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Master of Arts Degree in School Counseling
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INTRODUCTION

The purpose of this handbook is to provide information regarding the Master of Arts in School Counseling program. It communicates the School of Education and Counselor Education Department missions and foundational elements, policies, procedures, requirements, expectations and other relevant information. This handbook, along with the Fair Process Manual, should serve as reference tools to supplement the guidance provided by faculty when advising students in successfully traversing the program.

Please read and become familiar with the information in this handbook. In order to confirm that you have read and understood the responsibilities and procedures herein, please sign the Admission and Retention Agreement included in the Appendix. Give the form to your advisor for inclusion in your student file prior to taking courses.

(If any information in this Handbook differs from information provided by the School of Education Fair Process Manual sections that pertain to the Department of Counselor Education, the current edition of the Fair Process Manual takes precedence.)

The School Counseling Program is accredited by
The Council for Accreditation of Counseling and Related Educational Programs (CACREP)
FOUNDATIONAL ELEMENTS

The missions of the University, the School of Education and the Department of Counselor Education are foundational elements that guide the work that faculty and you, as a graduate student do in preparation for your degree and for service in the profession of counseling. The mission of the University can be found in the Appendix. All of the following statements are in accordance with the valued fundamentals stated therein.

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.

The School Counseling Program Mission Statement

The mission of the School Counseling Program is to facilitate development of excellence in professional competence and personal growth. School Counseling graduates are prepared for distinguished service particularly in the areas of leadership, advocacy, social justice and with a respect for diversity in support of the educational achievement and life success skills of all students.

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.
CONCEPTUAL FRAMEWORK

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- Professional Growth and Reflection
- Professional Portfolio
- Written Comprehensive Examination
- Technology Checklist
- Professional Portfolio
- Supervisor Evaluation
- Program Oral Examination
- School Program Oral Examination
- Professional Portfolio
- Supervisor Evaluation
- Professional Portfolio
- Outcome Survey

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- Diversity Assessment/Reflection
- Supervisor Evaluation
- Transformational Change Process Matrix
- Reflection/Goal Setting Cohort Model
- Technological Competence
- Professional Growth Development/Planning/Goal Setting
- Conscious Competence
- Leadership
- Collaboration
- Personal Theory
- Ethical Practice
- Synthesis
- Reflective Practice
- Theory into Practice
- Data-Driven Program Continuous Progress
- Promoting Greater Good
- Program Accountability
- Servant Leadership
- Meeting Needs of All Learners
- Deep Concern for Others
- Competency/Strength
- Appreciation of Diversity/Differences

WE ARE PRACTITIONERS WHO ARE INTENTIONAL IN THE DEVELOPMENT OF RELATIONSHIPS THAT HONOR THE STRENGTHS OF ALL INDIVIDUALS AND THE PROMOTION OF TRANSFORMATIONAL GROWTH.
WE ARE SOCIALLY RESPONSIBLE PROFESSIONALS WHO SERVE WITH CARE, COMPETENCE, AND COMMITMENT.

SCHOOL COUNSELING MISSION
The mission of the School Counseling Program is to facilitate development of excellence in professional competence and personal growth. School Counseling graduates are prepared for distinguished service, particularly in the areas of leadership, advocacy, social justice and with a respect for diversity in support of the educational achievement and life success skills of all students.

SELF AWARENESS GROWTH ORIENTATION DISPOSITIONS DEEP CONCERN FOR OTHERS PROFESSIONALISM SERVANT LEADERSHIP

| Critical | Leadership | Social Justice/Advocacy |
| Thinking | Service Orientation | |

Transformational Personal Growth

Growth/Excellence
### Department of Counselor Education Conceptual Framework Definitions

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.

<table>
<thead>
<tr>
<th><strong>Deep Concern for Others</strong></th>
<th><strong>Servant Leadership</strong></th>
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<tbody>
<tr>
<td>Altruistic Service</td>
<td>Advocacy</td>
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<td>Empathy</td>
<td>Commitment</td>
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<td>Respect</td>
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<tr>
<td>Kindness</td>
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<tr>
<th><strong>Professionalism</strong></th>
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<tbody>
<tr>
<td>Ethical</td>
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<tr>
<td>Excellence in work ethic (thorough, complete, accurate, timely)</td>
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<tr>
<td>Disciplined</td>
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<tr>
<td>Consciously Competent (solid knowledge base, sound skills set, intentional implementation of process)</td>
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<th><strong>Self-Awareness</strong></th>
<th><strong>Growth Orientation</strong></th>
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<tbody>
<tr>
<td>Impulse Control</td>
<td>Future mindedness</td>
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<tr>
<td>Persistence</td>
<td>Concreteness</td>
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<tr>
<td>Social Deftness</td>
<td>Personal and Social</td>
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<tr>
<td>Transformation</td>
<td>Optimism</td>
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<tr>
<td>Expanding self-concept, worth, efficacy, esteem</td>
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<tr>
<td>Growing awareness/purposeful impact on others</td>
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<td>Balanced (physical, emotional, social, spiritual, mental)</td>
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<td>Genuineness</td>
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<td>Reflective</td>
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<td>Emotional maturity/intelligence</td>
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<td>Zeal</td>
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<td>Resilience (strength and readiness for positive change)</td>
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<td>Tolerance for Ambiguity</td>
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<td>Emotional Regulation</td>
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<td>Discipline</td>
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<td>Integrity</td>
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Glossary of Terms for Counselor Education Department Conceptual Framework and Dispositions

The Student Demonstrates Deep Concern for 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 other
- **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/student’s or other person’s 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**: taking responsibility to assure that 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 responses. 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**: 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 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
- **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, an 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 help 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, desire to make life experiences a foundation for growth rather than victimization
- **Tolerance for Ambiguity**: self-imposed patience regarding unsettling 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
COUNSELOR EDUCATION DEPARTMENT FACULTY

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.

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Department Chair
Director Marriage & Family Counseling
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Melanie Person, Ph.D.
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person@gonzaga.edu
**Counselor Education Affiliate Faculty**

In addition to the core faculty, the Counselor Education Department is fortunate to have remarkable adjunct faculty members to serve our students. These 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.

David Crump, Ph.D.  
Brigham Young University

Kristin Souers, M.A.  
Gonzaga University

Miranda Lewis, M.A.  
Gonzaga University

Ramona Griffin, Ed.D  
Washington State University

Patti Livingstone, M.S.  
San Diego State University
GENERAL PROGRAM INFORMATION

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Counselor Education Department Chair: Mark Young, Ph.D. 313-3658

Program Assistant: Cari Johnson: 313-3501, johnsonc3@ Gonzaga.edu
Graduate Admissions: Luke Cairney: 313-3481, cairney@ Gonzaga.edu
Certification Director: Amanda Coulter: 313-3504, coulter@ Gonzaga.edu

Endorsement and Certification

Regional and State Accreditation: The Northwest Association of Schools and Colleges and the Washington State Board of Education
National Accreditation: The National Council for Accreditation of Teacher Education (NCATE)
National Accreditation School and Community Counseling Programs: The Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Counselor Education – Program Objectives

The charge of the Counseling Education Department is to prepare Master’s level counselors with the academic, professional, and personal qualifications and credentials to perform effectively according to the beliefs and mission that guide the program, the School of Education and the University.

Gonzaga University’s Master of Arts in School Counseling is designed to train professional counselors for employment in K-12 private and public schools. While the certification granted will be for the state of Washington, there is reciprocity with many other states so that the school counselor will be employable throughout the United States in most instances. Both the practicum and internship occur in area schools with on-site supervision by both field supervisors and University professors. The program 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.

Emphasis is placed on personal growth and development guided by the forces articulated through the conceptual framework of the Department. The program also emphasizes translating theory and research from course work to service to the students with whom the counselor will work in the schools. Another major focus of the program is developing and operationalizing the student’s own 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. It forms a framework from which each student practices counseling.
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 insight and growth. Through diligence in coursework, practicum, internship, professional reflection, professional and personal growth planning, successful completion of the comprehensive written and oral examinations and professional portfolio, students will satisfy overall program objectives and specific course objectives.

**Counselor Education Program Objectives:**

Students completing the Master of Arts in School Counseling should have met the following objectives. Students will:

- Develop a theoretical and psychological base with a rationale for counseling.
- Understand professional problems, issues, and ethical concerns.
- Develop a professional orientation.
- Develop individual counseling skills.
- Understand group behavior and learn group facilitation skills.
- Understand career development and occupational choice.
- Be skilled at assessment procedures.
- Develop professional school counseling expertise under supervision.
- To respect cultural differences and develop cultural competence.
- To develop an awareness of one’s own strengths and weaknesses and a capacity to interact with others in a manner that is reflective of the University, School of Education, and Counselor Education missions and dispositions.

In addition, the student will develop:

- An understanding and development of skills in leadership and advocacy in school counseling.
- An understanding of the structure and context of the school environment in which one works and of the fostering of a safe, inclusive learning environment.
- Development of consultation and collaboration skills.
- An understanding of human growth and development and skill in applying that knowledge.
- An understanding and skill in group behavior, group facilitation, and classroom guidance.
- An understanding and application of career development and career counseling skill.
- Skills in applying assessment procedures and program evaluation.
- Enhance technological expertise as needed for instructional purposes and for counseling program facilitation.
- The understanding, delivery and evaluation of a comprehensive school-
counseling program.
- Reflective practice and self-renewal.

School Counseling Program Objectives

The School Counseling Program goals and objectives are developed according to the foundational elements of beliefs, assumptions, philosophy and missions of the University, School of Education and Counselor Education Department. They incorporate CACREP Standards and Washington State School Counselor Standards, with consideration of the elements of The Education Trust Transforming School Counseling Initiative and the American School Counseling Association National Model Framework.

Professional Identity – The student:
- Understands the importance of affiliation with professional organizations, of certification standards and process, the role and function of the counselor in working with other human services professionals and of advocating on behalf of the profession.
- Understands the importance of ongoing personal and professional growth and is able to set goals to guide that growth and to practice self-renewal while in the pre-service program.
- Monitors practice with continuous, in-depth reflection and makes adjustments as needed.
- Understands and utilizes the American Counseling Association Code of Ethics, the American School Counseling Association Ethical Standards, and the Washington Code of Professional Conduct and other legal mandates to act professionally and responsibly.
- Writes and speaks effectively in formal and informal communication.

Social and Cultural Diversity – The student:
- Possesses understanding of multicultural counseling theories and multicultural counseling competence.
- Understands the effects of language, cultural variables, diversity, socioeconomic status and other factors related to students’ strengths and weaknesses that affect learning.
- Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
- Is able to advocate for equitable access to educational opportunity for all students.
- Appreciates diversity and models and advocates fairness, equity, sensitivity and respect for all students, staff, parents/caregivers and community members.
- Disaggregates data to identify areas where there is an achievement gap and/or where students may be negatively impacted by school practices and
policies and proposes solutions.

**Human Growth and Development – The student:**
- Applies comprehensive, in-depth knowledge of typical and atypical human growth and development through the life span and learning theory to support developmentally appropriate counseling intervention and to enhance resiliency.
- Is able to address issues of childhood and adolescence that impact student development (abuse, eating disorders, substance use/abuse, attention deficit hyperactivity disorder, depression and suicide, violence, harassment/bullying, etc.) in working with students, staff and parents/caregivers.
- Is able to participate in processes that identify disabled students and facilitate effective educational planning to provide accommodation and remediation.
- Promotes academic rigor and helps prepare students for successful transitions into the school environment and to the next level of schooling from kindergarten to high school and beyond.

**Career Development – The student:**
- Utilizes career development theory, student career competencies, and knowledge of career technology-based and other resources to assist students in career development grades K-12.
- Develops a career program that demonstrates ability to support student career development in the areas of self-knowledge, educational and occupational exploration, and career planning and decision-making.
- Utilizes assessment information to assist students in planning to promote personal, academic and career decisions.

