

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 School of Education (SOE) has developed procedures to provide means for a candidate to seek review of any decision alleged to be arbitrary and capricious. In any case of arbitrary and capricious decision making, 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 a reviewing body would have made a different decision.
- 1.1.2. An arbitrary and capricious decision is defined as:
 - 1.1.2.1. A decision made on a basis other than performance or criteria
 - 1.1.2.2. A decision based on unreasonable standards different than those applied to other students.
 - 1.1.2.3. A decision made by a substantial, unreasonable, or unannounced departure from the normal criteria
- 1.1.3. The SOE Standards and Fair Process Manual includes protocol that governs the total SOE program experience.
 - Academic and content preparation
 - Field placements, professional practica, and internships
 - Professional behaviors, dispositions, and performance of candidates.
- 1.1.4. School of Education departments and academic programs have individual policies and processes related to, but not limited to, the following issues:
 - Candidate Grades
 - Instructor Behavior/Performance
 - Candidate Academic Probation Status
 - Candidate Dismissal from program
 - Other candidate disciplinary actions

- 1.2. Procedures outlined do not replace or preempt University-wide policy as detailed in Student Handbook, University Catalog, and Harassment and Disability policies.
- 1.3. 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 candidate in a program; further, retention for a time (even for extended time) does not necessarily assure retention to completion of the program. The candidate has a separate and independent personal obligation to be knowledgeable of and confirm his or her own suitability to the program, and to meet and abide by the standards specific to their academic program.
- 1.4. DECISION/ACTIONS SUBJECT TO APPEAL
School of Education candidates have the right to appeal decisions or actions made at the department or program level to the Dean of the SOE through the processes in Section 1.5 of this *Manual*.
- 1.5. APPEAL PROCESS FOR DECISIONS AND/OR ACTIONS
 - 1.5.1. The applicant/candidate may appeal decisions made at the department or program level to the Dean of the SOE within ten (10) working days of receipt of notification in writing.
 - 1.5.2. The Dean of SOE will review the appeal and give notification of the decision to the applicant/candidate in writing within ten (10) working days of this decision
 - 1.5.3. Faculty/staff who have been part of the original decision will be excused from any remaining decisions but may be interviewed by the Dean as part of the review of the appeal
 - 1.5.4. A final appeal by the applicant/student may be made to the Academic Vice President (AVP) within ten(10) working days of receipt of notification in writing
 - 1.5.5. Following an appeal, a final report shall be submitted to the Academic Vice President by the Dean of the SOE
 - 1.5.6. The Dean and faculty of SOE will assure that an applicant or candidate, who has a successful appeal, will not be retaliated against.
- 1.6. 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.
- 1.7. CHANGES TO POLICIES AND PROCEDURES
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 candidate 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 candidates. Candidates must be sure to meet with their Education advisors regularly to complete a plan of study in compliance with current regulations. The process for changes to policies and procedures is included in the SOE Bylaws.

SECTION 2

2. MASTER OF ARTS IN COMMUNITY COUNSELING

MASTER OF ARTS IN MARRIAGE AND FAMILY COUNSELING

MASTER OF ARTS IN SCHOOL COUNSELING

MASTER OF COUNSELLING (SITE-BASED)

- 2.1. The Department of Counselor Education currently offers four 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. The Master of Arts in Marriage and Family Counseling (MFC) program is a 60 credit hour course of study designed to train professional counselors for a variety of employment settings including: family counseling, social service and mental health agencies.
- 2.1.1. All three 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, the MFC, Community and 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.
- 2.1.2. The fourth program offered by the Department of Counselor Education is a site-based program in Canada resulting in a Master of Counselling. 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 42 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 on the SOE Graduate Admissions website and in addition to 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, marriage and family counseling (MFC), or school counseling from Gonzaga University
- 2.2.1.2. Official entrance exam test scores at the 50th 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 50th percentile may be acceptable if other qualifying criteria support admission.

2.2.2. ADMISSION PROCESS

- 2.2.2.1. Applicants for the Community and School programs must submit the above materials each year by January 15th for early consideration or by March 1st for the final deadline to be considered in the application process for the coming fall semester entrance. Applicants for the site-based Canada program must submit the above materials each year by March 15th.
- 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 interview via skype or submit a video (DVD) interview 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. Site-based applicants have their interview embedded in a one-credit required pre-admission course entitled "Introduction to Canadian Counselling."

- 2.2.2.4. Faculty members independently assess both face-to-face and video interviews. Faculty then meet and vote 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 1.5 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 (DVD) interview
- 2.3.1.3. One unit required pre-admission course (site-based Canada only)
- 2.3.1.4. Faculty discuss observations-and independent assessment of all elements of the application process for each applicant

2.3.2. First Week of First Semester

- 2.3.2.1. Orientation Retreat Experience (on campus, first year students only)
- 2.3.2.2. Faculty meet and discuss observation/assessment of each new student during the orientation experience.

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. Reflection Papers
- 2.3.3.3. Professional Performance Evaluation & Reflection reviewed by designated Faculty
- 2.3.3.4. Psychology competency exam initial testing (MOC site-base)

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. Reflection Papers
- 2.3.4.3. Field Supervisor Evaluation (School, MFC, and Community)
- 2.3.4.4. Professional Performance Evaluation & Reflection reviewed by designated Faculty
- 2.3.4.5. Outcome Surveys (Community and MFC)
- 2.3.4.6. Psychology competency exam second testing if not passed the first time (MOC site- based)

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. Reflection Papers
- 2.3.5.3. Field Supervisor Evaluation
- 2.3.5.4. Professional Performance Evaluation & Reflection reviewed by designated Faculty
- 2.3.5.5 —Outcome Surveys (Community, MFC, and Site-Based)

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 & Reflection reviewed by designated Faculty
- 2.3.6.4. Reflection Papers – Personal Counseling Theory
- 2.3.6.5. Outcome Surveys (Community and Site-Based)
- 2.3.6.6. Final Written Comprehensive Exam
- 2.3.6.7. Final Oral Exam
- 2.3.6.8. Professional Portfolio (School only)
- 2.3.6.9. Technology Checklist
- 2.3.6.10. 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 on-campus 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. Some provinces in Canada may also require background checks prior to Practicum placement and/or employment.

