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Dr. Hall Dr. Hannon Dr. Buchholz Dr. Nielsen Dr. Nelson

Welcome to the Counselor Education Program at North Dakota State University

The CEP Master's Degree Handbook will serve as a guide to valuable information for you as a current or prospective Master's degree student. It was developed and revised on the basis of student recommendations and years of faculty experience. **The Ph.D. Handbook is found on the HDE Ph.D. Program Web Page. Please see http://www.ndsu.edu/gradschool/about_us/graduate_programs/human_developoment/ for information on the HDE, Counselor Education Doctorate.**

This CEP Master's Degree Handbook is regularly updated. We value your feedback about program procedures, policy and practice, so be sure to discuss any potential changes with your advisor. CEP faculty members honor your opinions and depend on you to keep us informed about how the program is serving you. If, after reading the Handbook, you have questions, please contact one of the faculty members by email, phone or in person.

Sincerely,

Carol E. Buchholz, Ph.D.
Assistant Professor

Jill R. Nelson, Ph.D.
Assistant Professor

Brenda Hall, Ed.D.
Associate Professor

Robert C. Nielsen, Ed.D.
Professor

J. Wade Hannon, Ed.D.
Associate Professor

Reservation of Rights

Every effort is made to provide accurate and current information; however, the Counselor Education Program faculty members reserve the right to change the policies, procedures, and practices of the program at any time, including those related to admission, instruction, and graduation. The right to add or delete courses, change program criteria, alter course content, adjust time lines, and impose or increase fees is similarly reserved. In some cases, requirements for the program and prerequisites for courses offered are effective even if they are not listed in this handbook. All such changes are effective at such times that the proper authorities determine, and may not only apply to prospective students, but also to those who already are enrolled in the program.

Counselor Education Program Faculty

Disclaimer

Catalogs and bulletins of educational institutions are usually prepared by faculty committees or administrative officers for the purpose of furnishing prospective students and other interested persons with information about the institutions that issue the same. Announcements contained in such printed materials are subject to change without notice, and may not be regarded in the nature of binding obligations on the institution or the State. In times of changing conditions, it is especially necessary to have this definitely understood.

State Board of Higher Education

NDSU is an Equal Opportunity Institution

North Dakota State University is fully committed to equal opportunity in employment decisions and educational programs and activities, in compliance with all applicable federal and state laws and including appropriate affirmative actions efforts, for all individuals without regard to race, color, national origin, religion, sex, disability, age, Vietnam Era Veterans status, sexual orientation, status with regard to marriage or public assistance, or participation in lawful activity off the University's premises during non-working hours which is not in direct conflict with the essential business-related interests of the University.

North Dakota State University

Students with Disabilities

Any student with disabilities or other special needs who requires special accommodations in any of the courses is invited to share his/her concerns with the instructor as soon as possible.

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COUNSELOR EDUCATION PROGRAM

The Counselor Education Program is housed within the School of Education and is located in the College of Human Development and Education. We offer Master's Degrees (M.S. or M.Ed.) in both Community Counseling and School Counseling and a Doctor of Philosophy Degree (Ph.D.) in Human Development with a track in Counselor Education.

MISSION

The North Dakota State University (NDSU) Counselor Education Program's mission is to provide state, national, and international students who represent a multicultural and diverse society with the appropriate academic preparation, clinical experiences, and personal growth opportunities that can be applied to their work as professional Master's and Doctoral degree level counselors and counselor educators. We strive to graduate students who are caring, compassionate, capable professional counselors and counselor educators who are strongly committed to the importance of counseling and supervision theory, research, and practice.

The NDSU Counselor Education Program faculty members' priorities are: teaching, research/scholarly activities, and service. The goal of the counselor education program is to facilitate student learning. While expectations for each faculty member vary, as a group, we expect that faculty and students are committed to learning as a life-long process that involves intellectual, affectual, and experiential components. Our graduates possess the appropriate knowledge, dispositions, and skills for their chosen career field and become aware of the importance of theory, research, diversity, technology, and ethical practice

PROGRAM ACCREDITATION

The Community Counseling Program, the School Counseling Program, and the Ph.D. in Human Development, Counselor Education are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and approved by the North Dakota State Board of Higher Education.

Information on CACREP Student Learning Outcomes can be found in Appendix A.

The School of Education is accredited by the National Council of Accreditation of Teacher Education (NCATE), and its programs approved by the North Dakota Education and Standards and Practices Board (NDESPB). NDSU is accredited by the North Central Association (NCA).

PROGRAM GOALS AND OBJECTIVES

Our program objectives and curriculum are based on what the faculty, as a whole, believes to be the best that can be attained in our social context. We value input from students, staff, alumni, other professionals in the field, and concerned people and groups in the community. The program objectives and curriculum are guided by the standards promulgated by a variety of professional groups such as the Council for the Accreditation of Counseling and Related Education Programs (CACREP), the American Counseling Association (ACA), the National Board of Certified Counselors (NBCC), the American School Counseling Association (ASCA), the Association of Counselor Education and Supervision (ACES), the Association for Multicultural Counseling and Development (AMCD), the Association for Specialists in Group Work (ASGW), the American Mental Health Counselors Association (AMHCA), the North Dakota Counseling Association (NDCA), North Dakota School Counseling Association (NDSCA), the National Council of Accreditation of Teacher Education (NCATE), North Dakota Mental Health Counselor's Association (NDMHCA), North Dakota Association for Counselor Education and Supervision (NDACES) and a myriad of others.

GOALS

1. To provide our students with the appropriate academic preparation, clinical experiences, and personal growth opportunities that they can then apply in their work as professional counselors, educators, and supervisors.
2. To prepare our students to work in an increasingly diverse world.
3. To help students recognize the vast needs of a multicultural society and to respect issues related to all people.
4. To assist students in research projects which reflect their interests and the needs of the counseling profession.
5. To promote student participation in professional counseling organizations and encourage licensure, certification, and/or credentialing.
6. To encourage self-awareness and self-reflection to help students become better counselors.
7. To seek a high level of professional and ethical behavior through supervision, self-assessment, and feedback from clients.

OBJECTIVES

1. Familiarize students with standards of the ACA, ASCA, CACREP, NCATE, AMCD, ASGW, AMHCA, and ACES as needed by the student's course of study and the needs of a multicultural society in which they will become professional counselors.
2. Provide instruction and experiences to prepare students to work as professional counselors in an ever changing, fast-paced, and diverse world.

3. Encourage input from and consult with the program Advisory Committee, NDCA, NDSCA, NDMHCA, NDACES, NDESPB, public and private schools, counseling agencies, and community leaders.
4. Survey current and former students and faculty to gather data useful to program assessment, development, and improvement.
5. Require research on current developments in the counseling profession, current societal needs, technology, and projections for changes in the counseling profession.
6. Continually assess and evaluate public, student, faculty, and program needs.

SUPERVISION

Supervision is a tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum and internship and facilitates the learning and skill development experiences associated with practicum and internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services to clients.

individual supervision - a tutorial and mentoring relationship between a member of the counseling profession and a counseling student

group supervision - tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students

triadic supervision - tutorial and mentoring relationship between a supervisor and two counseling students

site supervisor - a qualified individual within a setting who is responsible for supervising a student's work at that setting or a nearby similar setting

Supervision is a process that may incorporate elements of consultation, teaching, and/or counseling that is related to the professional work of the supervisee. It helps build an interpersonal relationship between supervisor and supervisee that contributes to the professional functioning and the professional development of both the supervisee and the supervisor.

Client welfare is crucial in the process of supervision. Supervision may be evaluative and supervisees may have their level of comfort challenged. While supervisees have the right to develop their own professional identities and use a variety of counseling theories and methodologies, the first priority is the appropriateness of any strategies to client needs.

The Counselor Education Program faculty members will give students the opportunity to experience a wide range of accepted supervision styles. We do not distinguish that any supervision method is, in and of itself, better than any other method; however, we do recognize that some methods work better for some students and not as well for others. Whenever you have a concern, discuss it with your supervisor.

FACULTY

Brenda S. Hall, Ed.D.

Associate Professor, Clinical Program Coordinator

Doctorate: Virginia Polytechnic Institute and State University

Degree field: Counseling and Student Personnel Services

Areas of Specialization: Community/School Partnerships, Intimate Partner Violence, Collaborative Group Processes, and Competency Based Counseling Approaches

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Associate Professor, Doctoral Program. Coordinator

Doctorate: University of Arkansas - 1983

Degree field: Counselor Education - Community Agency Counseling

Areas of Specialization: The Person-Centered Approach, Counselor Education, Community Counseling, Multicultural Counseling, Professional Ethics, Research, Critical Theory, Feminism, and Public Policy.

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Carol E. Buchholz, Ph.D.

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Doctorate: Kansas State University - 2005

Degree field: Counselor Education and Supervision

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DEGREE OPTIONS

Consider your career in counseling carefully. You probably have reasons for becoming a counselor that are unique and part of your personal and professional agenda. Some of your needs, however, may emerge later. The Master's of Science (M.S.) and Master's of Education (M.Ed.) degrees in counseling are both considered entry-level preparation for qualification as a practitioner. Either degree serves as the foundation for national certification and state licensing and credentialing.

The M.S. degree places more emphasis on research than the M.Ed. This emphasis is intended to prepare professionals as scholars and as advanced practitioners and educators. For the M.S. a disquisition is required along with 600 internship hours (4 semester credits). Master's paper or master's thesis must receive a grade of "S" (satisfactory). The experience of writing the master's paper or thesis also helps prepare students for pursuing more advanced degrees that have a dissertation component. The M.Ed. places additional emphasis on practice, and requires a total of 900 internship hours (6 semester credits). No paper or thesis is required for the M.Ed.