**Helping Relationships – The student:**
- Is grounded in and able to utilize theory, techniques, and strategies in individual and group counseling to support student achievement and to respond to needs of individual learners.
- Articulates and defends a personal theory of counseling, utilizes an effective counseling process and strategies, and evaluate effectiveness.
- Utilizes consultation processes to collaborate with staff, administrators, parents/caregivers and community resources to support student development and achievement.
- Knows strategies for helping students cope with personal and interpersonal problems.

**Group Work – The student:**
- Knows and utilizes group counseling theory, purpose, group process, facilitation skills, and assessment to conduct effective counseling and guidance groups in the school setting.
- Provides group counseling and guidance that is planned and implemented to meet individual student and school climate needs and to promote school
success through academic, career, and personal/social development.

**Assessment – The student:**
- Has direct knowledge of the principles of assessment, a variety of student assessment instruments, the effective administration and interpretation of those instruments and results to promote student achievement.
- Identifies assessment and statistical concepts, techniques and strategies and applies sound assessment practices in the school setting.
- Monitors and utilizes student assessment information to determine needs and to make effective responses especially in identifying and supporting students at risk of school failure.
- Collaborates with staff concerning assessment of students with special needs.
- Utilizes assessment information to assist students in planning to promote personal, academic and career decisions.
- Interprets, and communicates results of the Washington State learning goals, assessments, and requirements and other formal/informal assessment information to a variety of audiences.

**Research and Program Evaluation – The student:**
- Possesses research skills including literature review, research proposal writing, problem identification, hypothesis development and testing, methodology, use of technology, and statistical analysis.
- Knows and applies the principles and purposes of program evaluation, accountability, and data driven counseling programs to determine the impact of the counseling program on student achievement.
- Is able to design needs assessment, analyze results, and use data to set priorities.
- Utilizes data from school-based information to improve student achievement through the counseling program.

**Foundations of School Counseling – The student:**
- Articulates the key features, benefits, goals, and objectives of a comprehensive school-counseling program.
- Knows the role and function of the school counselor in a learning community and a school system.
- Understands the historical background of the counseling profession, school counseling profession and current issues and trends in school counseling and educational systems.
- Can identify and utilize effective leadership qualities and skills especially in relation to issues of equity and the creation of an inclusive invitational learning climate.
- Demonstrates knowledge of local, state and federal policies and laws relevant to the practice of school counseling.
• Acts in a professional and ethical manner.
• Knows the context in which she/he serves and can identify opportunities that enhance, as well as barriers that impede student success and development.
• Knows and can apply technology in education.

**Contextual Dimensions of School Counseling – The student:**
• Advocates for all students and for effective school counseling programs.
• Is able to identify, organize, utilize and make referral for school district and outside resources to support all students.
• Demonstrates ability to coordinate and collaborate on behalf of students in a collaborative team process.
• Engages in effective team building to promote student development and achievement.
• Demonstrates knowledge of prevention and crisis intervention strategies and the role of the counselor in responding to crisis.
• Understand the school community context and climate in which he/she practices and the larger educational systems in order to respond programmatically and enhance a positive school climate.
• Demonstrates understanding of the School Improvement Plan (SIP) process, how it relates to the school counseling program, and the importance of the counselor role as an active participant in the process to ensure a school climate that supports learning for all students.
• Articulates how the school-counseling program supports the mission of the school and impacts student learning.
• Integrates the school-counseling program into the total school curriculum by coordinating counseling program standards and objectives with the State Learning Goals, the Essential Academic Learning Requirements and the Grade Level Expectations.
• Assists teachers in infusing affective skills and career development into the curriculum.
• Plans and presents school counseling-related educational programs/trainings to a variety of audiences.

**Knowledge and Skill Requirements for School Counselors – The student:**
• Can use, manage and present data to improve student outcomes.
• Can design, implement, monitor, and evaluate a comprehensive developmental school counseling program and implement and evaluate specific strategies that meet program goals and objectives.
• Is able to address issues of childhood and adolescence that impact student development in working with students, staff and parent/caregivers.
• Understands systems and the relationship among systems in order to more effectively serve students and leverage resource based on common goals.
• Develops and supports constructive partnerships with parents, caregivers, families, and communities to promote each student’s development and
academic achievement.

- Understands models and processes of consultation to work effectively with others in the school environment and school community.
- Works collaboratively with staff, caregivers, and community members to achieve common goals for the education of students, improvement of schools.
- Understands the roles and responsibilities of the counselor during crises, disasters and other trauma-causing events. Knows the operation of the school crisis plan.

School Counseling Course of Study
Course descriptions and samples of two, three and four year coursework plans are included in the Appendix of this document.

Course of Study – Master of Arts in School Counseling

FIRST YEAR: (Full-time students will complete 35 credits, including summer term)

<table>
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<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>EDCE 559  Critical Issues in School Counseling</td>
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<td>EDCE 639  Counseling Theories</td>
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<tr>
<td>EDCE 695  Pre-Practicum in Counseling</td>
</tr>
<tr>
<td>EDCE 698  Research and Statistics</td>
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<tr>
<td>EDCE 585  Introduction to School Counseling</td>
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<tr>
<td>15 Credits Total</td>
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<tr>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>EDCE 588  Human Growth and Development</td>
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<tr>
<td>EDCE 616  Psychopathology &amp; Psychopharmacology</td>
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<tr>
<td>EDCE 650  Group Process</td>
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<tr>
<td>EDCE 696  Practicum</td>
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<tr>
<td>EDCE 587  Child and Adolescent Counseling</td>
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<td>EDCE 593  Special Issues in School Counseling</td>
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<tr>
<td>16 Credits Total</td>
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<th>Summer Semester</th>
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<tr>
<td>EDCE 565  Assessment in School Counseling</td>
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<tr>
<td>EDCE 605  Counseling and Occupational Choice/Career Dev</td>
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<tr>
<td>First Year: 35 Credits Total</td>
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SECOND YEAR: (Full time students will complete 18 credits, including Summer Term)

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<tbody>
<tr>
<td>EDCE 697 A  Internship</td>
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<tr>
<td>EDCE 664  Group Facilitation</td>
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<td>7 Credits Total</td>
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<th>Spring Semester</th>
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</thead>
<tbody>
<tr>
<td>EDCE 697 B  Internship</td>
</tr>
</tbody>
</table>
EDCE 550  Multicultural Counseling    3 credits

Summer Semester
EDCE 689  Professional Seminar    3 credits
EDCE 699  Comprehensive Oral Examination  0 credit
EDCE 693  School Counseling Oral Examination  0 credit

18 Credits Second Year
53 Credits Total

Transfer of Credits
1. Gonzaga University policy allows students entering a graduate program to transfer a limited number of 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 with a grade no lower than “B”. Not all courses are transferable. The following guidelines are recommended when attempting to transfer credits:

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

3. 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.

4. 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. All transfer of credit must be completed by the end of the student’s first year in the program.

5. The Dean of the School of Education will evaluate 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.

6. 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

1. It is the policy of the Counselor Education Department that 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, any student should adhere to the following guidelines:

2. 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.

3. 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 if prerequisites permit, 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 and follow through 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 they hope to take the course, and the text to be used for that course.

4. The advisor then reviews the materials submitted. If the course is one the advisor teaches for Gonzaga, the advisor will consult with the department 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.

5. The advisor then submits the recommendation of the acceptance of the materials to the department chairperson who reviews the materials and submits the recommendation 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 no more than six 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.)

6. 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.

7. 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.

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

9. When the substitute course is completed, the student must submit, via their 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).

10. 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 coordinate these courses into the student’s program of study. The advisor, the faculty member who will provide the added course, the department chair, and the Dean of the School of Education must each approve the study before the student may register.

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. 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. Such study should be conducted when a professor is able to provide it without jeopardizing his/her generally contracted obligations. 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.

**Practicum**

The practicum is one of the most important professional preparation activities. The practicum experience allows students to apply knowledge and skills they have previously learned while transitioning from the pre-practicum experience to the internship. Students will gain orientation and working knowledge of school protocol and expectations for K-12 student achievement in the learning environment. The student will gather information and gain insight regarding the setting and context in which she/he will practice. The student will regularly observe and receive feedback from the field supervisor, and in most cases, will begin to carry a small caseload of students by the middle of the semester. The student can expand his or her repertoire of counseling techniques and interpersonal relationship skills and prepare to demonstrate competence in meeting the twelve standards for Residency Certification as defined by the State of Washington.

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

- Establishing and maintaining a helpful, supportive counseling relationship.
- Development and application of appropriate individual and group counseling techniques.
- Understanding elements of the school site in which the practicum/internship will occur.
- Working effectively, observing, being oriented to the practice of school-counseling at the practicum site, and occasionally co-counseling with supervisors and colleagues.
- 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 and as define in the Department Conceptual Framework.
- A general knowledge of and planning toward accomplishing the
benchmarks required for program completion.

- A diligent effort at completing portfolio artifacts that demonstrate professional competence.

**Required practicum hours**
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 attendance and active participation in the practicum seminar. Students will not be permitted to enroll in the practicum seminar until they have completed the pre-requisites: EDCE 695: Pre-practicum, as well as EDCE 639: Counseling Theories, and EDCE 560: Critical Issues in Counseling. All practicum students are required to have clearance from the Washington State Patrol and FBI fingerprinting process and completed the Character and Fitness form prior to placement. Professional liability insurance is also required; students need to show proof of such insurance by submitting a copy of the face sheet of their policies before beginning practicum in the school.

**Practicum/Internship placement** is made in collaboration between the student and the Director of the School Program with advice/support from the Professional Education Advisory Board, and school districts. Students make application in September for admission to the certification process and for placement at a school site for practicum/internship. Students submit an application that includes a resume, two letters of reference regarding their potential as a school counselor, and a letter that requests admission to the certification process and designates the level (elementary/middle/high school) of placement the student desires.

**Internship**
The internship is probably the most important and comprehensive professional experience in the counseling program. It is designed to allow students to apply skills and knowledge they have gained in a supervised professional work setting.

**Placement**
Most students choose to stay at the site of their practicum experience. A student wishing to change settings should immediately contact the Director of School Counseling for guidance through the process of securing an alternate site. Prior to enrolling in the internship class, students must have successfully completed the Practicum and finalized the placement for the internship.

**Internship Requirements**
Gonzaga University’s Counselor Education program establishes internship requirements according to CACREP standards and in compliance with WAC 180-78A-270 (5) governing school counseling preparation and certification. Internship students are required to perform a documented minimum of 600 clock hours on site. These hours are at least 240 hours of direct service, weekly interaction with an average of one hour per week of individual supervision provided by an on-site
supervisor throughout the internship, and three hours of class supervision per week provided by a program faculty member. Because of the time commitment as well as the need for a comprehensive yearlong experience of the school year, the 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 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 student caseload.
- Application of appropriate counseling skills.
- Development of specialized skills relevant to the requirements of the school district and internship site and state standards.
- 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 be open to feedback.
- Personal traits conducive to effective counseling and professional development.
- Willingness to explore and expand capacity to offer school counseling program to students 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 has 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 is responsible 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 of screening 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.

**Personal Growth**
Students enrolled in the programs offered by the Department of Counselor Education are expected to participate in the role of “client” in individual or group counseling training experiences during the time they are enrolled as graduate students. This expectation is based on a philosophy that recognizes the value of such an experience to the continuous development of self-awareness and personal identity. The Department believes that first-hand experience as a client bridges the often existing gap between intellectual understanding and emotional awareness of the client experience. These experiences will be growth centered and are not intended to provide psychotherapy for students. This experience should focus on personal growth and awareness in addition to specific skills training. Important components could include the following: sharing of here-and-now feelings; working out communication blocks; interpersonal feedback; individual expression of concerns; or expression of feelings about self, significant people in one’s life, as well as other facets of the counseling training experience. Students are very careful to monitor their own sharing of personal information and choose wisely to keep ethical boundaries at all times.