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 practicum and internship assignments. This can be purchased through the American Counseling Association, the American School 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 practicum experience and must be documented to the faculty by delivery of a copy of the insurance face sheet to the department secretary 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, Master of Arts in Marriage and Family counseling, and Master of Arts in Community Counseling as well as the Master of Counseling programs will be asked to sign the Admissions and Retention Agreement. (See Appendix E)

2.4.2. CANDIDACY PROCESS

2.4.2.1 Community and School students who are fully admitted into the Community or School 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 12-15 credits (depending on status) 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 advanced to candidacy and to those students advanced to candidacy.

2.4.2.6. A student may not transfer his/her application to a new program if he/she has been denied candidacy. The student will need to reapply to the new program

2.4.2.7 Exceptions to the above 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 1.5 of this *Manual*

2.4.3. Site Based- Only students who are fully admitted into the Site Based Counseling Program may be considered for Candidacy.

2.4.3.1. Upon completion of the first year of graduate study and 25 credit hours of approved graduate work, students are assessed for promotion to Candidacy.

2.4.3.2 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.

2.4.3.3 The chair will give written notification to those students not admitted to candidacy and to those students admitted to candidacy.

- 2.4.3.4. 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
- 2.4.3.5. Exceptions can be made with the approval of the program director and the dean
- 2.4.3.6. Denial of candidacy may be appealed as outlined in Section 1.5 of this *Manual*
- 2.4.3.7. For Site-based (MOC) students, Advancement to Candidacy is contingent upon demonstration of Psychology Competency
 - 2.4.3.7.1 This may be done by passing the exam- or by the following:
 - 2.4.3.7.2 Undergraduate major in Psychology (by transcript) = exemption from exam
 - 2.4.3.7.3 Graduate degree (Masters or Doctorate) in Psychology (by transcript) = exemption from exam
 - 2.4.3.7.4 Clinical experience of 5 years in Psychology (by documentation such as notarized letter from employer/ supervisor) then approved by 2 of 3 faculty in blind review = exemption from exam
 - 2.4.3.7.5 An alternate degree or clinical experience (by petition/appeal/documentation) then approved by 2 of 3 faculty in blind review = exemption from exam

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 issues amenable to change 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, Master of Arts in Marriage and Family Counseling, Master of Arts in School Counseling, or Master of Counselling 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.

2.5.1.2.4.1 For MOC site-based students, if Psychology Competency exam is not passed (in re-testing) a leave of absence (stopping out) will be required.

2.5.1.2.4.1.1 Undergraduate coursework in Psychology (domain specific) will be noted for remediation

2.5.1.2.4.1.2 Passing grade of C (or better) in specified undergraduate psychology class will be required.

2.5.1.2.4.1.3 Following one year (minimum) stop out from the MOC, student may re-take the competency exam

2.5.1.2.4.1.4 If exam is passed, student may petition to re-join MOC

2.5.1.2.4.1.5 Transcript and passed exam are requisite documentation for reinstatement in MOC program.

2.5.1.2.4.1.6 This may entail entry into a new cohort.

2.5.1.2.4.1.7 If five year “window” has been exceeded, student must re-apply to the program

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 1.5.

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 PRACTICUM AND INTERNSHIPS

2.6.1. PRACTICUM (COMMUNITY, MFC, AND SCHOOL)

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 the Introduction to Marital, Couple, and Family Counseling for marriage and family counseling students.

2.6.1.1.1 The practicum experience requires at least 100 hours of field-based work 40 of which must be direct service hours over the course of the full semester (approximately 6-7 hours/week), as well as attending and actively participating in the practicum seminar.

The procedures for students in the Community and MFC Counseling program areas follows:

2.6.1.1.2. Students will visit various sites in groups as instructed by their professors in Pre-practicum

2.6.1.1.3. Students will select three of the visited sites and rank order them according to preference for practicum

- 2.6.1.1.4. Students will complete vitae and cover letters for each of the three ranked sites and submit them to their practicum professors noting their ranked preferences.
- 2.6.1.1.5. Professors will make contact with the student's first choice site and mail the student's vita/resume and cover letter along with a letter of introduction and explanation from the department.
- 2.6.1.1.6. Students will be contacted by site as accepted or rejected.
- 2.6.1.1.7. Students accepted to their ranked site will return both phone call and letter to the site indicating their acceptance and their readiness to begin.
- 2.6.1.1.8. 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 PEAB 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 his/her 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.
- 2.6.2. The procedures for students in the site-based Master of Counselling Program (Canada only) are as follows:
 - 2.6.2.1. 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 Counselling Theories, and Canadian Counselling Issues and Ethics.

