Department of Counselor Education

STUDENT HANDBOOK
Master of Counselling Program

Department of Counselor Education
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Gonzaga University
Mission Statement

Gonzaga University is an exemplary learning community that educates students for lives of leadership and service for the common good. In keeping with its Catholic, Jesuit, and humanistic heritage and identity, Gonzaga models and expects excellence in academic and professional pursuits and intentionally develops the whole person -- intellectually, spiritually, physically, and emotionally.

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

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

School of Education
Mission Statement

The Mission of the School of Education is to prepare socially responsive and discerning practitioners to serve their communities and professions. The School of Education upholds the tradition of humanistic, Catholic, and Jesuit education.

• 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.

Department of Counselor Education
Mission Statement

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

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

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**Master of Counselling, Site-Based Programs**

**Mission Statement**

The Master of Counselling program provides counsellor education for students reflecting ethical and cultural aspects of Canadian life with focus on province related needs and trends. The program promotes the development of a solid knowledge base and strong clinical skills, while fostering personal growth and transformation. Students are prepared to be ethical, competent, service oriented mental health practitioners.

6/10/09

**Statement of Purpose**

Our Master of Counselling program (previously known as the Master of Arts in Counseling) is designed with the purpose and intent of developing and training counsellors who will be effective, competent, caring, and committed professionals who will be prepared to serve the communities in which they live. In order to achieve this goal, our curriculum and pedagogical approach has been adapted and refined according to the always-developing body of research and literature of the counselling profession. Our academic program as it stands today is, in fact, state of the profession. With roots firmly embedded in the historical scientist-practitioner counselling tradition, our program is responsive to the most relevant and meaningful emergent trends.

Our students learn the “how and why” of Rogers’ (1957) foundational work on the importance of and the necessary elements of the counsellor-client relationship in setting the context for meaningful work, growth, and change. This is about facilitating and insuring that caring, authenticity, and communication are present in the relationship. Frank’s (1961) work on the critical importance for counsellors of instilling hope is another foundational piece in our program. Truax, Carkhuf, and Berenson (1967) whose research began the counselling profession’s understanding of the essential elements in Rogers’ (1957) work that facilitated client change is similarly essential in our program curriculum. Building further, our program is highly influenced by the work of Allan Ivey (1978) who added to the training of counsellors-to-be with the clarity of the microskills of attending. Ivey’s (1978) work enabled the further training of our students with the range of actual clinical skills needed in effective counselling.

Following years of studies that compared and contrasted the multitude of theories and techniques of counselling, meta-analytic work by Lambert (1992) informed our profession that there are four factors that contribute to positive outcome effectiveness in counselling—regardless of the theory or model used. Those four universals are extratherapeutic factors, the counselling relationship itself, the instillation of hope, and the correct application of theory, strategy, and techniques of counselling for individual
clients. Lambert’s (1992) work has been refined and adapted for powerful application in the pedagogy of our program in counsellor education. The four factors determined by Lambert provide a truly empirically supported and “state of the profession” model of counsellor training (Miller, Duncan, and Hubble, 1997) and our faculty has redesigned our curriculum in response.

Our students learn a matrix-based conceptual model (Hastings and Bennett, 1998) in their Pre-practicum class during the second year of their Masters in Counselling program. This matrix conceptualization provides our students with a unique, practical, and effective way of understanding the change process for clients—and is one that blends seamlessly with the empirically based training in the microskills of attending. The matrix allows our students to have a clear view of the client’s presentation and movement. For example, a client may be tracked in terms of past, present, or future tense; or in domains of behavior, cognition, or feeling; or depth of readiness to change. In essence it is a roadmap through the transformative process.

To complete the picture of our programmatic presentation for our Masters in Counselling students, we have incorporated the work on Emotional Intelligence (Goleman, 1995 and Bar-on, 2000) as essential components of our graduate students’ training. Development of such EI-related dispositions as personal growth, self and other awareness, and social responsibility are essential components of our program as our graduates must be competent and mature providers of mental health services to the various publics that they serve.

Introduction to the Student Handbook

The purpose of this handbook is to provide students with information concerning the Department of Counselor Education’s site-based programs offered in Canada by Gonzaga University of Spokane, Washington. It is intended to clarify relevant information, policies, procedures, requirements, and expectations. All students admitted into a Counselor Education program are provided with a handbook during new student orientation or during an advising meeting with a faculty member usually prior to or during the first class meeting for site-based programs. This handbook should serve as a tool to supplement the guidance provided by faculty when advising students in successfully traversing the program.

It is the responsibility of the student to read and become familiar with the information in this handbook. In order to confirm that you have read this handbook and have understood the responsibilities, policies, and procedures outlined herein, please sign the Agreement Contract included on the last page of this handbook. Please submit this signed agreement to your advisor for inclusion in your student file before you begin taking courses.
Program Faculty and Course Location

All full-time faculty members of the Department of Counselor Education have offices located in the Rosauer Center for Education. Site-based program locations are selected based upon the interest shown within various communities and in accordance to the Gonzaga University, School of Education, and Departmental missions. It is desirable for the department to begin a new site-based center in British Columbia every other year and a new center in Alberta in alternate years. In either province, site-based cohorts hold classes in a facility within the designated community. The department chooses these facilities with every effort given to secure a central, learning-conducive environment with available breakout rooms for practice sessions. Frequently, local schools and community centers serve this purpose. Required summer courses for site-based students are held on the Gonzaga University campus only and are usually in the Rosauer Center.

The faculty of the Department of Counselor Education is comprised of six core members including the following:

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In addition to the core faculty, the Counselor Education Department is fortunate to have remarkable adjunct faculty members to serve our students. These adjunct faculty members bring an added expertise and diversity to the faculty that is greatly appreciated by both core faculty and students. While an adjunct faculty member may have a great deal of knowledge about the program and the profession, the students should not depend solely on an adjunct professor for advising. The current adjunct faculty for the Master of Counselling, site-based program, includes (but is not limited to) the following:

**Affiliate Faculty at Gonzaga**

| Candace Curry, M.A., Registered Psychologist Gonzaga, University | Tanya Surette, MOC, CCC, Registered Psychologist Gonzaga University |

**Program Information**

**Description of Program Objectives**

Gonzaga University’s Master of Counselling, site-based program, is designed to train professional counselors for a variety of employment settings including: family counseling, social service and mental health agencies, elementary and secondary schools, and college counseling centers. Throughout the program, emphasis is placed on personal growth and development in addition to translating theory and research from course work to service for clients. Counselor training utilizes both didactic instruction and experiential learning in a balanced manner to both aid the student in making the transition from education to practice and to offer an avenue for personal exploration. These experiences and any interactions with professors are in no way intended to provide personal counseling or psychotherapy for students. Students are encouraged to seek counseling outside of the program and its faculty when desired, or recommended or required by the Department of Counselor Education. Another major focus of the program is developing and operationalizing the student’s personal theory of counselling. This theory incorporates the student’s view of human nature, psychological constructs, and counseling process along with theory grounded in the available scientific literature. This theory is developed to set a framework for each student to practice counseling. The Master of Counselling is completed during two calendar years.

The site-based program is designed to fit the distance learning parameters while providing many of the requirements for gaining counselling credentials in both British Columbia and Alberta provinces. The overall philosophy of the Department of
Counselor Education (EDCE) is to prepare master’s level counselors with academic, professional, and personal credentials to perform effectively in their anticipated work setting.

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

**Overall Program Objectives:**

Students completing the Master of Counselling program should have met the following objectives:

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

**Specific Objectives:**

To be more detailed about the knowledge, skills, and abilities students should gain throughout their studies in the Master of Counselling program; the following objectives are provided:

1. **Assessment Skills**
   a. Developmental and psychological stages through the life span.
   b. The referral process.
   c. Information gathering.
   d. Effective interviewing skills.
   e. Selecting and evaluating tests.
   f. Test interpretation.
   g. Diagnosing behavioral and psychological problems.