**Advancement to Candidacy**
In addition to ongoing monitoring of students’ progress throughout the year, the department faculty meets in the fall of each year to assess each second year 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 letter signed by the faculty with a copy to the student file. Should a student not be prepared for advancement at that point, the student will be given remedial steps in order to become prepared. 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 gatekeeping process is essential to protecting both the profession and the public whom it serves. This action is in accordance with the state mandates regarding the monitoring of the profession and protection of the public served by the profession.

Advancement to Candidacy Process
The necessary steps in achieving Candidacy are:
1. Clinical Mental Health, MFC, and School student who are fully admitted into the Clinical Mental Health, MFC, or School program may be considered for Candidacy.
2. Upon completion of 35 credit hours of approved graduate work, students are assessed for promotion to Candidacy.
3. Students who have not been fully admitted to a degree program may not earn beyond 12-15 credits (depending on status) without such admission.
4. Candidacy will be denied and the student dropped from the program if the GPA is less than 3.0 or if performance is otherwise unsatisfactory as determined by faculty.
5. The chair will give written notification to those students no advanced to candidacy and to those students advanced to Candidacy.
6. A student may not transfer his/her application to a new program if he/she has been denied candidacy. The student will need to reapply to the new program.
7. Exceptions to the above can be made with the approval of the program director and the dean.
8. Denial of candidacy can be appealed.

Grading Policies
The standard letter grade policy is used in the EDCE Division. If a student receives a grade of “I” (incomplete), s/he is responsible for completing work within one year 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 to and capacity for entering in the entire Practicum
experience.

**Grade Appeals Process**
The steps for appealing a grade in the 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.
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.

**Degree Plans and Advisement**
The degrees in School Counseling, Marriage and Family Counseling, and Clinical Mental Health Counseling (on campus) and Counseling (off campus) from Gonzaga University are Master of Arts degrees. Students may choose to follow the agency/Clinical Mental Health counseling track or the school-counseling track. **The School Program Director will advise students in the School Track.** The Clinical Mental Health/Agency Program Director and the Marriage and Family Program Director will advise students in their respective areas. The Off-campus Program Director will advise off-campus students.

**Professional and Personal Expectations**

**Monitoring Process**
Students are expected to conduct themselves in an ethical, responsible and professional manner. The student must be familiar with the Codes of Ethics of the American Counseling Association (ACA), and the American School Counseling Association (ASCA). These codes serve as guidelines for students and professionals in the field of counseling and counseling and should be adhered to at all times.

As trainers of student counselors, the Counseling Education faculty expects 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, it is expected that 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 Counselor Education faculty believes that it is ethically imperative that counselors be willing to do in their own lives what they ask the students they serve to do.
Given these ethical guidelines and beliefs, the faculty has 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 academic progress but also the personal characteristics of the student, which will affect his/her performance in the field. These should be of a quality so as to not interfere with the professionalism or helping capacity of the student. All students in training are reviewed each semester by faculty.

**Personal Counseling**
The Counselor Education programs place great emphasis on personal growth for each student. This does not mean, however, personal psychotherapy is required of the students. There have been times when a difficult issue that could benefit from personal counseling has evolved. It is primarily up to the student to decide if he/she wants to pursue his/her own individual counseling. If the issue has caused a disturbance in the program, an advisor, the department chairperson, or the faculty on the whole could also become involved. It is strongly encouraged that a student informs 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 school age students depend on the health and well-being of the counselor to be present and skilled in helping him/her. Substance abuse is not tolerated on a K-12 campus and will be grounds for removal from the practicum/internship experience. Consistent with University policy, the Department prohibits the excessive use of alcohol and other substances. Any illicit substance use or alcohol or other substance abuse is grounds for immediate dismissal from the program. Readmission is contingent on concrete evidence that the abuse is ended and the student has remediated all issues related to such abuse. At no time will a professor participate in the use of alcohol or other substances with a student.

**Romantic/Sexual Relationships within the Cohort**
The health of the cohort depends on the safe, secure relationships of its members. Romantic/sexual relationships between cohort members serve to deteriorate the health of the cohort. The Department requires that each student commit to refraining from romantic/sexual relationships in the cohort.

**Conflict Resolution**
Students are expected to resolve all conflict in a healthy manner according to Department policy. This means that students will go directly to the parties involved in their conflicts to process and resolve any issues. All students will refrain from conversation with non-involved parties regarding conflicts and will not create subgroups in which the conflicts held with or about another are discussed without the involved parties present. Students commit to confronting inappropriate conflict
resolution and provide direction to all parties to confront their issues directly and with open communication aimed at problem solving.

**Orientation 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 is a dinner the first night where spouses, a family member, or significant other (one adult guest per student) may attend for a small cost. Additional specific information is sent to those enrolled in EDCE 695 prior to the retreat.

**Professional Liability Insurance**
Litigation involving practitioners in the mental health professions has increased dramatically in the last few years. 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. 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 coverage. More information will be provided in the pre-practicum class. Liability insurance coverage is provided at no charge to members of the American School Counseling organization.

**Departmental Student Records**
Each student will have a file containing records maintained by the department. The file includes: proof of liability insurance, documents of agreement made between the student and the department, supervisor evaluations, professional performance evaluations and reflections, personal theory paper, rubrics, hours logs, technology checklist, supervisor vita, and any other documents needed for assessment or requested by the students and as agreed upon by the department and/or School of Education. Additionally, documentation of any disciplinary action may be in the file. Files are for department use though a student may view his or her file within FERPA guidelines and in the presence of his/her advisor, the department secretary, or the department chair. Fee for copying the file is .15/page.

**Notification of Intent to Graduate**
Degrees are granted at the end of each semester: fall (December), spring (May), and twice during summer (June & August). Students are expected to apply to graduate through the School of Education Graduate Admissions Office. Formal commencement ceremonies are held in May each year, and graduating students are invited to participate, regardless of the semester their degree is granted.
KEY ASSESSMENTS
The following assessments systematically and comprehensively gather evidence of graduate student learning and competency.

Final Written Comprehensive Examination
All on campus students are required by Washington State law and by a key program exit assessment measure to pass a written comprehensive exam at 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 and school counseling specialty areas in counseling.

Oral Examinations
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 as well as the core curriculum areas in counseling. In addition, school counseling students will pass a school program oral that focuses specifically on the school counseling curriculum and practice as documented in the Professional Portfolio.

Professional Portfolio
The professional portfolio is aligned with State and CACREP standards and is a purposeful collection of student work that documents the student's progress and achievement, strengths and challenges and professional reflection during the two years of study as well as plans for future professional growth. It begins with the two-day fall retreat and is completed for presentation at the School Counseling Program oral examination. All of the artifacts are works in progress that reflect competence over the course of study in knowledge, skills, and practice of school counseling.

Technology Checklist
The Technology Checklist documents expertise in numerous areas of technological competence necessary for communication, presentation, and facilitation of a comprehensive, data driven school-counseling program.

Site Supervisor Evaluation
The site supervisor evaluation occurs at the end of the Practicum and each semester thereafter throughout Internship. It is aligned with State and CACREP standards as well as Department dispositions.

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

**Professional Performance Evaluation/EI Chart: Reflection and Goal Setting**

This assessment focuses on reflection and the dispositions in the Counselor Education Conceptual Framework measuring and demonstrating a personal and professional growth orientation, cultural competence, deep concern for others, servant leadership, self awareness, and professional skills.

**Exit Experience**

Students in the Master of Arts in School Counseling, Clinical Mental Health Counseling, 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 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 program 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. School counseling candidates complete a one hour school counseling oral examination focusing on the contents of the Professional Portfolio. Three member of the review committee are: The School Counseling Program Director, the site supervisor, and a member of the Professional Education Advisory Board.
4. Students who are denied application for graduation may appeal that decision by following the appeal process outlined in the Fair Process Manual.

**OTHER INFORMATION**

**Financial Aid**
Graduate tuition for 2016-2018 is $870 credit hour. 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. 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) 313-6582.

**Graduate Assistantships (On campus only)**
Graduate assistantships are offered in several departments and schools. Payment for graduate assistantships is $13.00 per hour for the 2013-2014 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 through 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.

**School Counselor Certification**
Following are descriptions of several certification options available to students depending on the area of emphasis: school or community:

**School Counselor Educational Staff Associate Residency Certification**
(Granted on successful completion of all coursework and requirements) Washington State Certification: After completion of all program requirements, graduates apply for Residency Certification through The School of Education Certification Office.
School Counselor Professional Certification (required)
After two years of successful work as a school counselor (and hired for a third year) in the same district, the counselor may enter the Professional Certification process. This professional growth opportunity allows the counselor to refine his/her skills through a job embedded professional growth plan developed to meet state standards at the Professional Certification level.

National Board for Teaching Standards School Counseling Certificate (optional certification)
Counselors who have completed three years of successful school counseling are eligible for this national certification. There are two components of assessment: a portfolio that utilizes student work samples and videotaping and a computer-based assessment measuring content knowledge of school counseling. In total, it is a 10-part assessment of content knowledge and skills in the academic, career, and personal/social domains of school counseling. Washington State offers salary enhancement for this certification.

Nationally Certified Counselor (optional certification)
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 School Counseling program are eligible to take the National Counseling Examination (NCE) or the National School Counseling Examination (NSCE) for the National Certified Counseling Board and apply for national certification following supervised post-graduate counseling experience.

Mental Health Counselor Certification (additional coursework required for school counselors to pursue this certification)
The state of Washington grants licensure and certification of mental health professionals. Certification or licensure is NOT automatic upon graduation form 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.

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. 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 similar interests and areas of expertise.

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 and State Organizations**

**National**

**American School Counseling Association (ASCA)**

**American Counseling Association (ACA)**

**Divisions and interest groups of ACA**

• American Mental Health Counselors Association (AMHCA)
• **American School Counselor Association (ASCA)**
• International Association for Marriage and Family Counseling (IAMFC)
• 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)
• American Association of Marriage and Family Therapists (AAMFT)
• American Psychological Association (APA) and the APAGS

**State**

• Washington Counseling Association (WCA)
Career Center
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
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 Program Director for School Counseling considers it a priority to provide students such letters. Requests should be accompanied by all available information regarding the opportunity at least two weeks in advance of the deadline. An addressed and stamped envelope should be provided where mailing is needed. If students list faculty as references for telephone checks, they 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, 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
⇒ Gonzaga University’s Graduate Catalogue
⇒ Fair Process Manual
⇒ Dean’s Office, School of Education: 313-3594
⇒ Financial Aid Office: 313-6581
⇒ Registrar’s Office: 800-793-1723
⇒ University Bookstore: 313-6863
⇒ Student Accounts: 440-5392
⇒ Disability Support Services: 313-4134

School of Education and Counselor Education Website
http://www.gonzaga.edu/Academics/colleges-and-schools/School-of-Education/Majors-Programs/Counselor-Education/default.asp
OTHER INFORMATION AND PROCEDURES SPECIFIC TO
SCHOOL COUNSELING AND CERTIFICATION

In order to support the successful implementation of Washington State’s ongoing public school reform and improvement policies, the State Board of Education has established a performance-based system for educators. The intent of the performance-based preparation system is to ensure that educators can demonstrate a positive impact on student learning as a foundation for preparing students to participate effectively in a diverse and democratic society. (WAC 180-78A-005)
PROFESSIONAL EDUCATION ADVISORY BOARD

The Gonzaga University Professional Education Advisory Board for school counselor certification is responsible for supporting the mission of preparing educators who demonstrate a positive impact on learning. The PEAB participates in and cooperates with the University on decisions related to the development, implementation and quality of the counseling program.