Either degree prepares students to function independently or in schools or counseling agencies. Consult with your faculty advisor in making the decision as to which degree meets your goals and review the *Graduate Bulletin*.

ADVISOR

Upon admission to the program, and based upon recommendations by the Counselor Education Program faculty members, the Dean of the Graduate School assigns each student a faculty advisor from the Counselor Education Program. The advisor assists students in developing their individual programs, selecting practicum and internship sites, selecting site supervisors, and other student needs that may arise.

The advisor does not relieve the student of his or her responsibility for meeting program requirements, including university and graduate school procedures. Consultation with an advisor can assist a student in eliminating problems that could delay successful completion of the program. However, students are also expected to develop a thorough understanding of the program and what is expected of them.

Students who wish to change advisors are expected to discuss this change with their present advisor and must be accepted by the new advisor. A form for this process is available from the program administrative assistant.

MASTER'S PROGRAM DISCRPTION

Academic preparation and professional experiences for the M.Ed. and the M.S. are each designed to prepare students to become effective entry-level counselors in a variety of settings. Students in the School Counseling Program are prepared to work in elementary, middle, secondary, and/or K-12 environments. Community Counseling Program students are prepared to work in human services settings, vocational programs, community mental health settings, higher education environments, family services centers, and other related settings. Graduates of the Community Counseling Program are also employable in public and private mental health agencies and treatment centers. The program also helps to prepare students for credentialing and licensing in North Dakota and for the National Counselor Exam (NCE).

The Master's program requires a minimum of 48 graduate semester credits and a comprehensive exam. The majority of course work must be in counseling; however, with their advisor's approval, students may take courses in closely related fields. All courses are offered on the NDSU campus and some courses are available at various sites across the state through the Interactive Video Network. All work for the Master's degree, including acceptable transfer credit, must be completed within a seven year period. This time period begins with the beginning date of the earliest course applied to the students' plan of study for their Master's program.

As stated in the *Graduate Bulletin*, "All graduate credits used to meet the requirements of a master's degree must be approved by the supervisory committee, the program administrator, the academic dean, and the Dean of The Graduate School. A candidate for the master's degree must petition in order to transfer up to a maximum of 9 semester hours of graduate credit from another institution to satisfy course requirements on the plan of study." Prospective students may apply for up to, but not exceeding, 14 credits taken from the NDSU Counselor Education Program toward their Master's degree plan of study prior to formal admission to the program. See the *Graduate Bulletin* for further information on transfer credits.

Assessment of academic course work will occur through projects, research, class participation, tests, and other assignments deemed appropriate. A grade of "A", "B", or "C" is required in all graduate courses; however, students must maintain a "B" average or better in their course work. Review the *Graduate Bulletin* for additional information.

Clinical experiences (practicum and internship) will be supervised by faculty members and by site supervisors who meet the CACREP requirements for clinical instruction. Assessment of the student's clinical experiences will be conducted by both faculty supervisor and site supervisor. **Students must have successfully completed practicum before they take internship.** Students must receive an "S" (satisfactory) grade in practicum and internship.

Students must complete 15 hours as a participant in a small group during one semester. This requirement is met in CNED 720, Group Counseling, and is recommended to be taken in the first summer of enrollment.

Students complete a comprehensive exam the semester prior to the semester of anticipated graduation. Criteria for and assessment of the comprehensive exam will be determined by the faculty at the time the exam is given.

Further information on program curriculum can be found in Appendices B, C, D, and E.

PROGRESS THROUGH THE PROGRAM

Progress through the program can be more effectively facilitated if the guidelines listed below are followed.

1. As soon as possible, students should meet with their advisor to develop a Plan of Study. This plan must be approved by the Head of the School of Education, the Dean of the College of Human Development and Education, and the Graduate Dean. A curriculum worksheet is provided in Appendix F for your use as a step toward completing the Plan of Study. Extension classes and workshop credits cannot be applied to the graduate degree. Individual studies may be designed for the special interests of students. Such courses must have prior approval by the student's advisor.
2. Become familiar with the University, Graduate School (*Graduate Bulletin*), and Counselor Education Program policies, procedures, and time lines.
3. Get to know your advisor and ask for suggestions, assistance, and recommendations.
4. You are responsible for your success. Certain prerequisites determine your progress in the course work and clinical experiences. Follow a process that minimizes complications. The Graduate School policy states that 9 semester credits constitute full-time master's level graduate study and graduate students may register for 12. You may seek your advisor's approval to take additional credits beyond 12. Your course load should be determined by your ability and time available. Keep in mind that graduate school courses can require extensive reading and research. Students may not take more than 9 credits in the summer without their advisor's approval.
5. This is a competency-based program that invites students to develop an understanding of both personal and professional issues. Openness to self-examination and feedback are integral parts of professional development. The faculty is committed to an on-going screening process designed to assist students whose personal concerns interfere significantly with their progress in the program. Student progress will be reviewed by the faculty at regular intervals and entered at four assessment points.

Notice Regarding Email as Official Communication Device

Students in the Counselor Education Program are required to maintain a current email address and to check messages on a regular basis. Important notices that sometimes include a deadline for action will be sent as group email announcements to all students. Examples of these notifications include the deadline for signing up for the comprehensive examination and deadlines for applying for practicum and internship. Failure to respond to any such deadlines will not be overlooked because a student failed to check his or her email. Notices regarding individual course announcements may also be sent as email messages. As professionals in training, it is your responsibility to maintain appropriate and timely channels for communication. Please keep the Counselor Education Program Academic Assistant informed of your current email address at all times.

The Importance of Professional Disposition

Being an effective counselor requires more than what can be learned in a classroom setting. In addition to meeting the academic standards, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable about the Code of Ethics of the American Counseling Association (ACA), and the Association for Specialists in Group Work (ASGW). Students in the school counseling track must be knowledgeable of the American School Counselor Association (ASCA) Ethical Standards for School Counselors. These codes serve as guidelines for students and professionals in the field of counseling and shall be adhered to at all times, in all student and professional activities.

As counselor educators, the faculty members expect prospective counselors to be emotionally stable and well adjusted (personally and professionally), to maintain effective interpersonal relationships, and to be able to receive and give constructive feedback. Further, students are expected to behave generally in a manner that demonstrates fitness for a role in the counseling profession. Finally, we expect students to be committed to continued personal growth and professional development and to demonstrate that commitment through self-reflection and responsiveness to supervision in all activities related to their degree program.

For the reasons cited above, the faculty will regularly monitor not only students' academic progress but also those personal characteristics which will affect their performance as a student and future counselor. The purpose of this professional performance monitoring process is to ensure that all graduates of the North Dakota State University Counselor Education Program possess those characteristics sufficiently that they do not interfere with their professionalism or helping capacity.

Students are monitored during each course by the course instructor. At the end of each academic year students will be reviewed by all Counselor Education Program faculty members according to their compliance with the Professional Performance Standards Evaluation (PPSE). Concerns about a student's personal characteristics or professional

performance may be addressed at anytime during the student's tenure in the counseling program. The Professional Performance Standards are as follows:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Attention and sensitivity to diversity issues
12. Professionalism and professional identity

The Professional Performance Review Process

Each Professional Performance Standard is rated on a scale of 1 (poor) to 5 (excellent) as described in the Criteria for Professional Performance Standards Evaluation (Table 1). Students receiving a rating below 3 on one or more of the Professional Performance standards will be considered deficient in professional performance and subject to the following procedure:

1. Concerns about a student's professional performance are discussed in a Counselor Education Program faculty meeting and are documented by the student's advisor. The student and the student's advisor and/or the issuing professor will meet to discuss the Professional Performance concern(s). The student will be presented with a Semester Review Report (Appendix B), on which will be listed the deficient rating(s), the issuing professor's explanation for the ratings, and descriptions of remedial actions that will be required. Next, a specific plan and schedule for implementing the needed remedial actions will be determined. The issuing professor will develop a final draft of the Semester Review Report and provide a copy to the student for review and signature. Signatures of both the issuing professor and the student will verify their understanding of the concerns, the required remedial actions, and the schedule for completing them. Both the student and issuing professor will retain copies of the signed Semester Review Report and plan of remediation, and a copy shall be forwarded by the issuing professor to the student's academic advisor.
2. If a student receives more than one Semester Review Report during his/her Program of Study or fails to show reasonable progress in resolving deficiencies previously cited, he/she will be required to meet with the issuing professor(s) and his or her academic advisor in accordance with the procedure described in #1 above. Depending upon the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the issuing professor and academic advisor will consult the full Counselor Education faculty regarding the development of alternative remedial strategies and/or evaluation of the

student's fitness for continuation in the Program. As in #1 above, copies of any additional or revised Semester Review Reports will be retained by the student, the issuing faculty, and the academic advisor.

3. Faculty will initiate the Professional Performance Review at any time for students who knowingly engage in illegal or unethical activities or for students whose professional performance is deemed to present an immediate threat to the well being of others or if a student violates the NDSU code of student conduct. In such cases and depending upon the level of perceived threat, the combined faculty may recommend discontinuation in the Counselor Education Program without opportunity for student remediation.
4. All Faculty recommendations for denial of a student's continuance in the Counselor Education Program will be forwarded to the Head of the School of Education.