2. **Organizational/Administration Skills**
   a. Conducting needs assessments.
   b. Identifying behavioral objectives and developing treatment plans.
   c. Planning comprehensive counseling practices and interventions.
   d. Implementing counseling practices and interventions.
   e. Evaluating counseling programs and psychological interventions.
3. Educational Counseling Skills
   a. Working with the educational curriculum.
   b. Academic advising.
   c. College planning.
   d. Vocational planning.
   e. Job planning.
   f. Curriculum consultation.

4. Personal Counseling Skills
   a. Psychological assessment and treatment planning.
   b. Rapport building and interviewing skills.
   c. Listening and effective intervention selection.
   d. Counseling theory and application.
   e. Counseling techniques and intervention practices.
   f. Referral procedures (e.g., suicide, incest, etc.)
   g. Diagnosis with DSM V
   h. Substance abuse recognition, referral, and counseling

5. Group Counseling Skills
   a. Understanding psychology of groups.
   b. Organizing groups.
   c. Group process/stages.
   d. Group purpose.
   e. Strengths and weaknesses of groups.
   f. Skill in facilitation of a variety of groups.
   g. Assessment of group interventions.
   h. Ethics of group work.

6. Personal Growth
   a. Personal expectations and skill level.
   b. Ethical considerations, including “duty to warn.”
   c. Commitment to obtaining up-to-date information.
   d. Licensure, credentialing, and professional associations.
   e. Commitment to continual increase in personal awareness and change.

7. Research Skills
   a. Literature review skills
   b. Research proposal writing
   c. Problem identification
   d. Hypothesis development and testing.
   e. Methodology & Statistical analysis.

8. Multicultural Awareness
   a. Review of own own culture
   b. Personal awareness of self and beliefs as they relate to differences
   c. Cultural commitment to change and social justice.
Dispositions
Counselor Education Conceptual Framework

Deep Concern for Others
  Altruistic Service
  Empathy
  Respect
  Kindness

Servant Leadership
  Advocacy
  Commitment

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

Self-Awareness
  Impulse Control
  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
    Integrity

Growth Oriented
  Future mindedness
  Concreteness
  Personal and Social Transformation
Dispositions
Glossary of Terms

The Student Demonstrates Deep Concern for All Others

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

The Student Demonstrates Servant Leadership

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

The Student Demonstrates Professionalism

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

The Student Demonstrates Self Awareness

Persistence—sticking to a task regardless of the difficulties that may arise in doing so
Social Deftness—the ability to assess a social situation, understand the underlying components and nuances, and respond in a manner conducive to successful engagement with that situation and the people involved
Growing awareness/purposeful impact on others—clear understanding of the connection between what one says, does, or does not say or do and the response to such actions from others
Balanced (physical, emotional, social, spiritual, mental)—orchestrating one’s life so that one’s basic needs in each area are fulfilled so as to assure the over-all health of the individual
Genuineness—to live with sincerity in all one’s actions so that affect and behavior match values and thought
Reflective—to intentionally review one’s own actions and interactions in daily living and in counseling practice with the goal of seeking insight that leads to personal and professional growth
Emotional maturity/intelligence—having the energy for and capacity to cope effectively with all of life’s issues as they present and to utilize that energy and capacity wisely—especially in counseling practice
Particular components of emotional strengths include the following:
Zeal—an excitement regarding life that is presented by bridled energy
Resilience (strength and readiness for positive change)—the capacity, willingness, and desire to make life experiences serve as foundations for growth rather than victimization
Tolerance for Ambiguity—self-imposed patience regarding 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

Demonstration of Fundamental Psychology Knowledge Bases (see advancement to candidacy)

Our cohorts are comprised of students with a great diversity of background, education and life experience. Many of our students have an academic foundation in psychology – and many do not. Sound counselling practice relies upon many factors and this includes the rich, historical knowledge bases of psychology. For those entering students who do not have the academic or work experience to satisfy this need, we provide a list of recommended readings (e.g., current textbooks in psychology). Students may demonstrate basic competency in psychology by passing the exam, which may be taken at any time during the first year of the program. This exam must be completed satisfactorily (75%) as a pre-requisite to the Advancement to Candidacy at the onset of the second year of the MOC program.

6-12-09

Recommended bibliography in psychology:

Master of Counselling Site-Based Programs

(43 Credits)

EDCE 525  Introduction to Canadian Counseling
EDCE 551  Diversity in Counselling
EDCE 558  Canadian Counselling Issues and Ethics
EDCE 567  Career Development and Assessment in Counselling
EDCE 584  Counselling Across the Lifespan
EDCE 590  Marriage and Family Counselling
EDCE 616  Psychopathology and Psychopharmacology
EDCE 639  Counselling Theories
EDCE 658  Group Process and Facilitation
EDCE 684  Pre-practicum (A) in Counselling
EDCE 685  Pre-practicum (B) in Counselling
  Prereq: EDCE 698 &
  EDCE 565 (in Summer Residency)
EDCE 686  Practicum in Counselling
  Prereq: EDCE 684, 685
  EDCE 558
  EDCE 639
EDCE 689  Professional Seminar
  Prereq: All course work except the oral exam (EDCE 699) must be
taken prior to participating in the Professional Seminar course.
EDCE 698  Research and Statistics
EDCE 699  Comprehensive Oral Examination
  Prereq: All courses required for the degree of Master of
  Counselling must be successfully completed before any
  student may sit for his or her oral examination.

Elective Courses:

EDCE 690 Directed Readings
EDCE 691 Directed Study
EDCE 692 Independent Study
EDCE 694 Special Project

Comprehensive Written Examination

Students must take and complete successfully a written exam before any student may sit
for his or her oral examination. The content of the written exam covers the
comprehensive curriculum of all program coursework (see above section)
Description of Courses

EDCE 525 Introduction to Canadian Counselling 1 credit
This course provides information and insight to the roles and functions of various counseling specialties within the provinces of British Columbia or Alberta. This course serves as prerequisite for EDCE 640 Counselling Theories and EDCE 558 Canadian Counselling Issues and Ethics.

EDCE 551 Diversity in Counselling 2 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 558 Canadian Counselling Issues and Ethics 3 credits
Content will focus on Canadian and specifically provincial (British Columbia or Alberta) issues and ethics of the Canadian Counselling Association (CCA) with accompanying texts and other materials that are regional and province specific. 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 CCA and related entities; and applications of ethical and legal considerations in professional counseling.

EDCE 567 Career Development and Assessment in Counselling 4 credits
This course is designed to acquaint students with the theories, practice, and pragmatic aspects of vocational and life planning counseling. Students will develop their own synthesis of theoretical assumptions regarding vocational development and choice, integrate their theory into counseling practice, become familiar with information systems and centers and prepare a comprehensive life planning program appropriate for use in the
students’ future employment setting. Students will also become familiar with test and non-test methods of appraisal, including technical and methodological principles, administration, scoring, and interpretation of tests used in counseling with a particular focus on career assessment tools. This course is not intended to qualify students to perform assessments using psychological testing or to otherwise perform assessment services to the public without further education, training, and supervision. Rather, this course is intended to familiarize students so that they might identify and understand those instruments typically used in counseling and have more expertise in the application career assessment tools.

SUMMER (July residency)

EDCE 584 Counselling Across the Lifespan 3 credits
This course is designed to provide students with an in-depth exploration of the mental health issues specific to population across the lifespan. This course will thoroughly represent human growth and development with specific and current interventions appropriate to different developmental levels and stages. 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.