- 2.6.2.1.1. EDCE 685 Pre-Practicum B requires 100 hours of field placement work during the fall semester immediately preceding the spring semester EDCE 686 Practicum.
- 2.6.2.1.2. Those 100 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.
- 2.6.2.1.3. EDCE 684/685 serve as pre-requisites to Counseling Practicum (EDCE 686). Fall.
- 2.6.2.2. Students will begin their practicum experience during the second semester (spring) of their second year. Prerequisites include completion of pre-practicum A & B.
 - 2.6.2.2.1. EDCE 686 Practicum requires a minimum of 250 supervised hours of direct service with clients, including experience in individual counseling, group work, and family or couples counseling.
 - 2.6.2.2.2. Other activities which may be construed as providing direct service to clients will be determined by the Canadian Counseling Association.
 - 2.6.2.2.3. There is a requirement of interaction with an average of one hour per week of individual and/or triadic supervision with an onsite supervisor.
 - 2.6.2.2.4. A minimum of 40 hours of class time in spring semester consists of group supervision and other further instructive experiences.
- 2.6.2.3. A Regional Practicum Liaison will be designated for each cohort. In all conversations and as you negotiate with potential placements or supervisors, make certain that they are aware that your Regional Practicum Liaison is the official placement
 - 2.6.2.3.1. This Gonzaga University representative will gather relevant and practical data from each of you that will contribute to the facilitation of your successful Practicum placement and experience. In the Spring semester of your first year, you will be asked to furnish information:
 - your name
 - telephone number(s) and best times to call your personal and GU email addresses
 - your mailing address
 - the region(s) or location(s) you request to have your pre-practicum/practicum placement (prioritize if possible)
 - the types of experience (e.g. population, need, etc.) you request for your practicum (again, please prioritize)

- 2.6.2.3.2. Some cohort members may begin early on to develop some arrangement or agreement with an agency or school for the second year's practicum placement. It is each student's responsibility to keep your regional liaison informed of your progress (or difficulties) in the process of securing your placement site.
 - 2.6.2.4. Students will make contact with potential site supervisors and submit the introductory letter and vita to supervisor.
 - 2.6.2.5. Students obtain supervisor's vita and site cover letter and submit to instructor or advisor.
 - 2.6.2.6. Students will be contacted by site as officially accepted or rejected for pre-practicum and practicum placement.
 - 2.6.2.7. 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.
 - 2.6.2.8. 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).
 - 2.6.2.9. The Canadian Counseling Association has, as a pre-requisite to Certification, mandated that graduate students in counselor education programs complete the minimum of 250 supervised hours of direct service to clients (see 2.6.1.4.2.1- 2.6.1.4.2.4.)
 - 2.6.2.10. Students will visit various potential pre-practicum and practicum sites as directed by instructor, advisor, or liaison during spring and summer semesters, prior to beginning of second year.
 - 2.6.2.11. Students will make contact with potential site supervisors and submit introductory letter and vita to supervisor. Supervisor's Handbook will also be presented at this time.
 - 2.6.2.12. Students will obtain potential supervisor's vita and site cover letter and submit to regional liaison and Counselor Education Department secretary.
 - 2.6.2.13. Students will be contacted by site as officially accepted or rejected for placement.
 - 2.6.2.14. Students accepted by site will return phone call and/or letter and/or email indicating his/her acceptance or refusal of offer and readiness to begin. Should you successfully obtain a placement, inform your Liaison as soon as possible. Keep in mind that any such agreement or arrangement shall be finalized and made formal through this office.
 - 2.6.2.15. Students not accepted at site will notify their regional Liaison and advisor and initiate renewed process to Certification, mandated that graduate students in counselor education programs complete a minimum of 120 hours of supervised direct service to clients (see 2.6.1.4.2.1--2.6.1.4.2.4.)
- 2.6.3. INTERNSHIP (COMMUNITY AND SCHOOL)
 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.

2.6.3.1. Internship students are required to perform a minimum of 600 clock hours to satisfy their internship requirement. Those hours will be composed of at least 240 hours of direct service with clients appropriate to the program of study, weekly interaction with an average of one hour per week of individual and/or triadic supervision performed by an on-site supervisor throughout the internship, and three hours of class supervision per week performed by a program faculty member. Because of the time commitment involved (a 40 hour per week commitment if performed in one semester), Gonzaga's program requires students to complete their Internship over the course of two semesters (20 hours per week).

2.6.4. SITE SUPERVISOR EVALUATION

Students are given an evaluation instrument 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.

2.6.5. EVALUATION OF SITE AND SUPERVISOR

Students are given an evaluation instrument 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 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 (SCHOOL COUNSELING)

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 introduce 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 1.5 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 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 and a written comprehensive examination 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 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 include proof of liability insurance, the Admissions and Retention Agreement and any other documentation of agreements made between student and department, Supervisor Evaluations, Professional Performance Evaluations, Personal Reflection and Personal Theory Papers, rubrics, hours logs, technology checklist, outcome surveys, supervisor vita, and any other documentation needed for assessment or requested by the student and as agreed upon by the Department and/or SOE. Additionally, documentation of any disciplinary action may be kept in the student's file. Student files are for Departmental use though a student may view his or her file within FERPA guidelines and in the presence of his or her advisor, the department secretary, 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 1.5 of this *Manual*.

SECTION 3

3. MASTER OF ANESTHESIOLOGY EDUCATION

This policy is MAE Program specific and supersedes all other School of Education and Gonzaga graduate student academic policies.

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 preparation for and 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).
- 3.2.1.1.3. Official Graduate Records Exam (GRE) test scores at the 25th percentile or higher, taken within the past five years. This requirement will not be waived for applicants with an advanced degree. Test scores below the 25th 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. The following science courses are prerequisite to interview: Chemistry, biochemistry, biology, microbiology, physiology, pathophysiology, and anatomy. Prior to the application deadline, 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, and coronary care 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 required. Evidence of CCRN certification is required.

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 MAE Admissions 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
 - Critical care nursing knowledge
 - Stress management strategies
 - Support
 - Independence/initiative
- 3.2.3.4. Classes are usually limited to eight students each year. Selection is made in February for the class entering the following January. One alternate is selected; if not used as an alternate, he/she is automatically placed in the class entering the following year. Additional applicants may be waitlisted, but will not be guaranteed placement.
- 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 Transcripts will be kept for one year and need not be resubmitted.
- 3.2.3.8. The Dean of the School of Education will notify all applicants by letter as to the decision of admittance. Dan, does the Dean notify applicants who do not get an interview? This has been a gap in the past. Good idea. Let's put that in place.

