) calendar days of the decision.

12.3.5.2. APPEAL PROCESS

The decision to deny admission to student teaching is subject to appeal by the student. The steps for this appeal process are set forth in Section 1.20 of this *Manual*.

12.3.5.3. DISMISSAL FROM STUDENT TEACHING

- 12.3.5.3.1. The process for remediation for a student teacher identified as "marginal" is described in the Handbook
- 12.3.5.3.2. In the event of a proposal to terminate a student teaching placement, a meeting will be scheduled by the Field Placement Director and will include the student, the student's Teacher Education advisor; the Field Placement Director will attend ex-officio; and others as appropriate
- 12.3.5.3.3. The purpose of this meeting will be to make a recommendation to the Teacher Education Program Director
- 12.3.5.3.4. The student will be notified of the decision in writing by the TE Program Director within fifteen (15) calendar days of the decision

12.3.5.4. APPEAL PROCESS

The decision to terminate student teaching is subject to appeal by the student. The steps for this appeal process are set forth in Section 1.20 of this *Manual*.

12.3.5.5. EXIT FROM STUDENT TEACHING

- 12.3.5.5.1. Complete information about the requirements for passing student teaching is described in the Teacher Education Student Teacher Handbook, which is available in the Teacher Education office
- 12.3.5.5.2. Additionally, students must continue to demonstrate levels of interpersonal, social, and behavioral competencies deemed essential for the profession. See Section 1.16 of this *Manual*.

12.4. APPEAL PROCESS

Students may appeal a denial by following the appeal process outlined in Section 1.20 of this *Manual*.

12.5. EXIT/GRADUATION

- 12.5.1. All program and state certification requirements must be successfully completed prior to graduation and before recommending candidate to the state of Washington.
- 12.5.2. Students need to petition to graduate through the Registrar's Office.

12.6. APPEAL PROCESS

- 12.6.3.1. Information regarding the appeal of denial of an application for certification is available from the OSPI Certification.

12.7. WASHINGTON STATE CERTIFICATION

Refer to Section 15 of this Manual.

## SECTION 13

### 13. TEACHER CERTIFICATION PROCESS

13.1 NOTE: The information contained in this section of the document applies to teacher candidates pursuing undergraduate elementary or secondary endorsements. ***Special Education certification candidates must refer to Section VI of this manual for that program's specific certification processes.***

#### 13.2. LEVEL I: ADMISSION TO THE TEACHER CERTIFICATION PROGRAM

##### 13.2.1. APPLICATION PROCESS

13.2.1.1 All candidates for teacher certification must attend EDTE 101L. Additionally, candidates completing endorsements in special education must complete EDSE 101L. Candidates will be provided with initial information on the application for admission to the School of Education teacher certification process.

13.2.1.2. Requirements for admission to Teacher Certification: (candidates may be required to fulfill additional department requirements)

- Level 1 Course work completed
- No Level 1 coursework with a grade lower than a "C"
- 3.0 cumulative (B) in all Teacher Education (EDTE) courses
- Cumulative GPA of 2.5 or higher at Gonzaga
- WEST-B (Basic Skills) test passed
- Character and fitness form on file
- Washington State Patrol Fingerprint Clearance
- FBI Fingerprint Clearance
- No Uncorrected dispositions/concerns
- Meet with SOE Advisor to develop a plan of study
- Candidates may have additional requirements for particular endorsements, e.g., Special Education endorsements also require acceptance into the Special Education Program (see section 6.2)
- See Teacher Education, Physical Education and/or Special Education certification advising form for the most recent guidelines

13.2.1.3. The Director of Certification assigns an advisor and will inform each candidate of his/her advisor; all documents are given to the assigned advisors. All teacher candidates are expected to meet with their advisors each semester. Advisors will be responsible for completing sections three and four of the Admission to Teacher Certification document. Once all requirements for admission have been met, the document will be signed by the advisor and the teacher candidate then given to the Director of Certification who will issue an admission

date. All admitted candidates will be forwarded to the Dean of the School of Education from whom a letter of acceptance will be sent to each candidate. A copy of the application for admission document will be returned to the advisor for his/her records. Candidates who are denied advancement to Level I coursework may appeal the decision by following the process outlined in Section 1.20 of this manual

13.2.3. APPEAL PROCESS

Teacher candidates who are denied advancement to Level I coursework may appeal the decision by following the process outlined in Section 1.20 of this manual. NOTE: REQUIREMENTS FOR ADDITIONAL LEVELS OF CERTIFICATION PROGRAM

13.2.3.1 For Teacher Certification advising forms, please refer to each department. (Teacher Education, Physical Education and/or Special Education)for most recent guidelines/requirements.