SPRING (1st year)

EDCE 590 Marriage and Family Counselling 3 credits
Students examine the major contemporary theories and approaches in marriage and family counseling. Concepts of family dynamics, family life cycle, and lifestyles in general are presented. Students will explore systems theories and related interventions as well as processes for selecting appropriate modalities for family assessment and counseling. Role and function, ethical and legal consideration, the structure and operations of professional organizations and credentialing bodies, and the implications of professional issues unique to marital, couple, and family counseling are discussed 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.

FALL (2nd year)
(Possible change to Spring 2nd year)

EDCE 616 Psychopathology/Psychopharmacology 3 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 (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 neuroanatomy and psychopharmacological issues and interventions are also discussed.

SUMMER
(Possible change to Spring 1st year)
EDCE 640 Counselling Theories

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. FALL (1st year)

EDCE 658-Group Process and Facilitation

This course is both an introduction to the theory and practice of group counseling and psychotherapy and provides experience in developing and refining group leadership techniques with an emphasis on group process and dynamics. 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. Students will begin integrating the theoretical and experiential understandings of group theory and practice. SPRING (1st year)

(Possible change to Summer)

EDCE 684 Counselling Pre-Practicum (A)

Prior to beginning the full Fall semester Pre-practicum, students are introduced to the basic counseling skills of attending. Students are prepared to begin the placement experience, primarily by shadowing and observing clinical practice and receiving supervision at their site. Students may begin to accrue supervised hours. With Program Director approval and Site-supervisor permission, some experience may be applied to the direct contact hours criteria (or 250 total). This course serves as prerequisite for 685 Counselling Pre-practicum (B). SUMMER

EDCE 685 Counselling Pre-Practicum (B)

Through this course, students develop skills, techniques, and process critical to counseling. The historical development of counseling theories will be discussed with an exploration of affective, behavioral, and cognitive theories; essential interviewing and counseling skills that assist the student in creating appropriate professionally boundaried therapeutic relationships, 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. EDCE 685 Pre-practicum requires a minimum of 100 hours of field placement work during the Fall semester immediately preceding the Spring semester EDCE 686 Practicum. Those 100 hours shall be a combination of experiences including such activities as: orientation, shadowing, co-counseling (and if permitted, additional direct service with clients). In general, the Pre-practicum placement is a time to get acclimated to your agency placement, learning the
protocols, paperwork requirements, and other needs. This course serves as a pre-requisite to Counseling Practicum (EDCE 686).

**FALL (2nd year)**

**EDCE 686 Counselling Practicum**

This course is designed to serve as the transition between the Pre-Practicum phase of the counselor's professional development and preparation for entry level practice by providing for the development of counseling skills on site and under direct supervision. Students continue to 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. Students must complete supervised practicum experiences that total a minimum of 250 clock hours which combined with the 100 hours in Pre-practicum will total a minimum of 350 total hours. The practicum includes all of the following: a minimum of 250 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. 40 hours of class time in Spring semester consists of group supervision and other further instructive experiences. Also, an evaluation of the student's performance throughout the practicum, including a formal evaluation at the conclusion of the practicum will be required. Pre-requisites for EDCE 686 Practicum include: Counseling Theories (EDCE 639), Critical Issues in Counseling (EDCE 560), Pre-practicum (A, B) (EDCE 684, 685)

**SPRING (2nd year)**

**EDCE 689- Professional Seminar**

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.

**SUMMER (End of program)**

**EDCE 698-Research and Statistics**

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.

**SUMMER (July residency)**
EDCE 699- Comprehensive Oral Examination 0 credits
Prerequisite: permission of the Department Chairperson
SUMMER (End of program)

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

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

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

**EDCE 692-Independent Study**
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**
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.
MASTER OF COUNSELLING

Two Year Track (The offering of noted classes are being reviewed and the order (not the length of the program will change) in which the classes are taken may be changed. Future changes will be announced in a timely manner).

Students accepted into a site-based cohort take the following courses as sequenced with all other members of their cohort. All students attend course work during the first and second Summers of their program on the Gonzaga University Campus in Spokane. There are no elective courses offered during the core of the program.

Summer Term
1 EDCE 525 Introduction to Canadian Counselling

1st Year

Fall Semester
3 EDCE 640 Counselling Theories
3 EDCE 558 Canadian Counselling Issues & Ethics

Spring Semester
3 EDCE 658 Group Process and Facilitation
3 EDCE 588 Counselling Across the Life Span

Summer 1 Term
3 EDCE 616 Psychopathology & Psychopharm
2 EDCE 684 Pre-practicum (A) in Counselling

Summer Term (first residency on Gonzaga University campus)
4 EDCE 698 Research and Statistics
4 EDCE 567 Career Development and Assessment in Counselling

1st Year Total = 26 credits

2nd Year

Fall Semester
4 EDCE 685 Pre-practicum (B) in Counselling
3 EDCE 590 Marriage & Family Counselling (possible in the Spring of the 2nd yr)

Spring Semester
5 EDCE 686 Practicum in Counselling
2 EDCE 551 Diversity in Counselling (possible in the Fall of the 2nd yr)

Summer Term (second residency on Gonzaga University campus)
3 EDCE 689 Professional Seminar
0 EDCE 699 Comprehensive Oral Examination

Comprehensive Written Examination

2nd Year Total = 17 credits

Total Program Credits = 43
Transfer of Credits

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

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

2. The advisor will review these materials or present 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 Graduate Admission Office.

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

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

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

Note: The transfer of credit, if allowed, will be entered into the student's record when 12 credits have been completed within the Master of Counselling program.

Course Sequencing and Missed Courses

According to the policy of the Counselor Education Department, site-based students must take courses in the sequence in which they are offered. Site-based students must also spend a month (4 weeks beginning in late June/ early July) in the summer of their first year on the Gonzaga campus taking required courses. Second year site-based students will return to campus for approximately 7 days (usually early in late June/ early July) for the final Professional Seminar (Pro Sem) course and Comprehensive Oral examination. If a student misses any courses due to extenuating circumstances, that student must adhere to the following guidelines:
1) The student will immediately contact his or her advisor to address the reasons for the proposed absence, including any documentation to be supplied to the department.

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

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

4) The advisor will then submit the recommendation of the acceptance of the materials to the department chair that reviews the materials and make any appropriate recommendation to the 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 will be generated. The Graduate Admissions Office will determine how many credits, if any, can be transferred to Gonzaga from the proposed substituted course. A student may transfer no more than six semester credits. (The transfer of credits process is intended for students who have completed graduate level courses after receiving an undergraduate degree but before enrolling in the programs offered by the Counselor Education Department at Gonzaga University. Exceptions to this intention are made under the above unavoidable circumstances.)

5) The student may then either proceed to find another substitute if the course is rejected or proceed with the accepted course, as applicable. 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. The student’s advisor should be available to aid in this process.

6) The professor agreeing to provide the independent study will then determine the work to be completed on campus (if a residency is required), and a timeline for completion based on the professor's availability and university policy.

7) The student will then complete the independent study on campus and make arrangements for the payment of all associated fees and tuition.
8) When the substitute course is completed, the student must submit via their advisor the paperwork for the transfer of credits to Graduate Admissions Office (this includes a Transfer of Credit form and an official transcript from the accredited university from which the courses to be transferred were taken).

9) The Graduate Admissions Office will then evaluate the materials and post the accepted credits to the student's transcript.

This process can be difficult. It is important to contact your advisor immediately if such a process is necessitated. Remember this needs to be facilitated early during the first semester of the student's program. Students must successfully complete all sequenced coursework (with the exception of an approved Incomplete grade agreement) prior to advancement or registration for further classes. If a student is not able to satisfy the Summer residency requirement (EDCE 698 Research and Statistics and EDCE 567 Career Development and Assessment in Counselling), then permission to register in EDCE 685 Pre-practicum will be withheld until evidence of successful completion of that coursework is demonstrated and documented.

