GONZAGA UNIVERSITY

STUDENT HANDBOOK

Master of Arts
in
Marriage and Family Counseling

Department of Counselor Education
2016 - 2018
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Welcome to the Marriage and Family Counseling Program

Master of Arts in Marriage and Family Counseling

THE MARRIAGE AND FAMILY COUNSELING PROGRAM IS ACCREDITATED BY
The Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Introduction

The purpose of this handbook is to provide students with information concerning the Department of Counselor Education with an emphasis in marriage and family counseling at Gonzaga University in Spokane, Washington. This handbook is intended to clarify relevant information, policies, procedures, requirements, and expectations. All students admitted into a Counselor Education program are provided with a handbook during new student orientation. This handbook should serve as a tool to supplement the guidance provided by faculty when advising students in successfully traversing the program.

It is the responsibility of the student to read and become familiar with the information in this handbook. In order to confirm that you have read this handbook and have understood the responsibilities, policies, and procedures outlined herein, please sign the Admission and Retention Agreement - the last page of this handbook. Please submit this signed agreement to your advisor for inclusion in your student file before you begin taking courses.
Mission Statement for the
Department of Counselor Education

The Counselor Education Department is grounded in a rich tradition and history. Aware of the potential for personal, professional and global transformation, we create and sustain relationships that facilitate excellence in the development of professionalism, service, and growth. Therefore, with intention, we embrace the strengths of all individuals; we invest in services that promote the greater good; we depend on and contribute to the research and practical foundations of the profession; we develop counselors who enter human services and educational environments with competence, commitment and care.

Theme Statement

We are practitioners who are intentional in the development of relationships that honor the strengths of all individuals and the promotion of transformational growth.

Marriage and Family Counseling Mission

The Marriage and Family Counseling Program models ethical, moral, and professional leadership as counselor educators to promote development of a solid knowledge base, a sound skills set, and an experienced understanding of the process of personal transformation. Marriage and Family counseling students are prepared to live as creative, productive, morally grounded, socially just, service-oriented leaders in the profession.
Program Faculty and Location

Nearly all on-campus Counselor Education classes are located in the Rosauer Center for Education. Practicum and Internship courses are also held in the Rosauer Center, though students fulfill the placement requirements in carefully chosen sites throughout the Spokane vicinity. All full-time faculty members of the Department of Counselor Education have offices in the Rosauer Center where they are available for course consultation, advising, and other student needs.

The Department of Counselor Education is comprised of five core faculty members, a clinical coordinator, and a program assistant as noted below:

Elisabeth D. Bennett, Ph.D.
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Associate Professor, Department Chair
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Faculty Support:
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Program Coordinator
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In addition to the core faculty, the Counselor Education Department is fortunate to have remarkable adjunct faculty members to serve our students. These adjunct faculty members bring an added expertise and diversity to the faculty that is greatly appreciated by both core faculty and students. While an adjunct faculty member may have a great deal of knowledge about the program and the profession, the students should not depend solely on an adjunct for advising. The current adjunct faculty includes the following:

Affiliate Faculty at Gonzaga

David Crump Ph.D. Brigham Young University
Miranda Lewis M.A. Gonzaga University
Program Information

Description of Program Objectives

Gonzaga University’s Master of Arts in Marriage and Family Counseling is designed to train professional counselors for a variety of employment settings including: family counseling, social service and mental health agencies, and college counseling centers. Internships are available in the above settings with on-site supervision by both field supervisors and University professors. Throughout the program, emphasis is placed on personal growth and development in addition to translating theory and research from course work to service for clients. Counselor training utilizes both didactic instruction and experiential learning in a balanced manner in order to both aid the student in making the transition from education to practice and to offer an avenue for personal exploration. These experiences and any interactions with professors are in no way intended to provide personal counseling or psychotherapy for students. Students are encouraged to seek counseling outside of the program and its faculty when desired or needed. Another major focus of the program is developing and operationalizing the student’s personal theory of counseling. This theory incorporates the student’s view of human nature, psychological constructs, and counseling process along with theory grounded in the available scientific literature. This theory is developed in order to set a framework for each student to practice counseling. The Master of Arts in Marriage and Family Counseling can be completed during two calendar years if enrolled full time. It may also be completed on a part-time basis ranging from three to five years.

The on-campus program offering the Master of Arts in Marriage and Family Counseling is accredited and follows the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 standards. In line with the CACREP model, the overall philosophy of the Department of Counselor Education (EDCE) is to prepare master’s level counselors with academic, professional, and personal credentials to perform effectively in their anticipated work setting.

Current objectives of the EDCE programs are reflected in the core requirements as dictated by national accreditation standards and licensure requirements. Through coursework, practicum, internship, and successful completion of the comprehensive examination, students are expected to satisfy overall program objectives and specific course objectives.
Overall Program Objectives:

Students completing the Master of Arts in Marriage and Family Counseling should have met the following objectives:

1. To develop a theoretical and psychological base with a rationale for counseling
2. To understand professional problems, issues, and ethical concerns
3. To develop individual counseling skills
4. To understand group behavior and learn group facilitation skills
5. To understand career development and occupational choice
6. To be skilled at assessment procedures
7. To develop professional counseling expertise under supervision
8. To respect cultural differences and interact with children and adults accordingly
9. To develop an awareness of one’s own strengths and weaknesses and a capacity to interact with others in a manner that is directly reflective of the University, School, and Program missions

Specific Objectives in the MFC Program:

To be more detailed about the knowledge, skills, and abilities students should gain throughout their studies in the Master of Arts in Marriage and Family Counseling Program, the following objectives are provided. Students who are preparing to work as marriage, couple, and family counselors are expected to possess the knowledge, skills, and practices necessary to address a wide variety of issues in the context of relationships and families. In addition to the common core curricular experiences outlined above, student learning is centered around the following domains:

1. Knowledge of the history, philosophy, and trends in marriage, couple and family counseling.
2. Knowledge of ethical and legal considerations specifically related to the practice, roles, and functions of marriage, couple, and family counselors.
3. Knowledge of the structure and operations of professional organizations, preparation standards, and credentialing bodies pertaining to the practice of marital, couple, and family counseling.
4. Knowledge of a variety of models, theories, and preventive approaches of marriage, couple, and family counseling along with a firm understanding of family development, family life cycle, and specific issues related to family functioning.
5. Knowledge of human sexuality issues and their impact of family and couple functioning and strategies for their resolution.
6. Knowledge of societal trends and related treatment issues for working with families living in a multicultural society and issues related to working with various family forms.
7. Knowledge of research and technological applications of marital, couple, and family counseling.
8. Knowledge of principles of assessment and case conceptualization from a systems perspective and an ability to use assessment tools and techniques to understand the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning.
Conceptual Framework

The Department of Counselor Education holds great respect for the foundations laid by the missions of Gonzaga University, the School of Education, and the standards of the Counseling profession. In accordance with these valued fundamentals, the framework driving the beliefs, actions, and outcomes of the department are represented by the following dispositions.

Deep Concern for Others
   - Altruistic Service
   - Empathy
   - Respect
   - Kindness
   - Warmth
   - Unconditional Positive Regard

Cultural Competence

   - Culturally Knowledgeable
   - Diversity Affirmative
   - Expanding in Awareness
   - Servant Leadership
   - Advocacy
   - Commitment

Professionalism

   - Ethical
   - Excellence in work ethic (thorough, complete, accurate, timely)
   - Disciplined
   - Consciously Competent (solid knowledge base, sound skills set, intentional implementation of process)

Self-Awareness

   - Non-Defensiveness
   - Persistence
   - Social Deftness
   - Growing self-concept, worth, efficacy, esteem
   - Growing awareness/purposeful impact on others
   - Balanced (physical, emotional, social, spiritual, mental)
   - Genuineness
   - Reflective
   - Emotional maturity/intelligence

   - Zeal
   - Resilience (strength and readiness for positive change)
   - Tolerance for Ambiguity
   - Emotional Regulation
   - Discipline
Gratitude
Impulse Control

Relational Equity
Integrity

Growth Orientation

Future mindedness
Concreteness
Personal and Social Transformation
Optimism
Marriage & Family Counseling (60 Credits)

EDCE 550 Multicultural Counseling
EDCE 560 Critical Issues In Counseling
EDCE 565 Assessment in Counseling
  (Prereq: EDCE 588 & EDCE 616)
EDCE 583 Introduction to Marital, Couple, & Family Counseling
EDCE 588 Human Growth and Development
EDCE 589 Marriage and Family Counseling
EDCE 592 Advanced Family Systems
EDCE 603 Human Sexuality
EDCE 605 Counseling and Occupational Choice and Career Development
EDCE 616 Psychopathology/Psychopharmacology
EDCE 638 Theories of Couples Counseling
EDCE 639 Counseling Theories
EDCE 650 Group Process
EDCE 664 Group Facilitation
  (Prereq: EDCE 650)
EDCE 689 Professional Seminar
  (Prereq: All course work except the oral exam must be taken prior to participating in the Professional Seminar course.)
EDCE 695 Counseling Pre-Practicum
EDCE 696 Counseling Practicum
  (Prereq: EDCE 695, EDCE 560, & EDCE 639)
EDCE 697A Counseling Internship
  (Prereq: EDCE 695 & EDCE 696)
EDCE 697B Counseling Internship
  (Prereq: EDCE 697A)
EDCE 698 Research and Statistics
EDCE 699 Comprehensive Oral Examination
  (Prereq: All courses required for the degree of Master of Arts in Marriage and Family Counseling including the written comprehensive examination must be successfully completed before any student may sit for his or her oral examination.)