13.3. WASHINGTON STATE CERTIFICATION

Refer to Section 15 of this Manual.

## SECTION 14

### 14. STUDENT TEACHING

**NOTE:** The processes in this section apply to candidates pursuing elementary or secondary endorsements. ***Special Education teacher candidates must refer to Section VI of this manual for that program's specific student teaching criteria.***

- 14.1. Student teaching is the capstone experience for the demonstration of the successful completion of the approved Teacher Certification Program.

#### 14.2. ADMISSIONS

##### 14.2.1. MINIMUM REQUIREMENTS

- 14.2.1.1. Teacher Candidates meet all the requirements as outlined on the specific program's teacher certification advising forms.
- 14.2.1.2. Cumulative GPA of 2.5 or higher at Gonzaga University.
- 14.2.1.3. 3.0 cumulative GPA in Teacher Education (EDTE) classes
- 14.2.1.4. Endorsement GPA determined by the Departments in each endorsement area.
- 14.2.1.5. Any course used for certification must be a "C" (2.0) or higher
- 14.2.1.6. Character and Fitness form on file
- 14.2.1.7. FBI Fingerprint Clearance
- 14.2.1.8. Washington State Patrol fingerprint clearance
- 14.2.1.9. No disposition concerns
- 14.2.1.10. All I, IP, V, X and RD grades have been cleared for all certification courses
- 14.2.1.11. WEST-E in endorsement area(s) other than Health and Fitness and Special Education must have been taken

**NOTE:** Certification papers will not be processed at the completion of student teaching/graduation until there is verification of a passing score on the WEST-E in any endorsement area.

##### 14.2.2. ADMISSION PROCESS

- 14.2.2.1. Teacher Candidates must attend a mandatory student teaching application seminar the semester immediately preceding the semester in which they intend to student teach. The teacher candidates are given two (2) weeks to complete the required paperwork, meet with their advisors, the Certification Director, and the Director of Field Placement. The following steps are required as a part of the application process.
- 14.2.2.2. Access and complete on-line the student teaching application materials
- 14.2.2.3. Schedule an appointment with their SOE advisor.
- 14.2.2.4. Schedule an appointment with the Certification Director to turn in the required documents.

14.2.2.5. Schedule an appointment with the Director of Field Placement to review and turn in required documents

14.2.3. APPEAL PROCESS

Any student who is denied admission to Student teaching may appeal the decision by following the process outlined in Section 1.20 of this manual.

14.3. STUDENT TEACHING PLACEMENT PROTOCOLS/PROCEDURES

14.3.1. The Director of Field Placement will secure placements for the student teachers. This process includes:

14.3.1.1 The prospective student teacher must complete an application and placement request. The prospective student teacher will be given the opportunity to express grade level preference and school district or diocese preference. Under no circumstances should a student attempt to place himself/herself for student teaching.

14.3.1.2 Approval and confirmation of placements are secured by the Director of Field Placement.

14.3.1.3 Student teaching placements will normally be within a 35-mile radius of Spokane.

14.3.1.4 Student teachers should not plan to take extra coursework, work-study or have outside employment while student teaching. Doing any of the previously mentioned items can have a serious impact on the successful completion of student teaching.

14.3.1.5 The student teaching course has give mandatory seminars. Assignments and paperwork are required and are available either through packets disseminated at the student teaching orientation or by accessing Blackboard.

14.3.1.6 During student teaching, the student teacher is observed/evaluated on a regular basis by the cooperating teacher and university supervisor following the requirements in Student Teaching Handbook.

14.4 REQUIRED DOCUMENTATION FOR EXIT

14.4.1 To receive an “S” grade in student teaching the teacher candidate must pass all elements of the Performance Based Pedagogy Assessment and submit all required paperwork to the Director of Field Placements.