3.2.4. APPEAL PROCESS

Applicants denied acceptance may appeal this decision by following the appeal process outlined in Section 1.5 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 ENT, neurosurgery, vascular surgery, open heart, renal transplantation, and obstetrics. Second year students have the option of one or both rotations to 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 and Saturdays 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. Students must demonstrate to MAE program satisfaction that prior to graduating they have acquired knowledge, skills, and competencies in patient safety, perianesthetic management, critical thinking, communication, and the professional role.
- Patient safety is demonstrated by the ability of the graduate to:
- 3.3.4.1. Be vigilant in the delivery of patient care
- 3.3.4.2. Protect patients from iatrogenic complications.
- 3.3.4.3. Participate in the positioning of patients to prevent injury.
- 3.3.4.4. Conduct a comprehensive and appropriate equipment check.
- 3.3.4.5. Utilize standard precautions and appropriate infection control measures.
- Individualized perianesthetic management is demonstrated by the ability of the graduate to:
- 3.3.4.6. Provide care throughout the perianesthetic continuum.
- 3.3.4.7. Use a variety of current anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia.
- 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. Function as a resource person for airway and ventilatory management of patients
- 3.3.4.12. Possess current advanced cardiac life support (ACLS) recognition.
- 3.3.4.13. Possess current pediatric advanced life support (PALS) recognition.

- 3.3.4.14. Deliver culturally competent perianesthetic care throughout the anesthesia experience.
- Critical thinking is demonstrated by the graduate's ability to:
- 3.3.4.15. Apply theory to practice in decision-making and problem solving.
- 3.3.4.16. Provide nurse anesthesia care based on sound principles and research evidence.
- 3.3.4.17. Perform a preanesthetic assessment and formulate an anesthesia care plan for patients to whom they are assigned to administer anesthesia.
- 3.3.4.18. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
- 3.3.4.19. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
- 3.3.4.20. Calculate, initiate, and manage fluid and blood component therapy.
- 3.3.4.21. Recognize and appropriately respond to anesthetic complications that occur during the perianesthetic period.
- 3.3.4.22. Pass the National Board for Certification and Recertification (NBCRNA) certification examination in accordance with their policies and procedures.
- Communication skills are demonstrated by the graduate's ability to:
- 3.3.4.23. Effectively communicate with all individuals in influencing patient care.
- 3.3.4.24. Utilize appropriate verbal, nonverbal, and written communication in the delivery of perianesthetic care.
- Professional role is demonstrated by the graduate's ability to:
- 3.3.4.25. Participate in activities that improve anesthesia care
- 3.3.4.26. Function within appropriate legal requirements as a registered professional nurse, accepting responsibility and accountability for his or her practice.
- 3.3.4.27. Interact of a professional level with integrity.
- 3.3.4.28. Teach others
- 3.3.4.29. Participate in continuing education activities to acquire new knowledge and improve his or her practice.

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 and planning.
- 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. First semester students gain clinical experience starting IV's in the surgery admit unit.

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 Clinical

Director. It is the responsibility of the student to be available by pager or by phone 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 daily from the second through fourth semesters, and weekly during the fifth through seventh semesters. Senior students on specialty rotations will receive daily written clinical evaluation. The Medical Center Program Director and Clinical Director, in consultation with the 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 annually 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. All courses must be completed with a minimum grade of 3.0 (a letter grade of "B"). Key content, stated in the course syllabi will have specific grade requirements. Any student earning below a 3.0 in a course will be on academic probation. The faculty, in consultation with the Program Directors, may offer remediation for a grade less than 3.0 on a specific examination. Only one course grade less than 3.0 is allowed during the program. Any student receiving an additional course grade of less than 3.0 will be dismissed for failure to meet the academic expectations of the MAE Program. A grade less than 2.0 is considered failing and is grounds for dismissal. assessments.

3.5.6. CERTIFICATION EXAMINATION

The Certification Examination administered through the NBCRNA 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 2009 fee is \$725.00 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 6:00 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 Clinical Director.

3.5.8. APPEARANCE

Casual clothes or scrub clothes are proper for classes. Scrub clothes worn in surgery are furnished and laundered by the Medical Center. Students are referred to the SHMC dress code policy for professional dress requirements. A Providence Sacred Heart name badge will be issued upon enrollment and must be worn at all times on the SHMC campus. 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 needs to be purchased by students.

3.5.9.2. Each student is responsible to care for the equipment used during each case.

3.5.9.3. Most of the 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 available or 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. Dental and vision insurance are not provided. Spouse/family health only 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. Students will not be able to participate in clinical practicum if their TB testing is not complete by the last day of the month of their birthday. 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 CRNA Clinical Office, 474-5306, 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, vacation time, and interview 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 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 Program Directors. If there is a conflict arising from the application for leave of absence, there will be a composite decision arrived at by the Program Directors, Clinical Director, and Clinical Coordinator.

3.5.16. RN License

3.5.16.1 Students must keep their Washington State RN license current at all times. Licenses are only available as electronic documents; the MAE Program Administrative Assistant will keep a copy on file in the MAE Program office. Nursing license renewals are annual and expire on your birthday in Washington. A \$100 fine is imposed by the state for late renewals. Renewal documents are not forwarded, so each student must keep his or her address current with the Nursing Commission. Students whose license lapse will not be able to do clinical practicum and missed time will be considered unexcused absences and time must be made up prior to graduation.

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 paper.