PEAB MEMBERS

Adriana Wissel, Ph.D. (WSCA – Voting)  Laurie Curran (WSCA – Voting)  PEAB Chair  Counselor, Spokane School District Director, School Counseling Program Roosevelt Elementary School Gonzaga University lauriec@spokaneschools.org, 509.354.4040 wissel@gonzaga.edu, 509-313-3851

Mark Young (University – Non Voting)  Mary Wetzel (WSCA – Voting)  Counselor Education Department Chair  Counselor, Spokane Schools Gonzaga University young@gonzaga.edu, 509.313.3658 509.354.6116

Kathy Blancher (WSCA – Voting)  Morgen Flowers (WSPA – Voting)  Counselor, Spokane School District  Principal, Spokane Public Schools Lewis and Clark High School  Linwood Elementary School kathyb@spokaneschools.com, 509.354.6893 morgenf@spokaneschools.org, 509.354.3400

Kristie Thurston (WASA - Voting)  Mona Griffin (Community – Voting)  Director, Student Support Services  Director, Student Assistance Program Cheney School District ESD 101 kthurston@cheneysd.com, 509 559-4525 rgriffin@esd101.net 509.789.3585

Megan Decker (WSCA – Voting)  Mike Mattoon (WEA – Voting)  Counselor, Spokane School District  Teacher, Spokane School District Salk Middle School Logan Elementary megand@spokaneschools.org, 509 354-6711 mikema@spokaneschools.org, 509.354.3434

Lisa Mattson-Coleman (WSPA - Voting)  Amanda Coulter (GU – Non-Voting)  Principal, Spokane School District  Director of Certification On Track Academy LisaMat@spokaneschools.org, 509 354-3863 coulter@gonzaga.edu, 509 313-3504
Course of Study
Courses required for graduation with a Master of Arts in School Counseling

FIRST YEAR: (Full-time students will complete 35 credits, including summer term)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 559 Critical Issues in School Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDCE 639 Counseling Theories</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDCE 695 Pre-Practicum in Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDCE 698 Research and Statistics</td>
<td>4 credits</td>
</tr>
<tr>
<td>EDCE 585 Introduction to School Counseling</td>
<td>2 credits</td>
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<tr>
<td><strong>15 Credits Total</strong></td>
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<table>
<thead>
<tr>
<th>Spring Semester</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>EDCE 588 Human Growth and Development</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDCE 616 Psychopathology &amp; Psychopharmacology</td>
<td>4 credits</td>
</tr>
<tr>
<td>EDCE 650 Group Process</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDCE 696 Practicum</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDCE 587 Child and Adolescent Counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDCE 593 Special Issues in School Counseling</td>
<td>1 credit</td>
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<td><strong>16 Credits Total</strong></td>
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<table>
<thead>
<tr>
<th>Summer Semester</th>
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</thead>
<tbody>
<tr>
<td>EDCE 565 Assessment in School Counseling</td>
<td>2 credits</td>
</tr>
<tr>
<td>EDCE 605 Counseling and Occup. Choice/Career Dev</td>
<td>2 credits</td>
</tr>
<tr>
<td><strong>First Year: 35 Credits Total</strong></td>
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SECOND YEAR: (Full time students will complete 18 credits, including Summer Term)

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>EDCE 697 A Internship</td>
<td>5 credits</td>
</tr>
<tr>
<td>EDCE 664 Group Facilitation</td>
<td>2 credits</td>
</tr>
<tr>
<td><strong>7 Credits Total</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 697 B Internship</td>
<td>5 credits</td>
</tr>
<tr>
<td>EDCE 550 Multicultural counseling</td>
<td>3 credits</td>
</tr>
<tr>
<td><strong>8 Credits Total</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Summer Semester</th>
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</thead>
<tbody>
<tr>
<td>EDCE 689 Professional Seminar</td>
<td>3 credits</td>
</tr>
<tr>
<td>EDCE 699 Comprehensive Oral Examination</td>
<td>0 credit</td>
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<tr>
<td>EDCE 693 School Counseling Oral Examination</td>
<td>0 credit</td>
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<tr>
<td><strong>18 Credits Second Year</strong></td>
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</tr>
<tr>
<td><strong>53 Credits Total</strong></td>
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</tbody>
</table>
ESA CERTIFICATION APPLICATION PROCESS – Residency Certification

I. Candidates currently enrolled in the School Counseling degree program at Gonzaga University or those who have graduated from Gonzaga University with a Master’s Degree in counseling who wish to apply for admittance to the school counseling certification process, will provide to the PEAB Chair by April (graduates) or September (current students), the following:

a. A letter written by the candidate to the Chair of the Professional Education Advisory Board requesting admittance into the certification process and including a personal statement regarding the student’s counseling and academic background, personal and career goals in the profession of school counseling, and the specific setting in which the candidate hopes to complete the practicum/internship.

b. Two letters of recommendation from professionals such as K-12 teachers, school counselors, supervisors, principals, clergy, attesting to the candidate’s potential as a school counselor.

c. A professional resume including professional references, with the understanding that the PEAB may contact those references.

d. The Alternate Level Observation Form (see Appendix)

II. Candidates who have completed their Master’s degree in counseling through another institution and desire ESA Certification shall provide in addition:

a. Transcripts of all academic work including undergraduate and graduate courses. (Candidates must have a G.P.A. of 3.0 in the upper division.)

b. Evidence of liability insurance (a current copy of the face sheet) with coverage through the duration of the internship.

c. Verification of a written comprehensive examination at the culmination of Master’s Degree in counseling.

d. The PEAB may request a case study utilizing the outline that can be found in the Appendix of this document and an audio or video tape of 15-30 minutes demonstrating counseling proficiency.

III. Other Admission Procedures

a. The Professional Education Advisory Board will interview the candidate. The PEAB will vote to admit, defer, or not admit the candidate. The PEAB will be advisory to the University in the internship placement of the candidate and will serve as a professional support group for the candidate during the certification process.

b. To remain in the program, the candidate must maintain at least a 3.0 G.P.A. and receive grades of B- or better in all courses. There must be evidence of continued personal growth manifested by consistent involvement in learning opportunities and compliance with legal and ethical aspects of the profession. Program progress is discussed
within the advisor and advisee relationship throughout the certification process using *The Professional Performance Evaluation* form found in the Fair Process Manual.

**Procedures for Certification**

Upon acceptance into the certification process, the following is submitted to the Certification Officer, RC 202C, ext. 3504.

- Character and Fitness and FBI background checks submitted and clearance obtained before beginning practicum (via E-Cert)
- Admissions rating sheet

At the completion of the program and Oral Examination for school counseling, the Certification Officer will require the following:

- Residency Certification application fee (paid at program completion)
- Signed *Verification of Internship Hours* form (Internship Log, see Appendix)
- Certification Requirements Summary Sheet/Exit Checklist (See Appendix)

**School Counseling Program Fees (fees subject to revision)**

- WSP/FBI fingerprint clearance (both options 1: ink and card and 2: electronic) $68.50 (FBI fingerprinting required every two years for practicing school counselor)
- Residency Certification fee: (at program completion) $68
- EDCE 693 Comprehensive Orals for school counselors $150
- Fees for 3 Board members, each additional member $40
- American School Counselor Association membership $60
- Liability insurance (offered through ACA)

**Lab Fees**

<table>
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<tr>
<th>Event</th>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>Pre-practicum (Fall, 1st year)</td>
<td>$260</td>
</tr>
<tr>
<td>Practicum (Spring, 1st year)</td>
<td>$260</td>
</tr>
<tr>
<td>Internship (Fall, 2nd year)</td>
<td>$260</td>
</tr>
<tr>
<td>Internship (Spring, 2nd year)</td>
<td>$260</td>
</tr>
<tr>
<td>Assessment in Counseling (Summer, 1st year)</td>
<td>$60</td>
</tr>
<tr>
<td>Occupational Choice &amp; Career Development Counseling (Summer, 1st year)</td>
<td>$40</td>
</tr>
<tr>
<td>Comprehensive Oral Examination (Summer, 2nd year)</td>
<td>$105</td>
</tr>
</tbody>
</table>

**Additional Variable Costs**

Video recorder and tapes/DVDs: (The Department has equipment to check out but cannot guarantee that it will be available when needed.)

Photocopying: (Copies can be made at the library or other facilities.)
University Fees
Technology fee
Graduation fees (cap and gown, etc.)

Oral Examination for School Certification

An exit requirement for school certification is the successful completion of an oral examination. A Board of three people, the Director of School Counseling, a representative from the PEAB, and the candidate’s site supervisor meet with the candidate for one hour. The candidate provides a copy of the Professional Portfolio to each Board member well in advance of the oral. Board members ask the candidate about the documentation provided as well as any other related questions to determine the candidate’s school counseling preparation and readiness for certification.

1. The Director of School Counseling (student advisor) is available to assist the candidate in the selection of school certification orals board members, though the candidate is responsible for asking the selected persons to serve in that capacity.
2. The candidate should complete the Professional Portfolio and videotape/DVD so that these can be delivered to Board members no later than one week in advance of the oral.
3. The candidate arranges an orals date, time and room satisfactory to all orals board members. (Reserve the room through the Department secretary).
4. The student will pay an orals board fee of $150 to the University through Student Accounts upon registration for the school oral examination. Each member of the orals board will receive a stipend from the University from these funds.

Please note that in order to be recommended for certification on a timeline that will be the most advantageous for district hiring, the school oral should be scheduled to occur as soon as all coursework and the comprehensive exam are completed or no later than June 15.

Professional Portfolio

The professional portfolio is a purposeful collection of student work that tells the story of a student's efforts, progress, and achievement during the two years of study in the School Counseling Program. It begins with the two-day fall retreat and is completed for presentation at the School Counseling Program oral examination. All of the artifacts are works in progress that reflect initial understanding as well as competence over the course of two years.

The portfolio is organized according to the twelve state standards for Residency
Certification. There are required portfolio artifacts/entries for each standard that incorporate state benchmarks and CACREP standards. The student may include any other work that represents what he/she knows and can do according to the standards.

The portfolio can provide explicit examples/evidence to parents, teachers, potential employers, the orals review committee, and others of what the student knows and is able to do; it allows the student to chart his/her growth over time and to self-assess progress; and, it encourages the student to engage in self-reflection. It is a document that can also be used for preparation and the pursuit of certification by the National Board for Professional Teaching Standards (NBPTS) in the field of school counseling. The NBPTS standards for school counseling are very similar to the state and Gonzaga University program standards that are listed below.

Portfolio Sections:
- School Counseling Program
- Student Learning and Assessment
- Counseling Theories and Techniques
- Equity, Advocacy, and Diversity
- School Climate and Collaboration
- Professional Identity and Ethical Practice

The Portfolio is evaluated and assessed by each Orals Committee member using the Professional Portfolio Rubric.

Upon successful completion of all School Counseling Program requirements for the Masters Degree and for certification, the candidate will be recommended for Residency Certification. This certification is subject to the requirements in Chapters 180-78A and 180-79A WAC. The first date of issuance was September 1, 2005.

**Residency Certification**
This certification, when first issued, is valid until the individual has completed two successful years of service as a school counselor. The Residency Certificate can be reissued with a five-year expiration date. The candidate then needs to enroll in a Professional Certification program. While completing the Professional Certification program, a two-year extension is available, if needed.

**Professional Certification**
Gonzaga offers a Professional Certification program that addresses the standards and benchmarks and other requirements for obtaining the Professional Certification. The program consists of 3 parts: Pre-assessment seminar
(developing a Professional Growth Plan with a PGP team); Core; and Culminating Seminar. During the pre-assessment seminar, the candidate will develop a professional growth plan based on assessment of the candidate’s ability to demonstrate standards at the Professional Certification level. This certificate is valid for 5 years and can be renewed with a professional growth plan developed within the employing school district.
APPENDIX
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
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 Statement: Socially responsible professionals who serve with: care, competence, and commitment

School of Education Goals:

1. Develop transformational leaders who serve and influence their communities.
2. Create an environment where diverse individual contributions are valued.
3. Understand and adhere to ethical standards and guidelines of professional practice.
4. Understand the consequences of technology and harness its possibilities to positively impact humanity.
5. Pursue meaningful research.
7. Develop critically-thinking and collaborative problem-solvers with the courage to contribute to society.
8. Provide a strong, working knowledge base from which practice flows.
9. Serve the underserved.