Counselor Education offers the following recommendation: In the event that a student is, for emergency reasons, unable to attend their Summer residency, he or she may elect to "stand out" of the program and their original cohort with the intent of petitioning to join a following cohort for the completion of the Summer residency and the second year of the Master of Counselling program curriculum and practicum experience.

Independent Studies, Directed Studies, and Directed Readings

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

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

The practicum for graduate students in the counseling field is one of the most important professional preparation activities. The practicum experience is designed to allow students to apply and synthesize knowledge and skills they have previously learned while transitioning from the pre-practicum experience to the practicum experience. Students will gain working knowledge of record keeping, resources, and office protocol. They will regularly observe and receive feedback from the field supervisor, and in most cases, will carry an active caseload of clients by the beginning of the Spring semester.

EDCE 684 Pre-practicum (A) and EDCE 685 Pre-practicum (B) requires 100 hours of fieldwork during the Fall semester immediately proceeding the Spring semester EDCE 686 Practicum. Those 100 hours shall be a combination of experiences including such activities as: orientation, shadowing, co-counseling (if permitted). In general, the Pre-practicum placement is a time to get acclimated to your agency placement, learning the protocols, paperwork requirements and needs.

In addition to the 100 hours required of the Pre-practicum (A and B) in Fall semester, the Practicum requires another 250 hours (at minimum) of field-based work (direct client contact/service) during the Spring semester (approximately 15-20 hours/week), as well as attending and actively participating in the EDCE 686 Practicum seminar.

The Canadian Counselling and Psychotherapy Association stipulates that the graduate student in counseling must document those 250 hours of direct client contact. CCA further defines “direct client contact” by such activities as:

- individual counseling/therapy
- couple or family counseling/therapy
- group counseling/facilitation (or co-facilitation)
- facilitation or co-facilitation of psycho-educational activities
- counseling over the telephone
- “other activities” (to be specified by the applicant- for example: mediation sessions, PTSD debriefings, etc.)

Line Melanson, CCA Registrar

Students will not be permitted to enroll in the Practicum seminar until they have completed the pre-requisite, Pre-practicum (A & B), as well as Counseling Theories, EDCE 639, and Critical Issues, EDCE 560. All pre-practicum and practicum students are required to have professional liability insurance before beginning their placement and the accrual of practicum hours. The actual placement may begin at any time following the completion of Pre-practicum A if all other requirements are fulfilled.

NOTE. You will receive a detailed Practicum Handbook and Supervisor's Manual before your residence in Summer term. Early in the Spring semester you will have a thorough orientation session regarding details of the practicum experience and expectations.
The practicum is designed to refine counseling and interviewing skills, and to develop and practice new skills while in a closely supervised environment. This includes individual, family and group counseling skills. Through one-on-one and group supervision, the student can expand his or her repertoire of counseling techniques and interpersonal relationship skills. In the practicum, students will be expected to demonstrate a commitment to implementing and expanding the following skills:

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

**Regional Practicum Liaison**

For more than 35 years, our Canadian, site-based MOC students have had the sole responsibility of searching out potential sites for their own practicum placements, with each student initiating all site contact and in the eventual securing of those placements. Your Calgary MOC will have a *Regional Practicum Liaison*. In order to best attend to the interests of the many parties involved, this Gonzaga University representative will gather relevant and practical data from each of you that will contribute to the facilitation of your successful Practicum placement and experience.

In the late Fall or early Spring semester of the first academic year, you will be asked to furnish your Regional Practicum Liaison with the following information:

- your name
- telephone number(s) and best times to call
- your email address
- your mailing address
- the region(s) or location(s) you request to have your pre-practicum/practicum placement (prioritize if possible)
- the types of experience (e.g. population, need, etc.) you request for your practicum (again, please prioritize)
Some cohort members may begin early on to develop some arrangement or agreement with an agency or school for the second year’s practicum placement. If so, please keep your regional liaison informed of your progress (or difficulties) in the process of securing your placement site. Remember that you will retain your autonomy to initiate and explore contacts and pursue your placement on your own- as this has traditionally been the MOC program’s protocol. Also remember that in all conversations and that as you negotiate with potential placements or supervisors to make certain that they are aware that your Regional Liaison is the official placement representative for Gonzaga University. Should you successfully obtain a placement, your inform Liaison as soon as possible. Keep in mind that any such agreement or arrangement shall be finalized and made formal through this office.

Your Regional Practicum Liaison will want you to expect that he or she will be working diligently – and in your best interests- to help facilitate the practicum site-securing task for you. There is also the expectation that each of you in the cohort will carry the responsibility to act as your own primary agent in this process. Please keep in mind that you will be able to contact the Liaison and you will also have regular class meetings throughout the Fall and Spring semesters of your second year with your Practicum professor(s), Dr. Lisa Bennett (ext. 3512, bennette@gonzaga.edu) and/or Dr. Michelle Ghoston (ext. 3848, ghoston@gonzaga.edu) (subject to changed depending on faculty availability). Throughout your second year, Lisa and Michelle will be available to answer questions or hear your concerns. Remember to contact your Regional Practicum Liaison first.

A final note for now, in the event that you are exploring possibilities on your own, and have a potential practicum site/supervisor in mind, that you will need to have a copy of your placement supervisor’s CV (curriculum vitae or resume) sent to your Regional Liaison and to the campus clinical placement staff for approval.

**Conflict of Interest Statement**

No student will be allowed to receive supervision by any person in his or her practicum placement who holds any other evaluative role beyond the role of clinical supervisor for the practicum placement. It will be encouraged that students determine practicum placements outside of their regular work setting should the above not be possible at their work sites. Students are informed of this requirement at the onset of the program. Students are reminded of this requirement during a thorough orientation to the practicum placement process. Students are required to provide curriculum vitae and licensure/certification information regarding their site supervisors to assure their qualifications and to further assess the suitability of the supervisor for the particular student. Even in very small townships where students have some relationship with nearly every other townsperson, no student will be allowed to have a site supervisor who holds any other role that might produce a conflict of interest or in otherwise make an objective evaluation of the student impossible. The newly hired local practicum placement coordinator (regional practicum liaison) will meet with site supervisors, as needed, to further assure that compliance to this requirement is met.
Policies and Procedures

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 that 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.

Advancement to Candidacy

In addition on going monitoring of students’ progress throughout the year, the department faculty will meet at the end of the Summer semester to assess each second year student’s progress. At that point, should the department faculty determine that a student is not prepared for advancement at that point, then the student will be given remedial steps to become prepared for advancement or will be assisted in leaving the program and in finding a more suitable course of study given the student’s lack of progress or appropriateness for the counseling profession. This evaluation process is essential to protect both the profession and the public it serves. This action is in accordance with the professional mandates regarding the monitoring of the profession and protection of the public. Candidacy will be determined by the beginning of the student's second year and all students will be notified as to their advancement status.

Demonstration of Fundamental Psychology Knowledge Bases

Our cohorts are comprised of students with a great diversity of background, education and life experience. Many of our students have an academic foundation in psychology –and many do not. Sound counseling practice relies upon many factors and this includes the rich, historical knowledge bases of psychology. For those entering students who do not have the academic or work experience to satisfy this need, we provide a list of recommended readings (e.g., current textbooks in psychology). A test of basic competency in psychology may be taken at any time during the first year of the
program. This exam must be completed satisfactorily (75% correct on the exam) as a pre-requisite to the Advancement to Candidacy at the onset of the second year of the MOC program.

**Grading Policies**

The standard letter grade policy is used in the Department of Counselor Education. If a student receives a grade of “I” (incomplete), he or she is responsible for completing work within one year in order to receive a grade other than “failure”. In order for the student with an "I" to advance in the program, the incomplete coursework must be fulfilled early in the next semester, by contractual arrangement with the professor. 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.

