

SECTION 2

2. MASTER OF ARTS IN COMMUNITY COUNSELING

MASTER OF ARTS IN SCHOOL COUNSELING

MASTER OF COUNSELLING (SITE-BASED)

- 2.1. The Department of Counselor Education currently offers three degree programs. The CACREP approved Masters of Arts in Community Counseling is a 53 credit hour course of study designed to train professional counselors in individual, group, couples, and family counseling for a variety of employment settings including social service and mental health agencies, college counseling centers, and private practice. The CACREP designed Master of Arts in School Counseling is a 53 credit hour course of study designed to prepare students to be state certified at the elementary, middle, and high school levels.
- 2.1.1. Both programs are centered on three core areas of emphasis. The first area of emphasis is a thorough knowledge base grounded in both historic and current literature that serves as the foundation for research-based practice. The second core area is a solid skills set with a process matrix that removes the mystique of counseling and readies the beginning counselor to be competently in charge of the counseling process. The final emphasis is placed on personal growth with the intent of readying a healthy counselor who can provide services with sound ethics and excellent personal health. In addition to the three core areas of emphasis, both the Community Counseling and the School Counseling Programs require the counseling student to develop and operationalize a personal theory of counseling. This personal theory is written in accordance with the students' own belief system while utilizing scholarly literature as a foundation and the skills and matrix as the framework for the process of counseling.
- 2.1.2. The third 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 in Section 1.5 of this *Manual* and in addition the following:

- 2.2.1.1. A written Statement of Purpose addressing their interest in graduate studies in counseling and in the profession of counseling. They should include an assessment of their current strengths as a potential counselor and the foreseen benefits in gaining a master's degree in counseling, community counseling or school counseling from Gonzaga University
- 2.2.1.2. Official entrance exam test scores at the 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 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 1.20 of this *Manual*.

2.3. ASSESSMENT LEVELS THROUGHOUT THE PROGRAM

2.3.1. Admissions Process

- 2.3.1.1. Materials Submitted as required
- 2.3.1.2. In person or video (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 and Community)
- 2.3.4.4. Professional Performance Evaluation & Reflection reviewed by designated Faculty
- 2.3.4.5. Outcome Surveys (Community)
- 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 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 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 1.20 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 1.20 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 School Counseling, or Master of Counseling must propose in writing to the department that they "stop-out" for a specified period of time. The department faculty considers the rationale given by the student for such action and determines the appropriateness of

the student stopping-out. The departmental decision is delivered to the student in writing. Further, the faculty reviews the student's current situation as well as the situation of the program and when the student has determined that he or she would be ready to resume their progress with the program. This review includes the suitability of the student to the program and to the profession as well as the current situation and needs of the program. Should the student be found to be healthy mentally and emotionally, and should the department determine that there would be only minimal disruption to the current program, that student may be allowed to re-enter the program and complete the requirements for the degree. Should the program not be in a position to integrate the student back into his or her original track that student may be asked to postpone re-entry until such a time as the department can effectively accommodate that re-entry. Students deemed inappropriate or of poor fit to the program or profession may be denied re-entry.

2.5.1.2.4.1 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 1.20.

2.5.1.2.7. CONFIDENTIALITY

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

2.6. PROTOCOLS AND PROCEDURES FOR PRACTICUM AND INTERNSHIPS

2.6.1. PRACTICUM (COMMUNITY 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

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 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 1.20 of this *Manual*.

2.8. EXIT EXPERIENCE

2.8.1. Students in the Master of Arts in School Counseling and Community Counseling Programs and Master of Counselling—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 1.20 of this *Manual*.