14.5. DISMISSAL FROM STUDENT TEACHING

14.5.1. Satisfactory completion of student teaching may be jeopardized at any point during the experience. If the cooperating teacher or building administrator deem it to be in the best interest of the pupils at that school site to discontinue the experience. It shall be terminated immediately (see Appendix H). The student teacher shall meet with the Director of Field Experience and representatives to determine available options. Each student teacher is dealt with on a case by case basis. Anyone terminated after the eighth week of the experience will have to wait until the next semester to enroll in student teaching.

14.5.2 Specific concerns on the part of the university supervisor and the cooperating teacher will result in a remediation plan. This plan is developed by the Director of Field Placement with input from the cooperating teacher and the university supervisor. The plan is shared with the student teacher and a specified amount of time (usually one or two weeks) is provided to show improvement that would enable the student teacher to perform at a level as determined by the cooperating teacher, university supervisor, and the Director of Field Placement. If the student teacher has not reached a satisfactory level in the time allotted, the experience shall be terminated.

14.6. APPEAL PROCESS

Students may appeal a denial of completion by following the appeal process outlined in Section 1.20 of the Manual.

## Section 15

### 15. WASHINGTON STATE CERTIFICATION

NOTE: FOR CERTIFICATION RULES, REGULATIONS, AND PROCESSES SEE  
CERTIFICATION HANDBOOK

- 15.1. The Washington State Office of the Superintendent of Public Instruction, herein referred to as OSPI, is the governing agency, which certifies educators, counselors, and administrators and approves professional academic programs. The teacher certification program through the teacher education program meets standards specified by OSPI, the National Council for Accreditation of Teacher Education (NCATE), and the Northwest Association of State Directors of Teacher Education & Certification (NASDTEC). The certification and endorsement guidelines from OSPI change periodically and Gonzaga's program requirements are revised accordingly. It is the responsibility of the teacher candidate to stay current regarding certification requirements.

### 15.2 APPEAL PROCESS

An applicant whose application for certification is denied shall be advised s/he is entitled to appeal that decision to the OPSI and/or the Office of Professional Practices, following the procedures established in WAC 180-86 Chapter, 140-170. All university appeals processes must be exhausted first. Section 1.20 of this *Manual* set forth the process for applicable appeals for the university.

## APPENDIX A ACADEMIC HONESTY POLICY

### Preface

Gonzaga has had a stated policy of promoting academic honesty for many years. However In recent years the context in which we operate has changed. On one hand, court decisions have made universities more vulnerable to the threat of litigation by students who want to challenge university penalties for academic dishonesty. On the other hand, survey evidence shows that cheating seems to have become much more common in American high schools and universities.

This document presents the University's standards for Academic Honesty. Within this framework, the University's Schools and Departments are free to develop or maintain their own lawful systems for protecting academic honesty. But they will be required to meet the threshold standards of this University-wide system, and their decisions will be subject to review by this system (as Section III below explains).

### I. Code of Academic Honesty

The University's Mission Statement expresses Gonzaga's self-understanding in terms of humanist, Catholic, and Jesuit traditions. The Statement also explains Gonzaga's educational mission in terms of the ideals of creativity, intelligence, self-knowledge, desire for the truth, mature concern for others, and a thirst for justice. The Statement makes these traditions and ideals concrete and practical by relating them to academic programs whose goals are to teach professional expertise and the mastery of a particular body of knowledge. Honesty is an essential part of these traditions, ideals, and practical goals. Therefore, Gonzaga University, as its Mission Statement promises must maintain high standards of academic honesty.

Without honesty the humanist, Catholic and Jesuit traditions could not continue; knowledge would be neither taught nor learned. Even the less obvious ethical and educational principles in our Mission Statement require honesty. Creativity without honesty becomes self-indulgence, intelligence without honesty degenerates into mere mental power. Self-knowledge without honesty cannot rise above self-deception, and the desire for truth becomes a craving for the rewards of those who have honestly found the truth. Without honesty, a concern for others may easily serve as a disguise for manipulation. The commitment to justice requires honesty, for to cheat, to fabricate, or to plagiarize is to act unjustly. Professional expertise requires honesty: cheating or plagiarizing denies the essence of what it means to be a professional in any field.