Elective Courses

EDCE 697 Counseling Internship for Summer
EDCE 690 Directed Readings
EDCE 691 Directed Study
EDCE 692 Independent Study
EDCE 694 Special Project
Description of Courses

EDCE 550-Multicultural Counseling  SPRING  3 credits
Students gain an understanding of behavior and mental health given the cultural context of relationships, issues, and trends within and between multicultural and pluralistic national and international cultures. Students study such factors as attitudes, beliefs, understandings, and acculturative experiences of culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities. Through learning the theories of multicultural counseling, theories of identity development, and multicultural competencies, students will understand the advocacy processes needed to address institutional and social barriers that impede access, equity, and success with clients.

EDCE 560-Critical Issues in Counseling  FALL  3 credits
Gonzaga graduates in the counseling profession are expected to be at the forefront as leaders in the profession by modeling the highest ethical standards possible. Through discussion, assigned reading, and written work, students develop and present their personal understanding of and response to critical issues in the counseling field. Specifically, students will study ethical and legal considerations, roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body. Other issues to be discussed include the following: professional roles, functions, and relationships with other human service providers; public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; the ethical standards of ACA and related entities; and applications of ethical and legal considerations in professional counseling.

EDCE 565-Assessment in Counseling  SUMMER  3 credits
This course is intended to familiarize students with test and non-test methods of appraisal typically used in counseling and psychology. Students will learn historical perspectives concerning the nature and purpose of assessment as well as basic concepts of standardized and non-standardized testing. Additionally, students will learn other assessment techniques including norm-referenced and criterion-referenced, environmental, performance, individual and group assessments via inventory methods, behavioral observation, computer-managed and assisted methods, clinical interview, and others. Statistical concepts underlying assessment such as scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and methods of correlation will be taught in addition to concepts of reliability and validity. Students will explore factors related to assessment of individuals, groups, and specific populations such as age, gender, sexual orientation, ethnicity, language, disability, culture, and spirituality.

EDCE 583-Introduction to Marital, Couple, and Family Counseling  FALL  2 credits
An introduction to couples and family theories and therapy. General principles of family development and systems theory are explored. The student is asked to think in relationship or systems terms regarding family behavior. Through participation in experiential assignments, students will acquire an understanding of family development and couple and family theories.
EDCE 588-Human Growth and Development  SPRING  3 credits
Through this course, students review theories of individual and family development and transitions across the life span. Theories of learning, personality development, and human behavior, including an understanding of developmental crisis, disability, addictive behavior, and environmental factors as they affect both normal and abnormal behavior are reviewed as well. Students are introduced to strategies for facilitating optimum development over the life span and are made aware of ethical and legal concerns.

EDCE 589-Marriage and Family Counseling  SPRING  3 credits
Students examine the major contemporary theories and approaches in marriage and family counseling. Concepts of family dynamics, family life cycle, and lifestyles in general are presented. Students will explore systems theories and related interventions as well as processes for selecting appropriate modalities for family assessment and counseling. Role and function, ethical and legal consideration, the structure and operations of professional organizations and credentialing bodies, and the implications of professional issues unique to marital, couple, and family counseling are discussed. Other issues include pertinent roles of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues.

EDCE 592-Advanced Family Systems  FALL  3 credits
Students will engage in an advanced theoretical study with an emphasis on researched applications of family counseling.

EDCE 603- Human Sexuality  SUMMER  2 credits
A basic understanding of human sexuality. Normal psycho-sexual development, sexual functioning and its physiological aspects and sexual dysfunction along with its treatment will be covered.

EDCE 605-Counseling, Occupational Choice, Career Dev.  SUMMER  2 credits
This course is designed to acquaint students with the theory, practice, and pragmatic aspects of vocational and life planning counseling. This includes the following: career development theories and decision making models; career, vocational, educational, occupational and labor market information resources, visual and print media, and computer/technology-based career information systems, strategies, and applications; career development and educational program planning, organization, implementation, administration, and evaluation; interrelationships among and between work, family and other life roles and factors including the role of diversity and gender in career development; assessment instruments and techniques that are relevant to career planning and decision making; and career counseling processes, techniques, and resources including those applicable to special populations.

EDCE 616-Psychopathology/Psychopharmacology  SPRING  4 credits
This course is designed to provide an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional stress (using the DSM-IV-TR multi-axial system and differential diagnostic considerations). Human behavior, including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, biological, situational, and environmental factors that affect both normal and abnormal behavior will be covered. Basic neuro-anatomy
and psychopharmacological issues and interventions are also discussed.

**EDCE 638-Theories of Couples Counseling**  SPRING  3 credits
The study of the development of the couple-counseling field and the issues and theories related to its practice.

**EDCE 639-Counseling Theories**  FALL  3 credits
Students in this course will have the opportunity to examine historic and current cognitive, affective, spiritual, and behavioral theoretical orientations to counseling and the application of theory to counseling service, case conceptualization, and counseling interventions. From this historical and current exploration, students will begin to develop a personal model of counseling, a general framework for understanding and practicing counseling. Additionally, students will examine the historical development of consultation, explore the stages of consultation and the major models of consultation, and apply the theoretical material to case presentations. Students will also begin to develop a personal model of consultation.

**EDCE 650-Group Process**  SPRING  2 credits
This course is an introduction to the theory and practice of group counseling and psychotherapy. Students in this course will study both historical and current literature regarding the theoretical and experiential understandings of group purpose, developmental stages, dynamics such as roles, norms, and therapeutic factors, leadership orientations and styles, process, counseling theories, group counseling methods, and skills. This course serves as a prerequisite to the experiential component, Group Facilitation (EDCE 664).

**EDCE 664- Group Facilitation**  FALL  2 credits
This course provides experience in developing and refining group leadership techniques with emphasis on group process and dynamics in vivo. Students will continue to study and refine their theory and skills and will begin integrating the theoretical and experiential understandings of group theory and practice.

**EDCE 689- Professional Seminar**  SUMMER  3 credits
This course prepares students for the final Oral Examination. Students work with their primary professors and with their small groups to revise and refine their Personal Theories of Counseling paper. They are given the opportunity to “defend” this personal theory in a format similar to that of the actual final Oral Exam.

**EDCE 695-Counseling Pre-Practicum**  FALL  3 credits
Through this course, students develop knowledge, skills, strategies, and techniques critical to counseling including the following: 1) the historical development of counseling theories with an exploration of affective, behavioral, and cognitive theories; and 2) essential interviewing and counseling skills that assist the student in creating appropriate professional boundaries conducive to a successful therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Students will learn and begin to personalize a general framework for understanding and practicing counseling and consultation. This course serves as a pre-requisite to Counseling Practicum (EDCE 696).

**EDCE 696-Counseling Practicum**  SPRING  3 credits
This course is designed to serve as the transition between the Pre-Practicum phase of the counselor’s professional development and the Internship experience by providing for the
development of counseling skills on-site and under direct supervision. Students gain working knowledge of record keeping, resources, and office protocol. They will regularly observe and receive feedback from the field supervisor. By the middle of the semester students will begin to carry a caseload of clients representing the ethnic and demographic diversity of the community. Students must complete supervised practicum experiences that total a minimum of 100 clock hours. The practicum includes the following: 40 hours of direct service with clients, including experience in individual counseling and group work; weekly interaction with an average of one hour per week of individual and/or triadic supervision with an on-site supervisor; three hours of class time per week consisting of group supervision and further instructive experience; and an evaluation of the student’s performance throughout the practicum, including a formal evaluation at the conclusion of the practicum. Students in this course are required to obtain and maintain Professional Liability Insurance. Prior to any counseling practice at the student’s practicum site, proof of this insurance must be verified via submission of the insurance face sheet. This course serves as a pre-requisite to the Internship (EDCE 697). Pre-requisites for this course include Counseling Theories (EDCE 639), Critical Issues in Counseling (EDCE 560), Pre-practicum (EDCE 695), and Introduction to Community Counseling (EDCE 586) for the Community Track practicum.