Table 1: Criteria for Professional Performance Standards Evaluation

1. Openness to new ideas (rated from Closed [1] to Open [5])		
<ul style="list-style-type: none"> Was dogmatic about own perspective and ideas. Ignored or was defensive about constructive feedback. Showed little or no evidence of incorporating constructive feedback received to change own behavior. 	<ul style="list-style-type: none"> Was amenable to discussion of perspectives other than own. Accepts constructive feedback without defensiveness. Some evidence of effort to incorporate relevant feedback received to change own behavior. 	<ul style="list-style-type: none"> Solicited others' opinions and perspectives about own work. Invited constructive feedback, and demonstrated interest in others' perspectives. Showed strong evidence of incorporation of feedback received to change own behavior.
2. Flexibility (rated from Inflexible [1] to Flexible [5])		
<ul style="list-style-type: none"> Showed little or no effort to recognize changing demands in the professional & interpersonal environment. Showed little or no effort to flex own response to changing environmental demands. Refused to flex own response to changing environmental demands despite knowledge of the need for change. Was intolerant of unforeseeable or necessary changes in established schedule or protocol. 	<ul style="list-style-type: none"> Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. -Effort to flex own response to new environmental demands was evident but sometimes inaccurate. Flexed own response to changing environmental demands when directed to do so. Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. 	<ul style="list-style-type: none"> Showed accurate effort to recognize changing demands in the professional & interpersonal environment. Showed accurate effort to flex own response to changing environmental demands as needed. Independently monitored the environment for changing demands and flexed own response accordingly. Attempts to understand needs for change in established schedule or protocol to avoid resentment. Accepted necessary changes in established schedule and attempted to discover the reasons for them.

3. Cooperativeness with others (rated from Uncooperative [1] to Cooperative [5])		
<ul style="list-style-type: none"> • Showed little or no engagement in collaborative activities. –Undermined goal achievement in collaborative activities. • Was unwilling to compromise in collaborative activities. 	<ul style="list-style-type: none"> • Engaged in collaborative activities but with minimum allowable input. • Accepted but rarely initiated compromise in collaborative activities. • Was concerned mainly with own part in collaborative activities. 	<ul style="list-style-type: none"> • Worked actively toward reaching consensus in collaborative activities. • Was willing to initiate compromise in order to reach group consensus. • Showed concern for group as well as individual goals in collaborative activities.
4. Willingness to accept and use feedback (rated from Unwilling [1] to Willing [5])		
<ul style="list-style-type: none"> • Discouraged feedback from others through defensiveness and anger. • Showed little or no evidence of incorporation of feedback of supervisory feedback received. –Took feedback contrary to own position as a personal affront. –Demonstrated greater willingness to give feedback than receive it. 	<ul style="list-style-type: none"> • Was generally receptive to supervisory feedback. • Showed some evidence of incorporating supervisory feedback into own views and behaviors. • Showed some defensiveness to critique through "over-explanation of own actions-- but without anger. • Demonstrated greater willingness to receive feedback than to give it. 	<ul style="list-style-type: none"> • Invited feedback by direct request and positive acknowledgement when received. • Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. • Demonstrated a balanced willingness to give and receive supervisory feedback.
5. Awareness of own impact on others (rated from Unaware [1] to Aware [5])		
<ul style="list-style-type: none"> • Words and actions reflected little or no concern for how others were impacted by them. • Ignored supervisory feedback about how words and actions were negatively impacting others. 	<ul style="list-style-type: none"> • Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. • Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment. 	<ul style="list-style-type: none"> • Effort toward recognition of how own words and actions impacted others was impact on others through words and actions. –Initiates feedback from others regarding impact of own words and behaviors • Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.

6. Ability to deal with conflict (rated from Unable [1] to Able [5])		
<ul style="list-style-type: none"> • Was unable or unwilling to consider others' points of view. • Showed no willingness to examine own role in a conflict. • Ignored supervisory advisement if not in agreement with own position. • Showed no effort at problem solving. • Displayed hostility when conflicts were addressed. 	<ul style="list-style-type: none"> • Attempted but sometimes had difficulty grasping conflicting points of view. • Would examine own role in a conflict when directed to do so. • Was responsive to supervision in a conflict if it was offered. • Participated in problem solving when directed. 	<ul style="list-style-type: none"> • Always willing and able to consider others' points of view. • Almost always willing to examine own role in a conflict. • Was consistently open to supervisory critique about own role in a conflict. • Initiated problem solving efforts in conflicts. • Actively participated in problem solving efforts.
7. Ability to accept personal responsibility (rated from Unable [1] to Able [5])		
<ul style="list-style-type: none"> • Refused to admit mistakes or examine own contribution to problems. • Lied, minimized or embellished the truth to extricate self from problems. • Consistently blamed others for problems without self-examination. 	<ul style="list-style-type: none"> • Was willing to examine own role in problems when informed of the need to do so. • Was accurate and honest in describing own and others roles in problems. • Might blame initially, but was open to self-examination about own role in problems 	<ul style="list-style-type: none"> • Monitored own level of responsibility in professional performance. • Invited constructive critique from others and applied it toward professional growth. • Accepted own mistakes and responded to them as opportunity for self-improvement. • Avoided blame in favor of self-examination.
8. Ability to express feelings effectively and appropriately (rated from Unable [1] to Able [5])		
<ul style="list-style-type: none"> • Showed no evidence of willingness and ability to articulate own feelings. • Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. • Acted out negative feelings (through negative behaviors) rather than articulating them. • Expressions of feeling were inappropriate to the setting • Was resistant to discussion of feelings in supervision. 	<ul style="list-style-type: none"> • Showed some evidence of willingness and ability to articulate own feelings, but with limited range. • Showed some evidence of willingness and ability to acknowledge others' feelings--sometimes inaccurate. • Expressions of feeling usually appropriate to the setting--responsive to supervision when not. • Willing to discuss own feelings in supervision when directed. 	<ul style="list-style-type: none"> • Was consistently willing and able to articulate the full range of own feelings. • Showed evidence of willingness and accurate ability to acknowledge others' feelings. • Expression of own feelings was consistently appropriate to the setting. • Initiated discussion of own feeling in supervision.

9. Attention to ethical and legal considerations (rated from Inattentive [1] to Attentive [5])		
<ul style="list-style-type: none"> • Engaged in dual relationships with clients. • Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. • Endangered the safety and the well being of clients. • Breached established rules for protecting client confidentiality. 	<ul style="list-style-type: none"> • Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients. • Was responsive to supervision for occasional insensitivity to diversity in professional interactions. • Used judgment that could have put client safety and well being at risk. • Used judgment that could have put client confidentiality at risk. 	<ul style="list-style-type: none"> • Maintained clear personal-professional boundaries with clients. • Demonstrated consistent sensitivity to diversity. • Satisfactorily ensured client safety and well-being; • Appropriately safeguarded the confidentiality of clients.
10. Initiative and motivation (rated from Poor Initiative and Motivation [1] to Good Initiative and Motivation [5])		
<ul style="list-style-type: none"> • Missed the maximum allowable classes and deadlines • Rarely participated in class activities • Often failed to meet minimal expectations in assignments • Displayed little or no initiative and creativity in assignments 	<ul style="list-style-type: none"> • Often missed deadlines and classes • Usually participated in class activities • Met only the minimal expectations in assigned work • Showed some initiative and creativity in assignments 	<ul style="list-style-type: none"> • Met all attendance classes and deadlines. • Regularly participated in class activities • Met or exceeded expectations in assigned work • Consistently displayed initiative and creativity in assigned work
11. Attention to and sensitivity to diversity issues (rated from Poor Attention and Sensitivity [1] to Good Attention and Sensitivity [5])		
<ul style="list-style-type: none"> • Demonstrated culture specific world view • Displayed lack of awareness of own cultural and ethnic contexts • Showed an unwillingness to accept a relationship between counseling and diversity issues. • Displayed judgmental and prejudicial comments or behaviors 	<ul style="list-style-type: none"> • Demonstrated willingness to broaden world view • Displayed explorations of own cultural and ethnic context • Showed some understanding of how diversity affects counseling 	<ul style="list-style-type: none"> • Demonstrated a broad world-view. • Displayed inclusivity of many variables (gender, sexual orientation, race, physical differences, in definition of diversity • Consistently showed how diversity issues affect counseling. • Willingness to advocate for others' attention and sensitivity to diversity issues.
12. Professionalism and Professional Identity		
<ul style="list-style-type: none"> • Unaware of professional organizations • Lacked knowledge regarding counselor certification and 	<ul style="list-style-type: none"> • Joined professional organization • Demonstrated understanding of counseling certification 	<ul style="list-style-type: none"> • Participated in professional conferences and workshops • Actively pursued appropriate credentialing process

licensure • Displayed little or no evidence of developing a theoretical orientation and method of counseling practice	and licensure • Showed some evidence of conceptualizing a theoretical orientation and method of counseling practice	• Consistently displayed an ability to conceptualize and articulate a theoretical orientation and method of counseling practice
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PRACTICUM AND INTERNSHIP

Practicum and internship are considered among the most important elements in the program. The appropriateness of the internship site and site supervisor should be determined between the graduate student and the advisor and based upon the individual needs of the graduate student and CACREP standards. The practicum supervisor must approve all off-campus practicum sites and the faculty must approve all internship sites. The faculty internship supervisor must approve the site supervisor. Students must present proof of professional liability insurance and place on file a copy of that document while in these clinical experiences. Students are responsible to find their internship site(s), yet they may ask for assistance from their advisor or the faculty member responsible for the internship supervision.

Practicum requires a minimum of 100 hours of supervised experience and is usually completed in one semester. Of these hours, 40 must be in direct service to clients including individual counseling (25 hours) and group work (15 hours). Practicum also requires one hour of weekly individual or triadic supervision with a faculty supervisor or a supervisor under the supervision of a Counselor Education Program faculty member and 1 ½ hours of group supervision each week with the faculty supervisor or a supervisor under the supervision of a Counselor Education Program faculty member. All hours must be documented on appropriate forms provided.