Because honesty is so essential to the traditions, ideals, and goals that define its kind of education, Gonzaga is committed to protecting academic honesty. This commitment entails practical consequences. To be fair to all members of the University, the University must explain clearly what are these practical consequences of its commitment to academic honesty. We do so here:

ACADEMIC HONESTY consists of truth-telling and truthful representations in all academic contexts;

ACADEMIC DISHONESTY consists of any of the following activities, which are defined and illustrated in Section II below: cheating, fabrication, plagiarism, and facilitating academic dishonesty;

PENALTIES for academic dishonesty will be imposed through this Academic Honesty Policy, which all faculty and students are expected to understand and adhere to.

The University will publish copies of this description of the Academic Honesty Policy. Sections I, II, and III will be printed in the University catalogues. Students will be informed of the policy at orientation and advisors are encouraged to discuss the Academic Honesty Policy with their advisees. Instructors are strongly encouraged to inform each of their classes about the Academic Honesty Policy. This might include noting the existence of the Academic Honesty Policy on their course syllabus as well as discussing the Academic Honesty Policy in the first class.

## II. Academic Dishonesty

Academic dishonesty is an attempt to deceive, to distort someone's perception of reality, in order to gain a record of academic accomplishment greater than deserved. This section gives general definitions and illustrations of the four known kinds of academic dishonesty which are penalized at Gonzaga. Academic dishonesty is not limited to the conduct illustrated here, because it is not possible to illustrate all the possible ways of being dishonest academically. A student in doubt about whether a particular course of conduct might violate Gonzaga's standards of academic honesty should talk with the course instructor before engaging in that conduct.

CHEATING consists of intentionally using or attempting to use prohibited materials, information, or study aids in any academic exercise. In-class tests and exams are not the only place cheating may occur. Any required academic assignment - for example, papers, lab reports, computer programming, studio work - may involve cheating. Unless a particular instructor stipulates otherwise, the following constitute cheating. (These are not rules, simply illustrations.)

- A student obtains a copy of a test to be given in a course;
- A student brings notes to an exam and keeps them where he or she can see them during the exam (whether or not there is proof they are used);
- A student communicates to another student during a test about the test, or copies another student's answer;

- A student programs information into a portable computer's memory and brings the computer to a test (a technologically advanced crib sheet)
- A student misrepresents practicum or internship hours or experience;
- A student submits the same paper or report for assignments in two courses when an instructor has announced that assignments should be original work for that course only.

FABRICATION is a special kind of cheating which consists of intentional falsification or invention of any information or citation in an academic exercise. For example, to make up data, bibliographic sources, and lab or research results is fabrication. For present purposes, fabrication also includes any action which alters (or destroys) the work of another student.

PLAGIARISM consists of intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise, written or oral. Compositions, term papers, lab reports, or computer programs acquired in part or in whole from published or internet sources, commercial sources, or from other students and submitted as one's own work is plagiarism. It is not plagiarism to use lecture notes in the same course without acknowledgement, but any other source must be acknowledged. For example, it is plagiarism to copy material from a web site and then present that material, or a summary of that information, as one's own reflection without acknowledgment.

Texts used in Gonzaga's English Composition courses (ENL 101) usually explain and illustrate plagiarism and how to avoid it by acknowledgement, formal citation, or quotation. A student who is not sure what plagiarism is or how to avoid it should check such references, or ask the instructor.

FACILITATING ACADEMIC DISHONESTY consists of intentionally helping or attempting to help someone do any of the above. For example, to tell a classmate who is going to take a make-up test what kinds of questions were on the test would facilitate the classmate's academic dishonesty. However, since copying lecture notes is not cheating, to let someone who missed a course lecture copy one's own lecture notes would not facilitate academic dishonesty.

### III. Penalties and Appeals

Within the following guidelines, each School or College in the University is free to work out its own procedures and penalties. The deans may delegate whatever authority they wish to associate deans and departmental chairs, although the dean is ultimately responsible.