**EDCE 697A-Internship**  
**FALL**  
5 credits

Students begin to integrate technological strategies and applications within counseling and consultation processes, under supervision as a full staff member in the school or agency counseling setting. During this time, students will demonstrate a variety of professional counseling skills, strategies, and techniques with clients who represent the ethnic and demographic diversity of their community. Students are required to complete a supervised internship of 600 clock hours that will begin after successful completion of the student’s practicum. Those hours will be composed of at least 240 hours of direct service with clients as appropriate to the program of study. Students will experience weekly supervisory contact (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 departmental faculty member. Further supervised opportunities are present for the student to become familiar with a variety of professional activities including record-keeping, supervision, information and referral, in-service and staff meetings, use of assessment instruments, technologies, print and non-print media, professional literature, and research. Students will be required to develop program-appropriate videotapes of the student’s interactions with clients for use in supervision. Finally, a program faculty member in consultation with the site supervisor will conduct a formal evaluation of the student’s performance during the internship. Pre-requisites include EDCE 695 and EDCE 696.

**EDCE 697B-Internship**  
**SPRING**  
5 credits

A second semester continuation of 697A.

**EDCE 698-Research and Statistics**  
**FALL**  
4 credits

This course is designed to acquaint students with the language and tools of research and statistics. Students may come to this course lacking a strong background in research and, as a result, they may be fearful. A specific goal of this course is to make research and statistics a comfortable subject that students begin to enjoy. Through this course students will learn statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and methods of correlation. Students will understand the concepts of reliability (i.e., theory of measurement error, models of reliability,
and the use of reliability information) and validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity). Students will be expected to demonstrate technological competence and computer literacy in relationship to historic and current research. Students are also expected to understand computer assisted statistical methods.

**EDCE 699-Comprehensive Oral Examination**  SUMMER      0 credits 
Students meet with their Professional Seminar professor and a reader to defend their personal theory papers, complete studies, and experiences from the entirety of their program. Students must complete all course work and practicum/internship requirements prior to sitting for the Comprehensive Oral Examination. There may be no incomplete grade or grade in process at the time of the oral exam.

Special circumstances occasionally dictate the necessity for individualized study. In order for any student to be enrolled in individualized courses, he/she must consult his/her advisor and follow the procedures for individualized study as dictated by the department, school, and university. There are several courses that cannot be completed via this mode. These include, but are not limited to the required courses of pre-practicum, practicum, internships, multicultural counseling, group process, and group facilitation. There are several types of individualized study as follows:

**EDCE 690-Directed Readings**      variable credit 
Individualized study based on readings approved by the professor. Students develop a selected bibliography.

**EDCE 691- Directed Study**      variable credit 
Individualized study designed by the professor. Students follow a prescribed course outline.

**EDCE 692-Independent Study**      variable credit 
Individualized study designed by the student in consultation with the professor. Self-directed learning in a selected area of interest is the process employed. The professor serves as a resource.

**EDCE 694-Special Project**      variable credit 
Individualized study that is project based. The study results in a practical application of counseling theory. The project or written report of project is submitted to the professor for evaluation.

**Sample Tracks**
Full time students will follow the two-year track as depicted below. If a student has been admitted on a part-time basis, careful planning of their schedule of courses should be conducted with the student’s advisor prior to beginning course work. There are several courses that have pre-requisites necessitating a particular sequencing of the courses involved. Part-time students may take as long as five years to complete the program though most are finished in three or four years. Cycles for part-time students that work to meet the pre-requisite ordering of courses are also provided below.
ON CAMPUS PROGRAMS  
MASTER OF ARTS IN MARRIAGE AND FAMILY COUNSELING

(60 Credits) Two Year Track (Full-time Students)

1st Year

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<th>Fall Semester</th>
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<tr>
<td>Critical Issues In Counseling</td>
<td>EDCE 560</td>
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<td>Introduction to Marital, Couple and Family Counseling</td>
<td>EDCE 583</td>
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<td>Counseling Theories</td>
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<tr>
<td>Counseling Pre-Practicum</td>
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<td>Human Growth and Development</td>
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<td>Marriage and Family Counseling</td>
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<td>Psychopathology and Psychopharmacology</td>
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<td>Group Process</td>
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<td>Counseling Practicum</td>
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<tbody>
<tr>
<td>Assessment in Counseling</td>
<td>EDCE 565</td>
</tr>
<tr>
<td>Human Sexuality</td>
<td>EDCE 603</td>
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<tr>
<td>Occ. Choice and Career Develop. in Counseling</td>
<td>EDCE 605</td>
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1st Year = 37 credits

2nd Year

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<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>Advanced Family Systems</td>
<td>EDCE 592</td>
</tr>
<tr>
<td>Group Facilitation</td>
<td>EDCE 664</td>
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<tr>
<td>Counseling Internship</td>
<td>EDCE 697A</td>
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<th>Spring Semester</th>
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<tr>
<td>Multicultural Counseling</td>
<td>EDCE 550</td>
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<tr>
<td>Theories of Couples Counseling</td>
<td>EDCE 638</td>
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<tr>
<td>Counseling Internship</td>
<td>EDCE 697B</td>
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<th>Summer Semester</th>
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<tr>
<td>Professional Seminar</td>
<td>EDCE 689</td>
</tr>
<tr>
<td>Comprehensive Oral Exam</td>
<td>EDCE 699</td>
</tr>
</tbody>
</table>

2nd Year = 23 credits

Total M. A. Program                           60 Credits
MFC - Three year track-sample (part-time on campus student)

1st Year

**Fall Semester**
- Critical Issues in Counseling: EDCE 560 3
- Counseling Theories: EDCE 639 3

**Spring Semester**
- Human Growth & Development: EDCE 588 3
- Marriage & Family Counseling: EDCE 589 3
- Psychopathology & Psychopharmacology: EDCE 616 4

**Summer Term (Two of these classes may be taken 2nd summer)**
- Assessment in Counseling: EDCE 565 3
- Human Sexuality: EDCE 603 2
- Occ. Choice and Career Develop. in Counseling: EDCE 605 2
- Research and Statistics: EDCE 698 4

1st Year Total = 18 credits (13 if not taking summer courses)

2nd Year

**Fall Semester**
- Introduction to Marital, Couple, and Family Coun.: EDCE 583 2
- Advanced Family Systems: EDCE 592 3
- Counseling Pre-Practicum: EDCE 695 3

**Spring Semester**
- Theories of Couples Counseling: EDCE 638 2
- Group Process: EDCE 650 2
- Counseling Practicum: EDCE 696 3

**Summer Term (If not taken summer at end of 1st year)**
- Assessment in Counseling: EDCE 565 3
- Human Sexuality: EDCE 603 2
- Occ. Choice and Career Develop. in Counseling: EDCE 605 2
- Research and Statistics: EDCE 698 4

2nd Year Total = 17 credits

3rd Year

**Fall Semester**
- Group Facilitation: EDCE 664 2
- Counseling Internship: EDCE 697A 5

**Spring Semester**
- Multicultural Counseling: EDCE 550 3
- Counseling Internship: EDCE 697B 5

**Summer Term**
- Professional Seminar: EDCE 689 3
- Comprehensive Oral Examination: EDCE 699 0

3rd Year Total = 18 credits

Total Program Credits = 60
Transfer of Credits

Gonzaga University has a policy that allows students entering a graduate program to transfer a limited number of semester credits from an accredited university. These credits must have been taken following the completion of an undergraduate degree and must be at the graduate level. Not all courses are transferable. The following guidelines are recommended when attempting to transfer credits:

1. The student attempting to transfer credits to Gonzaga University should first meet with his or her advisor early in the first semester of enrollment. At this meeting the student should present the syllabi, textbooks, and completed assignments from the courses to be transferred.

2. The advisor then assesses these materials or presents them to the faculty regularly responsible for teaching the courses related to the requested transfer. If the materials are deemed comparable to the courses offered through the Counselor Education Department, then full or partial credit may be advised to the School of Education Graduate Admissions Office.