Relevant Ethical Principles and Standards

The Counselor Education 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, 1995):

SP-17 Counselors must practice only within the boundaries of their competence.

SP-19 Counselors must refrain from offering professional services when their personal problems or conflicts may cause harm to a client or others.

SP-41 Counselors must assist students and supervisees in securing remedial assistance, when needed, and must dismiss from the training program
students and supervisees who are unable to provide competent service due to academic or personal limitations.

SP-42 Counselors who conduct experiences for students or supervisees that include self-growth or self-disclosure must inform participants of counselors’ ethical obligations to the profession and must not grade participants based on their non-academic performance.

SP-43 Students and supervisees preparing to become counselors must adhere to the Code of Ethics and the Standards of Practice of counselors.

SP-49 Counselors must take appropriate action when they possess reasonable cause that raises doubts as to whether counselors or other mental health professionals are acting in an ethical manner.

This program is also in accord with the following ethical standards of the Nation Organization for Human Service Education:

47 Human service educators establish and uphold appropriate guidelines concerning self-disclosure or student-disclosure of sensitive/personal information.

48 Human service educators establish an appropriate and timely process for providing clear and objective feedback to students about their performance on relevant and established course/program academic and personal competence requirements and their suitability for the field.

52 Human service educators ensure that students are familiar with, informed by, and accountable to the ethical standards and policies put forth by their program/department, the course syllabus/instructor, their advisor(s), and the Ethical Standards of Human Service Professionals.

Master of Arts in School Counseling
Gonzaga University

Admission and Retention Agreement

Please initial and date each of the following statements and then sign the bottom:

__________ I have read and I understand the Student Handbook including the Conditions for Admission and Retention and the Student Evaluation and Retention Procedures. I agree to adhere to the Student Handbook processes and conditions while enrolled as a student in The Master of Arts in School Counseling program.

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

__________ I agree to adhere to the Codes of Ethics and Standards of Practice of the American Counseling Association and the American School Counseling Association.

__________ I will obtain student liability insurance from the American Counseling Association or the American School Counseling Association as outlined in the Conditions for Admission and Retention.

__________ I will complete the necessary procedures which include completion of the character and fitness supplement form and Washington State Patrol FBI fingerprint clearance. If I choose the School track I will also complete the institutional application for certification form.

_______________________________  _____/_____/_____
Signature      Date

_______________________________  
Print Name
I have received a copy of the School of Education Fair Process Manual (sections I, XI, XIV) and agree to read and follow the policies it describes.

________________________________   __________________
Print Name       Date

________________________________
Signature


Statement Regarding the Monitoring of Progress throughout the Master of Arts in School Counseling Program

Progress indicators throughout your coursework will include, but not be limited to, the following:

1) Recommendations of faculty;
2) Recommendations of field supervisors;
3) Required GPA;
4) Exam performance;
5) Observations (including assessment according to Counselor Education program dispositions)
6) Written coursework;
7) Course participation/completion.
8) Quality of artifacts and progress in completing the Professional Portfolio

Mental health and wellness 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. We will 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 discuss your progress, and would be happy to meet at other times upon request. We have chosen you carefully, and we are committed to your success.

_________________________________    ___________________
Student Signature      Date
Description of Courses

All material posted in the Graduate Catalog supersedes any course description given in this handbook.

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 societies related to 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 559-Critical Issues in School Counseling FALL 3 credits
Gonzaga graduates in the counseling profession are expected to be at the forefront as leaders in the profession by role 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 consideration, 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 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 School Counseling SUMMER 2 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 meaning of assessment, basic concepts of standardized and non-standardized testing and 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 correlations 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 585-Introduction to School Counseling  FALL  2 credits
This course is intended to train a role model and leader responsive to the needs of the schools by addressing the theoretical and practical contemporary issues in school counseling related to socio-cultural perspective, human growth, development and learning, educational foundations, school law, exceptional populations, professionalism, and knowledge of the K-12 educational system. Foundations of school counseling presented include the following: history, philosophy, and current trends; relationship of school counseling to academic and student services; role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel; strategies of leadership designed to enhance the learning environment; knowledge of the school setting, environment and pre-K-12 curriculum; current issues, policies, laws, and legislation relevant; the role 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; community, environmental and institutional opportunities that enhance and barriers that impede student academic, career, and personal/social success and overall development; current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices; and ethical and legal considerations related specifically to the practice of school counseling. Students are also taught contextual dimensions of school counseling thus providing an understanding of the coordination of counseling program components as they relate to the total school community, the knowledge and skill requirements of school counseling, and counseling, guidance, and consultation strategies.

EDCE 587-Child and Adolescent Counseling  SPRING  3 credits
This course is designed to provide students with an in-depth exploration of the mental health issues specific to this population. Special emphasis is placed on “normal” development versus “pathological” development. Students study human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. There is special sensitivity to the issues of child abuse, multicultural awareness, and at-risk populations. Students are introduced to a variety of counseling procedures and interventions appropriate to both agency and school settings.

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 and 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. 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
(may be taken as an elective)
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 as are 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 593-Special Issues in School Counseling SPRING 1 credit
This course is intended to extend the knowledge and skills introduced in EDCE 585 as students begin the application of this knowledge and skill base in their practicum settings. The course will include strategies of leadership designed to enhance the learning environment. Community, environmental, institutional and technological opportunities that enhance, and barriers that impede, student academic, career, and personal/social success and overall development will be addressed. The course will also focus on a discussion of strategies to assist all students, families, and educators in promoting academic success for all students.

EDCE 605-Counseling and Occupational Choice and Career Development SUMMER 2 credits
This course is designed to acquaint students with the theory, practice, and pragmatic aspects of vocational and life planning counseling, including the following: career development theories and decision making models; career, avocational, 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-IVTR 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 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 psychology 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 pre-requisite 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 (ongoing in year 2)     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. They are given the opportunity to “defend” this personal theory in a format similar to that of the actual final Oral Exam.

Special circumstances occasionally dictate the necessity for individualized study. To be enrolled in individualized courses, the student must consult his/her advisor and follow the procedures for individualized study as outlined by the department, school, and university. There are several courses that cannot be completed through independent study. These include, but are not limited to the required pre-practicum, practicum, internships, multicultural counseling, and group facilitation. The types of individualized study are as follows:

EDCE 690-Directed Readings     variable credit
Individualized study based on readings approved by the professor. Student develops 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.
EDCE 693-School Counseling Comprehensive Oral Examination 0 credits

EDCE 695-Counseling Pre-Practicum FALL 3 credits
Through this course, students develop knowledge, skills, strategies, and techniques critical to counseling including all of the following: the historical development of counseling theories with an exploration of affective, behavioral, and cognitive theories; essential interviewing and counseling skills that assist the student in creating an appropriately professionally boundaried therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Students will learn and being 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 and begin to carry a full caseload of clients representing the ethnic and demographic diversity of the community by the middle of the semester. 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 onsite 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. 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 either Introduction to School Counseling (EDCE 585) OR Introduction to Community Counseling (EDCE 586) depending on practicum site.

EDCE 697A-Internship FALL 5 credits
EDCE 697B SPRING 5 credits
Students begin to integrate technological strategies and applications within counseling and consultation processes, functioning under supervision as a full staff member in the school or agency counseling setting while demonstrating 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 is begun after successful completion of the student’s practicum. 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. 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 audio and 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 698-Research and Statistics      FALL  4 credits
This course is designed to acquaint students with the language and tools of research and statistics. Often students who do graduate work in counseling psychology do not come to this course with a strong background in research and, as a result, have a real fear of this subject area. A specific goal of this course is to make research and statistics a subject that students become comfortable with and also and area that they come 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 correlation, 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.

EDCE 699-Comprehensive Oral Examination      0 credits

Sample Tracks
Full time students follow the two-year track as depicted below. If a student has been admitted on a part-time basis, careful planning of his/her 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.

MASTER OF ARTS IN SCHOOL COUNSELING
Two-Year Track (Full-time Students)

1st Year

Fall Semester
Counseling Theories       EDCE 639  3
Critical Issues In School Counseling       EDCE 559  3
Pre-Practicum       EDCE 695  3
Research and Statistics       EDCE 698  4
Introduction to School Counseling       EDCE 585  2

Spring Semester
Psychopathology and Psychopharmacology       EDCE 616  4
Child and Adolescent Counseling       EDCE 587  3
Special Issues in School Counseling       EDCE 593  1
Practicum       EDCE 696  3
Human Growth and Development       EDCE 588  3
Group Process       EDCE 650  2
### Summer Semester
- Assessment in School Counseling: EDCE 565, 2
- Occupational Choice and Career Develop.: EDCE 605, 2

#### 1st Year = 35 credits

### 2nd Year

#### Fall Semester
- Internship: EDCE 697A, 5
- Group Facilitation: EDCE 664, 2

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

#### Summer Semester
- Professional Seminar: EDCE 689, 3
- Comprehensive Oral Exam: EDCE 699, 0
- School Counseling Oral Examination: EDCE 693, 0

#### 2nd Year = 18 credits
- Total Program Credits = 53

### Three-Year Track – Sample (Part-time on campus student)

#### 1st Year

#### Fall Semester
- Critical Issues in School Counseling: EDCE 559, 3
- Counseling Theories: EDCE 639, 3

#### Spring Semester
- Human Growth & Development: EDCE 588, 3
- Psychopathology & Psychopharmacology: EDCE 616, 4

#### Summer Term (May be taken 2nd summer)
- Assessment in School Counseling: EDCE 565, 2
- Occup. Choice and Career Develop.: EDCE 605, 2

#### 1st Year Total = 17 credits (13 if not taking summer courses)

#### 2nd Year

#### Fall Semester
- Pre-Practicum in Counseling: EDCE 695, 3
- Research and Statistics: EDCE 698, 4
- Introduction to School Counseling: EDCE 585, 2

#### Spring Semester
- Group Process: EDCE 650, 2
- Practicum: EDCE 696, 3
- Child & Adolescent Counseling: EDCE 587, 3
- Special Issues in School Counseling: EDCE 593, 1

#### 2nd Year Total = 18

#### Summer Term (if not already taken)
- Assessment in School Counseling: EDCE 565, 2
- Occupational Choice and Career Develop.: EDCE 605, 2

#### 3rd Year

#### Fall Semester
- Internship: EDCE 697A, 5
- Group Facilitation: EDCE 664, 2
**Spring Semester**

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**Summer Term**

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**3rd Year Total = 18 credits**

**Total Credits = 53**

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**Four-Year Track-Sample (Part-time on campus student)**

**1st Year**

**Fall Semester**

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**Spring Semester**

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**Summer Term**

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**1st Year Total = 15**

**2nd Year**

**Fall Semester**

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<td>Introduction to School Counseling</td>
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**Spring Semester**

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<tr>
<th>Course</th>
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<tr>
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<tr>
<td>Special Issues in School Counseling</td>
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**Summer Term**

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<td>Occ. Choice and Career Develop.</td>
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**2nd Year Total = 12 credits**

**3rd Year**

**Fall Semester**

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**Spring Semester**

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<tr>
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**3rd Year Total = 10 credits**

**4th Year**

**Fall Semester**

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**Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>Course</td>
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<tr>
<td>Summer Term</td>
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<tr>
<td>Professional Seminar</td>
<td>EDCE 689</td>
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<tr>
<td>Comprehensive Oral Examination</td>
<td>EDCE 699</td>
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</tbody>
</table>

4th Year Total = 16  Total Credits = 53
SCHOOL COUNSELING
FORMS AND INFORMATION

KEEP CALM
AND SEE YOUR
SCHOOL COUNSELOR
Alternate Level Observation Log

Before deciding on a level (elementary, middle school, high school) for practicum/internship placement, you are required to visit at each level and interview a counselor about the specific role and responsibilities at that level. To complete this form, please provide the name of the school(s) at each level and a brief description of your meeting there. You may arrange these observations yourself or elect to have them facilitated through the Introduction to School Counseling course.