Although their duties are not identical, students and faculty share responsibility for enforcing this Academic Honesty Policy. This system reflects an assumption of innocence. Therefore, instructors should discuss any suspicions with the student(s) in question to determine if, in fact, a violation has occurred. Any proctor, T.A., or faculty member who has good reason to believe that a violation of academic honesty has occurred must report this to the relevant course instructor, department chair, or dean. It would be contrary to the spirit of this Academic Honesty Policy for a student to tell other students that a violation of academic honesty has occurred if that student has not reported it first to the class instructor or dean. Such an act would deprive the accused of the ability to reply, and project an unfair image of a class instructor without opportunity for the instructor to correct or to respond to the problem.

An instructor who is convinced that a violation of academic honesty has occurred in his or her course must discuss this with the student and with the department chair or academic dean before imposing any penalty. If the student and instructor are able to reach a mutually acceptable remedy which is sanctioned by the dean/chair, the violation may be dealt with at this informal level. Even in the event of an informal resolution, a written report must still be sent to the department chair or academic dean, and the chair or dean's approval is needed before a penalty is imposed. It will be a violation of the University's norms of academic citizenship for an instructor to impose a penalty for an alleged violation of academic honesty without such permission. In the event that a mutually acceptable remedy is not reached at the informal level, an allegation of academic dishonesty shall be brought to the dean/chair for the formal process to begin.

A dean or chair will, upon receiving a formal allegation of academic dishonesty, notify the student of the charge in writing within five working days. The student must meet with the dean/chair within five class days of receiving this notice. At their first meeting, whatever else happens, the dean/chair must: (a) ask the student if they understand the allegation and evidence; (b) inform the student that if a decision is reached that they have violated the Academic Honesty Policy, it may become known by prospective employers, graduate schools, etc. (Faculty and administrators in some professional schools can be legally required to testify to such decisions. All faculty and administrators may be asked about such matters by prospective employers, graduate schools, professional associations, etc., in such a way that it would be dishonest to deny that such a decision was reached.) In addition, the dean/chair must give the student this choice: (c) the allegation may be resolved immediately with the student's consent, or the student may have five more class days to reflect on it (without jeopardy) before the dean/chair reaches a conclusion. (In a case where a student is not expected to return to campus, special steps will be taken to ensure compliance with the Academic Honesty Policy.)

The dean/chair will determine whether an allegation of academic dishonesty is supported by the evidence. "Hard" evidence - e.g., a confiscated crib sheet, the word-for-word original of a plagiarized term paper, sufficiently identical answers on two tests of students seen communicating with each other, a student caught red-handed stealing an exam, etc. - will normally be sufficient to decide a case. Instructors and

students who allege academic dishonesty has occurred are not required to prove it "beyond a reasonable doubt." The dean will take such allegations seriously in any case, and will deal with them flexibly to do justice to all the rights and obligations involved in each particular case. When academic dishonesty is determined to have occurred, the dean/chair will also determine the appropriate penalty, depending on the quality of the evidence, the severity of the alleged infraction, and whether it is a first or repeated offense. The recommendation of the proposed penalty is made by the teacher who initially discovers the alleged violation. When appropriate, a warning Instead of a penalty may be given. Penalties in the past have included: a grade of zero for the assignment, an F grade in the course (which cannot be replaced by an X grade), loss of institutional financial aid, suspension from the University, an expulsion. Abuse of computer, library, or laboratory privileges may also result in their restriction. If a penalty (not a warning) Is Imposed, the dean/chair will so notify the student in writing and send a copy of that letter along with a written report explaining it to the Academic and Student Life Vice Presidents and the dean of the school in which the student is enrolled. Ordinarily the dean/chair's decision is final.

(The Academic Honesty Review Board described below will help deans/chairs to ensure that penalties in all academic units are not arbitrarily different for the same type of violation, and to ensure chat penalized students who transfers from one unit to another do not lose their records.)

A student may appeal a dean/chair's decision to the Academic Vice President (AVP). Such appeals must be received in the AVP's office, in writing, within five class days from the student's receipt of the letter stating the penalty. Unsupported assertions of innocence will not re-open a case. The appeal-letter must state specific reasons for the appeal, such as a procedural error, a finding of fact not supported by the evidence, a harsh or arbitrary penalty, or new information not available to the dean/chair. If the AVP believes an appeal has such a reason to support it, the appeal will be sent to the Academic Honor Review Board within ten class days from receipt of the written appeal.