3. If a transfer of credit is recommended, the student must submit a Transfer of Credit form and an official transcript from the accredited university from which the course was taken. The student’s advisor should facilitate this process.

4. The School of Education Graduate Admissions Office then evaluates the materials and the credentials of the university from which the transfer is requested, and a decision is made to allow or disallow the transfer of credits.

5. If partial credit is allowed, the student may need to complete an independent study to fulfill the requirements of that course. The independent study should be orchestrated with the faculty member who regularly teaches the course. The student will need to be flexible and schedule such independent studies when the professor providing the independent study has room in his or her schedule to allow it.

Course Sequencing and Missed Courses

It is the policy of the Counselor Education Department to have students take courses in the sequence in which they are offered and in the classroom setting as offered. On campus students are also expected to complete courses as slated except under dire circumstances such as sudden extreme illness, death of a close family member, or debilitating accident. Again, courses are not to be missed for convenience or to reduce the financial costs of the program; rather courses are only to be missed under extreme circumstances. When such adverse conditions occur, students should adhere to the following guidelines:

1) The student should contact his/her advisor as soon as possible to address the reasons for the proposed absence and to begin a plan for attending to the attainment of appropriate knowledge and credit for the courses to be missed.

2) The student should propose a plan to the advisor. This plan could be that the student will wait until the following year to take the course, or the student may find a course at another accredited university that is remarkably similar to the course missed. The student is responsible for the formation of the plan to
complete missed courses within the boundaries set by the Department, School, and University. With that plan, the student should deliver a copy of the syllabus for the course missed, the University from which he/she hopes to take the course, and the text to be used for that course.

3) The advisor then reviews the materials submitted. If the course is one the advisor teaches for Gonzaga, the advisor will consult with the remaining departmental faculty and may then determine the fit of the materials from the substituting course as well as those materials that are not represented. If the professor is not the designated expert in that course content area, the advisor then brings the student’s submitted information to a faculty meeting where the faculty work to make the most informed decisions as promptly as possible.

4) The advisor then submits the recommendation of the acceptance of the materials to the department chair who reviews the materials and submits it to the School of Education Graduate Admissions Office. There, the accreditation of the institute providing the substitute materials is assessed, as is the fit of the materials. The credit value of the substituted course is determined. The School of Education Graduate Admissions Office determines if and how many credits can be transferred to GU from the proposed substituted course. A student may transfer in a limited number of semester credits. (The transfer of credits is intended to be utilized by students who have completed graduate level courses post receiving an undergraduate degree but before enrolling in the programs offered by the Counselor Education Department. Exceptions to this intention are made under the above unavoidable circumstances.)

5) The student should then either proceed to find another substitute if the course is rejected by the School of Education Graduate Admissions Office or by the department, or, if the proposal is accepted, the student then proceeds with the accepted course. Should the credits earned by the substitute course not meet the requirements of the department, the student is then responsible to find a professor from Gonzaga who regularly teaches the course missing. The student should seek to find agreement from such professor to provide an independent study to fill in the materials missing and the credits needed. The student’s advisor should be available to aid in this process.

6) The professor agreeing to provide the independent study then determines the work to be completed on campus (if a residency is required). That professor also determines the time lines for such completion based on the professor’s availability and university policy.

7) The student then completes the independent study on campus and makes arrangements for the payment of all associated fees and tuition.

8) When the substitute course is completed, the student must submit, via his/her advisor, the paperwork for the transfer of credits to the School of Education Graduate Admissions Office (this includes a Transfer of Credit form and an official transcript from the accredited university from which the courses to be transferred were taken).
9) The School of Education Graduate Admissions Office then evaluates the materials and posts the accepted credits to the records of the student.

This process can be difficult. It is important to contact your advisor immediately when such a process is necessitated. It is wise to utilize advisor services as early as possible.

**Independent Studies, Directed Studies, and Directed Readings**

Occasionally, students may wish to extend their programs of study by adding courses not otherwise available. This is usually done by contract between one of the program faculty and the student. Forms are available from the student’s advisor who helps the student to coordinate these courses into the student’s program of study. The advisor, the faculty member who will provide the added course, the department chairperson, and the Dean of the School of Education must each provide their signatures to the form before the student may register for such studies.

In extreme circumstances students may wish to complete courses they were unable to take in sequence via independent or directed study. In such cases, the student must seek the approval of his/her advisor and department chairperson. Furthermore, the course should be completed with the faculty member regularly assigned to teach the course or a faculty member who has an expertise in that area. It is also prudent to recognize that such study should be conducted when a professor is able to provide such study without jeopardizing his/her generally contracted obligations. Hence, the student may need to be patient and accommodating to the professor’s schedule. In compliance with the School of Education Procedural Manual, several core courses may not be taken in an independent or directed study format. These include, but are not limited to the following: Group Process, Group Facilitation, Multicultural Counseling, Pre-practicum, Practicum, Internship, and Professional Seminar.

**Pre-practicum**

Students will meet on campus in a classroom setting for much of their pre-practicum experience during which they will learn the skills and the framework for orchestrating the process of counseling. They will also fulfill the process of finding practicum field placement and acclimating to that placement by completing an orientation to their setting so that they are prepared to begin direct service at the start of their practicum experience. As part of that orientation, students will gain working knowledge of record keeping, resources, and office protocol as well as gain knowledge of information necessary to counseling the populations served by their practicum sites. Students may also begin shadowing or team-counseling as deemed appropriate by site supervisors. Some students may be able to counsel with less complicated cases as deemed appropriate by site supervisor and professor. Students must secure professional liability insurance before any contact with clients may begin.

**Practica**

The practicum for graduate students in the counseling field is one of the most important professional preparation activities. The practicum experience is designed to allow students to apply and synthesize knowledge and skills they have previously learned while transitioning from the pre-practicum experience to the internship experience. They will regularly observe and receive feedback from the field supervisor, and in most cases, will begin to carry a caseload of clients early in the semester.
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. Students will not be permitted to enroll in the practicum seminar until they have completed the pre-requisites: Pre-practicum; EDCE 695; Counseling Theories, EDCE 639; and Critical Issues in Counseling, EDCE 560. All practicum students are required to have Professional Liability Insurance and to show proof of such insurance by delivering a copy of the face sheet of their policies before beginning practicum.

The practicum is designed to refine counseling and interviewing skills, and to develop and practice new skills while in a closely supervised environment. This includes individual, family, and group counseling skills. Through one-on-one and group supervision, the student can expand his or her repertoire of counseling techniques and interpersonal relationship skills.

In the practicum, students will be expected to demonstrate a commitment to implementing and expanding the following skills:

⇒ Establishing and maintaining a helpful and supportive counseling/therapeutic relationship
⇒ Development and application of appropriate individual, family and group counseling techniques
⇒ Maintaining client records, scheduling client appointments, learning about and using community resources when appropriate
⇒ Working effectively, observing, and occasionally co-leading with supervisors and colleagues, including appropriate analysis and presentation of counseling sessions and case studies
⇒ Continued development of professional behavior
⇒ Enthusiasm for and commitment to the counseling profession
⇒ A continued willingness to learn
⇒ Continued development of personal traits, which are conducive to effective counseling, learning and professional development

**Internship**

The internship for graduate students in the counseling field is probably the most important and comprehensive professional experience in the counseling program. The internship is designed to allow students to apply skills and knowledge they have gained in a supervised setting comparable to their ultimate choice for a professional work setting. To ensure that the student’s individualized career goals are met during the internship experience, arrangements for the internship are negotiated between the student, the field supervisor, and the student’s internship facilitator.

Most students choose to stay at the site where they completed their practicum experience, but not always. A student wishing to change his or her setting should immediately contact his/her practicum professor for guidance through the process of securing an alternate site. Students must have their internship site selected and a contract with the site completed by the beginning of registration in the semester prior to internship in order to be eligible for registration. Prior to enrolling in the internship, students must have successfully completed the Practicum (EDCE 696).
Gonzaga University’s Marriage and Family Counseling program establishes internship requirements according to CACREP standards and in compliance with the Washington State professional counselor licensure law. 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).

The Internship is designed to provide the student with an opportunity to practice and expand his or her counseling skills in a setting outside the university environment. On-site supervisors will closely monitor student activities, provide effective and appropriate feedback, work cooperatively with university supervisors and encourage student participation in a variety of on-site activities. Students will also participate in group supervisory sessions (Group Facilitation) with continued expansion and evaluation of counseling skills.