The Master's of Education (M.Ed.) internship requires 900 hours (6 credits). The Master's of Science (M.S.) internship requires 600 hours (4 credits). Both internships must be completed over a minimum of two semesters. Internship requires 240 hours of direct service, one hour per week of individual supervision with the site supervisor, and 1 ½ hours per week of group supervision with the faculty supervisor or a supervisor under the supervision of a Counselor Education Program faculty member. All hours must be documented on appropriate forms provided. Students and advisors should meet to plan the internship experience; however, all plans must have the approval of the faculty supervisor.

The community counseling internship is generally completed at a single mental health center, social service agency, or counseling service center. Students should be well aware of the requirements of the site before it is selected.

The school counseling internship with appropriate on-site supervision can be completed in any accredited school system. Students must document internship hours at each grade level (elementary school, secondary school, or K-12) for which they expect to be credentialed.

Further information on Practicum and Internship including application deadlines can be found in Appendix E. Application forms are found in Appendix H.

PROGRAM ESSENTIALS

Application

Applications can be obtained on-line at <http://www.ndsu.edu/gradschool/apply/index.shtml>

Questions can be directed to the Counselor Education Program Academic Assistant:

Carol Nelson
1919 North University Drive – SGC C117
Fargo, ND 58102
(701) 231-7202
C.Nelson@ndsu.edu

Program Information is also on the Counselor Education Program web site:

<http://www.nodak.edu/ndsu/counsel/masters.html>

Admission

The Counselor Education Program welcomes applications from all persons who meet the entrance requirements and highly encourages members of culturally diverse groups to apply.

All applications for the program are due February 1st and are then reviewed by the faculty. Applications received after February 1st will be reviewed on a space available basis. Full standing admission requires a minimum undergraduate cumulative GPA of 3.0 on a 4.0 scale, a GPA of at least 3.25 during the last 30 semesters of graded undergraduate course work or a minimum GPA of 3.0 on 10 semester credits of graduate course work. Personal and professional references and an interview with the Counselor Education Program faculty and current graduate students are also required. An applicant who does not meet the requirements for full admission may explore the possibility of obtaining an unclassified student designation through the Graduate School, and consult with any Counselor Education Program faculty member regarding options for future admittance into the program.

If accepted to the program, students will be admitted as either full standing or conditional standing. Typically, students in full standing may register for classes and follow the guidelines outlined in this handbook. Students are not typically admitted on condition, and circumstances must be highly unusual for an acceptance on a conditional basis. A student admitted on a conditional standing may register and must earn a “B” or better in each class for the first 9 semester credits and also must meet the conditions set by the Counselor Education Program faculty members agreed upon at the time of admission. Conditional students who do not meet the criteria will not be able to continue in the program (review the *Graduate Bulletin*.)

If the faculty members determine additional information is needed regarding the applicant’s background, the applicant will be asked to sign a release so needed information may be obtained.

Following all interviews, selections will be made by the faculty members. All decisions are final.

Registration

When applicants have been informed that they have been selected for admission to the Counselor Education Program, they should familiarize themselves with the academic regulations found in the NDSU *Graduate Bulletin*. Information regarding registration is available through the Registrar. Schedules can be obtained from the Counselor Education Program Administrative Assistant. Students must be registered to receive credit for a course.

Student Progress Assessment

Student progress in the program is assessed at five different assessment points. They are: 1. Admission; 2. Pre-Practicum; 3. Pre-internship; 4. Pre-graduation; and 5. Post-graduation. All students will be evaluated in the context of their progress through the program at least once each year by all faculty members.

Withdrawal

Review the NDSU *Graduate Bulletin* for information related to withdrawal. Counselor Education students who return to the program within one year of withdrawal need not reapply for admission. Students who have not taken classes for one year must meet with their advisor to determine the steps for re-admission.

Leave of Absence

A student who needs to leave the program for personal reasons such as a psychological, medical, or financial concern should discuss his or her situation with his or her advisor. The advisor will then contact the SOE Head. If the student, the advisor, the Head, and the Graduate Dean agree that a leave of absence is in the best interest of the student, a letter will be written by the advisor to the Dean making that recommendation. The student will then be informed by letter of the Dean's decision.

Dismissal

A student may be dismissed from the program for ethical violations, impairment, characterological issues that impinge upon professional development and/or failing to meet grade requirements. If a student's cumulative GPA drops below a 3.0, he or she will receive an academic warning. If the student's GPA does not reach 3.0 or higher by the end of the following semester, he or she will be placed on academic probation.

To remain in the program, a student on academic probation will require a waiver from the Graduate Dean based upon a recommendation from the SOE Head (see *Graduate Bulletin*). This recommendation will include a plan for remediation that will provide an opportunity for the student to reach the required cumulative GPA within one additional semester. If the cumulative GPA does not reach 3.0 or above by the end of that time, the student will automatically be dismissed from the program (see the *Graduate Bulletin*). Students may also be dismissed from the program for violations of the *ACA Code of Ethics*. Reports of such violations will be addressed by the faculty on an individual basis and discussed with the student.

Academic Appeals

Review the academic appeals procedures in the NDSU *Graduate Bulletin*. A document titled “Rights and Responsibilities: A Code of Student Behavior” may be obtained from the Office of Student Affairs.

Financial Aid

Financial aid information is summarized in the NDSU *Graduate Bulletin*. It is further recommended that students meet with their advisors to discuss financial aid options.

Comprehensive Exam

The Master’s comprehensive exams are in line with contemporary academic standards as well as the standards specific to counselor education. The exam insures that students graduating from our program are sufficiently knowledgeable in each of the eight CACREP areas. These areas are 1) professional identity, 2) social and cultural diversity, 3) human growth and development, 4) career development, 5) helping relationships, 6) group work, 7) assessment, and 8) research and program evaluation. Please review the following carefully as it will be your responsibility to make sure you complete the exams at the appropriate time.

It is crucial that you have a current email address as notice about the dates for comprehensive exam will be sent to students via email. Comprehensive exam dates will also be posted on the Counselor Education Program web page. Exams will be offered each fall in November and each spring in April and as of 2006 no summer exams will be given.

Comprehensive exams are to be taken the semester *prior* to the student’s intended graduation date. For example, if you plan to graduate in a May commencement, you will need to take the exams in November. If you plan to graduate in December commencement, you will need to take the exams in April. This will allow sufficient time to prepare for rewriting the exams if necessary.

Option 1: Students admitted in 2008 or later are required to take the Counselor Preparation Comprehensive Exam (CPCE). If any of the eight CACREP areas are failed, the following semester the student can retake the entire CPCE or take the essay exam for the areas that were failed.

Students admitted prior to 2008 may choose to take the CPCE multiple choice exam, or take the one week take home essay comprehensive exam. Students admitted in 2008 or later are required to take the CPCE. The cost of the CPCE is forty dollars (\$40).

Option2: This comprehensive exam will be offered in a take-home format. This take-home format will allow students to carefully review their resources and reflectively compose their answers. As you complete your coursework, you should take care to save all notes and text books as they will be invaluable to you as you prepare for the exam.

Students will sign and date an affidavit indicating that the answers turned in are solely their own work and that they did not receive help in composing the answers as this would be plagiarism and in violation of the Academic Honesty Code set forth by NDSU. Plagiarism may result in expulsion from the university. All answers will be closely scrutinized for any indication of

collaboration or evidence that the student has received help in composing his or her answers. If plagiarism is suspected appropriate action will be taken. Exams will be reviewed anonymously by two faculty members who are not the student's advisor. Anonymous grading will allow a more objective and accurate assessment. The reviewer will adhere to the guidelines for grading set forth in this proposal. If a student does not receive a passing grade based on the average of (3) by the two readers, a third reader will review the exam.

A template for grading will insure that each student's exams are graded according to the same standards and that each student meets the criteria for passing comprehensive exams which are based on the eight CACREP areas, as noted above. The following numerical scores are offered along with a summary of what that score might reflect. Students should carefully consider these criteria in composing their answers.

1 – fails to meet expectations:

- a) is poorly written, grammatically incorrect, contains multiple spelling errors
- b) does not use appropriate terminology and or uses it incorrectly
- c) presents facts or theories in a manner that is inaccurate
- d) fails to thoroughly explain assumptions underlying the answer
- e) is internally inconsistent and unorganized
- f) does not draw upon and synthesize information from various courses and does not use current literature in the field
- g) fails to include citations if these are required by the question
- h) does not present both sides of an issue that is open for debate but rather simply states an opinion
- i) fails to directly and thoroughly answer all components of the question
- j) uses superfluous or peripheral filler rather than addressing the question

2 – partially meets expectations:

- a) meets some of the criteria listed in category 3
- b) contains some of the flaws noted in category 1

3 – meets expectations:

- a) is well written and grammatically correct
- b) uses appropriate terminology and uses it correctly
- c) uses theories and facts correctly
- d) includes citations if these are required by the question
- e) directly and thoroughly answers all components of the question without adding superfluous or peripheral filler

4 – exceeds expectations:

- a) meets all of the criteria from category 3
- b) does not meet all the criteria for category 5

5 – outstanding:

- a) meets all of the criteria for category 3
- b) thoroughly explains assumptions underlying the answer
- c) is internally consistent and well-organized
- d) presents both sides of an issue that is open for debate rather than simply stating an opinion
- e) draws upon and synthesizes information from various courses as well as current literature in the field

All eight questions will be graded individually. Students must pass all eight questions in order to pass the comprehensive exam. Each of the eight questions that did not receive passing scores will be retaken at the next appointed date for comprehensive exams.