**The Academic Honor Review Board** will handle all such appeals approved by the AVP. The Board will consist of two students, two faculty members, and one representative from the Student Life Office. It will be chaired ex officio by the AVP, and in his absence he will appoint a Chair pro term. The members of the Board will be appointed by the President of the University to serve staggered terms to ensure continuity. Alternate members from the same categories will also be designated, to ensure that the Board can always meet.

A student making an appeal may ask for the removal of any member of the Board. The AVP will consider the request and make a decision based on the circumstances. Members of the Board must remove themselves from a particular case if there is a conflict of interest. When Board members are removed for either of these reasons, the AVP will appoint alternates from the previously designated list of alternate members.

In any case referred to it by the AVP, the Academic Honor Review Board will have authority to decide whether or not to re-open the entire case, and will proceed according to the following guidelines:

- All five members of the Board will receive copies of the student's appeal-letter and the Dean's report before the process begins.
- If the Board receives notice from the AVP during the academic semester, it will meet within five class days. Otherwise, it will meet as soon as four members or alternates are able.
- The penalized student will have the opportunity to be heard in person by the Board. At this hearing the student may be assisted by an advisor and may be accompanied by appropriate family. (Since this hearing is not intended to be a trial, the role of the advisor shall be to assist the penalized student in presenting his or her case, and not as a trial advocate.)
- The Board may call witnesses, including but not limited to the parties involved in the case at the time when the dean/chair decided it.
- Hearings may be tape recorded or transcribed, upon agreement of all participants.
- The final decision will be by majority vote.
- The Board will provide the AVP a brief written statement of the reasons for its decision. The Board will notify the student of its conclusion and briefly explain it in a letter to his or her official school address within five class days of its final decision. This letter will be filed with the rest of the case information in the Academic and Student We Vice Presidents' offices.

## APPENDIX B CONCERNS CHECKLIST SPECIAL EDUCATION

Department of Special Education  
School of Education  
Gonzaga University

**To Faculty:** Faculty may complete this form anytime a serious concern is noted regarding a Special Education candidate. Before any necessary contract is completed, the faculty needs to bring concerns to the Department of Special Education. This form will be used to document areas of concern. Each area checked indicates that a candidate's behavior **does not meet** the level of proficiency required in the Special Education program. A brief description of the specific concern should be noted in the space provided. A signed and dated copy of the checklist should be provided to the candidate and placed in the candidate's file.

**To the Candidate:** Please discuss the concern with the faculty member, and determine a plan to correct the concern. This plan should be noted in the space provided, and reviewed with the faculty member and advisor/department chair.

### Research/Scholar/Leader

- \_\_\_\_\_ Content area knowledge
- \_\_\_\_\_ Work quality
- \_\_\_\_\_ Timely completion of assignments
- \_\_\_\_\_ Respect for peers, instructor, and colleagues
- \_\_\_\_\_ Ability to learn and apply new information
- \_\_\_\_\_ Collaboration
- \_\_\_\_\_ Data-based decision making
- \_\_\_\_\_ Adherence to APA guidelines for ethical behavior
- \_\_\_\_\_ Other, describe

Observation:

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### Service

- \_\_\_\_\_ Collaboration
- \_\_\_\_\_ Respect for other
- \_\_\_\_\_ Attendance and promptness
- \_\_\_\_\_ Taking personal responsibility
- \_\_\_\_\_ Appropriate response to supervision
- \_\_\_\_\_ Social skills
- \_\_\_\_\_ Professional demeanor and attire

\_\_\_\_\_ Other, describe

Observation:

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\_\_\_\_\_ **Competency**

- \_\_\_\_\_ Curriculum and assessment design
- \_\_\_\_\_ Reaction to constructive criticism and or suggestions
- \_\_\_\_\_ Reflection on actions and their consequences
- \_\_\_\_\_ Accurate self-evaluation
- \_\_\_\_\_ Accommodations for special needs
- \_\_\_\_\_ Ability to develop good rapport with P-12 candidates
- \_\_\_\_\_ Respect for student diversity
- \_\_\_\_\_ Recognition of individual needs
- \_\_\_\_\_ Presents an appropriate role model
- \_\_\_\_\_ Protects candidate's personal rights and confidentiality
- \_\_\_\_\_ Responsibility and initiative
- \_\_\_\_\_ Practices professional, legal, and ethical standards
- \_\_\_\_\_ Oral communication skills
- \_\_\_\_\_ Written communication skills
- \_\_\_\_\_ Enthusiasm and animation
- \_\_\_\_\_ Commitment
- \_\_\_\_\_ Appropriate/approved attire
- \_\_\_\_\_ Data-based decision-making
- \_\_\_\_\_ Other, describe

Observation:

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\_\_\_\_\_  
Signature of faculty member complaint concerns checklist

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of candidate

\_\_\_\_\_  
Date

APPENDIX C CANDIDATE CONTRACT TO ALLEVIATE CONCERN

Department of Special Education  
School of Education  
Gonzaga University

Special Education Candidate: \_\_\_\_\_

Faculty member indicating concern: \_\_\_\_\_

Special Education Advisor(s): \_\_\_\_\_

Brief summary of concern:

Action steps to address concern:

This contract is to be reviewed by semester until corrected.

I agree to the action steps and timeline described above, and will implement in good faith the plan to address the concern indicated.

\_\_\_\_\_  
Candidate signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty signature

\_\_\_\_\_  
Date

Date each action completed:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed original in candidate's file Copy to candidate Copy to Faculty Copy to Advisor Copy to Department Chair
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APPENDIX D DISMISSAL FROM STUDENT TEACHING PLACEMENT

Department of Special Education  
School of Education  
Gonzaga University

Date: \_\_\_\_\_

The student \_\_\_\_\_

is being removed from student teaching placement at school,

\_\_\_\_\_ ,

in school district, \_\_\_\_\_

for the following reasons.

\_\_\_\_\_  
College Supervisor

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
Student Teacher

cc: Department Chair  
School of Education Dean

**APPENDIX E COUNSELING DEPARTMENT ADMISSION AND RETENTION  
AGREEMENT**

Master of Arts in Community Counseling,  
Master of Arts in School Counseling  
And  
Master of Arts in Counseling (Site-Based)  
Gonzaga University

Please initial and date each of the following statements indicating your agreement and sign the bottom signature line indicating your commitment to each of the agreements.

\_\_\_\_\_ I have read and I understand Section I and II of the Standards and Fair Process Manual of the School of Education.

\_\_\_\_\_ I have read and I understand the Conditions for Admission and Retention and the Student Evaluation and Retention Procedures. I agree to adhere to both documents while enrolled as a student in the Master of Arts in Community Counseling, Master of Arts in School Counseling, or Master of Arts in Counseling Site-Based.

\_\_\_\_\_ I agree to not participate in private practice while enrolled in the program as outlined in the Conditions for Admission and Retention.

\_\_\_\_\_ I agree to adhere to the Codes of Ethics and Standards of Practice of the American Counseling Association or Canadian Counseling Association, and Code of Ethics of American School Counseling Association.

\_\_\_\_\_ I will obtain student liability insurance from the American Counseling Association or other approved association as outlined in the Conditions for Admission and Retention.

\_\_\_\_\_ I will complete the necessary procedures which include completion of the character and fitness supplement form and Washington State Patrol FBI fingerprint clearance as a student in the Master of Arts programs in the Department of Counseling Education. If I am in the School Counseling Program, I will also complete the institutional application for certification form.

\_\_\_\_\_ I will address any concerns I have with faculty, administration, support staff, supervisor, or fellow students directly with said party, or with the aid of my advisor, chair, or other faculty member with said party. I will refrain from any discussion of conflicts, issues, or concerns with fellow students or others not related to the present problems. Should any issue remain unresolved, I will direct my concerns as per the direction in the Fair Process Manual.

\_\_\_\_\_ Signature

\_\_\_\_\_ Date

\_\_\_\_\_ Print Name

APPENDIX H DISMISSAL FROM STUDENT TEACHING PLACEMENT

Office of Field Placement  
School of Education  
Gonzaga University

Date: \_\_\_\_\_

Teaching Site: \_\_\_\_\_

School District: \_\_\_\_\_

Grade Level / Subject: \_\_\_\_\_

Cooperating Teacher(s) \_\_\_\_\_

The student teacher is being removed from the student teaching placement for the following reasons.