During the internship, students will be expected to demonstrate a commitment to implementing and expanding the following skills:

⇒ Establishing and maintaining a client caseload
⇒ Application of appropriate counseling skills
⇒ Development of specialized skills relevant to the requirements of the host site
⇒ Establishing and maintaining effective working relationship with staff, supervisors, and colleagues
⇒ Willingness to meet professional obligations
⇒ Enthusiasm and commitment to the counseling profession
⇒ Willingness to learn and sensitivity to feedback
⇒ Personal traits conducive to effective counseling, learning, and professional development
⇒ Willingness to explore and expand capacity to offer mental health services to clients of diversity
⇒ Willingness to explore and use community resources for referrals
⇒ Willingness and capacity to behave in compliance with ethical guidelines

Faculty Responsibilities

In addition to general legal and ethical parameters that guide the behavior of practitioners, counselor trainers and supervisors are further bound by the ethical guidelines of the Association for Counselor Education and Supervision (ACES). Five areas of responsibility are outlined below. This information is provided to assist students in understanding that which has shaped the policies and procedures adhered to by Gonzaga’s Counseling Program with regard to student remediation, retention, and due process.

1. Faculty members have an ethical responsibility to accept only those students who meet entry level requirements for admission into the training program or applied counseling setting.
2. Faculty has the responsibility for assessing each student’s skills and experience and should choose for the student only those activities which are commensurate with the student’s assessed level of competence.

3. When it has been determined that deficits exist which impede the student’s professional functioning, faculty members have the responsibility to recommend remedial assistance. If the area of concern centers on personal understanding and problem resolution, faculty may recommend participation in activities designed to facilitate personal growth.

4. Should faculty concerns not be adequately addressed, faculty has the responsibility to screen from the program, applied counseling setting, or state licensure those students unable to provide competent and ethical professional services.

5. Faculty has the responsibility of providing the student with information concerning due process appeal.

Professional Performance Evaluation & Reflection

Faculty members will conduct regular evaluations of all students admitted to pre-practicum, practicum, and internship courses. The tools for such evaluation will include but not necessarily be limited to a Professional Performance Evaluation (PPE). This evaluation will be completed by the student each semester. Students will also complete a reflection of the assessment as assigned by the clinical professor. Faculty will formally review this evaluation at the conclusion of Practicum and Internship B. When discrepancies or deficits occur, faculty will meet with students to discuss. After these evaluations, all completed PPEs must be signed by the student and filed in the Department student advisory files. Students with unsatisfactory PPEs may be asked to successfully fulfill a contract (that may include slowing the rate of program completion, seeking outside counseling, completing additional coursework or clinical work, or any other growth producing assignment) designed to assist the student in the remediation of any deficits that the faculty find remediable. Students deemed unfit for the profession may be asked to withdraw from the program.

Advancement to Candidacy

In addition to the on-going monitoring of students’ progress throughout the year, the department faculty will meet at the end of the first year to assess each student’s progress for advancement to Candidacy. Advancement to Candidacy will be based on completion of:

- Minimum of 35 hours of coursework,
- Satisfactory Professional Performance Evaluations and Reflections,
- Successful practicum and pre-practicum evaluations,
- G.P.A above a 3.0.

Students will be informed of Advancement to Candidacy by a letter signed by the faculty with a copy to the student file. Should a student not be prepared to advance at that point, the student will be given remedial steps to become prepared for advancement. If the student’s lack of progress or lack of appropriateness for the counseling profession warrants such action, the student will be assisted in leaving the program and finding a more suitable course of study. This gate-keeping process is in
accordance with the state mandates regarding the monitoring of the profession and protection of the public, and is essential in protecting both the profession and the public served by the profession.

**Grading Policies**

The standard letter grade policy is used in the EDCE Division. If a student receives a grade of “I” (Incomplete), he or she is responsible for completing work within the first month of the following semester in order to receive a grade other than “failure”. The student receiving Financial Aid should consult with a Financial Aid advisor before making the decision to take an incomplete, as this may affect the student’s Financial Aid eligibility status.

Grading policies for Practicum and Internship vary slightly from the classroom grading policy and will be determined by the professor based on the evaluation of each student’s willingness and capacity to fully invest in the entire Practicum experience.

**Grade Appeals Process**

The steps for appealing a grade in Gonzaga University’s Marriage and Family Counseling Program are as follows:

1. The student appeals to the individual faculty member.
2. If not satisfied, the student can appeal to the Department Chair.
3. Upon written request from the student, the Department Chair appoints a review committee (excluding the faculty member involved).
4. The committee reviews the case by talking to the student and the faculty member and examining the materials involved in the grading process.
5. The committee makes a recommendation in writing (e.g., No Change, Change, and Further Review).
6. If the student is not satisfied with the decision, he or she can follow the appeals process through the Fair Process Manual guidelines.

**Endorsement and Certification**

Gonzaga is regionally accredited by the Northwest Association of Schools and Colleges. Gonzaga is nationally accredited by the National Council for Accreditation of Teacher Education. The Marriage and Family Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

**Degree Plans and Advisement**

The degrees offered by Gonzaga University through the Department of Counselor Education include a Master of Arts in School Counseling, a Master of Arts in Clinical Mental Health, and a Master of Arts in Marriage and Family Counseling (all three offered only in our on campus setting) and a Master of Counselling (offered only through our site-based centers in Canada). Students may consult with their advisor regarding moving to one of the alternative tracks if he/she finds him/herself not a fit with his or her chosen track.

Students in the Marriage and Family Counseling Program will be advised by the Marriage and Family Counseling Program Director.
Professional and Personal Expectations
Monitoring Process

Students are expected to conduct themselves in an ethical, responsible, and professional manner and be familiar with the Code of Ethics of the American Counseling Association (ACA) and the International Association of Marriage and Family Counselors (IAMFC). These codes serve as guidelines for students and professionals in the field of counseling and should be adhered to at all times.

As trainers of student counselors, the faculty of EDCE expect prospective counselors to be concerned about other people, to be stable and psychologically well-adjusted, to be effective in interpersonal relationships, and to be able to receive and give constructive feedback. Further, we expect the student to be committed to personal growth and professional development through opportunities such as those provided in course work, group labs, supervision, self-selected readings, and personal counseling. The EDCE faculty believe that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do.

Given these ethical guidelines and beliefs, the EDCE faculty have a responsibility to the student, the profession, and the eventual consumers of counseling services provided by EDCE graduates. This responsibility is to monitor not only the student’s academic progress but the personal characteristics of the student which will affect their performance in the field. These characteristics should be of a quality so as to NOT interfere with the professionalism or helping capacity of the student. All students in training are informally reviewed each semester by all faculty.

Classroom Policy

The Department of Counselor Education believes in the value of classroom learning as a primary component of the education and training of our students. To that end, and in line with the Faculty Handbook, the Department supports a classroom environment conducive to learning for every student. We strongly encourage all students to work to build and sustain a standard of classroom behaviors that promote such an environment. It is recommended that students consider their own learning needs as well as the needs of others. Known distractions should be contained or eliminated including noises and activities that might distract or otherwise detract from the student’s or others’ learning. It is recommended that cell phones be silenced, computers be utilized only for classroom activities and remain muted, talk between students reserved for breaks or out of class meetings, and eating and drinking be as quiet and contained as possible. Further, it is critical that students recognize the impact of their guests on the learning environment. Guests should be informed of the educational norms of the group. Guests that cannot commit to keeping those norms may wait for the student in the lobby or elsewhere. It is important to note that children can be a distraction. It is incumbent upon the student to monitor any child present for any reason and to keep any and all distractions to a minimum. Children that cannot meet the educational norm in the classroom are better left with a care provider. Should a child need to nurse, the small practicum rooms are provided for this activity as needed. In any case, the Department is aware of the potential liability issues that may arise from unattended children; it is required by University policy that children not be allowed to roam the hallways unaccompanied by a responsible adult or otherwise be in potential harm’s way. Finally, it should be noted that a professor or any particular student may struggle with certain activities that have potential to be disruptive more so than another professor or student might. Therefore, the Department
encourages any particular student to address a disruption directly. Further, the Department recognizes each professor’s prerogative to place more detailed limits on disruptions in order to achieve the greatest potential for classroom learning.

**Exit Experience**

Students in the Master of Arts in School Counseling, Clinical Mental Health, and Marriage and Family 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.

1. 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 10-12 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. 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.

3. Students who are denied application for graduation may appeal that decision by following the appeal process outlined in the Fair Process Manual.