Graduation

When a student has successfully completed the course work, the clinical experiences, and the comprehensive exam, he or she is eligible for graduation. Students seeking the M.S. degree may choose an oral option to the comprehensive exam and must also successfully pass their oral disquisition defense. M.S. students are further required to complete the form “Request to Schedule Oral Examination” and forward it to the Graduate School at least two weeks before the examination is to take place.

When all requirements have been met, the faculty will complete the form “Report of Final Examination” and send it to the Graduate School. Students should schedule an appointment at the Graduate School for a Graduate School audit to determine if all graduation requirements have been met.

Endorsement Policy

As soon as possible, students must document and discuss with their advisor qualifications for any endorsement they seek from the program. All endorsements are subject to the student’s ability to demonstrate they have met the criteria for such endorsements and are subject to criteria established by professional counseling organizations and professional ethics.

Professional Affiliation

Students are encouraged to be members of the American Counseling Association and encouraged to join the subdivisions appropriate to their career choices. Information on these organizations is available on the Counselor Education Program web site.

Students are also encouraged to participate in state, regional, and/or national professional counseling conferences during their time in the program.

Licensure, Certification, Credentialing & Placement

The Counselor Education Program does not guarantee licensure, certification, credentialing, or placement of our graduates. A student who seeks licensure, certification or credentialing in any state or other jurisdiction, needs to check the specific requirements for that state or jurisdiction and, if needed, discuss the policies with his/her advisor.

APPENDIX A

Student Learning Outcomes

Student Learning Outcomes

Each graduate student in counseling will have developed a high level of knowledge in their specialty area, practiced and developed counseling skills, and assumed attitudes and beliefs consistent with professional counseling dispositions and ethics. Preparation for all students will include, but is not be limited to, course work, clinical experiences, personal growth experiences, and the utilization of technology. The following student learning outcomes are based on Council for the Accreditation of Counseling and Related Education Programs (CACREP).

A. Professional Identity

1. the history and philosophy of the counseling profession, including significant factors and events
2. the professional roles, functions, and relationships with other human services
3. using technology and computers in the counseling profession
4. professional organizations, primarily the American Counseling Association (ACA), its divisions, branches, and affiliates, including membership benefits, activities, services to its members, and current emphasis
5. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
6. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession
7. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
8. ethical standards of ACA and related entities, and applications of ethical and legal considerations to professional counseling

B. Social and Cultural Diversity

1. multicultural and pluralistic trends, including characteristics and concepts between and within diverse groups nationally and internationally
2. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities
3. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.

4. counselor's 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
5. theories of multicultural counseling, theories of identity development, and multicultural competencies
6. ethical and legal considerations of social and cultural diversity

C. Human Growth and Development

1. theories of individual and family development and transitions across the lifespan
2. theories of learning and personality development
3. 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
4. strategies for facilitating optimum development over the life-span
5. ethical and legal considerations of human growth and development

D. Career Development

1. career development theories and decision-making models
2. career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems
3. career development program planning, organizations, implementation, administration, and evaluation
4. interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development
5. career and educational planning, placement, follow-up, and evaluation
6. assessment instruments and techniques that are relevant to career planning and decision making
7. technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites

8. career counseling processes, techniques, and resources, including those applicable to specific populations
9. ethical and legal considerations of career development

E. Helping Relationships

1. counselor and consultant characteristics and behaviors that influence the helping process including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills
2. essential interviewing and counseling skills for developing a therapeutic relationship, establishing appropriate counseling goals, designing intervention strategies, evaluating client outcomes, and successfully terminating the counselor-client relationship, facilitating self-awareness so that the counselor-client relationship maintains appropriate professional boundaries
3. counseling theories that provide a consistent model to conceptualize client presentation and select appropriate counseling interventions, historical development of counseling theories, affective, behavioral, and cognitive theories, application of theory, current research on counseling theory and practice, and developing a personal model
4. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions, selecting family and other systems for appropriate modalities for family assessment and counseling
5. a framework for understanding and practicing consultation, the history of consultation, the stages and major models of consultation and applications of theoretical material, and developing a personal model

F. Group Work

1. principals of group dynamics, including group process components, developmental stage theories, group member's roles and behaviors, and therapeutic factors of group work
2. group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles
3. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature
4. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness

5. approaches used for other types of group work, including task groups, psycho-educational groups, and therapy groups
6. professional preparation standards for group leaders
7. ethical and legal considerations of group work

G. Assessment

1. historical perspectives concerning the nature and meaning of assessment
2. basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group tests and inventory methods, behavioral observations, and computer managed and computer assisted methods
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
4. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information)
5. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity)
6. factors such as age, gender, sexual orientation, ethnicity, language, disability, culture, and spirituality related to assessment and evaluation of individuals, groups, and specific populations
7. strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling
8. general principals and methods of case conceptualization, assessment, and/or diagnosis of mental and emotional status
9. ethical and legal considerations of assessment

H. Research and Program Evaluation

1. the importance of research and opportunities and difficulties in conducting research in the counseling profession
2. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research
3. the use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy
4. principals, models, and applications of needs assessment, program evaluation, and effecting program modification
5. using research to improve counseling effectiveness
6. ethical and legal considerations of research and program evaluation

APPENDIX B

Core Curriculum and Prerequisites

Counselor Education Program
Core Curriculum and Prerequisites

The M.Ed. and M.S. degrees are composed of a common core of required courses. Additional courses required for specific program areas are listed in those sections. Master's students may take selected courses in the doctoral program with the advisor's and instructor's approval.

Course Number	Course Title	Credits	Prerequisite(s)
EDUC 703	Research, Measurement, and Program Evaluation	3	None
CNED 710	Counseling Techniques	3	Admission
CNED 711	Counseling Theory	3	Admission
CNED 712	Dynamics of Self	3	Admission or <u>instructor's permission</u>
CNED 713	Assessment Techniques	3	Admission, CNED 710 and CNED 711
CNED 714	Career Counseling and Testing	3	Admission or <u>instructor's permission</u>
CNED 715	Professional Orientation and Ethics	3	Admission
CNED 716	Social and Cultural Foundations of Counseling	3	Admission, CNED 710 and CNED 711
CNED 720	Group Counseling	3	Admission
CNED 734	Substance Abuse Counseling	3	Admission, CNED 710 and CNED 711
CNED 794A	Practicum	3	Admission and <u>instructor's permission</u> (see Appendix H)
CNED 794B	Internship	4 - 6*	Practicum (see Appendix H)

*6 credits for all M.Ed. students and 4 credits for M.S.

APPENDIX C

Community Counseling Curriculum and Prerequisites

Community Counseling Program
Required Curriculum and Prerequisites

In addition to the program core requirements previously listed, the following course is required for the Community Counseling Program:

Course Number	Course Title	Credits	Prerequisite(s)
CNED 790	Seminar: Community Counseling	3	Admission or instructor's permission

One (1) of the four (4) courses listed below are also required for the Community Counseling Program. These courses may also be used as electives in the Community Counseling Program or the School Counseling Program. Elective courses in both specialties must be approved by the advisor.

Course Number	Course Title	Credits	Prerequisite(s)
CNED 723	Assessment and Diagnosis in Counseling	3	Admission or instructor's permission
CNED 730	Sexual Functioning and Abuse Issues in Counseling	3	Admission, CNED 710 and CNED 711
CNED 731	Counseling Children and Adolescents	3	Admission, CNED 710 and CNED 711
CNED 732	Family Counseling	3	Admission, CNED 710 and CNED 711

APPENDIX D

School Counseling Program Curriculum and Prerequisites

School Counseling Program
Required Curriculum and Prerequisites

In addition to the core requirements previously listed, the following courses (with the exception of CNED 726) are required for the School Counseling Program*

Course Number	Course Title	Credits	Prerequisite(s)
CNED 725	Elementary School Counseling	2	Admission or instructor's permission*
CNED 726	Middle School Counseling	2	Admission or instructor's permission*
CNED 727	Secondary School Counseling	2	Admission or instructor's permission*
CNED 728	Guidance Administration and Consulting	2	Admission or instructor's permission

*A student may choose two of the three indicated (CNED 725, 726 & 727) to meet requirements, however it is highly recommended that all three be taken.

APPENDIX E

Practicum and Internship

Counselor Education Program **Practicum and Internship**

Admission

CNED 794A - Practicum

1. Degree seeking students who have obtained a grade of “B” or better in CNED 710 Counseling Techniques, CNED 715 Professional Orientation and Ethics, CNED 720 Group Counseling and CNED 711 Counseling Theory may be admitted to practicum. The following are required before registering:
 - a) Completed written practicum application form.
 - b) Videotape of role playing session with the student being the counselor. *see “Supervisor Evaluation of Practicum Counselor” at the end of this appendix (E).
 - c) Advisor’s signature is required on the practicum application and indicates that the advisor is recommending the student to practicum.
 - d) Deadline dates: October 1st for Spring and Summer practicum, March 1st for Fall practicum.
2. If a student does not have the required grades in prerequisite courses, he or she may be admitted to practicum if two Counseling Program faculty agree to work with the student to remove deficiencies.
3. The faculty reserves the right to delay practicum enrollment for other than academic concerns.

CNED 794B - Internship

1. Practicum is required for all students and must be successfully completed before enrolling in internship.
2. Students should be aware of all internship requirements and deadlines. Contact the faculty internship supervisor for application information before the midterm of the semester prior to the intended internship. (See Appendix H.)
3. Students are responsible for locating an appropriate site and, if necessary, a site supervisor.
4. The internship supervisor may request faculty approval for internship plans when a student has not completed specific courses that may be viewed as necessary for the internship experience.