3.6.1.1.3. Requirements for certification by the NBCRNA.

3.6.2. GRADUATION CRITERIA

3.6.2.1. Completion of all required program material with a grade point of 3.0 or above in each course.

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 Providence Sacred Heart Medical Center School of Anesthesia. Graduates are eligible to take the National Certification Examination administered by the NBCRNA. 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 access or 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 timely 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. This action would usually result from health concerns or misconduct, and not usually result from academic or clinical performance issues. 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

In case of clinical deficiency, the decision to dismiss is initiated by the Administrative Committee and will be made by the Administrative Committee and a

representative group of three clinical faculty who have precepted the student with the greatest frequency. In cases of misconduct, the decision to dismiss will be made by the Administrative Committee in consultation with the Dean of the School of Education at Gonzaga University and the Director of Anesthesia Services at Sacred Heart Medical Center. In cases of academic deficiency, the decision to dismiss is made according to MAE Program policy as stated in the School of Education Standards and Fair Process Manual. (Where is this stated, because it isn't in this portion of the document? We added it at the end) Dismissal from the program can occur only after the student has unsuccessfully completed a period of probation or after a suspension.

3.7.1.1.1.4.5. The student will be notified in writing 72 hours prior to the impending dismissal hearing and will be asked to present his/her position in writing 24 hours prior to the scheduled dismissal hearing. The student may also present his/her verbal statement at the dismissal hearing. A supportive observer may attend hearings with the student.

3.7.2 GRIEVANCE 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, practicum, University and Medical Center faculty and personnel.

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 this document and in the Master of Anesthesiology Education Student and Faculty Handbooks.

3.7.3.6. Administrative Committee

Medical Center Program Director, Clinical 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 to request a hearing of the case. The Administrative Committee will hear the student's case. If the Administrative Committee recommends dismissal, a formal hearing by the Administrative Committee and a representative group of three clinical faculty members will be convened according to dismissal procedures. This is the final hearing unit designated to hear appeals related to clinical performance or misconduct.

The decision to defer graduation rests with the Administrative Committee and is made in consultation with the Dean of the School of Education at Gonzaga University and the Director of Anesthesia Services at Sacred Heart Medical Center.

3.7.4.3. The student may appeal academic issues to the Dean of the School of Education at Gonzaga University or clinical issues to the Director of Anesthesia Services at Sacred Heart Medical Center. This is the final hearing unit.

3.7.5. GRIEVANCE PROCEDURE

3.7.5.1. Students must prepare a written statement of circumstances involved in the case and submit a copy to each member of the hearing unit 24 hours 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.

3.7.5.5. The student will be notified within 21 days of the last hearing of the final disposition and decision.

SECTION 4

4. MASTER OF ARTS IN LEADERSHIP AND ADMINISTRATION

4.1. The MALA program is designed for educators who aspire to be effective teacher or administrative leaders. We believe that educational teams become stronger when greater understanding exists about the roles of each of its members. Theory and practice is explored from the perspective of both teachers and administrators, and coursework is differentiated depending on the students' career goals. The program is designed for working educators with a focus on linking theory and research to the practical issues in teaching and leadership using their local districts as the context for their study. Students are admitted into a cohort of educators from their local areas and experience the benefits of a collaborative learning community close to their own schools and districts. University faculty come to the students' location. Courses are held in the evenings or on weekends depending on the needs of the cohort. As students work on assignments for each of the program courses they have the opportunity to explore issues important to them in their own classrooms, schools, and districts. Each cohort is assigned a faculty advisor who works with cohort members throughout the entire program. Currently, the program is approved for delivery in the state of Washington, and the provinces of British Columbia, and Alberta.

Principal and Program Administrator Certification is available for Washington State Candidates.

4.2. ADMISSIONS

The Master of Arts in Leadership and Administration (MALA) and principal/program administrator certification is designed for K-12 educators with at least three (3) years of classroom or other school experience who are preparing for leadership roles in their schools as school administrators or as educational leaders in their academic departments, schools, or communities. Educators with less than three (3) years of classroom, teaching experience, as well as other professionals, such as those from law enforcement, health services, social service agencies, and community and governmental organizations, who have, or are working toward, leadership roles, and who see relevant professional development in this program, are encouraged to apply by describing their program readiness and evidence of leadership experience through the admissions materials identified below.

Minimum requirements for principal/program administrator certification:

1. A letter of recommendation from the superintendent supporting and permitting the candidate to do the internship in the district.
2. A resume that demonstrates career history and highlights leadership experiences.

3. A minimum of three years of experience in the field of education.
4. Principal candidates must have a current teaching or ESA certificate.

ADMISSION FRAMEWORK

The overall goal of the admissions process is to identify and select students who are most likely to meet their own professional goals, fulfill MALA program goals, and thrive in today's complex and challenging school environment. To select students for the MALA program, the four dimensions we attend to in our admissions process are:

1. **Mission:** We look for a personal and professional fit with the University and School of Education Mission, an important part of which is the preparation of socially responsive and discerning practitioners who serve their communities and professions. (See the School of Education website: www.gonzaga.edu/soe/grad.) In the admissions process, we look for evidence of fit with the University and School of Education Mission in the applicant's résumé, written statement, and two letters of recommendation.
2. **Dispositions:** We promote, support, and respect diversity. Our students assimilate Gonzaga's traditions, the variety of human cultures, and an understanding of the problems of the world, through the development and discipline of their imagination, intelligence, and moral judgment. In the admissions process, we look for evidence of positive professional dispositions in the applicant's two letters of recommendation.
3. **Academics:** We provide academic excellence in teaching, advising, service, and scholarship. We foster inquiry, intellectual creativity, and evidence-based decision making to accept the challenges facing a global society. Because what is assimilated needs to be communicated if it is to make a difference, we also look for and seek to develop in our students the skills of critical thinking, global thinking, analytical thinking, effective speaking, and scholarly writing. In the admissions process, we look for evidence of academic readiness in the applicant's transcripts and written statement.
4. **Leadership:** We support an environment that is challenging, inclusive, reflective, and collegial. We model and promote leadership, scholarship, and professional competence in multiple specializations. Our goal is that the integration of personal, professional, and academic experiences, along with our program's specialized competencies, will enable our graduates to provide creative, intelligent, and moral leadership in their chosen professions and in public service. In the admissions process, we look for evidence of leadership capacity in the applicant's résumé, written statement, and two letters of recommendation.