Note: You should try to visit as many alternative programs as time permits during the course of your program; however you do not need to visit these programs prior to requesting practicum/internship placement.

☐ Elementary School Level Date: __________
*Notes and comments*

☐ Middle School Level Date: __________
*Notes and comments*

☐ High School Level Date: __________
*Notes and comments*

*****************************************************************************
☐ Alternative Programs Dates: __________
*Notes and comments*
## GONZAGA UNIVERSITY ~ DEPARTMENT OF COUNSELOR EDUCATION

### Practicum/Internship Supervision Log Form – School Counseling (End of Month Summary)

<table>
<thead>
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<th>Date</th>
<th>Individual Couns.</th>
<th>Group Couns.</th>
<th>Classroom Guidance</th>
<th>Individual Career Planning or Advisement</th>
<th>Consultation/Collaboration</th>
<th>Crisis Response</th>
<th>Referral</th>
<th>Work with Parents/Guardians</th>
<th>Prof. Develop</th>
<th>Other Indirect Services (explain)</th>
<th>Supervision/Consultation with Supervisor</th>
<th>Daily Totals</th>
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</table>
**Gonzaga University ~ Department of Counselor Education**

*Practicum/Internship Supervision Log Form – School Counseling (End of Semester Summary)*

<table>
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<tr>
<th>Student</th>
<th>Semester/Year</th>
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<th>Group Counseling</th>
<th>Classroom Guidance</th>
<th>Individual Career Planning or Advisement</th>
<th>Consultation/ Collaboration</th>
<th>Crisis Response</th>
<th>Referral</th>
<th>Work with Parents/ Guardians</th>
<th>Prof Develop</th>
<th>Other Indirect Services (explain)</th>
<th>Supervision/ Consultation with Supervisor</th>
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Supervisor’s Signature __________________________ Date: ____________ Student’s Signature __________________________

Revised 1/1/2013
School Counseling Practicum and Internship  
Weekly Record of Description of Activities and Hours

Enter practicum/internship activities and hours on this weekly record. (Type into this document; use additional sheets as needed.) Record hours and designate direct service hours. At the end of each week, record hours in the online log and retain this weekly description of activities for the file. At the end of each semester, submit the electronic version of the summary log (on Blackboard), the weekly/monthly logs (on Blackboard) and this description of activities document. The summary logs must be signed by you and by your site supervisor.

Week of/Date _________________________

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<td>Consultation and Collaboration</td>
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<td>Crisis Response</td>
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<td>Referral (e.g.: agency, medical, CPS)</td>
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<td>Other Indirect Services (describe activity)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision/Consultation with Supervisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total direct service hours

Total hours
Practicum and Internship
Weekly Field Supervision Record

Describe activities/experiences (See Weekly Record and Log)

What other experiences might have been helpful?

Comments and questions

Supervisor comments

Supervisor signature: ________________________________

Meeting date: __________
## SCHOOL COUNSELING PROFESSIONAL PORTFOLIO DOCUMENTS

The School Counseling Professional Portfolio is a key assessment in evaluating outcomes relative to standards. The following documents are indicators/evidence of the school counselor intern’s knowledge, skills, and practice in meeting CACREP (The Council for Accreditation for Counseling and Related Educational Programs) and Washington State Standards.

### STANDARD 5.1: School Counseling Program
Certified school counselors develop, lead, and evaluate a data-driven school counseling program that is comprehensive, utilizes best practices, and advances the mission of the school.

#### 5.1.1 The development of a comprehensive counseling program

This document demonstrates understanding of the development and application of the ASCA National Model framework for developing comprehensive counseling programs.

*Developed in EDCE 585: Introduction to School Counseling, reviewed in EDCE 697A: Internship*

#### 5.1.2 Knowing the context in which you practice

This artifact documents the awareness and analysis of numerous characteristics of the school in which the graduate student intern is serving, including how the school utilizes a comprehensive data-driven school counseling program. Elements of this artifact include: school demographics, mission, role of the counselor in the School Improvement Plan, personnel, school safety and crisis intervention, school culture and climate, curriculum, governance and any other considerations unique to the setting and culture. *Begun in EDCE 585 Introduction to School Counseling and EDCE696: Practicum and continued in EDCE 697: Internship A and B*

#### 5.1.3 Use of data to inform decision making and demonstrate counseling program accountability

**also including research and program advocacy**

- Analysis of data: needs assessment or other data (achievement, achievement related and program evaluation data)
- Examining disaggregated data to identify achievement gaps and any area where students may be negatively impacted by school practices and policies, and
- Use of data to set counseling program priorities and other responses to identified need.

#### 5.1.4 Impact on student learning

The paper includes the investigation through observation, interview, and other evidence, the impact of the counseling program on student achievement. It also includes reflection on the impact of the intern’s own counseling work on student insight and learning, and personal, social, and career growth/change. It is developed through an ongoing awareness throughout the intern’s time at the school site.

#### 5.1.5 The Use of Technology in counseling program facilitation

Technology Checklist and description of intern’s use of technology in delivering counseling program services.

#### 5.1.6 Counseling program time/task analysis

This document demonstrates understanding of counselor time utilization according to the ASCA National Model. The student will show insight regarding the use of time in facilitating a comprehensive program and the challenges of maintaining such a schedule. While the internship may not reflect the typical time schedule of the school counselor, the intern will benefit from keeping the time/task log and analysis and comparing the results to the suggested ASCA time utilization. *Developed during the internship when the student begins to maintain a somewhat regular schedule of activities.*
STANDARD 5.2: Student Learning and Assessment - Certified school counselors use their knowledge of pedagogy, child development, individual differences, learning barriers, and Washington State learning requirements to support student learning. They work effectively with other educators to monitor and improve student success.

5.2.1 Student development, achievement, and engagement in school
This document demonstrates the intern’s understanding of human growth and development and the factors which affect achievement and engagement in school. Accomplished in EDCE 588: Human Growth and Development

5.2.2 Group development and facilitation
This artifact demonstrates the ability to facilitate the formation and implementation of a school counseling group. It includes a rationale for group work in a school, how to establish the focus of the group, counselor goals and other considerations including pre/post evaluation. The paper should show knowledge of the process for conducting a guidance group, a class meeting, and/or process group. Accomplished in EDCE 650: Group Process and EDCE 664: Group Facilitation

5.2.3 Lesson Plan Development and Delivery 1
This artifact represents the intern’s ability to develop a lesson plan and presentation to the class in response to an identified school climate need and to ensure a safe nurturing and inclusive learning environment. Accomplished in EDCE 585: Introduction to School Counseling

5.2.4 Lesson plan development, delivery and reflection 2:
This document represents the creation and presentation of a guidance lesson targeted at a specific need in the school. This lesson plan will demonstrate skill in instruction and assessment practices including considerations for differentiated instruction and learning theory, including styles, modalities and multiple intelligences. The lesson will be presented in the Internship class and at the internship site, as appropriate. Accomplished in EDCE 697 A and B: Internship

5.2.5 Behavior management (theory and practice) and classroom management strategies
This document demonstrates understanding of classroom management strategies that support effective instruction for the counselor in the school classroom and for use in consultation with teachers. The paper includes:

- Classroom observation and analysis of exemplary classroom management
- Behavior management strategies that can be used to assist administrators and teachers in addressing disruptive behavior in the school.
- Understanding of functional behavioral assessment.
Accomplished in EDCE 587 Child and Adolescent and in EDCE 697: Internship B
5.2.6 Life role readiness – career development program paper/presentation
This document represents the writing and presentation of a developmentally appropriate life role readiness program of learning, living, and working targeted at a specific grade level. The program should incorporate Washington State Learning Goal 4 and the National Career Development Guidelines. It should include provision for guiding individuals and groups of students through the development of educational and career awareness and plans by applying career development theory. The document should include the importance of working with teachers in infusing affective and career development skills (problem solving, goal setting and decision making). Developed in EDCE 605 but should be further developed as the student gains experience in the second year of the program.

5.2.7 Student assessment practices
This artifact demonstrates understanding of the use of assessment to evaluate student progress:
- To evaluate students’ academic, career, and personal/social development – strengths and needs
- In the advisement process to facilitate informed choices and planning for the student;
- In working with staff and parents/guardians concerning the assessment of students with special needs;
- In interpreting the results of Washington State assessments or other informal/formal assessments to a variety of audiences

Accomplished throughout the practicum and internship. The knowledge and skills are covered in EDCE 656: Assessment in School Counseling

5.2.8 Work with students with Diverse Educational Needs
This document demonstrates:
- Knowledge and awareness of the special education process, IEP development, and the role of the counselor in working with the special education team, and disabled students and parents of those students.
- Knowledge of Section 504 of the Rehabilitation Act of 1973 and the implications for schools and school counselors in serving students who qualify for 504 planning. The artifact includes the writing of a 504 plan.
- Exploration of strategies to meet the needs of gifted students.

Accomplished in EDCE 559: Critical Issues in School Counseling; EDCE 593: Special Issues in School Counseling, EDCE 697: Internship

STANDARD 5.3: Counseling Theories and Techniques – Certified school counselors use a variety of research-based counseling approaches to provide prevention, intervention, and responsive services to meet the academic, personal/social and career needs of all students.

5.3.1 Personal Counseling Theory: This artifact articulates the intern’s personal and professional belief statement, counseling philosophy and theory of counseling. It also
includes the student’s understanding of psychological constructs such as learning and motivation and a description

of the student’s counseling process in the school setting. Begun in EDCE 639: Counseling Theory and culminates in EDCE: 689 Professional Seminar and Program Oral

5.3.2 Educational transition
This document discusses strategies for helping students make transitions, develop career/post-secondary plans, and cope with environmental and developmental problems. It considers transition in light of student development and recognizes counseling program practices and programs that prepare students for successful transition. Begun in EDCE 593: Special Issues in School Counseling/ EDCE 697 A and B: Internship

5.3.3 Research relevant to the practice of school counseling
This document is a research paper based on a topic applicable to the school setting that utilizes a variety of sources, demonstrates knowledge of research design, and reflects a thorough examination of the topic. Accomplished in EDCE 698: Research and Statistics

5.3.4 Case conceptualization, presentation of video of counseling practice, reflection: Accomplished in EDCE 696: Practicum and 697A/B: Internship

5.3.5 Rapport building activity paper/presentation and child/adolescent counseling issues paper/presentation EDCE 587: Child & Adolescent Counseling

STANDARD 5.4: Equity, Advocacy, and Diversity – Certified school counselors understand cultural contexts in a multicultural society, demonstrate fairness, equity, and sensitivity to every student, and advocate for equitable access to instructional programs and activities.

5.4.1 Striving for Cultural Competence: This document is begun in EDCE 695: Pre-practicum and accomplished in an ongoing manner, culminating in EDCE 550: Multicultural Counseling

5.4.2/5.3.5 Case conceptualizations and 5.2.4 Lesson plans: Accomplished in EDCE 587: Intro to School Counseling; EDCE 696: Practicum and 697A/B: Internship

STANDARD 5.5: School Climate & Collaboration – Certified school counselors collaborate with colleagues, families, and community members to establish and foster an inclusive, nurturing, and physically safe learning environment for students, staff, and families.