**Grade Appeals Process**

The steps for appealing a grade in Gonzaga University’s Counselor Education program is 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.

**Endorsement and Certification**

Gonzaga is regionally accredited by the Northwest Association of Schools and Colleges and the Washington State Board of Education. Gonzaga in nationally accredited by the National Council for Accreditation of Teacher Education. The Master of Counselling program, although not CACREP (or CACEP) accredited, is designed with CACREP rigor and thoroughness.

**Degree Plans and Advisement**

The degree of Master of Counselling, site-based program from Gonzaga University is offered through the Department of Counselor Education. Advisement will be discussed with new students at the orientation meetings. Site-based students will be assigned an advisor to serve the entire cohort. The advisor shall be the Director of the Master of Counselling Program, site-based program, Dr. Michelle Ghoston.

**Personal Counselling**

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 caused a disturbance in the program, or in one's personal program, an advisor, the department chairperson, or the
faculty on the whole, may 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.

**Orientation**

An orientation meeting will be scheduled prior to or during the commencement of classes in a new site-based cohort. Attendance at the orientation by all members of the new cohort is required as this meeting serves several functions. The orientation meeting is one of our traditions wherein we welcome a new group of students who will, over the period of two years of study become a cohesive cohort. The orientation meeting is the official beginning of that experience. It is also the time in which all the rules, protocols and expectations of the program are presented and explained. It is also an opportunity for clarification and answers for new students' questions.

**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. However, there are no guarantees that this will prevent litigation. 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. Practicum students will be required to provide a copy of the face sheet for their policy as proof of liability insurance coverage. If you do not already have professional liability insurance, you will be guided through the process of obtaining it. Some organizations offer affordable student rates for professional liability insurance to their members, which you will receive more information on once in the program.

Some schools and some of the practicum sites have “blanket” professional liability insurance policies that may cover students who are completing a practicum there. However, there may be some restrictions (i.e., only apply to counseling which takes place at that location) which make it advisable for students to have their own insurance.

**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 Office of Degree Evaluation. Formal commencement ceremonies are held in May each year, and graduating students are invited to participate, regardless of the semester in which their degree is granted.

**Comprehensive Examinations**

All students will be required to pass an oral comprehensive examination at the conclusion of the program and only 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 counselling. Additionally, all students will be
required to pass a comprehensive written examination that will cover all core curriculum areas in counseling

**Financial Aid**

Some students (U.S. citizens) receive financial aid through loans. Complete details on financial aid, loans, and related programs are available through the Financial Aid Office. The Gonzaga contact person for the Financial Aid Office is Sharon Griffith at (509) 323-6581.

Gonzaga University no longer directly accepts credit or debit cards for payment of tuition, fees, room or board. We offer online e-check / ACH payment at no cost to students using United States bank accounts. If you wish to make your monthly payments by credit or debit card, there is an opportunity to pay Gonzaga through Quikpay, a third party, via their website. MasterCard, Discover and American Express are accepted. A service fee of 2.75% per transaction is associated with this option. **Checks must be clearly payable in U.S. FUNDS.** Due to U.S. banking regulations, no post-dated checks will be accepted." Deferred payment plans may be arranged through the Student Accounts office. For clarification or further information, the contact person for Student Accounts is Mary Beth Charleboix at (509) 323-6817.

Canadian students in the Master of Counselling site-based program may, depending upon eligibility, apply for a variety of student loans. Eligibility requirements for the various student loans depend upon such factors as one's citizenship status and country of residence. Financial Aid programs are also offered on a need and non-need basis and are offered at the federal, state, and provincial levels. Financial aid applications must be submitted once every academic year. Several of the programs to which one may apply through Gonzaga's Financial Aid Office are described:

- FAFSA (Free Application for Federal Student Aid) is available to Master of Counselling site-based students only if they have dual Canadian and United States citizenship or if the student is a U.S. citizen residing in Canada.
- Canadian students may be recommended to Private Educational Loans, some of which require a U.S. citizen as a co-signer.
- Canadian students may also be recommended to the Canadian Higher Education Loan Program. This is a credit-based loan and does not require a U.S. citizen as a co-signer. It does require that the applicant be a Canadian citizen and a Canadian residency for the previous two years.

**Tuition fees**

Graduate tuition for 2014-2016 for the Master of Counselling (Calgary MOC) site-based program is $740.00(USD) per semester credit hour. Textbooks are additional (see textbook fees note below).

**Site-Based Student Lab fees**

Student Lab fees for 2014-2016 for the Master of Counselling site-based program are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee Description</th>
<th>Amount (USD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCE 684A</td>
<td>Pre-practicum Fee</td>
<td>$260</td>
</tr>
<tr>
<td>EDCE 685B</td>
<td>Practicum Fee</td>
<td>$260</td>
</tr>
</tbody>
</table>

(students pay Fall of 2nd year)
EDCE 567 Career development and Assessment in Counseling Fee $ 60 (USD)  
(students pay Summer of 1st year)
EDCE 699 Comprehensive Oral Examination Fee $ 105 (USD)  
(students pay semester orals are taken)

Textbook fees

Note. New policy (as of Summer 2008) for the Master of Counselling, site-based program- this policy pertains to all new cohorts including the Nelson MOC (2015-2017). Students will receive lists of required texts for each semester at least 2 months in advance, when possible. Books may be purchased through some means of the students’ choosing. There will not be any automatic textbook related charges billed by Gonzaga University in this regard.

Professional Licensure and/or Certification

Attainment of professional status through licensure, certification, or chartering is an essential aspect of professionalism itself. Therefore, students are encouraged to plan their academic programs in such a manner as to be eligible for appropriate professional credentials and to actively seek such after graduation. Qualification and restrictions should be discussed with your advisor. REMEMBER: Save all course syllabi and documentation from field experiences for the duration of your professional career. You may need them in the future to verify that you have completed requirements for various certifications or licensure.

British Columbia NOTE. The Master of Counselling degree does not lead to the Psychologist chartering (or registering) in the province of BC. Specifically, one must have the PhD degree from a program approved by the College of BC psychologists. The Master of Counselling degree does provide the basis for application to the British Columbia Association of Clinical Counsellors (BCACC) for the Registered Clinical Counsellor (RCC) credential.

Alberta NOTE. The Master of Counselling degree from Gonzaga University alone may not satisfy all the requirements for registration with the College of Alberta Psychologists. If attainment of the psychologist credential is in your professional plan, you should contact the College of Alberta Psychologists for further requisite conditions.

For students who desire to enter doctoral programs, it is your responsibility to research the application/entrance requirements of the institution(s) of your focus. Depending on the institution, the Gonzaga MOC degree alone may not meet educational requirements for admission.

Notice (Ministry of Advance Education and Technology)

This program is offered pursuant to the written approval of the Ministry of Advanced Education and technology effective April 2009 having undergone a quality assessment process and been found to meet the criteria established by the Minister. Nevertheless, prospective students are responsible for satisfying themselves that the
program and the degree will be appropriate to their needs (for example, acceptable to potential employers, professional licensing bodies, or other educational institutions.

**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 interests and areas of expertise similar to their own.

**Extracurricular Counselling**

Students enrolled in the program often have opportunities to become involved in professional counseling activities that are separate and apart from required program activities. These opportunities are called “extracurricular” counseling activities. They are considered extracurricular because they are neither conducted under the auspices of the Counseling Program, nor do those professionals associated with the program officially supervise them. All non-program-counseling activities fall under this definition, regardless of whether the students receive pay for the provision of such services. The Counseling Program and Gonzaga University only assume responsibility for students’ counseling activities within the limits of program requirements. Therefore, be advised that if you choose to engage in extracurricular counseling activities, you do so without college sanction. Moreover, use of college resources (e.g. physical facilities, materials) by students for extracurricular counseling activities are strictly prohibited. The Counseling Program neither encourages nor discourages students from engaging in extracurricular counseling activities.