Site and Site Supervisors **Practicum**

The Counselor Education Program offers counseling services to persons in the region through the Community Counseling Services. This facility is available for individual and group counseling practicum experiences. Other sites must be approved by the practicum supervisor.

Internship

1. The site and site supervisor must be approved by the faculty. Clients must be readily available and be of the type that meets the student's career objectives, including clients representing diverse backgrounds. A list of potential sites is available and students can explore other alternatives.
2. The site should have a setting that insures privacy for individual and group counseling and have space for appropriate recording equipment and allow taping of counseling sessions.
3. The site should have procedures that provide clear expectations for students.
4. Confidentiality and other client rights are to be honored by the site, site supervisor, and student.
- 5a. A Community Counselor Site Supervisor for internship is expected to have a minimum of a Master's degree in counseling or related profession with equivalent qualifications, including appropriate certifications and/or licenses. They must have a minimum of two years of pertinent professional experience in the professional area the student is pursuing. Site supervisors are expected to have knowledge of the Counselor Education Program's expectations, requirements, and evaluation procedures for students, and are required to supply the program with their professional vita (resume).
- 5b. A School Counseling Site Supervisor must be identified for each site, and their professional position stated. The site supervisor must have a minimum of two years post-Master's degree professional school counseling experience and be a credentialed or licensed school counselor in the state the intern is working. Please note that counselor designates do not qualify to be site supervisors. The site supervisor must be cleared through the School Counseling Internship Supervisor at NDSU. In addition, the site supervisor is required to supply the NDSU Counseling Program with a professional resume.

Liability Insurance

Proof of liability insurance must be provided to the practicum faculty supervisor or faculty internship supervisor prior to the beginning of the experience. Liability insurance for students can be obtained through ACA or through a private carrier.

Student Responsibilities

Students must consistently demonstrate the appropriate use of relationship building skills and the use of appropriate counseling techniques and strategies while participating in all aspects of the practicum and internship experience, including working with clients, classes, individual and triadic supervision, and group supervision. Students must also consistently demonstrate adherence to ethical and legal guidelines of the counseling profession.

Note: Please see the information below relating to the evaluation conducted using the *Supervisor Evaluation of Practicum Counselor* form.

The practicum instructor of record and at least one other independent evaluator will evaluate the role-play tape prior to the student's admission to practicum. Some categories on the instrument are not observable, and will not be used in the mean scores.

The following minimum mean score in each category is required for admission to practicum:

Process Skills – 2

Conceptualization Skills – 2

Personalization Skills – 2

Empathy – 3

General Supervision Comments - will not be scored.

A student that receives a mean score below that which is required in any area will need to postpone practicum for a minimum of one semester and develop and implement a skill development plan. They will also need to submit another practicum application and role-play videotape of their work for future semester acceptance into practicum.

The following minimum mean score in each category is required to successfully complete practicum:

Process Skills – 3

Conceptualization Skills – 3

Personalization Skills – 3

Empathy – 4

General Supervision Comments – 4

A student that receives a mean score below that which is required in any area will need to submit another practicum application and repeat practicum in a future semester.

Supervisor Evaluation of Practicum Counselor

Supervisor: _____

Counselor: _____

Scale: 0 = not appropriate for this stage of counseling

1 = very poor 2 = poor 3 = fair 4 = good 5 = very good

Process Skills (Hackney & Nye, 1973)

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Begins the session smoothly | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Explains the nature and objectives of counseling when appropriate. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Is relaxed and comfortable in the session | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Attends to and reflects all important feelings and content. Responses are
generally interchangeable with client statements and show counselor
understands surface content or feelings accurately. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Assists client to be more specific about experiences, behaviors, or
feelings in a way that does not lead to the client feeling "grilled." | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Restates client's feelings and content. Responses are interchangeable
but wording is more precise and deeper feelings or meaning may be
implied or suggested. | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Summarizes by recapitulating, condensing, and crystallizing client's verbal
and nonverbal statements over a period of time. | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Confronts by describing (rather than evaluating) discrepancies in client's
behavior or statements. | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Interprets by responding in a manner which helps client see underlying
feelings or thoughts that were not explicitly expressed: goes beyond
immediate awareness and adds significant feeling or meaning to client
statements. | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. Interventions are free of all of the following process errors: (a) belittles
or criticizes client, (b) misses important feelings or content, (c) offers
advice or solutions, (d) interrupts client (Stokes, 1977). | 0 | 1 | 2 | 3 | 4 | 5 |

Conceptualization Skills (Hackney & Nye, 1973)

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Researches the referral prior to the first interview | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Helps client set realistic goals..... | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Encourages appropriate action-step planning with the client | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Employs judgment in the timing and use of different techniques and
strategies. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Recognizes discrepancies and meaning of inconsistent information | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Uses relevant case data in planning both immediate and long-range goals | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Uses relevant case data in considering various strategies and their
implication. | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Bases decisions on a theoretically sound and consistent rationale of
human behavior. | 0 | 1 | 2 | 3 | 4 | 5 |
| 9. Is perceptive in evaluating the effects of own counseling techniques | 0 | 1 | 2 | 3 | 4 | 5 |
| 10. Demonstrates ethical behavior in the counseling activity and case
management. | 0 | 1 | 2 | 3 | 4 | 5 |
| 11. Can articulate theoretical rationale for interventions | 0 | 1 | 2 | 3 | 4 | 5 |

Personalization Skills (Hackney & Nye, 1973)

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Is aware of own feelings in the session | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Recognizes own values and those of the client and how they may conflict | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates a personal commitment in developing competencies | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Invests time and energy in becoming a counselor | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. Accepts and uses constructive criticism to enhance self-development.....
and counseling skills. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. Engages in open, comfortable, and clear communication with peers | 0 | 1 | 2 | 3 | 4 | 5 |
| and supervisors. | | | | | | |
| 7. Recognizes own competencies and skills, and shares these with | 0 | 1 | 2 | 3 | 4 | 5 |
| peers and supervisors. | | | | | | |
| 8. Recognizes own deficiencies and actively works to overcome them | 0 | 1 | 2 | 3 | 4 | 5 |
| with peers and supervisors. | | | | | | |

Empathy (Stokes, 1977)

Overall empathy for the sessions is rated using the following scale. (Circle 1-7.)

- 1 - Responses are totally distorting and way off base; counselor is not listening and understanding.
- 2 - Responses follow from what client says but does not really attend to and reflect accurately; and reflections present are distorted and inaccurate.
- 3 - Responses show partial awareness and understanding of client statement; important clarification/reflections and summarizations are omitted or distorted, but some minimal aspect of statement is attended to and reflected accurately.
- 4 - Some important clarifications/reflections or summarizations are done accurately, but some important feelings, thoughts, or actions are omitted.
- 5 - Responses are interchangeable with client statements and show counselor understands surface content or feeling accurately; attends to and reflects all important feelings and content.
- 6 - Responses show full awareness and understanding of feelings and content that were actually expressed; responses are interchangeable but wording is more precise and deeper feelings or meanings may be implied or suggested.
- 7 - Responses help client see underlying feelings or thoughts that were not explicitly expressed; goes beyond immediate awareness and adds significant feelings or meanings to client statements.

General Supervision Comments

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Completes case reports and case notes punctually and conscientiously..... | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Keeps supervision appointments | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. Is prepared for supervision (e.g., self-critique and audiotapes are | 0 | 1 | 2 | 3 | 4 | 5 |
| turned in to supervisor in a timely manner). | | | | | | |
| 4. Maintains practicum summary..... | 0 | 1 | 2 | 3 | 4 | 5 |

Additional Comments or Suggestions (use back if necessary)

Supervisor

Date

Supervisee

Date

Hackney, H., & Nye, S. (1973). Counseling strategies and objectives. New York: Prentice-Hall.

Stokes, J.P. (1977). Model competencies for attending behavior. Counselor Education and supervision, 17, 23-28.

APPENDIX F

Curriculum Worksheets

Draft (9-25-06)

COUNSELING

Masters

&

Ph.D.

Expected **Course Sequencing**

(Subject to change at any time--contact your advisor for details)

Optimal sequencing for:

Two year Masters (48 credits)

Three year Ph.D. (71 credits beyond the Masters)

Note:

Masters students have a maximum of seven years to complete their program.

Ph.D. students have a maximum of ten years to complete their program.

It is expected that the courses listed below will be offered on the year and the semester indicated, however changes may occur. For the latest schedule, please see the web page on “class schedules” or contact your advisor.