Selection of students will be based on the information gathered from the materials identified below.

1. A completed application form (see the School of Education website: www.gonzaga.edu/soe/grad)
2. A non-refundable fee.
3. A written statement of purpose. Gonzaga University belongs to a long and distinguished tradition of humanistic Catholic, and Jesuit education. The School

of Education upholds the University tradition and exemplifies it through its dedication to preparing socially responsive professionals who serve with competence, commitment, and care. Additionally, the department's mission is to prepare reflective educational leaders who promote student, professional, and organizational learning to address challenges and opportunities inherent in a changing world. With these perspectives in mind, please submit a typed statement of purpose that presents:

- a) A description of why you are interested in graduate studies:
- b) An assessment of the strengths you have that will help you as an educational leader:
- c) A description of what you hope to gain from this master's program.

(In the Statement of Purpose, the Admissions Committee will look for evidence of the applicant's personal commitment to 1) students, 2) service to others, 3) concern for social justice, and 4) interest, and/or experience in leadership.) The written statement of purpose for principal/program administrator certification also includes the following:

1. A description of why you are interested in administration.
 2. An assessment of the strengths you have that will help you as an educational leader.
 3. Evidence of collaboration of informal and formal leadership within the school or district.
 4. Evidence of leadership within the community.
4. Two letters of recommendation, one from the most recent supervisor, and the other from a professional colleague, sent directly from the recommending persons to the School of Education Graduate Admissions Office with the Confidential Recommendation Forms attached. (See the School of Education website.)
- For principal/program administrator certification a letter of recommendation from the superintendent supporting and permitting the candidate to do the internship in the district.
5. One official transcript from each college or university attended. International applicants must submit foreign transcripts in the original language and an English copy. Final transcripts must bear a posted bachelor's degree from an accredited university.
 6. A résumé that shows career history and highlights leadership experiences.
 7. An official TOEFL score of at least 550 (minimum score of 80 if taken by internet) by each international applicant who has graduated from a foreign university or college and whose native language is not English.
 8. Prior to admissions for the principal certification, Washington State document #4001 S-C, "Prerequisite experience for a principal certificate" must be submitted to the admissions office.

4.2.2. ADMISSION PROCESS

Two MALA faculty review applications for admission and apply a scoring system based on the materials they submit and their relevance to mission, professional dispositions, academic performance, and leadership. Students

with an acceptable score will be offered full admission. Students whose admission materials show promise, but whose scores are below the minimum needed for acceptance may be offered provisional acceptance. Students whose materials call into question their academic performance or professional dispositions, may be denied admission.

For principal/program administrator internships must be approved by the Professional Education Advisory Board (PEAB). The scoring is based upon the materials students submit relevance to mission, professional dispositions, academic performance, and leadership.

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 1.5 of this *Manual*.

4.3. ASSESSMENT LEVELS

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

Students are assigned an advisor who will monitor their progress throughout the program. Students develop a professional growth plan based on program standards and outcomes at the beginning of the program and through a series of assignments and activities update the professional growth plan mid-program, and provide evidence of progress toward their goals through a portfolio process at the end of the program.

Principal/program administrator candidates are also required to successfully complete the following:

1. 40 Hour Observation prior to beginning of the internship.
2. The Self-Assessment Planning Document
3. The Internship Plan.
4. Washington State Performance Indicators.
5. A Professional Growth Plan
6. 540 Hours Internship

4.4. RETENTION/DISMISSAL FROM PROGRAM

4.4.1. Students must 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. If academic or dispositional concerns arise that cannot be resolved by the student and the instructor, the student's advisor will be informed by the pertinent instructor. The advisor will contact the student and, depending on the issue, will work

with the student to develop a correction plan that is agreeable to everyone involved.

- 4.4.4. If the student's academic or dispositional behaviors do not improve according to the plan developed, the advisor will inform the Department Chair and a committee of department faculty will be appointed to review the circumstances and make recommendation for dismissal (Refer to Section 1.16 of this *Manual*.)

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 and site supervisor. The student will be notified of the decision in writing by the program director within fifteen (15) working days of the decision. If the student receives a negative review of the internship the student will not secure verification of program completion from Gonzaga University for certification.

- 4.4.6. The Department chair 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 1.5 of this *Manual*.

4.5. EXIT PROCEDURES (IN PROGRESS PENDING KEY ASSESSMENT REVISION)

- 4.5.1. Successfully submit Comprehensive oral exam

- 4.5.2. Submit original scholarly work typically in the form of a written and verbal report of action research. Students are guided through the process by their assigned advisor. The research project is to focus on a problem of local need and interest and result in a recommendations or a product that has authentic impact on the student's professional practice or influence at a local level.

Exit Procedures for Principal or Program Administrator Certification include:

1. Successful completion of the Washington State Performance Indicators.
2. Final sign-off on completion of the internship plan by their district mentor and the University field supervisor.
3. PEAB approval for recommendation for certification.
4. Candidate's certification file is complete and on file with the University's certification office.

- 4.5.3. Students petition to the Registrar to graduate.

4.5.4. APPEAL PROCESS

Refer to Section 1.5 of this *Manual*.

SECTION 6

SECTION 6

6. BACHELOR OF EDUCATION IN SPECIAL EDUCATION

6.1. The Department of Special Education in the SOE offers a major and/or minor 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 (Birth-3) in the State of Washington. Specific information regarding the programmatic requirements can be found in the ***Undergraduate Catalog*** with additional information available in the ***Special Education Candidate Handbook***. Specific information regarding certification in general can be found in the ***Advisement Handbook for Teacher Certification*** and information regarding special education student teaching can be found in the Special Education Student Teaching Handbook. 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. The ***Special Education Candidate Handbook*** includes (but not limited to) information regarding admission requirements and processes, continuation requirements, and dismissal from the program.