**Other Sources of Information**

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

- Gonzaga University’s Graduate Catalogue
- Fair Process Manual
• Department of Counselor Education
  Cari Johnson, Program Assistant
  johnsonc3@gonzaga.edu
  (800) 533-2554 ext# 3501
  (509) 313-3501
  FAX: (509) 313-5964

• School of Education, Dean's Office
  Carol Bradshaw, Asst to the Dean &
  Accreditation Specialist
  bradshawc@gonzaga.edu
  (800) 533-2554 ext # 3594

• School of Educ., Office of Graduate Admissions
  Luke Cairney, Program Specialist
  cairney@gonzaga.edu
  (800) 533-2554 ext #3821

• International Student programs (ISP)
  Harry Daniels-Schatz
  daniels-schatz@gonzaga.edu
  (800) 533-2554 ext #3648

• Disability Resource Educ. & Access
  Management
  Vicki Weaver
  weaver@gonzaga.edu
  (800) 533-2554 ext# 4134

• Financial Aid Office
  Sharon Griffith
  griffiths@gonzaga.edu
  (800) 533-2554 ext# 6568

• Office of Student Accounts
  Mary Beth Charleboix
  charleboix@gu.gonzaga.edu
  (800) 533-2554 ext # 6817

• Gonzaga University Bookstore
  Scott Franz
  franz@gonzaga.edu
  (800) 533-2554 ext #6861

• Housing and Residence Life
  (800) 533-2554 ext #4103
APPENDICES A-H

Relevant Ethical Principles and Standards

APPENDIX A

The Master of Counselling 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 mandatory codes of conduct of the American Psychological Association (APA):

1.09 In their work-related activities, psychologists respect the rights of others to hold values, attitudes, and opinions that differ from their own.

1.13 a. Psychologists recognize that their personal problems and conflicts may interfere with their effectiveness. Accordingly, they refrain from undertaking an activity when they know or should know that their personal problems are likely to lead to harm to a patient, client, colleague, student, research participant, or other person to whom they may owe a professional or scientific obligation.

1.13 b. In addition, psychologists have an obligation to be alert to signs of, and to obtain assistance for; their personal problems at an early stage, in order to prevent significantly impaired performance.
1.13 c. When psychologists become aware of personal problems that may interfere with their work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related activities.

1.14 d. Psychologists take reasonable steps to avoid harming their patients or clients, research participants, students, and others with whom they work, and minimize harm where it is foreseeable and unavoidable.

6.04 a. In academic and supervisory relationships, psychologists establish and appropriate process for providing feedback to students and supervisees.

6.04 b. Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

This program is also in accord with the Ethical Articles on Counsellor Education, Training, and Supervision of the Canadian Counselling Association (CCA, 2000):

F1 General Responsibility- Counsellors who are responsible for counsellor education, training, and supervision adhere to current CCA guidelines and standards with respect to such activities and conduct themselves in a manner consistent with the CCA Code of Ethics and Standards of Practice.

F2 Boundaries of Competence-Counsellors who conduct counsellor education, training, and supervision have the necessary knowledge and skills to do so, and limit their involvement to such competencies.

F3 Ethical Orientation- Counsellors who conduct counsellor education, training, and supervision have an obligation to make their students, trainees, and supervisees aware of their ethical responsibilities as expressed in the CCA Code of Ethics and Standards of Practice.

F4 Clarification of Roles and Responsibilities-. Counsellors who engage in counselling supervision of students or trainees take responsibility for clarifying their respective roles and obligations.

F5 Welfare of Clients- Counsellors who engage in counselling supervision of students or trainees take steps to ensure the welfare of clients during supervised practice period, and intervene, when necessary, to ensure that this obligation is met.

F6 Program Orientation- Counsellors responsible for counsellor education programs and training activities take responsibility to orient prospective students and trainees to all core elements of such programs and activities, including to a clear policy with respect to all supervised practice components, both those simulated and real.
F7  Relational Boundaries- Counsellors who work as counsellor educators, trainers, and supervisors establish relationships with their students, trainees, and supervisees such that appropriate relational boundaries are clarified and maintained, and dual relationships are avoided.

F8  Obligation to Inform- Counsellors who work as counsellor educators, trainers, and supervisors take steps to inform students, trainees, and supervisees, at the beginning of activities associated with these roles, of all reasonably foreseeable circumstances under which confidentiality may be breached during such activities.

F9  Self-Development and Self-Awareness- Counsellors who work as counsellor educators, trainers, and supervisors encourage and facilitate the self-development and self-awareness of students, trainees, and supervisees, so that they learn to integrate their professional practice and personal insight.

F10  Dealing With Personal Issues- Counsellors responsible for counsellor education, training, and supervision recognize when such activities evoke significant personal issues for students, trainees, and supervisees and refer to other sources when necessary to avoid counselling those for whom they hold administrative or evaluative responsibility.

F11  Self-Growth Activities- Counsellors who work as counsellor educators, trainers, and supervisors ensure that any professional experiences, which require self-disclosure and engagement in self-growth activities, are managed in a manner consistent with the principles of informed consent, confidentiality, and safeguarding against any harmful effects.

Finally, 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.
ADMISSION AND RETENTION AGREEMENT
APPENDIX B (COUNSELING EDUCATION DEPARTMENT, GONZAGA UNIVERSITY)

Master of Arts in Community Counseling,
Master of Arts in School Counseling
Master of Arts in Marriage and Family Counseling

Master of Counselling (Site-Based)

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

I have read and I understand the Academic Honesty Policy and Section I and II of the Standards and Fair Process Manual of the School of Education.

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

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

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

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

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

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

I have read, understand and will agree to abide by the Department of Counselor Education and Gonzaga University policies and procedures regarding substance use and romantic/sexual relationships amongst cohort members.

_________________________________________  __________________________
Signature                                      Date

_________________________________________
Print Name
Fair Process Manual Agreement

APPENDIX C  (Counselor Education Department copy)

Gonzaga University-Department of Counselor Education

I have received a copy of the School of Education Fair Process Manual (sections I & II) and agree to read and follow the policies it describes.

________________________________________________________
Print Name                                      Date

________________________________________
Signature


Statement Regarding the Monitoring of Progress Throughout the
Master of Counselling Program

APPENDIX D (Counselor Education Department copy)

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

1) Recommendations of faculty;
2) Recommendations of practitioners;
3) Required GPA;
4) Exam performance;
5) Observations (including assessment of overall mental health/stability, response to feedback, ethical and moral behavior, etc.);
6) Written coursework;
7) Course participation/completion.

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

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

Thank you for choosing us as your graduate institution.

___________________________________________  ______________________
Student Signature                                Date
Appendix E
Photo/Video Release Form

School of Education
Gonzaga University
Spokane, WA 99258

Photo/Video Release Form

Date:___________________            Place:_________________________

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

______________________________________________

(name of child/person)

I understand that the photograph(s) will become the property of the School of Education.