Year	Semester	Class Title	***Master's***	Class Number
Every	Every	Practicum		CNED 794A
Every	Fa & Sp	Internship		CNED 794B
Every	Fa	Guidance Admin. & Consult.		CNED 728
Every	Fa	Elem. School Counseling		CNED 725
Every	Fa	Community Counseling Seminar		CNED 790
Every	Fa	Counseling Theory		CNED 711
Every	Fa	Dynamics of Self		CNED 712
Every	Sp	Middle School Counseling		CNED 726
Every	Sp	Secondary School Counseling		CNED 727
Every	Sp	Social & Cultural Foundations		CNED 716
Every	Sp	Career Counseling & Testing		CNED 714
Every	Sp	Assessment Techniques		CNED 713
Every	Su	Counseling Techniques		CNED 710
Every	Su	Professional Orientation & Ethics		CNED 715
Every	Su	Group Counseling		CNED 720
Every	Su	Dynamics of Addiction		CNED 734

Year	Semester	Class Title	***Doctoral***	Class Number
Every Even	Fa	Practicum		CNED 794C
Every Even	Fa	Theory & Practice for Coun. Educ.		CNED 769
Every Odd	Fa	Quantitative and Survey Research		CNED 779
Every Odd	Fa	C.E.& Sup. in Multicultural Soc.		CNED 771
Every Odd	Fa	Advanced Counseling Theories		CNED 772
Every	Sp (+ Fa as needed)	Doctoral Seminar		CNED 790
Every Even	Sp	Ethical & Legal Issues in C. E.		CNED 780
Every Even	Sp	Professional Issues, P.D.,C. & P.		CNED 787
Every Odd	Sp	Counselor Supervision		CNED 770
Every Odd	Sp	Qualitative Research & Pro. Eval.		CNED 776
Every Even	Su	Advanced Testing and Appraisal		CNED 763
Every Odd	Su	Advanced Group Counseling		CNED 767
Every	Every	Internship		CNED 794D
Every	Every	Dissertation		CNED 799

Year	Semester	Class Title	***Doctoral***	Class Number
Undetermined		Interdisciplinary – Human Develop		HDE 720
Undetermined		Advanced Stress Management		HDE 777
Undetermined		Graduate Seminar		HDE 790
Undetermined		Applied Statistics		STAT 725

Adopted: 10-05-06

Classes to be delivered by Counseling for the 2008-2009 Academic year

*Doctoral Classes

Year	Semester	Class Title	Class Number	Credits
2008	*Fa	Practicum	CNED 794C	3
2008	*Fa	Theory & Practice for Coun. Educ.	CNED 769	3
2008	*Fa	Internship	CNED 794D	(1-3)
2008	Fa	Guidance Admin. & Consult.	CNED 728	2
2008	Fa	Elem. School Counseling	CNED 725	2
2008	Fa	Community Counseling Seminar	CNED 790	3
2008	Fa	Counseling Theory	CNED 711	3
2008	Fa	Dynamics of Self	CNED 712	3
2008	Fa	Practicum	CNED 794A	3
2008	Fa	Internship	CNED 794B	(1-3)
2009	*Sp	Qualitative Research & Pro. Eval.	CNED 776	3
2009	*Sp	Counselor Supervision	CNED 770	3
2009	*Sp	Doctoral Seminar	CNED 790	1
2009	*Sp	Internship	CNED 794D	(1-3)
2009	Sp	Middle School Counseling	CNED 726	2
2009	Sp	Secondary School Counseling	CNED 727	2
2009	Sp	Social & Cultural Foundations	CNED 716	3
2009	Sp	Career Counseling & Testing	CNED 714	3
2009	Sp	Assessment Techniques	CNED 713	3
2009	Sp	Practicum	CNED 794A	3
2009	Sp	Internship	CNED 794B	(1-3)
2009	*Su	Internship	CNED 794D	(1-3)
2009	*Su	Advanced Group Counseling	CNED 767	3
2009	Su	Counseling Techniques	CNED 710	3
2009	Su	Professional Orientation & Ethics	CNED 715	3
2009	Su	Group Counseling	CNED 720	3
2009	Su	Dynamics of Addiction	CNED 734	3
2009	Su	Practicum	CNED 794A	3

NOTE: The course delivery responsibilities for 2008-2009 and for 2009-2010 lists only the required classes in each program and does not list the electives that need to be offered at various times for students to be able to complete their program.

Classes to be delivered by Counseling for the 2009-2010 Academic year

2009	*Fa	Quantitative and Survey Research	CNED 779	3
2009	*Fa	Advanced Counseling Theories	CNED 772	3
2009	*Fa	C.E.& Sup. in Multicultural Soc.	CNED 771	3
2009	*Fa	Internship	CNED 794D	(1-3)
2009	Fa	Guidance Admin. & Consult.	CNED 728	2
2009	Fa	Elem. School Counseling	CNED 725	2
2009	Fa	Community Counseling Seminar	CNED 790	3
2009	Fa	Counseling Theory	CNED 711	3
2009	Fa	Dynamics of Self	CNED 712	3
2009	Fa	Practicum	CNED 794A	3
2009	Fa	Internship	CNED 794B	(1-3)
2010	*Sp	Professional Issues, P.D.,C. & P.	CNED 787	3
2010	*Sp	Ethical & Legal Issues in C.E.	CNED 780	3
2010	*Sp	Doctoral Seminar	CNED 790	1
2010	Sp	Middle School Counseling	CNED 726	2
2010	Sp	Secondary School Counseling	CNED 727	2
2010	Sp	Social & Cultural Foundations	CNED 716	3
2010	Sp	Career Counseling & Testing	CNED 714	3
2010	Sp	Assessment Techniques	CNED 713	3
2010	Sp	Practicum	CNED 794A	3
2010	Sp	Internship	CNED 794B	(1-3)
2010	*Su	Advanced Testing and Appraisal	CNED 763	3
2010	*Su	Internship	CNED 794D	(1-3)
2010	Su	Counseling Techniques	CNED 710	3
2010	Su	Professional Orientation & Ethics	CNED 715	3
2010	Su	Group Counseling	CNED 720	3
2010	Su	Dynamics of Addiction	CNED 734	3
2010	Su	Practicum	CNED 794A	3
See Below	*	Dissertation	CNED 799	(5-10)
	**	Interdisciplinary – Human Develop	HDE 720	(3)
	**	Graduate Seminar	HDE 790	(1)
	**	Applied Statistics	STAT 725	(3)

***Note:** Dissertation credits may be enrolled in at any time agreed upon by the student and the advisor; however, no more than three dissertation credits may be enrolled in before successfully completing the comprehensive exam process.

****Note:** Required - delivered from other departments.

*****Note:** A total of four credits of Doctoral seminar (CNED 790) are required.

******Note:** Courses that do **not** have multiple credits total 44. Minimal internship credits total 6 and minimal dissertation credits total 10. The minimum total of all classes above is 60 credits. An additional 3-credit statistics class is required as approved by the student's committee bringing the credits to 63. Also, an advanced human development class is required if that requirement is not already met in the candidate's Master's Degree; if the requirement is met, an elective 3-credit graduate course must be substituted. In either case it brings the total to 66 semester credits. Five additional elective credits (approved by the candidate's committee) are required, and that brings the grand total of required credits to 71 beyond the CACREP accredited Master's Degree.

Counselor Education Ph.D. 2008 + Course Sequence

Year	Semester	Class Title	Class Number	Credits
2008	Fa	Practicum	CNED 794C	3
2008	Fa	Theory & Practice for Coun. Educ.	CNED 769	3
2008	Fa	Internship	CNED 794D	(1-3)
2009	Sp	Qualitative Research & Pro. Eval.	CNED 776	3
2009	Sp	Counselor Supervision	CNED 770	3
2009	Sp	Doctoral Seminar	CNED 790	1
2009	Sp	Internship	CNED 794D	(1-3)
2009	Su	Advanced Group Counseling	CNED 767	3
2009	Su	Internship	CNED 794D	(1-3)
2009	Fa	Quantitative and Survey Research	CNED 779	3
2009	Fa	Advanced Counseling Theories	CNED 772	3
2009	Fa	C.E.& Sup. in Multicultural Soc.	CNED 771	3
2009	Fa	Internship	CNED 794D	(1-3)
2010	Sp	Professional Issues, P.D.,C. & P.	CNED 787	3
2010	Sp	Ethical & Legal Issues in C. E.	CNED 780	3
2010	Sp	Doctoral Seminar	CNED 790	1
2010	Su	Advanced Testing and Appraisal	CNED 763	3
2010	Su	Internship	CNED 794D	(1-3)
See Below	*	Dissertation	CNED 799	(5-10)
	**	Interdisciplinary – Human Develop	HDE 720	(3)
	**	Graduate Seminar	HDE 790	(1)
	**	Applied Statistics	STAT 725	(3)

***Note:** Dissertation credits may be enrolled in at any time agreed upon by the student and the advisor; however, no more than three dissertation credits may be enrolled in before successfully completing the comprehensive exam process.

****Note:** Required - delivered from other departments.

*****Note:** A total of four credits of Doctoral seminar (CNED 790) are required.

******Note:** Courses that do **not** have multiple credits total 44. Minimal internship credits total 6 and minimal dissertation credits total 10. The minimum total of all classes above is 60 credits. An additional 3-credit statistics class is required as approved by the student's committee bringing the credits to 63. Also, an advanced human development class is required if that requirement is not already met in the candidate's Master's Degree; if the requirement is met, an elective 3-credit graduate course must be substituted. In either case it brings the total to 66 semester credits. Five additional elective credits (approved by the candidate's committee) are required, and that brings the grand total of required credits to 71 beyond the CACREP accredited Master's Degree.

It is also recommended that other graduate classes be considered as elective in addition to those above, or as substitutes with the student's committee approval.

Adopted: 10-05-06

Counselor Education Program Curriculum Worksheets (Master's)

Name: _____ Advisor: _____

Program: School _____ Community _____ Both _____ Degree: M.S. _____ M.Ed. _____

Course Number	Course Title	Semester	Year	Required or Elective	Credits
Core Requirements					
EDUC 703	Research, Measurement, and Program Evaluation			Required	3
CNED 710	Counseling Techniques			Required	3
CNED 711	Counseling Theory			Required	3
CNED 712	Dynamics of Self			Required	3
CNED 713	Assessment Techniques			Required	3
CNED 714	Career Counseling and Testing			Required	3
CNED 715	Professional Orientation and Ethics			Required	3
CNED 716	Social and Cultural Foundations of Counseling			Required	3
CNED 720	Group Counseling			Required	3
CNED 734	Substance Abuse Counseling			Required	3
CNED 794A	Practicum			Required	3
CNED 794B	Internship			Required	4 - 6*
				TOTAL	34-36
School Counseling Program					
CNED 727	Secondary School Counseling			Required*	2
CNED 725	Elementary School Counseling			Required*	2
CNED 728	Guidance Administration and Consulting			Required	2
CNED 726	Middle School Counseling			Required*	2
*Two of these three courses are required – All are highly recommended				TOTAL	8
Community Counseling Program					
CNED 790	Seminar: Community Counseling			Required	3
	Choice from electives			Required	3
	Other electives			Required	3
				TOTAL	9

Electives					
CNED 730	Sexual Functioning and Abuse			Elective	3
CNED 731	Counseling Children and Adolescents			Elective	3
CNED 732	Family Counseling			Elective	3
				TOTAL	6 or more

Note: Current course schedules and projected course scheduling are available by contacting the Counselor Education Program's Administrative Assaisstant.