6.2 APPEAL PROCESS

Students may appeal any decision made by the department using the appeal process described in Section 1.5 of this *Manual*.

SECTION 7

7. MASTER OF EDUCATION IN SPECIAL EDUCATION

7.1. The SOE offers a Master of Education (MEd) in Special Education with or without teacher certification and a Master of Initial Teaching (MIT) in Special Education which includes teacher certification. The endorsements offered are Special Education (P-12) and Early Childhood Special Education (Birth-grade 3) in the State of Washington. For the MEd, these endorsements may be added to an existing teaching credential. The MIT is for those seeking a teaching credential for the first time. Specific information regarding the degree requirements can be found in the **Graduate Catalog** with additional information available in the **Special Education Candidate Handbook**. Specific information regarding certification in general can be found in the **Advisement Handbook for Teacher Certification** and information regarding special education student teaching can be found in the Special Education Student Teaching Handbook. The **Special Education Candidate Handbook** includes (but not limited to) information regarding initial admission requirements and processes, advancement to candidacy, requirements for continuation, acceptance of the research proposal, completion of the capstone experience, and dismissal from the program.

7.2 APPEAL PROCESS

Students may appeal any decision made by the department using the appeal process described in Section 1.5 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 1.5 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 1.5 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 50th 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 50th 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 1.5 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 1.5 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 5th.
 - 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 1.5 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 1.5 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 1.5 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

10.2.1.1. 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.

10.2.1.2. 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 1.5 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 1.5 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 1.5 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 1.5 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 1.5 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 1.5 in this *Manual*.

SECTION 12

12. MASTER OF INITIAL TEACHING

12.1. The Master of Initial Teaching (MIT) program is designed for teacher candidates seeking a Master's Degree and initial teacher certification.

12.2. ADMISSION to the School of Education Graduate School

12.2.1. MINIMUM REQUIREMENTS

12.2.1.1. The admissions criteria are listed in the Gonzaga University Graduate Catalogue, , and 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. A personal interview with the MIT admissions committee will only be scheduled after the admission criteria have been met.

12.2.1.1.3 Applicants are notified by letter regarding their acceptance or denial by the Dean of the School of Education

12.2.2 .APPEAL PROCESS

Teacher Candidates may appeal the denial of admission by using the appeal process described in Section 1.5 of this *Manual*.

12.2.3 FIELD EXPERIENCE REQUIREMENTS

12.2.3.1. Character and Fitness form on file and reviewed prior to placement in the field

12.2.3.2. Fingerprint Clearance for Washington State Patrol and the FBI prior to placement in the field

12.2.4. TEACHER CERTIFICATION CANDIDACY

12.2.4.1. The following requirements for Teacher Certification Candidacy must be satisfied by the end of the first Fall semester

12.2.4.1.1. Passing all three sections (reading, writing, math) of the "Washington Educator Skills Test – Basic" or West B Test

12.2.4.1.2. Passing of the West-E in an approved endorsement area.

12.2.4.1.3. Teacher Candidates need to have maintained a 3.0 GPA in the program

12.2.4.1.4. Teacher Candidates have no uncorrected Dispositions, as outlined in the Disposition Intervention Process (see Appendix)

12.2.4.1.5. General Coursework for NCATE (outlined on the content review form) must be completed for candidacy

12.2.4.1.6. Endorsement coursework must be completed

12.2.4.1.7. Teacher Candidates must "meet standard" in all field experiences

12.2.4.1.8. The MIT Director will review and document that all Candidacy requirements have been met.

- 12.2.5. APPEAL PROCESS
Teacher candidates who are denied candidacy may appeal the decision by following the process outlined in Section 1.5 of this *Manual*.
- 12.2.6. CONTINUATION IN THE TEACHER CERTIFICATION PROGRAM
 - 12.2.6.1. Continuation in the Teacher Certification Program
 - 12.2.6.2 Based on on-going evaluation, and/or remediation plans throughout the program, teacher candidates may be dismissed from the teacher certification program.
- 12.2.7. APPEAL PROCESS
The decision to dismiss a candidate from the program is subject to appeal. The steps for this appeal process are described in Section 1.5 of this *Manual*.
- 12.3. ADMISSION TO STUDENT TEACHING
 - 12.3.1. APPLICATION TO STUDENT TEACHING PROCESS
 - 12.3.1.1. Candidates must attend the mandatory scheduled meeting to apply for student teaching.
 - 12.3.1.2. All certification paperwork and requirements must be completed and turned to the Certification Office
 - 12.3.1.3. Teacher Candidates who are denied admission to student teaching will be informed in writing by the Director of the MIT program.
 - 12.3.2. APPEAL PROCESS
The decision to deny admission to student teaching is subject to appeal by the candidate. The steps for this appeal process are set forth in Section 1.20 of this *Manual*.
- 12.4. EVALUATION WILL BE ON-GOING DURING THE STUDENT TEACHING EXPERIENCE AND MAY RESULT IN REMEDIATION AND/OR DISMISSAL FROM THE EXPERIENCE
 - 12.4.1. APPEAL PROCESS
Teacher Candidates may appeal a dismissal from student teaching by following the appeal process outlined in Section 1.5 of this *Manual*.
- 12.5. WASHINGTON STATE CERTIFICATION
Refer to Section 15 of this *Manual*.