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

________________________________________

signature (parent or guardian if person is a minor)                  __________

date

____________________________                   ______________

city                                      state (province)

____________________________

zip (postal) code
**APPENDIX F**

**Counselor Education Department**

**Master of Counselling—Site Based**

**Assessment Levels**

Student Name ________________________________________________

**Admission Process:**
- Materials submitted as requested
- In person or video taped interview
- Faculty discussion: observations/assessment of all applicants

### Year One

<table>
<thead>
<tr>
<th>Fall:</th>
<th>End of Fall Semester</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Grades are a minimum of 3.0</td>
</tr>
<tr>
<td></td>
<td>With no grade lower than a B-</td>
</tr>
<tr>
<td></td>
<td>I or IP requires completion by end of Spring term</td>
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<tr>
<td></td>
<td>Personal Growth &amp; Reflection Papers (AKA Letter of Progress)</td>
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<table>
<thead>
<tr>
<th>Spring:</th>
<th>End of Spring Semester</th>
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<tbody>
<tr>
<td></td>
<td>Grades are a minimum of 3.0</td>
</tr>
<tr>
<td></td>
<td>With no grade lower than a B-</td>
</tr>
<tr>
<td></td>
<td>All Fall I or IP completed</td>
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<tr>
<td></td>
<td>New I or IP requires completion by end of Summer semester</td>
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</table>

<table>
<thead>
<tr>
<th>Summer:</th>
<th>End of Summer Semester</th>
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<tbody>
<tr>
<td></td>
<td>Grades are a minimum of 3.0</td>
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<td>With no grade lower than a B-</td>
</tr>
<tr>
<td></td>
<td>All Spring I or IP completed</td>
</tr>
<tr>
<td></td>
<td>New I or IP requires completion by end of Fall semester</td>
</tr>
<tr>
<td></td>
<td>Professional Performance Evaluation (PPE) completed &amp; Interview by faculty</td>
</tr>
<tr>
<td></td>
<td>Personal Growth and Reflection Paper</td>
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</table>

| Summer:    | Psychology Competency Examination (if required) |

**Advancement to Candidacy**
- Yes Date: ________________
- No

### Year Two

<table>
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<tr>
<th>Fall:</th>
<th>End of Fall Semester</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Grades are a minimum of 3.0</td>
</tr>
<tr>
<td></td>
<td>With no grade lower than a B-</td>
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<tr>
<td></td>
<td>New I or IP requires completion by end of Spring semester</td>
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<tr>
<td></td>
<td>Professional Performance Evaluation (PPE) completed &amp; Interview by faculty</td>
</tr>
<tr>
<td></td>
<td>Personal Growth and Reflection Paper</td>
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<tr>
<td></td>
<td>Field Supervisor Evaluation of Pre-practicum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring:</th>
<th>End of Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grades are a minimum of 3.0</td>
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<tr>
<td></td>
<td>with no grade lower than a B-</td>
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<tr>
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<td>All Fall I or IP completed</td>
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<td></td>
<td>New I or IP requires completion prior to Pro Sems</td>
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<td>Field supervisor evaluation of Practicum</td>
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<td>Professional Performance Evaluation (PPE) completed &amp; Interview by faculty</td>
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<td></td>
<td>Personal Growth and Reflection Paper</td>
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</table>

<table>
<thead>
<tr>
<th>Summer:</th>
<th>End of Program</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>All previous I or IP completed</td>
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<tr>
<td></td>
<td>Completion of Pro Seminar</td>
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<tr>
<td></td>
<td>Comprehensive Written Examination</td>
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<tr>
<td></td>
<td>Comprehensive Oral Examination</td>
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</tbody>
</table>

**Notes:**
GONZAGA UNIVERSITY    Department of Counselor Education

Professional Performance Evaluation (APPENDIX G)

(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. No two students’ evaluations are to be compared.)

Student ____________________________    Semester/Year ________________

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

The Student Demonstrates Professionalism

Ethical
Appropriate boundaries

Excellence in work ethic:
Thorough
Complete
Accurate
Timely
Disciplined

Consciously Competent
Knowledge base
Sound skills set


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/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
<table>
<thead>
<tr>
<th>Empathic Manner</th>
<th>__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing and communicating empathy</td>
<td>__________</td>
</tr>
<tr>
<td>Effective use of nonverbal communication</td>
<td>__________</td>
</tr>
<tr>
<td>Responding at the optimal moment: timing</td>
<td>__________</td>
</tr>
<tr>
<td>Responding with a clear understanding of the outcomes desired: 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>
</tr>
<tr>
<td>Facilitates movement toward the individual’s goals</td>
<td>__________</td>
</tr>
<tr>
<td>Capacity to match appropriate interventions to the presenting problem</td>
<td>__________</td>
</tr>
<tr>
<td>Applies legal requirements relative to professional training and setting</td>
<td>__________</td>
</tr>
<tr>
<td>Takes responsibility for assuring others’ welfare when encountering boundaries of expertise</td>
<td>__________</td>
</tr>
<tr>
<td>Demonstrates the ability to receive and integrate feedback from peers and supervisors</td>
<td>__________</td>
</tr>
</tbody>
</table>

**Goal:** _______________________________________________________

**The Student Demonstrates Healthy Conflict Resolution Skills**

Follows sound conflict resolution processes | __________ |
Follows departmental procedures for resolving conflict when informal methods are ineffective | __________ |

**Goal:** _______________________________________________________

**Comments:**

___________________________/_________            _____________________________
Student Signature/Date                Advisor Signature
Appendix H. Counselor Education Policies and Procedures

- Professional Performance Evaluation and Reflection
- Graduate Level Professionalism
- Personal Growth
- Advancement to Candidacy
- Site Supervisor Evaluation
- Evaluation of Site and Supervisor
- Grading Policies
- Grade Appeals Process
- Departmental Student Records
- Endorsements and Certifications
- Degree Plans and Advisement
- Professional and Personal Expectations
- Monitoring Process
- Exit Experience
- Personal Counselling
- Alcohol and Substance Abuse Policy
- Romantic/Sexual Relationships within Cohort
- Conflict Resolution
Professional Performance Evaluation & Reflection

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

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

It is assumed at the graduate level that students attend with strong writing skills, the ability to read a textbook and distill the critical information, the habit of balancing the workload so as to handle the rigorous assignments, exams, and projects, and the capacity to meet deadlines and follow through effectively with completed polished assignments. The Department expects all students to do so or to utilize the available resources across campus and outside of the Gonzaga community to assure a high level of professionalism in all the student does while in the program.

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

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

Site Supervisor Evaluation

Students are given an evaluation instrument at the beginning of their practicum seminars to deliver to the site supervisor, each term in placement. Students are to meet with their site supervisor early in the semester to discuss the evaluation tool and process and regularly throughout the semester to discuss progress. Site supervisors complete the evaluation tool at the end of each semester and submit the completed evaluation to the practicum or internship professor. The department encourages the site supervisor and student to meet and formally review the evaluation at the end of each semester. The materials will be placed in the student’s file.
Evaluation of Site and Supervisor

Students are given an evaluation instrument at the end of their practicum 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 sites for placement application.

Grading Policies

The standard letter grade policy is used in the EDCE Division. If a student receives a grade of “I” (Incomplete), he or she is responsible for completing work within the first month of the following semester in order to receive a grade other than “failure”. The student receiving Financial Aid should consult with a Financial Aid advisor before making the decision to take an incomplete, as this may affect the student’s Financial Aid eligibility status. Grading policies for Practicum vary slightly from the classroom grading policy and will be determined by the professor based on the evaluation of each student’s willingness and capacity to fully invest in the entire Practicum experience.

Grade Appeals Process

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

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

Departmental Student Records

Each student in the programs offered by the Department of Counselor Education will have a set of records kept by the department in a student file. The file records will include proof of liability insurance, the Admissions and Retention Agreement and any other documentation of agreements made between student and department, Supervisor Evaluations, Professional Performance Evaluations, Personal Reflection and Personal Theory Papers, rubrics, hours logs, technology checklist, outcome surveys, supervisor vita, and any other documentation needed for assessment or requested by the students and as agreed upon by the Department and/or SOE. Additionally, documentation of any disciplinary action may be kept in the student’s file. Student files are for Departmental use though a student may view his or her file within FERPA guidelines and in the presence of his or her advisor, the department secretary, or the department chair. Should a student choose to have a copy of any part of their file, the student will pay the department fifteen cents per page of that material for said copy.
Endorsement and Certification
Gonzaga is regionally accredited by the Northwest Association of Schools and Colleges. Gonzaga is nationally accredited by the National Council for Accreditation of Teacher Education. All campus-based programs (Clinical Mental Health, Marriage and Family, and School Counseling) are also accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

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

Professional and Personal Expectations/ Monitoring Process
Students are expected to conduct themselves in an ethical, responsible, and professional manner and be familiar with the Code of Ethics of the American Counseling Association (ACA), the International Association of Marriage and Family Counselors, the American Association for Marriage and Family Therapy (AAMFT), the Canadian Counselling and Psychotherapy Association (CCPA) and the American Psychological Association (APA). These codes serve as guidelines for students and professionals in the field of counseling and should be adhered to at all times.