**Personal Counseling**

The Counselor Education program places great emphasis on personal growth for each student. This does not mean, however, personal psychotherapy is required of students. That said, such counseling is strongly encouraged. There may be issues with which a student struggles that may be greatly alleviated or remediated by personal counseling. It is left to the student’s discretion to determine their own course of action when such a case arises. At such times, the department may encourage such interventions, though the student may find another equally suitable and acceptable means of both fulfilling the growth or change needed and the evidence of said growth or change in order to remain or re-enter the program. If an issue causes a disturbance in the program, an advisor, the department chairperson, and/or the faculty on the whole, may become involved. The involvement of said parties is determined by the faculty involved who makes such decisions with the program, cohort, faculty, and student in mind working to promote beneficence for all parties. It is strongly encouraged that a student inform his/her advisor of any current counseling experience that may impact the student’s performance in the program or as a counseling practicum student or intern.
Alcohol and Substance Abuse Policy

Trust is an essential component of the counseling process. The client depends on the health and well-being of the counselor to be good at least and excellent most preferably. Substance use is one area that can deplete the sense of trust a counselor merits from a client. Consistent with University policy the Department prohibits the illicit consumption of alcohol or any other mood or mind altering substance. Further, the Department prohibits the excessive use of alcohol or any other substance. Stated simply, any illicit substance use or alcohol or other substance abuse is grounds for immediate dismissal from the program. Return to the program would be dependent on concrete evidence that the substance use/abuse was completely ended and the student had remediated issues related to such abuse. At no time will a professor participate in the intake of alcohol or other substances with a student.

Romantic/Sexual Relationships within Cohort

The health of a cohort is dependent on the safe, secure relationships of its members. It is clear that romantic/sexual relationships between cohort members serve to deteriorate the health of the cohort. This occurs for a number of reasons including but not limited to the sub-grouping that transpires in romantic/sexual relationship building, the damage control upon break up, and the struggles of the individuals involved to maintain focus on the health of the cohort in class and other cohort activities. Therefore, the Department requires that each student commit to refraining from all romantic/sexual relationships between themselves and other cohort mates. If a student believes such a relationship to be critical, the Department will work with the student to step down from the program and seek education and training from another university or with a later cohort group.

Conflict Resolution

Students are encouraged to resolve all conflict in a healthy manner, at the earliest and lowest level possible. While not required, it is recommended that the first step of any resolution be at the lowest unit level, between the parties involved or the parties and an appropriate third party (e.g., other faculty, department chair, program director, administrator, Equal Opportunity Officer, Title IX Coordinator). Students may always consult appropriate campus resources and support services for advice and possible mediation. A student may seek assistance from higher level administrators or any other appropriate departments within the University. For more information on campus resources, please review the Student Handbook at http://www.gonzaga.edu/Student-Development/Student-Handbook-Security-Guide/default.asp.

Orientation Meeting (Annual Fall Retreat)

All on-campus students enrolled in Counseling Pre-Practicum (EDCE 695), whether full-time or part-time, are required to attend a two-day orientation retreat. This experience has proven to be a wonderful avenue by which to build and strengthen group cohesiveness for graduate students who will be working very closely with one another for two years. There will be a dinner the first night in which spouses, a family member, or significant other (only one adult guest is permitted per student) may attend. Additional information will be sent to those enrolled in EDCE 695 prior to the start of classes that will provide specifics regarding the retreat.
Professional Liability Insurance

Litigation involving practitioners in the mental health professions has increased dramatically in the last few years. Clearly, the best way to avoid involvement in litigation is to adhere to professional ethical standards, as well as to demonstrate high standards of personal and professional conduct. Even with the best adherence to ethical standards and even given exemplary counseling, a client may still choose to bring suit against a counselor. Because of this situation, the vast majority of professionals now consider professional liability insurance a necessity.

Students are required to obtain professional liability insurance prior to participating in the practicum and internship. Both practicum and internship students will be required to provide a copy of the cover sheet for their policy as proof of liability insurance coverage. This can be purchased through the American Counseling Association or one of several major insurance carriers related to professional organizations in the United States and Canada. Coverage must be obtained prior to the first day of 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 at all times. 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.

If you do not already have professional liability insurance, you will be guided through the process of obtaining it. Some organizations offer affordable student rates for professional liability insurance to their members. Students will receive more information about these options in the pre-practicum class. Some schools and many of our internship sites have “blanket” professional liability insurance policies that may cover students who are counseling a practicum client or doing their internships there. However, there may be some restrictions (i.e., only apply to counseling which takes place at that location) which make it advisable for students to have their own insurance, should they decide to meet with the client at a different location.

Notification of Intent to Graduate

Students must complete an application to graduate. Degrees are granted at the end of each semester: Fall (December), Spring (May), and twice during Summer (June & August). Formal commencement ceremonies are held in May each year, and graduating students are invited to participate, regardless of the semester their degree is granted.

Comprehensive Examination

All on-campus students are required to pass a written comprehensive exam for the completion of their program. Comprehensive examinations will be taken at the completion of all coursework but before the Professional Seminar (EDCE 689). The comprehensive examination covers core curriculum areas in counseling. The exam is proctored and is held at a date and time set by the faculty and announced to the student prior to the completion of Spring semester each year.
All students both on and off campus will be required to pass an oral comprehensive examination at the conclusion of the program and after all courses are completed, including the Professional Seminar. This oral examination will cover the student’s Personal Theory Paper as well as the core curriculum areas in counseling.

OTHER INFORMATION

Financial Aid

Graduate tuition for 2016-2017 is $945.00 per semester credit hour. Fees, books and supplies are additional. Complete details on financial aid, loans, work-study, veteran’s benefits, and related programs are available through the Financial Aid office. Deferred payment plans may be arranged through the Student Accounts office, and Visa and MasterCard are accepted.

A number of students receive financial aid through loans and assistantships. Financial Aid programs are offered at the federal and state levels. Programs are offered on a need and non-need basis. Financial aid applications must be submitted once every academic year. To apply, students need to submit the FAFSA, along with several other documents. For specific information, contact the Financial Aid Office, (509) 313-6581.

Graduate Assistantships (On campus only)

Graduate assistantships are offered in several departments and schools. Payment for graduate assistantships is $14.00 per hour for the 2016-2017 academic year. Graduate assistants work for their department for four hours per week (approximately 112 hours are awarded per year). Applications for assistantships should be directed to the school or department to which a student enrolls. Payment cannot commence without the appropriately completed paperwork. Students who receive graduate assistantships should work with the department program assistant and chairperson to assure that all paperwork is completed.

Residence Hall Assistantships are also available to qualified graduate students thorough the Office of the Vice President of Student Life. Assistantships pay board, room, and in certain cases, a monthly stipend. Please contact the Student Life Office.

Professional Licensure

The faculty believes that attainment of professional status through licensure and certification is an essential aspect of professionalism itself. Therefore, students are encouraged to plan their academic programs in such a manner as to be eligible for appropriate professional credentials and to actively seek such after graduation. Qualification and restrictions should be discussed with your advisor.

REMEMBER: Save all course syllabi and documentation from field experiences for the duration of your professional career. You may need them in the future to verify that you have completed requirements for various certifications or licensure.

Following is a description of several certification options available to students:

Nationally Certified Counselor

Most professional certifying agencies are national (or international) in origin and scope, distinguishing themselves from state-level certifying agencies such as state departments of education. Graduates of the Marriage and Family Counseling program are eligible to take the examination for the National Certified Counseling Board and apply for national certification following supervised post-graduate counseling experience.
Mental Health Counselor Licensure

The state of Washington grants licensure and certification of mental health professionals. Certification or licensure is NOT automatic upon graduation from the program. Students must apply to the State of Washington Department of Health, Health Professionals Quality Assurance Division, Mental Health Counselor Certification, PO Box 47869, Olympia, WA 98504-7869. Students are required to pass an examination (National Board of Certified Counselor’s NCE: National Counselor Exam) and complete a determined number of hours of post-graduate supervised counseling experience as set by the state of Washington. **It is recommended that students request and thoroughly read the law of the state(s) in which the student plans to practice post-graduation. It is the student’s responsibility to assure that they have met the requirements for any other state in which the student chooses to gain licensure or certification.** The department will work to assist students in meeting these requirements if the student acts in a timely manner in discovering what needs may exist beyond the program’s requirements. Any costs for such assistance (added courses or practicum/internship experiences) will be the responsibility of the student.