Student Teacher: \_\_\_\_\_

Cooperating Teacher(s): \_\_\_\_\_

University Supervisor: \_\_\_\_\_

Director of Field Placement: \_\_\_\_\_

cc: Department Chair  
School of Education Dean

## APPENDIX I REMEDIATION PLAN

Office of Field Placement  
School of Education  
Gonzaga University

A remediation plan is put into effect when a student teacher does not meet expectations for successful completion of the student teaching experience at a basic level. These areas of needed improvement are identified by the cooperating teacher and university supervisor with specific information or examples for the student teacher to review. The Director, cooperating teacher, and university supervisor meet to determine identifiable areas and specific information or examples. Those areas are listed as follows. The student teacher meets with the Director to establish:

- a. strategies for change
- b. specific outcomes
- c. timeline for successful completion

### Areas of Needed Improvement:

1.

2.

3.

### Strategies for Change:

1.

2.

3.

Specific Outcomes and Time Line:

- 1.
  
- 2.
  
- 3.

**Responsibilities:** Gonzaga faculty and cooperating school faculty will continue to advise and provide feedback to the student teacher on progress. The student teacher will make a good faith effort to demonstrate an acceptable proficiency in the identified areas of concern within the timeline provided.

**Consequences of not completing the plan satisfactorily:** If the student teacher does not complete the plan within the time lines specified, the student may receive a grade of IP, or U. The case will be reviewed by the Director and Department Chair to determine the next course of action.

**Expectations for continued satisfactory performance in non-remediated areas, or after successful completion of the remediation plan:** Throughout the remediation process, the student teacher is expected to continue with satisfactory performance in areas not addressed by the remediation plan. They include, but are not limited to: regular attendance punctuality, maintenance of confidentiality, appropriate dress, professional relationship with faculty, and, parents and students. Upon successful completion of the remediation plan the student teacher is expected to make continual progress toward recommendation for certification.

Student Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Director: \_\_\_\_\_ Date: \_\_\_\_\_

cc: Department Chair  
Education Faculty Advisor

**APPENDIX J STUDENT REFERENCE REQUEST, NOTICE OF INTENT TO APPLY FOR  
LICENSURE AND FERPA RELEASE**

I authorize any official \_\_\_\_\_ (faculty, staff, administrator, Director of Certification) to serve as a reference for me. The purpose(s) of the reference are: (check all applicable spaces):

- Application for employment
- All forms of scholarships or honorary award
- Admission to another education institution

\_\_\_\_\_ (please initial)

This reference may be given orally and/or in writing. I authorize the above individuals to release information and provide an evaluation about any and all information from my education records at Gonzaga University, including information pertaining to my education at other institutions I have previously attended that is a part of my education program at \_\_\_\_\_

\_\_\_\_\_ (program or institution), deemed necessary by said employee to provide the above reference.

References are requested for: (check all applicable spaces):

- All perspective employers
- Specific employers listed below
- All educational institutions to which I seek admission
- All organizations considering me for an award or scholarship
- Specific organizations listed below considering me for an award or scholarship
- All licensing agencies

I give notice that I intend to apply to a state for a professional license \_\_\_\_\_ (please initial)

I understand further that:

1. I have the right not to consent to the release of my education records, but consent to any release of education records to licensing authorities
2. I have a right to receive a copy of any written reference or release of information upon request
3. This consent shall remain in effect until revoked by me, in writing and delivered to Gonzaga, but that any such revocation shall not affect disclosures previously made by Gonzaga prior to Gonzaga's receipt of any such written revocation

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

APPENDIX K FAIR PROCESS MANUAL AGREEMENT

GONZAGA UNIVERSITY-SCHOOL OF EDUCATION

I have read a copy of the School of Education Fair Process Manual (sections I, XI, XIV) and agree to read and follow the policies it describes. Please return to: Graduate Admissions, School of Education, AD Box 25, Spokane, WA 99258-0025

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_