5.5.1: Strategies to promote an inclusive, nurturing, and safe learning environment
This paper demonstrates insight into elements in the
creation and maintenance of a safe and effective school climate including counseling program strategies in working with all stakeholders to build a partnership to contribute to a learning environment that is supportive of all students. *EDCE 697 Internship AB*

**5.5.2 Referral process/referral resources:** This artifact describes the importance of the use of referral in serving all students, the conditions under which a referral would be made and a knowledge of both in-district and out of district community resources. *Accomplished in an ongoing way in EDCE 697: Internship AB*

**5.5.3 Consultation/Collaboration practices** This paper describes: The purpose of consultation, the consultation process, the kinds of consultation that occur in school counseling and the intern’s use of effective consultation in the school in working collaboratively with staff, families and community on behalf of students. *Accomplished in EDCE 697A/B: Internship*

**5.5.4 Crisis support:** This artifact provides a description of the counselor role in building crisis intervention. The interns demonstrates understanding of the kinds of crises a school may face, the level of response in various crises and the ways in which the counselor provides support for students and others in a crisis situation. *Accomplished in EDCE 559: Critical Issues in School Counseling and in EDCE 697: Internship A.*

**STANDARD 5.6: Professional Identity and Ethical Practice:** Certified school counselors engage in continuous professional growth and development and advocate for appropriate school counselor identity and roles. They adhere to ethical practices and to the Washington State and federal policies, laws, and legislation relevant to school counseling.

**5.6.1 Professional identity and ethical decision making** This document is a discussion of the professional identity that the intern is developing congruent with knowledge of the professional codes of ethics and with state and federal laws relevant to school counseling. *EDCE 559: Critical Issues in School Counseling*

**5.6.2 Professional membership, resume, cover letter, disclosure statement, professional identity and ethical decision making paper, bibliography of professional readings**

**5.6.3 Professional reflection documents**

**5.6.4 School Counselor as Leader:** This paper examines the role of school counselor as leader including analysis of the intern’s own leadership qualities, skill, and examples of how the intern has utilized opportunities to team with others, lead, and advocate, and lead in the school. *Accomplished in EDCE 697: Internship B*
5.6.5 Professional Performance Evaluation and reflection including a Professional Growth Plan for the future

5.6.6 Final supervisor evaluation

5.6.5 Professional Performance Evaluation and reflection including a Professional Growth Plan for the future

5.6.6 Final supervisor evaluation

More specific descriptions of the requirements for each of the portfolio documents will be provided by the professor.
SCHOOL COUNSELING PROGRAM

Case Presentation Outline

Include as much information in an objective and succinct manner as would be helpful to your reader in understanding the student case: the background and issues presented, and the goals that you and the student established regarding the presenting issue(s). Protect the anonymity of the student and family by omitting or blocking out all names and other information that might result in identification of the student. Include the release of information/informed consent form with your Case Study.

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Date of Birth:</td>
<td></td>
</tr>
<tr>
<td>Date of report:</td>
<td></td>
</tr>
<tr>
<td>Referral for counseling: (self, teacher, administrator, peer, parents, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

Presenting issue including student’s statement of the issue

Summary of previous counseling sessions, if any

Identifying information/description of the child

Developmental considerations: tasks, stressors, transition planning

Family (siblings, stability, supportiveness, relationships between members)

School history/academic history (schools attended, academic skills, grades)

Current academic functioning (classroom and other observation, achievement, behavior, attitude toward learning, current academic functioning)

Social functioning (general appearance, impression made on others, relationships with friends and others, leisure time activities)

Resilience and asset considerations (interests, aptitudes, talents, personal qualities, support systems, spiritual, etc.)

Career considerations, if applicable (work experience, motivation, career maturity)

Formal assessment information

Issue (themes) worked on in this session

Goals of this session

Were the goals accomplished (why or why not?)

Goals for the next session

Signature and title, date
Template for Referral Resources

☐ In-district  
☐ Community

Resource/Agency Title

Address:  
Phone:

Contact person:

Services Provided

Age requirements

Fees, sliding scale, insurance/Medicaid

Other important contact information
Release of Information and Permission for Video Recording

I give permission for _______________________________ to video counseling sessions with my child and to use the video solely for the purposes of:

- Evaluation by the counselor
- Supervision of the counselor
- Teaching and supervising other counseling professionals in practicum and internship classes.

(In these classes, students improve counseling skills by reviewing each others’ work via videotape in a supervised classroom setting. There are a small number of counselor education students and one professor who will see only selected portions of the video for critique of the counselor intern’s work. The focus is on the counselor and observation of that person’s counseling skill.)

The video will be erased/destroyed promptly at the end of the school year or whenever it is no longer needed for instructional purposes whichever occurs sooner.

I understand that I may withdraw my permission at any time.

I understand that the video is available for viewing by those who sign below.

Student: __________________________________________
          Date: _________________

Legal Guardian: ___________________________ Date: ___________________________

Counselor: _______________________________ Date: ___________________________

This permission expires at the end of the school year or when the tape is no longer needed for learning purposes, whichever occurs sooner from the date of the signature.
**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
<table>
<thead>
<tr>
<th>Sound skills set</th>
<th>Intentional implementation of process</th>
<th>Clear, grammatically correct writing</th>
<th>Technology skills</th>
<th>Oral presentation skills</th>
</tr>
</thead>
<tbody>
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</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
<table>
<thead>
<tr>
<th>Skills</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding at the optimal moment: timing</td>
<td></td>
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<tr>
<td>Responding with a clear understanding of the outcomes desired:</td>
<td></td>
</tr>
<tr>
<td>conscious competence</td>
<td></td>
</tr>
<tr>
<td>Using self-disclosure skillfully and carefully for a specific purpose</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>
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<tr>
<td>Facilitates movement toward the individual’s goals</td>
<td></td>
</tr>
<tr>
<td>Capacity to match appropriate interventions to the presenting</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>
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<tr>
<td>Demonstrates the ability to receive and integrate feedback from peers and supervisors</td>
<td></td>
</tr>
<tr>
<td><strong>Goal:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The Student Demonstrates Healthy Conflict Resolution Skills</strong></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><strong>Goal:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

<table>
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<tr>
<th>TOTAL =</th>
<th>FINAL SCORE=</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>#DIV/0!</td>
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</tbody>
</table>

Please sign AND date.

<table>
<thead>
<tr>
<th>Advisor Signature</th>
<th>Student Signature</th>
<th>Date</th>
</tr>
</thead>
</table>
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
Warmth -- gentle, well-paced, welcoming stance
Unconditional Positive Regard -- demonstration to the client of complete support and acceptance of the person as a valuable being regardless of what the client says or does.

The Student Strives to Attain Cultural Competence

Servant Leadership -- humble stewardship of human, financial, and physical resources directed at promoting the greatest success for all individuals, groups, and organizations
Culturally Knowledgable -- ideas and insights regarding diverse cultures that are based on exposure to varied environments yet which remains flexible so as to accommodate individual difference.
Expanding Awareness -- ever-increasing cultural knowledge and of self within diverse cultures
Affirming Diversity -- perceiving diversity as a valuable resource and aspiring to become a multicultural person
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 — knowingly 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
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

Non-defensiveness—open and reflective regarding new, differing, and/or difficult feedback

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 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 overall 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/maturity—having the energy and capacity to cope effectively with one’s or 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

willingness, and desire to make life experiences serve as foundations for growth rather than victimization

Tolerance for Ambiguity—self-imposed patience regarding unsettling 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

Impulse Control—restraint; delaying gratification; consciously choosing thought and action to achieve desired results.

Relational Equity—awareness of the balance of resources among all in a relationship

Gratitude—an appreciation for all parts of life

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
EXIT CHECKLIST
Certification Requirements for Master of Arts in School Counseling

Name ___________________________ Date __________________
has met all the requirements for Educational Staff Associate Residency Certification.

Program Administrator Signature ___________________________  Student Signature ___________________________

Required Courses – 53 Semester Hours

<table>
<thead>
<tr>
<th>GR.</th>
<th>CR</th>
<th>Course Title</th>
<th>GR</th>
<th>CR</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>3</td>
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<td>Multicultural Counseling</td>
<td>2</td>
<td>664</td>
<td>Group Facilitation</td>
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<td>3</td>
<td>559</td>
<td>Critical Issues In Sch. Counseling</td>
<td>3</td>
<td>689</td>
<td>Professional Seminar</td>
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<td>564</td>
<td>Assessment in Sch. Counseling</td>
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<td>693</td>
<td>School Counseling Comprehensive Oral Exam.</td>
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<tr>
<td>2</td>
<td>585</td>
<td>Introduction to School Counseling</td>
<td>3</td>
<td>695</td>
<td>Counseling Pre-Prac.</td>
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<tr>
<td>3</td>
<td>587</td>
<td>Child and Adolescent Counseling</td>
<td>3</td>
<td>696</td>
<td>Counseling Practicum</td>
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<td>650</td>
<td>Group Process</td>
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<td>Special Issues in School</td>
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<td>588</td>
<td>Human Growth and Development</td>
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<td>697A</td>
<td>Counseling Internship</td>
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<td>605</td>
<td>Counseling and Occupational Choice and Career Development</td>
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<tr>
<td>4</td>
<td>616</td>
<td>Psychopathology/Psychopharm.</td>
<td>4</td>
<td>698</td>
<td>Research and Statistics</td>
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<tr>
<td>3</td>
<td>639</td>
<td>Counseling Theories</td>
<td>0</td>
<td>699</td>
<td>Comprehensive Oral Examination</td>
</tr>
</tbody>
</table>

Elective Courses:

| 690| Directed Readings |
| 692| Independent Study |

Practicum/Internship Placement Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application and Interview with the PEAB</td>
<td>Internship Completed/hours document</td>
</tr>
<tr>
<td>WSP and FBI Background Checks completed/cleared</td>
<td>Comprehensive Written Examination</td>
</tr>
<tr>
<td>Character and Fitness Form</td>
<td>Professional Portfolio (rubric cover sheet)</td>
</tr>
<tr>
<td>Date of Program Completion</td>
<td>School Certification Oral Examination (rubric)</td>
</tr>
<tr>
<td></td>
<td>MA Degree Posted to Transcript</td>
</tr>
<tr>
<td></td>
<td>Placement File Established</td>
</tr>
<tr>
<td></td>
<td>Date of Program Completion</td>
</tr>
</tbody>
</table>
Comment on the practicum student’s performance in establishing helping relationships to promote student achievement.

How would you describe the practicum student’s overall skill and functioning as a counselor and his/her potential for continued professional growth?

Write a general summary statement of counselor competence and personal qualities as they pertain to counseling and meeting the program competencies. (Please use the back of this page as needed.)
Quality/Disposition- Please indicate the degree to which the student demonstrates the following qualities.

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3</td>
<td>Does not demonstrate disposition (Improvement plan required)</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Rarely demonstrates disposition/ no apparent effort toward improvement</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Rarely demonstrates disposition/ little effort</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Demonstrates disposition, but very inconsistently. Effort is good</td>
<td>10</td>
</tr>
</tbody>
</table>

**LEADERSHIP:** Resourcefulness, initiative, advocacy, commitment to quality work

**CONCERN for OTHERS:** Empathy, respect, kindness, adept at building relationships and bettering life situations of others

**PROFESSIONALISM:** Appropriate boundaries, dependable, ethical, work focused (thorough, accurate, timely), ability to relate to agency as a work environment

**TOLERANCE FOR OTHERS’ VALUES/DIFFERENCES:** Effective team member, openness, tolerance for ambiguity

**EMOTIONAL MATURITY:** Self management, emotional regulation, integrity, coping ability, healthy conflict resolution skills

**GROWTH ORIENTATION:** Optimistic, open to feedback, reflective, enthusiasm for learning and practice of community counseling

**EFFORT/PROGRESS:** Steady movement toward competence (program competencies and expectations of the internship)

**For student use:** please find the total score and average for the evaluation.

<table>
<thead>
<tr>
<th><strong>TOTAL</strong>=</th>
<th>(out of 70) ÷ 7=</th>
</tr>
</thead>
</table>

For student use: please find the total score and average for the evaluation.