Professional Organizations

To enhance graduate education and set the foundation for full participation in the counseling profession, it is strongly recommended that all graduate students become members of the professional organizations or associations, which represent their area(s) of special interest. The Department particularly emphasizes the appropriateness of the American Counseling Association for student membership as well as appropriate divisions of the ACA fitting to the students’ interests, such as the International Association for Marriage and Family Counseling (IAMFC). Most professional organizations offer reduced membership rates to students as well as the following benefits:

- Receipt of professional publications (journals and newsletters) published by the organization and divisions in which membership is held
- Reduced registration fees for professional meetings (seminars, conventions, and workshops) sponsored by the organization
- Eligibility for member services (library resource use, legal defense funds and services, group liability insurance)
- Involvement with activities and issues which are directly or indirectly pertinent to their profession (legislation and professional credentialing, including licensure, certification and program accreditation)
- Affiliation with other professionals having interests and areas of expertise similar to their own

Most professional organizations have both state and national affiliations. Students may join one without joining the other. Divisions within the professional organizations serve specific areas of interest (e.g., marriage and family counseling, mental health counseling, or school counseling). These divisions can only be joined if one already belongs to the parent organization (usually at a small additional cost). Students will be given applications to join such organizations at the beginning of their pre-practicum class.
National Organizations

- American Counseling Association (ACA) **MEMBERSHIP REQUIRED**
- Divisions and interest groups of ACA
- International Association for Marriage and Family Counseling (IAMFC)
- American Mental Health Counselors Association (AMHCA)
- American School Counselor Association (ASCA)
- Association for Specialists in Group Work (ASGW)
- National Career Development Association (NCDA)
- Association for Counselor Education and Supervision (ACES)
- Association for Multicultural Counseling and Development (AMCD)
- National Employment Counselors Association (NECA)
- International Association for Addictions and Offender Counselors (IAAOC)
- American College Counselors Association (ACCA)
- Association for Adult Development and Aging (AADA)
- American Rehabilitation Counseling Association (ARCA)
- Association for Humanistic Education and Development (AHEAD)
- Association for Assessment in Counseling (AAC)
- Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC)
- Military Educators and Counselors Association (MECA)

State Organizations:

- Washington Counseling Association (WCA)
- Washington School Counselor Association (WSCA)
- Washington State Association of Counselor Educators and Supervisors (WSACES)
- Washington Association for Spiritual, Ethical and Religious Values in Counseling (WASERVIC)
- Washington Association for Multicultural Counseling and Development (WAMCD)
- Washington Association for Addictions and Offender Counselors (WAAOC)
- Mental Health Association (Mental Health)
- Washington Counselors for Social Justice (WCSJ)
- Washington Career Development Association (WCDA)

Placement Activities

The University’s Career Resources Center provides employment information, assists students in career development, and arranges interviews for full-time employment with school districts, national and regional corporations, government agencies, and other organizations. The center also sponsors career fairs, campus visits, and maintains individual placement files that students may make available to recruiters or other prospective
employers. Students can also subscribe to a listing of educational and professional career opportunities.

**Recommendations for Employment and Credentialing (Endorsements)**

Students enrolled in the program or those who are graduated often have need for letters of recommendation for possible employment or for state licensure or other credentialing. The faculty members of the MFC Track consider it a top priority to provide students such letters in an accurate and timely manner. Students must be thoughtful in their preparations prior to seeking recommendations from faculty. Requests should be accompanied by all available information regarding the opportunity. An addressed and stamped envelop should be provided where mailing is needed. Requests should be made at least two weeks in advance of the deadline for the recommendation to assure a quality letter. Should students determine usefulness in listing faculty as references for telephone checks, students should first contact the faculty to be listed to seek permission for such reference. Faculty will be clear with students regarding their views of the student and their abilities to give strong recommendations so that the student can make decisions about the appropriateness of seeking recommendation from that faculty. Letters of recommendation are considered confidential. However, faculty may, at their individual discretion, choose to share letters with students.

**Extracurricular Counseling**

Students enrolled in the program often have opportunities to become involved in professional counseling activities that are separate and apart from required program activities. These opportunities are called “extracurricular” counseling activities. They are considered extracurricular because they are neither conducted under the auspices of the Counseling Program, nor do those professionals associated with the program officially supervise them. All non-program-counseling activities fall under this definition, regardless of whether the students receive pay for the provision of such services.

The Counseling Program and Gonzaga University only assume responsibility for students’ counseling activities within the limits of program requirements. Therefore, be advised that if you choose to engage in extracurricular counseling activities, you do so without University sanction. Moreover, use of college resources (e.g. physical facilities, materials) by students for extracurricular counseling activities is strictly prohibited. The Counseling Program neither encourages nor discourages students from engaging in extracurricular counseling activities.

**Other Sources of Information**

If additional information is needed, some helpful sources would include:

⇒ Gonzaga University’s Graduate Catalogue
⇒ Fair Process Manual
⇒ Department of Counselor Education
⇒ School of Education Graduate Admissions Office
⇒ Financial Aid Office
⇒ Gonzaga University Bookstore
Appendix A
GU and SOE Mission Statements
Gonzaga University  
Mission Statement  
Adopted: February, 2013

Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good.

In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person – intellectually, spiritually, physically, and emotionally.

Through engagement with knowledge, wisdom, and questions informed by classical and contemporary perspectives, Gonzaga cultivates in its students the capacities and dispositions for reflective and critical thought, lifelong learning, spiritual growth, ethical discernment, creativity, and innovation.

The Gonzaga experience fosters a mature commitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet. Grateful to God, the Gonzaga community carries out this mission with responsible stewardship of our physical, financial, and human resources.
School of Education
Mission Statement

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

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

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

The mission has been summarized in the theme:

"Socially responsible professionals who serve with care, competence, and commitment."
Appendix B

Relevant Ethical Principles and Standards

The Master of Arts in Marriage and Family Counseling Program believes that the stated procedures for selection, evaluation, and retention are in accord with accepted educational practices and with the following mandatory standards of practice of the American Counseling Association (ACA, 2005); (Please see the Ethics materials provided in your “Issues” class)
Appendix C
Professional Performance Evaluation
GONZAGA UNIVERSITY  Department of Counselor Education

Professional Performance Evaluation

(This evaluation is intended both to denote strengths and areas of necessary growth and to help the student assess, set personal/professional growth goals, and monitor progress throughout the course of the program. Students should not compare their rankings with other students.)

<table>
<thead>
<tr>
<th>Student</th>
<th>Semester/Year</th>
</tr>
</thead>
</table>

N = No opportunity to observe
0 = Beginning to demonstrate evidence of disposition
1 = Growing toward a consistent demonstration of disposition
2 = Demonstrates disposition consistently

### The Student Demonstrates Deep Concern for All Others

- Altruistic Service
- Empathy
- Respect
- Kindness
- Warmth
- Unconditional Positive Regard

**Goal:**

### The Student Strives to Attain Cultural Competence

- Culturally Knowledgeable
- Affirming Diversity
- Expanding in Awareness of Attitudes
- Servant Leadership
- Advocacy
- Commitment

**Goal:**

### The Student Demonstrates Professionalism

- Ethical
- Appropriate boundaries
- Excellence in work ethic:
  - Thorough
  - Complete
  - Accurate
  - Timely
  - Disciplined
- Consciously Competent:
  - Knowledge base
  - Sound skills set

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39
<table>
<thead>
<tr>
<th>Intentional implementation of process</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear, grammatically correct writing</td>
<td></td>
</tr>
<tr>
<td>Technology skills</td>
<td></td>
</tr>
<tr>
<td>Oral presentation skills</td>
<td></td>
</tr>
</tbody>
</table>

**Goal:**

**The Student Demonstrates Self Awareness**

- Non-Defensiveness
- Persistence
- Social Deftness
- Growing self-concept, worth, efficacy, esteem
- Growing awareness/purposeful impact on others
- Balanced (physical, emotional, social, spiritual, mental)
- Genuineness
- Reflective
- Emotional maturity/intelligence:
  - Zeal
  - Resilience (strength and readiness for positive change)
  - Tolerance for Ambiguity
  - Emotional Regulation
  - Discipline
  - Gratitude
  - Impulse Control
  - Relational Equity
  - Integrity

**Goal:**

**The Student Demonstrates a Growth Orientation**

- Future mindedness
- Concreteness
- Personal and Social Transformation
- Optimism / hope anticipatory