Transfer credits approved by the advisor:

Course	Indicate if this is the same course offered by NDSU, a substitute course, or an elective	Credit	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

You must have a total of 48 or more approved credits.

Total required credits (including transfer credits approved): _____

Total elective credits (including transfer credits approved): _____

FUTURE PLANNING

If applicable, when will you take the oral exam (M.S.)? Semester _____ Year _____

When do you plan to take the comprehensive exam? Semester _____ Year _____

When do you plan to graduate? At the end of: Semester _____ Year _____

REMEMBER: This is only a worksheet. The official plan of study forms are available on the webpage or from the academic assistant and must be completed and approved by your advisor.

APPENDIX G

**Advisee Assessment Guide
Advisee Assessment Points Grid**

Assessment Guide

Revised: 9/8/05

Assessment of student progress throughout the Counselor Education Program at NDSU is ongoing. It begins at acceptance into the program, and ends post graduation. Five formal assessment points are identified and outlined on the Assessment Point Grid. The following information is a guide for faculty and students to refer to for ongoing assessment data that is entered on the Assessment Points grid. Aggregate data from the Assessment Points grid is also used to assess courses, curriculum and the Counseling program.

Assessment Point I Admission to the Program

At Assessment Point I, all faculty members will assess each candidate for his/her readiness for acceptance into the program. Assessment will be made utilizing the application materials and process. This includes but is not limited to the following: Initial application packet, diversity survey, world view, technology survey, opinion paper on what counselors do, the interview and the role-plays.

Assessment Point II Pre-practicum

At Assessment Point II, it is the advisor's responsibility to present to the other faculty members, each of her/his advisee's progress and readiness for practicum. This assessment point includes academic success in the classes completed by the advisee. The advisor may also contribute her/his opinion regarding the student's personal/professional growth. The advisor will then recommend the advisee for practicum, seeking agreement of the practicum instructor of record.

Assessment Point III Pre-internship

At Assessment Point III, it is the responsibility of the practicum instructor of record, in consultation with the student's advisor, to present to the internship supervisor the student's readiness for internship. It is the responsibility of the practicum instructor of record to complete the Supervisor Evaluation of Practicum Counselor (SEPC) and Assessment Point II, review this evaluation with the student, and return them to the student's educational file.

Assessment Point IV Pre-graduation

At Assessment Point IV, the student's advisor checks the advisee's successful completion of all graduation requirements including the comprehensive examination, the Graduate School's audit of the Plan of Study and the Transcript Review. The advisor then completes Assessment Point IV, signs and dates the form at the bottom, and returns it to the student's educational file.

Assessment Point V Post-graduation

At Assessment Point V each recent graduate will be sent a survey before five years have expired since his/her graduation. Information obtained from these surveys will be used for program assessment and the graduate's individual survey will be placed in the student's (program completers) educational file. Assessment Point V will then also be completed. Results of the aggregate data will be shared with each graduate upon request.

Advisee Assessment Points– Counseling

Advisee: _____

Advisor: _____

Assessment Points Checklist						
	Date:			Date:		
CACREP STANDARD 1 - 8	Assessment Point I Admissions Interview Process	Assessment Point II Pre-Practicum *completed coursework	Assessment Point III Pre-Internship (has taken practicum)	Assessment Point IV Pre-Graduation Successfully completed Internship & Comps	Assessment Pt. V Post Graduation (Follow-up Survey)	
	Has presented her/himself well in areas listed below:	Has demonstrated an understanding of the content of each course listed below and has an acceptable assessment in category # 9. *CNED 715		Internship	Comps	
1 Professional Identity	Counselor's Role Response <input type="checkbox"/>	<input type="checkbox"/>	Has demonstrated an application of the knowledge base and skills from assessment Point II and has received a successful rating on the SEPC upon completion of Practicum. <input type="checkbox"/>	Has demonstrated an application of the knowledge base and skills from assessment Point III, has received successful instructor ratings on the SEPC and the internship site supervisor's evaluation. <input type="checkbox"/>	CACREP Standards 1 - 8	
2 Social & Cultural Diversity	World View Survey <input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
3 Human Growth & Development	Individual Interview <input type="checkbox"/>	CNED 712 <input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
4 Career Development	Begins at Assessment Pt. II	CNED 714 <input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
5 Helping Relationships	Role Play <input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>
6 Group Work	Begins at Assessment Pt. II	*CNED 720 <input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
7 Assessment	Begins at Assessment Pt. II	CNED 713 <input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>
8 Research & Program Eval	Begins at Assessment Pt. II	Educ 703 <input type="checkbox"/>			<input type="checkbox"/>	
9** Professional Performance		*Acceptable <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Acceptable <input type="checkbox"/>	Program data on graduates is summarized. A follow-up survey is mailed to the graduate at the appropriate time. <input type="checkbox"/>	
10 Action	Accepted into program <input type="checkbox"/>	Recommended for Practicum <input type="checkbox"/>	Recommended for Internship <input type="checkbox"/>	Recommended for graduation <input type="checkbox"/>		

Has successfully completed all coursework, including internship and comps.

 Adviser's Signature

 Date

* Must be successfully completed before Practicum.

** Consider advisee's development in each category and at each assessment point regarding: knowledge, skill, disposition, diversity, technology, openness, flexibility, cooperativeness, willing to accept feedback, awareness of own impact on others, ability to deal with conflict, accept responsibility, express feelings appropriately, abide by ethical and legal considerations and shows initiative and motivation.

Adopted: 10-16-06

APPENDIX H

Practicum/Internship Application Forms

NDSU Counselor Education Program Practicum Application

This application form must be submitted to the counseling program administrative assistant by **October 1st to enroll in practicum for the following Spring or Summer Semester** and March 1st to enroll in practicum for the following Fall Semester. Additionally, students must submit a 30 minute practice counseling session (Students may not submit any previously taped sessions).

Student Name (Please Print) _____

Desired Practicum Enroll Date (Semester/Year) _____

Please check the following pre-requisites and identify the semester and year completed.

_____ CNED 710 Counseling Techniques _____

_____ CNED 711 Counseling Theory _____

_____ CNED 715 Professional Orientation
and Ethics _____

_____ CNED 720 Group Counseling _____

Please Read Carefully, Sign and Date

I hereby attest that I have read and understand the 2005 American Counseling Association (ACA) Code of Ethics and will practice my counseling in accordance with these standards. Any breach of these ethics or other unethical behavior on my part will result in my removal from practicum and I will receive a failing grade. Documentation of such behavior will become part of my permanent record and I face the possibility of expulsion from the counseling program.

I agree to adhere to the administrative policies, rules, standards, and practices of the practicum site.

I understand that my responsibilities include keeping my practicum supervisor informed regarding my practicum experience.

I understand that to receive a passing grade in practicum I must demonstrate the specified minimum level of counseling skill, knowledge, and competence as well as meet all course requirements as outlined by the instructor.

Student Signature _____

Date: _____

Advisor Signature _____

Date _____

Received _____

NDSU Counselor Education Program Internship Application

It is the practice of the NDSU counselor education program that students begin their internship experience in the fall semester and that the internship experience takes place over one full academic year (Fall and Spring semesters). Any exceptions must be submitted in writing and approved by the counseling faculty. This application form must be submitted to the counseling program administrative assistant by April 1st.

Note: Students who plan to have multiple sites and supervisors must submit an application for each site.

Student Name (Please Print) _____

Internship Start Date (Semester/Year) _____

Please check the appropriate internship program setting and identify the start date.

_____ Community Counseling

_____ School Counseling (Identify Area(s) of Concentration)

_____ Total Number of Internship Hours

Identify Internship Site _____

Address _____

Contact Person/Site Supervisor _____

Phone/E-mail (Site Supervisor) _____

Please Read Carefully, Sign and Date

I hereby attest that I have successfully completed the coursework and pre-requisites for internship and that I understand the expectations, policies, and procedures associated with internship.

Student Signature _____

Date: _____

Advisor Signature _____

Date _____

Received _____

NDSU Counselor Education Program
Request for Internship Exception
(Submit with Internship Application)

Student Name (Please Print) _____

Track _____

Identify Specific Request and Rationale (PLEASE TYPE)

Student Signature _____

Date: _____

Advisor Signature _____

Date _____

Received _____

Faculty Decision: _____ Approved

_____ Denied

Date: _____

This handbook is a work in progress and we invite feedback from interested parties. The Counselor Education Program can be reached by calling 701-231-7202 and asking to speak with the Administrative Assistant or by e-mail at C.Nelson@ndsu.edu. You may also visit the program web site at:

http://www.ndsu.nodak.edu/ndsu/counsed/masters/mast_index.html

Students interested in the Doctoral Program in Human Development/Counselor Education should visit the web site:

http://www.ndsu.edu/hde/doctorate/Ph.D._index.shtml