Field Supervisor: ____________________________ Date: ________________

Position_________________________________________________________

Signature____________________________________________________________________

COMMENTS: ____________________________________________________________
# SCHOOL INTERNSHIP

**Site Supervisor Evaluation – School Counseling**

<table>
<thead>
<tr>
<th>Intern name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship:</td>
<td>Fall semester</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment rating:</th>
<th>0. Emerging</th>
<th>1. Competent</th>
<th>2. Exemplar</th>
<th>NO: Not Observed at this time</th>
</tr>
</thead>
</table>

**Note:** The Sample Evidence category provides suggestions about how the supervisor may assess the performance indicator. Other evidence of competence can be used according to the discretion of the supervisor and the uniqueness of the site. Viewing the Internship Log and Intern/Supervisor Weekly Communication Forms affords opportunity to assess intern competence in an ongoing way. Many of the performance indicators will have been met/are being met in the classroom at a knowledge and skills level. The work in the classroom provides ongoing opportunity and support to the student in achieving competence in each performance area throughout the practicum and internship.

## Standard 1: School Counseling Program

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Sample Evidence</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows the mission (school and counseling program), goals, and objectives of the counseling program and other key elements of the setting in which the intern learns and practices</td>
<td>The process of information gathering for Professional Portfolio context document; discussion with supervisor</td>
<td>Intern Supervisor</td>
</tr>
<tr>
<td>Conducts time utilization activity</td>
<td>Share and discuss completed time/task analysis</td>
<td></td>
</tr>
<tr>
<td>Can collect and analyze data to inform decision making and determine impact on student achievement. Makes program recommendations to address needs and gaps.</td>
<td>Portfolio document showing data collection, analysis and program recommendations to support student achievement; discuss with supervisor</td>
<td></td>
</tr>
<tr>
<td>Knows the current methods of using data to inform decision making and demonstrate accountability (School Improvement Plan, school report card, etc.)</td>
<td>Discussion and consultation with supervisor regarding documents and role of the counselor and counseling program use of data</td>
<td></td>
</tr>
<tr>
<td>Utilizes technology to communicate, to provide guidance instruction, to search and navigate using various informational resources and to management the deliver of a comprehensive counseling program</td>
<td>Supervisor observation of the use of technology to promote counseling program communication and management; Technology Checklist</td>
<td></td>
</tr>
</tbody>
</table>

## Standard 2: Student Learning and Assessment

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>Sample Evidence</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies strengths and needs of students in academic, career and personal/social domains and helps facilitate positive impact on student learning. Possesses counseling skills that promote positive change for students; can relate to diverse individuals, groups, and classrooms</td>
<td>Supervisor observation, intern log, student/parent/guardian/staff report, student written plans and case studies</td>
<td></td>
</tr>
<tr>
<td>Is competent in the advisement process using student records and other data to align academic and career expectations and to plan with students and parents, individually or in groups. Can assess barriers to students' academic development and develop effective support plans for students. Engages students in planning; collaborates with parents in support of student success</td>
<td>Intern log, supervisor observation, review of student career or High School and Beyond, academic or behavior plans. 504 plans Parent report. Student report. Knowledge of graduation requirements and use of assessment information.</td>
<td></td>
</tr>
<tr>
<td>Has knowledge of Washington State Learning Goals, Essential Academic Learning Requirement, and Grade Level Equivalencies and how these relate to the counseling program to support student achievement.</td>
<td>As noted in intern log, discussion, presentations, guidance lesson plans, work with parents and staff</td>
<td></td>
</tr>
<tr>
<td>Can effectively consult with educators and parents to support student learning needs</td>
<td>Teaching effectiveness, district and counseling department meetings, observation of work with staff/parent/guardian and their response/report</td>
<td></td>
</tr>
<tr>
<td>Selects appropriate assessment strategies to evaluate student progress; can interpret and communicate results to students, faculty, parents</td>
<td>Use of assessment in advising, counseling, planning, referring; presentations to faculty, parents regarding test scores, preparation of student success plans</td>
<td></td>
</tr>
</tbody>
</table>

**Rev. 4/10/13**
| 11 | Understands the effects of atypical growth and development, health and wellness, language, ability level, multicultural issues, factors of resiliency on student development and learning and engagement in school | Individual and group counseling observation, consultation with colleagues and other, student planning (504, ELL), cultural competence |
| 12 | Collaborates and works with teams in 504 identification and IDEIA planning and process | Supervisor observation of teaming and planning on behalf of students with special needs |
| 13 | Uses data to identify, support, and counsel students at risk of school failure and dropping out | Student report; student achievement; student improved attendance |

**Standard 3: Counseling Theories and Techniques**

| 14 | Demonstrates knowledge of human growth and development to improve student learning and well-being | Case studies, live or video tape observation, workshop or other presentations |
| 15 | Provides guidance to parents/caregivers about practices that support students to motivate and nurture growth. | Workshops and other presentations, observation of work/consultation with parents, internship log |
| 16 | Establishes an environment of respect and rapport | |
| 17 | Counsels individuals and small groups using appropriate theories, techniques, strategies that maximize student academic, personal/social, and career success | Observation pre/post/data, student report |
| 18 | Conducts guidance activities in small groups or classrooms demonstrating sound instructional, assessment and classroom management practices | Supervisor/staff observation, sharing of student pre/post evaluation, Case presentation goals |
| 19 | Develops measurable outcomes for programs, activities, and interventions | Lesson plan objectives and assessment |
| 20 | Can help students prepare for successful transitions to the next level of school and in other important areas that require change and adaptation. Can implement strategies to prepare students for a full range of postsecondary options and opportunities | Intern assistance and participation in the process of orientation, registration, planning for student transition and career counseling |
| 21 | Can implement procedures for the assessment and management of high risk behaviors | Case studies, supervisor observation of intern's response to high risk behavior management |
| 22 | Responds effectively and leads others through crises and disruption of the learning environment | Classroom management/crisis response - observation |

**Standard 4: Equity, Advocacy, and Diversity**

<p>| 22 | Demonstrates multicultural competence, is responsive to multicultural student populations. Models, demonstrates, and advocates for fairness, equity and opportunity, sensitivity, and respect for students, staff, parents/caregivers, families, and community members | Observation, student, staff, parent/caregiver and others' report, seeking opportunity to work with diverse populations |
| 23 | Provides culturally relevant counseling instruction, communication | |
| 24 | Can advocate for equitable access to instructional programs and activities by removing barriers to learning through data analysis and counseling/advocacy skill. Can disaggregate data to identify areas where students may be negatively impacted by school practices/policies and propose solutions. | Disaggregating data and proposing program intervention strategies. Effective outcomes in work with all special populations |
| 25 | Can collaborate with educators to address the academic language needs of students | |</p>
<table>
<thead>
<tr>
<th>Standard 6: Professional Identity and Ethical Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Contributes to the maintenance of a safe, inclusive, nurturing, and advocates for a positive, intellectually stimulating learning environment - policies, programs, procedures</td>
</tr>
<tr>
<td>27. Demonstrates an awareness of school climate and its impact on student learning especially for families and students who have been historically disadvantaged and marginalized.</td>
</tr>
<tr>
<td>28. Demonstrates knowledge of current law and counseling practices in recognizing, assessing, and preventing harassment/ intimidated/bullying, child abuse and neglect, violence, and substance abuse, and multiple factors that may affect student achievement. The intern practices confidentiality unless disclosure is required by law or to prevent clear and imminent danger to the student or others.</td>
</tr>
<tr>
<td>29. Is familiar with the comprehensive safe schools plan at the site, the roles of staff, students, families, and community in the process, including peer helper and student leadership programs.</td>
</tr>
<tr>
<td>30. Can respond in a crisis situation in a supportive, calm, effectual, and ethical manner consistent with safe schools plan and policy and procedure. Understands the function of a crisis team in addressing school-wide needs and to prepare for disaster/crises</td>
</tr>
<tr>
<td>31. Facilitates new student integration into the school environment</td>
</tr>
<tr>
<td>32. Assists in prevention and in recognizing signs and symptoms and referral/resolution of problems that limit capacity of students to learn/achieve at highest levels (e.g.: substance abuse, depression, eating disorders, abuse, violence) Can use procedures for assessing and managing suicide risk</td>
</tr>
<tr>
<td>33. Consults effectively: Models caring, acceptance, communication and human relations skills; engages in positive and productive relationships with members of the learning community - all stakeholders - to promote student success</td>
</tr>
<tr>
<td>34. Can team collaborate and consult with teachers and administrators to promote and support student behavior management strategies</td>
</tr>
<tr>
<td>35. Utilizes effective referral process with community helping agents and in district education and other resources to reduce barriers to learning and secure assistance for students and their families</td>
</tr>
<tr>
<td>36. Writes and speaks effectively in formal and informal communication</td>
</tr>
<tr>
<td>37. Demonstrates professional and responsible work habits.</td>
</tr>
<tr>
<td>38. Adheres to ASCA and ACA Code of Ethics Can articulate, model, and advocate for an appropriate school counselor identity and program</td>
</tr>
<tr>
<td>39. Provides a safe, confidential setting for counseling</td>
</tr>
<tr>
<td>40. Actively solicits and uses feedback for continuous improvement of practice</td>
</tr>
<tr>
<td>41. Can evaluate critical events and responds effectively and efficiently</td>
</tr>
</tbody>
</table>
Can identify possible child abuse and neglect; knows the mandatory reporting laws; understands the impact of abuse on student learning and behavior; has knowledge of child abuse prevention programs can provide teachers with information on the effects of abuse on the classroom environment.

Observation of intern’s ability to be aware of possible abuse, knowledge of the reporting process, documentation of the report, consultation with staff regarding effects of abuse. Effective consultation with supervisor in abuse situations.

Reflects on impact of practice, strengths, limitations, biases, and makes adjustments as needed. Actively solicits feedback for continuous improvement of practice.

Sharing of reflective practice processes with supervisor; willingness to hear and incorporate feedback; observation of professional growth by supervisor.

For student use - please insert the total score of the supervisor evaluation above.

Rating

For student use: please find the total score and average for the evaluation.

LEADERSHIP: Resourcefulness, initiative, advocacy, commitment to quality work

CONCERN for OTHERS: Empathy, respect, kindness, adept at building relationships and bettering life situations of others

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TOLERANCE FOR OTHERS’ VALUES/DIFFERENCES: Effective team member, openness, tolerance for ambiguity

EMOTIONAL MATURITY: Self management, emotional regulation, integrity, coping ability, healthy conflict resolution skills

GROWTH ORIENTATION: Optimistic, open to feedback, reflective, enthusiasm for learning and practice of community counseling

EFFORT/PROGRESS: Steady movement toward competence (program competencies and expectations of the internship)

For student use: please find the total score and average for the evaluation.

TOTAL= (out of 70) ÷ 7=

Field Supervisor Signature: _________________________________________

Date: ________________

COMMENTS:
Practicum/Internship Evaluation

Student Name ____________________________  Semester (s) Practicum ______
                                                Internship ______
Placement _____________________ Supervisor’s Name___________________________

Please indicate the strengths and weaknesses of your Practicum/Internship site.

Please discuss the type of supervision process used and the quality of supervision in your
Practicum/Internship site.
Professional Counseling Organizations for School Counselors

American Counseling Association (ACA)
5999 Stevenson Avenue
Alexandria, VA 22304-3300
800-347-6647  www.counseling.org

American School Counselor Association (ASCA)
801 N. Fairfax Street, Suite 310
Alexandria, VA 22314-1757
800-306-4722  asca@schoolcounselor.org  www.schoolcounselor.org

Washington Counseling Association (WCA)  www.wa-schoolcounselor.org/

Washington School Counselors Association (WSCA)  www.wa-schoolcounselor.org/

National Board Certification
http://www.nbpts.org/candidates/schoolcounseling.cfm

The Washington Initiative for NBPTS (National Board for Professional Teaching Standards) Certification Office
360 725-6119, 1-877-833-0931

The Education Trust
http://www2.etrust.org/edtrust

The College Board’s Office of School Counselor Advocacy  www.collegeboard.com
National Association for College Admission Counseling (NACAC)  www.nacacnet.org

Other Educational Resources

Office of the Superintendent of Public Instruction
www.k12.wa.us/

The National Center for School Counseling Outcome Research
http://www.umass.edu/schoolcounseling

U.S. Department of Education
http://www.ed.gov

Washington Education Association (WEA) Jobline