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

Given these ethical guidelines and beliefs, the EDCE faculty 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 the student’s academic progress but the personal characteristics of the student which will affect their performance in the field. These characteristics should be of a quality so as to NOT interfere with the professionalism or helping capacity of the student. All students in training are informally reviewed each semester by faculty.

Exit Experience
Students in the Master of Arts in School Counseling, Community 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 oral examination. The orals committee is comprised of the professional seminar professor and a reader chosen by the professional seminar professor. The oral examination is an opportunity for the student to demonstrate his or her working knowledge of the profession of counseling as well as to orate clearly and knowledgeably about his or her personal theory and its relationship to the student’s practice of counseling. All areas, all coursework, and counseling practice are subjects for questions and discussion. Students who successfully complete their Oral Examinations must then assure that they have completed all requirements for the application for graduation with the SOE and the University.

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

**Personal Counseling**

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

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

Romantic/Sexual Relationships within Cohort

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

Conflict Resolution

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

Standards and Fair Process Manual

SECTION 1

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

1.1. GENERAL PURPOSE

1.1.1. The School of Education (SOE) has developed procedures to provide means for a candidate to seek review of any decision alleged to be arbitrary and capricious. In any case of arbitrary and capricious decision making, the burden of proof rests with the student. A decision made in good faith, after due consideration and process, with reasonable basis in fact, is not made arbitrarily or capriciously even if a reviewing body would have made a different decision.

1.1.2. An arbitrary and capricious decision is defined as:

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

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

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

1.1.3. The SOE Standards and Fair Process Manual includes protocol that governs the total SOE program experience.

- Academic and content preparation
- Field placements, professional practica, and internships
- Professional behaviors, dispositions, and performance of candidates.

1.1.4. School of Education departments and academic programs have individual policies and processes related to, but not limited to, the following issues:

- Candidate Grades
- Instructor Behavior/Performance
- Candidate Academic Probation Status
- Candidate Dismissal from program
- Other candidate disciplinary actions

1.2. Procedures outlined do not replace or preempt University-wide policy as detailed in Student Handbook, University Catalog, and Harassment and Disability policies.
1.3. **GENERAL CRITERIA FOR RETENTION AND COMPLETION OF PROGRAMS**

The SOE seeks to make rational admission and retention decisions.

However, admission does not necessarily assure success or ongoing retention of a candidate in a program; further, retention for a time (even for extended time) does not necessarily assure retention to completion of the program. The candidate has a separate and independent personal obligation to be knowledgeable of and confirm his or her own suitability to the program, and to meet and abide by the standards specific to their academic program.

1.4. **DECISION/ACTIONS SUBJECT TO APPEAL**

School of Education candidates have the right to appeal decisions or action made at the department or program level to the Dean of the SOE through the processes in Section 1.5 of this *Manual*.

1.5. **APPEAL PROCESS FOR DECISIONS AND/OR ACTIONS**

1.5.1. The applicant/candidate may appeal decisions made at the department or program level to the Dean of the SOE within ten (10) working days of receipt of notification in writing.

1.5.2. The Dean of SOE will review the appeal and give notification of the decision to the applicant/candidate in writing within ten (10) working days of this decision.

1.5.3. Faculty/staff who have been part of the original decision will be excused from any remaining decisions but may be interviewed by the Dean as part of the review of the appeal.

1.5.4. A final appeal by the applicant/student may be made to the Academic Vice President (AVP) within ten (10) working days of receipt of notification in writing.

1.5.5. Following an appeal, a final report shall be submitted to the Academic Vice President by the Dean of the SOE.

1.5.6. The Dean and faculty of SOE will assure that an applicant or candidate, who has a successful appeal, will not be retaliated against.

1.6. **OTHER POLICIES**

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

1.7. **CHANGES TO POLICIES AND PROCEDURES**

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

STANDARDS AND FAIR PROCESS MANUAL

ACADEMIC HONESTY POLICY

Preface

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

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

I. Code of Academic Honesty

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

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

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

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

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

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

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

**II. Academic Dishonesty**

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

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

- A student obtains a copy of a test to be given in a course;
- A student brings notes to an exam and keeps them where he or she can see them during the exam (whether or not there is proof they are used);
- A student communicates to another student during a test about the test, or copies another student's answer;
- A student programs information into a portable computer's memory and brings the computer to a test (a technologically advanced crib sheet);
- A student misrepresents practicum or internship hours or experience;
- A student submits the same paper or report for assignments in two courses when an instructor has announced that assignments should be original work for that course only.

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

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

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

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

III. Penalties and Appeals

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

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

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

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

The dean/chair will determine whether the evidence supports an allegation of academic dishonesty. "Hard" evidence - e.g., a confiscated crib sheet, the word-for-word original of a plagiarized term paper, sufficiently identical answers on two tests of students seen communicating with each other, a student caught red-handed stealing an exam, etc. - will normally be sufficient to decide a case. Instructors and students who allege academic dishonesty has occurred are not required to prove it "beyond a reasonable doubt." The dean will take such allegations seriously in any case, and will deal with them flexibly to do justice to all the rights and obligations involved in each particular case. When academic dishonesty is determined to have occurred, the dean/chair will also determine the appropriate penalty, depending on the quality of the evidence, the severity of the alleged infraction, and whether it is a first or repeated offense. The recommendation of the proposed penalty is made by the teacher who initially discovers the alleged violation. When appropriate, a warning instead of a penalty may be given. Penalties in the past have included: a grade of zero for the assignment, an F grade in the course (which cannot be replaced by an X grade), loss of institutional financial aid, suspension from the University, an expulsion. Abuse of computer, library, or laboratory privileges may also result in their restriction. If a penalty (not a warning) is imposed, the dean/chair will so notify the student in writing and send a copy of that letter along with a written report explaining it to the Academic and Student Life Vice Presidents and the dean of the school in which the student is enrolled. Ordinarily the dean/chair's decision is final.

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

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

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

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

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

- All five members of the Board will receive copies of the student's appeal-letter and the Dean's report before the process begins.

- If the Board receives notice from the AVP during the academic semester, it will meet within five class days. Otherwise, it will meet as soon as four members or alternates are able.

- The penalized student will have the opportunity to be heard in person by the Board. At this hearing the student may be assisted by an advisor and may be accompanied by appropriate family. (Since this hearing is not intended to be a trial, the role of the advisor shall be to assist the penalized student in presenting his or her case, and not as a trial advocate.)

- The Board may call witnesses, including but not limited to the parties involved in the case at the time when the dean/chair decided it.

- Hearings may be tape recorded or transcribed, upon agreement of all participants.

- The final decision will be by majority vote.

- The Board will provide the AVP a brief written statement of the reasons for its decision. The Board will notify the student of its conclusion and briefly explain it in a letter to his or her official school address within five class days of its final decision. This letter will be filed with the rest of the case information in the Academic and Student We Vice Presidents' offices.
Appendix I
Fair Process Manual Agreement
APPENDIX E  FAIR PROCESS MANUAL AGREEMENT

GONZAGA UNIVERSITY-SCHOOL OF EDUCATION

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

______________________________  ______________________
Print Name                          Date

______________________________
Signature