13. TEACHER CERTIFICATION

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

13.2. ADMISSION INTO THE TEACHER CERTIFICATION PROGRAM(S)

13.2.1. Teacher candidates must meet the following criteria for admission into the teacher certification programs.

- 12 credits of education coursework successfully completed including one field experience and EDTE 101L
- 3.0 cumulative (B) in all (EDTE) courses
- Cumulative GPA of 2.5 or higher at Gonzaga
- 2.0 in each certification course
- Passing scores on the Reading, Writing and Math sections of the WEST-B (Basic Skills) test
- Character and fitness form on file
- Washington State Patrol Fingerprint Clearance
- FBI Fingerprint Clearance
- No documented dispositions concerns
- A four year plan of study filed with the School of Education advisor
- Key Assessments reviewed with the School of Education advisor

13.2.2. APPEAL PROCESS

13.2.2.1 Teacher candidates who are denied admission to the teacher certification program may appeal the decision by following the process outlined in section 1.5 in this *Manual*.

13.2.3 CONTINUATION IN THE TEACHER CERTIFICATION PROGRAM

13.2.3.1 Based on ongoing evaluations and/or remediation plans throughout the program, teacher candidates may be dismissed from the teacher certification program.

13.2.4. APPEAL PROCESS

13.2.4.1 Teacher candidates who are dismissed from the teacher certification program may appeal the decision by following the process outlined in section 1.5 in 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. ADMISSIONS TO STUDENT TEACHING

14.1.1. MINIMUM REQUIREMENTS

- 14.1.1.1. Teacher Candidates must meet the following minimum requirements to student teach
- 14.1.1.2. Cumulative GPA of 2.5 or higher at Gonzaga University.
- 14.1.1.3. 3.0 cumulative GPA in Teacher Education (EDTE) classes
- 14.1.1.4. 2.0 minimum GPA in each certification course
- 14.1.1.5. FBI Fingerprint and Washington State Patrol clearance throughout student teaching and certification process.
- 14.1.1.6. No uncorrected disposition concerns
- 14.1.1.7. All I, IP, V, X and RD grades have been cleared for all certification courses
- 14.1.1.8. All elementary certification candidates must complete endorsement coursework for the Elementary endorsement prior to student teaching
- 14.1.1.9. All secondary certification candidates must complete endorsement coursework in one academic endorsement area prior to student teaching
- 14.1.1.10. Other than Health and Fitness and Special Education candidates, Elementary candidates must have taken the Elementary WEST-E prior to student teaching
- 14.1.1.11. Other than Health and Fitness and Special Education candidates, Secondary candidates must have taken the West E in one of the academic endorsement areas prior to student teaching.
- 14.1.1.12. All certification paperwork must be completed and turned in prior to student teaching.

14.2.1. APPEAL PROCESS

Candidates may appeal by using the appeal process described in section 1.5 of this *Manual*.

14.2.2. ADMISSION PROCESS

Teacher Candidates must attend a mandatory student teaching application seminar the semester prior to student teaching and meet all requirements outlined in that meeting.

14.2.3. APPEAL PROCESS

Candidates may appeal by using the appeal process described in section 1.5 of this *Manual*.

14.3. STUDENT TEACHING EXPERIENCE PROCEDURES

14.3.1. The Director of Field Experience or designated personnel 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. 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 Experience or designated personnel
- 14.3.1.3. Student teaching placements will normally be within a 35-mile radius of Spokane.
- 14.3.1.4 Appeal process for out-of-area student teaching.
Any student who wishes to teach out of area needs to see the Director of Field Experience or designated personnel for the Appeal Process Procedure.
- 14.3.1.5. Additional meeting times and/or seminars outside of regular school hours may be required.
- 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.

14.3.2. APPEAL PROCESS

Candidates may appeal by using the appeal process described in section 1.5 of this *Manual*.

14.4. PROGRESSION THROUGH STUDENT TEACHING

14.4.1. Evaluations will be on-going during the student teaching process and may result in remediation and/or dismissal from the experience.

14.4.2. APPEAL PROCESS

Candidates may appeal by using the appeal process described in section 1.5 of this *Manual*.

14.5. APPEAL PROCESS

Students may appeal a denial of completion by following the appeal process outlined in Section 1.5 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 1.5 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:

Service

- _____ Collaboration
- _____ Respect for other
- _____ Attendance and promptness
- _____ Taking personal responsibility
- _____ Appropriate response to supervision
- _____ Social skills
- _____ Professional demeanor and attire
- _____ Other, describe

Observation:

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:

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
--

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
Master of Arts in Marriage and Family Counselling
And
Master of Counselling (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 the Academic Honesty Policy and 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 Counselling 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, or 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

Directory of Additions and Changes (after 10-1-09)

Month / Year	Section	Page
January 2009	Section 1 – <i>Complete Review</i>	3-4
October 2009	Section 2: <i>Complete review</i> Master of Arts in Community Counseling Master of Arts in School Counseling Master of Counselling (site-based)	13-26
October 2009	Section 3: <i>Complete review</i> Master of Anesthesiology Education	27-37
November 2009	Section 2 <i>Complete review</i> Counseling Department program pages	5-20
September 2010	Section 4 Master of Arts in Leadership and Administration	33-37
September 2010	Section 2 Counseling Department <i>Addition of new program to the FPM - Marriage and Family Counseling</i>	5-20
September 2010	Section 6 and 7 Special Education <i>Information regarding admission, program continuation, practica and general information has been removed from the FPM and included in the Special Education Student Handbook</i>	39-40
September 2010	Section 12 Master of Initial Teaching <i>Edits were made to reduce redundant instruction to Candidates and to focus on admission process which is now a two-part process. Additionally, the section was edited to align with SOE Appeal Process.</i>	51-55
	Section 13 Teacher Certification <i>Edits were made to reduce redundant instructions to candidates and focus on the Admission to Teacher Certification Program requirements as well as to align with SOE Appeals Process.</i>	
	Section 14 Student Teaching <i>Edited to reduce redundant instruction to candidates and focus on the Admission to Student Teaching Process and align with SOE Appeals Process</i>	