**Goal:**

**The Student Demonstrates Communication Skills and Abilities**

- Professional in manner of dress, attitude, and behavior
- Creates a safe environment
- Counselor preparation for session
- Understanding the primary content of the conversation
- Understanding context, the uniqueness of the conversation elements and underlying meaning
- Identifying affect and addressing feeling in an empathic manner
- Establishing and communicating empathy
- Effective use of nonverbal communication
- Responding at the optimal moment: timing
<table>
<thead>
<tr>
<th>Topic</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Goal: Follows departmental procedures for resolving conflict when informal methods are ineffective</td>
<td></td>
</tr>
<tr>
<td>Awareness/management of power difference in a relationship</td>
<td></td>
</tr>
<tr>
<td>Collaboration to establish clear strategic goals</td>
<td></td>
</tr>
<tr>
<td>Facilitates movement toward the individual's goals</td>
<td></td>
</tr>
<tr>
<td>Capacity to match appropriate interventions to the presenting problem</td>
<td></td>
</tr>
<tr>
<td>Applies legal requirements relative to professional training and setting</td>
<td></td>
</tr>
<tr>
<td>Takes responsibility for assuring others' welfare when encountering boundaries of expertise</td>
<td></td>
</tr>
<tr>
<td>Demonstrates the ability to receive and integrate feedback from peers and supervisors</td>
<td></td>
</tr>
<tr>
<td>Goal: The Student Demonstrates Healthy Conflict Resolution Skills</td>
<td></td>
</tr>
<tr>
<td>Follows sound conflict resolution processes</td>
<td></td>
</tr>
<tr>
<td>Follows departmental procedures for resolving conflict when informal methods are ineffective</td>
<td></td>
</tr>
<tr>
<td>Goal:</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL = 0**

**FINAL SCORE = #DIV/0!**

Please sign AND date.

Signature: ___________________________ / ________________

Student Signature                Date

Advisor Signature
Glossary of Terms

The Student Demonstrates Deep Concern for All Others

Altruistic Service—Providing care or resource for the purpose of bettering the life/situation of others
Empathy—Having an understanding of the circumstance and related feelings of others
Respect—a demonstration of the basic value for a person’s humanness
Kindness—demonstrating niceness and generosity toward others

The Student Demonstrates Servant Leadership

Advocacy—presenting for another who cannot represent self adequately enough to ensure basic rights/needs
Commitment—persevering through the difficulties that arise for a cause that is valued

The Student Demonstrates Professionalism

Ethical—adhering to an agreed upon moral stance of the profession as denoted by its governing body
Appropriate boundaries—setting and adhering to restrictions and obligations with the client/students or other persons best interest equally vested as one’s own
Excellence in work ethic
Thorough—each part of a task is thoughtfully processed and executed
Complete—the entire project is finished
Accurate—the most up-to-date “best practice” principles are applied as intended by the task assigned
Timely—students attend promptly all assigned meetings and submit all work by deadlines set (anticipatory expectation…no procrastination
Disciplined—students take responsibility to assure that all requirements of courses, programs, placements, etc are met despite circumstances, stress load, or other opportunities
Consciously Competent—knowledgably choosing one’s strategies, techniques, skills, and other actions in order to best assure a particular outcome
Knowledge base—theoretical learning based on scientific professional data and life experience
Sound skills set—clear awareness of the connection between the counselor’s actions and the client’s response so that the counselor can clearly choose actions that will promote various client response. These actions response relationships are based on scientific literature and clinical practice
Intentional implementation of process—a clear understanding of the way in which relationship is built, maintained, and utilized to best support the growth and development of the client (change)
Clear, grammatically correct writing—(additionally according to APA format)
Technology skills—ability to utilize current technology in research, practice, and presentation as related to the counseling profession
Oral presentation skills—ability to produce verbal presentation regarding
issues related to the counseling profession so as to assure best
practice in educational, counseling, and other professional settings

The Student Demonstrates Self Awareness
Persistence—sticking to a task regardless of the difficulties that may arise in doing so
Social Deftness—the ability to assess a social situation, understand the underlying
components and nuances, and respond in a manner conducive to successful
engagement with that situation and the people involved
Growing self-concept, worth, efficacy, esteem—accurate description of self,
accurate assessment of value of self, accurate assessment of ability, and
accurate emotional response about self
Growing awareness/purposeful impact on others—clear understanding of the
connection between what one says, does, or does not say or do and the
response to such actions from others
Balanced (physical, emotional, social, spiritual, mental)—orchestrating one’s life
so that one’s basic needs in each area are fulfilled so as to assure the over-
all health of the individual
Genuineness—to live with sincerity in all one’s actions so that affect and behavior
match values and thought
Reflective—to intentionally review one’s own actions and interactions in daily
living and in counseling practice with the goal of seeking insight that leads to
personal and professional growth
Emotional maturity/intelligence—having the energy for and capacity to cope
effectively with all of life’s issues as they present and to utilize that energy
and capacity wisely—especially in counseling practice
Particular components of emotional strengths include the following:
  Zeal—an excitement regarding life that is presented by bridled energy
  Resilience (strength and readiness for positive change)—the
capacity, willingness, and desire to make life experiences serve
as foundations for growth rather than victimization
  Tolerance for Ambiguity—self-imposed patience regarding
unssettling or undefined circumstances
  Emotional Regulation—an awareness of one’s feeling state
accompanied by consciously competent restraint or indulgence
regarding choice of action related to the feeling state—also
includes the ability to assess the appropriateness of the feeling
state to the present circumstances
  Discipline—self-management
  Integrity—truthfulness, honesty, congruence combined with
  graciousness

The Student Demonstrates a Growth Orientation
Future mindedness—a clear awareness of present conditions, an appreciation for
history, and a vision of what could be if one were to harness resources and
make wise choices in order to benefit others
Concreteness—having clarity of ideas and directness of presentation of those
Ideas in such a way to promote insight and action for self and others
Personal and Social Transformation—change for the better
Optimism—hopeful in the face of difficulty; expectation of positive outcome
Appendix D
Standards and Fair Process Manual
Sections I and II
and
Academic Honesty Policy
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.

**STANDARDS AND FAIR PROCESS MANUAL**

**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 that 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 E
Fair Process Manual Agreement
GONZAGA UNIVERSITY-SCHOOL OF EDUCATION

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

________________________________________
Print Name

________________________________________
Date

_____________________________________
Signature
Appendix F
Statement Regarding the Monitoring of Progress
Statement Regarding the Monitoring of Progress Throughout the
Master of Arts in Marriage and Family Counseling Program

Progress indicators throughout your coursework will include, but not be limited to, the following:
1) Recommendations of faculty;
2) Recommendations of practitioners;
3) Required GPA;
4) Exam performance;
5) Observations (including assessment of overall mental health/stability, response to feedback, ethical and moral behavior, etc.);
6) Written coursework;
7) Course participation/completion.

We feel strongly that the mental health and wellness of each of our candidates is equally as critical as good academic preparation. You are about to embark on a career that will require absolute clarity regarding personal boundaries and issues. It is our intent to assist you in the process of developing a healthy system of attaining and maintaining such clarity. It is our pledge to remain sensitive to your individual needs, and to provide you with direction when needed. At times, that direction may be one of seeking professional help for yourself.

We will be meeting with you formally and informally periodically throughout your program to talk about your progress, and any one of us would be happy to meet at other times upon request. We have chosen you carefully, and we are committed to your success.

Thank you for choosing us as your graduate institution.

____________________________  ___________________
Student Signature                      Date
Appendix G
Admission and Retention Agreement
APPENDIX G  COUNSELING DEPARTMENT  ADMISSION AND RETENTION AGREEMENT
Master of Arts in Clinical Mental Health Counseling,
Master of Arts in School Counseling
Master of Arts in Marriage and Family Counseling
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.

<table>
<thead>
<tr>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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 Clinical Mental Health Counseling, Master of Arts in School Counseling, or Master of Counselling Site-Based.</td>
</tr>
<tr>
<td>I agree to not participate in private practice while enrolled in the program as outlined in the Conditions for Admission and Retention.</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>I will obtain student liability insurance from the American Counseling Association or other approved association as outlined in the Conditions for Admission and Retention.</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>I have read, understand and will agree to abide by the Department of Counselor Education and Gonzaga University policies and procedures regarding substance use and romantic/sexual relationships amongst cohort members.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Print Name
Appendix H
Photo/Video Release Form
PHOTO/VIDEO RELEASE FORM

Date: ____________________  Place: ____________________________________________

I give permission to the School of Education, Gonzaga University to take and use the photograph(s)
of:

___________________________________________

Print - (name of child/person)

I understand that the photograph(s) will become the property of the School of Education  I agree that
the photograph(s) may be used in multimedia presentations, videotapes, books, supplemental
products, and related advertising materials, such as brochures or websites.

___________________________________________  Date

Signature - (parent or guardian if person is a minor)

___________________________________________

Address

________________________________________________________________________

City  State  Zip Code