May 10, 2016

To Students and Prospective Students:

Welcome to the Counselor Education Doctoral Program at North Dakota State University.

The Counselor Education Doctoral Program Handbook serves as a guide with valuable information for you as a current or prospective student. It was developed and revised on the basis of student recommendations and years of faculty experience.

The Counselor Education Doctoral Program Handbook is regularly updated. We value your feedback about program procedures, policies, and practices, so be sure to discuss any potential changes with your advisor. Counselor Education Program 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 in person or by e-mail or phone.

Sincerely,

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Program Coordinator

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Updated 5/31/19
RESERVATION OF RIGHTS

Every effort is made to provide accurate and current information; however, the Counselor Education Faculty members reserve the right to change the policies, procedures, and practices of the program at any time, including those policies 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 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

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

NON-DISCRIMINATION POLICY

North Dakota State University does not discriminate on the basis of age, color, disability, expression/identity, gender, genetic information, marital status, national origin, public assistance status, race, religion, sex, sexual orientation, or status as a U.S. veteran.

North Dakota State University

STUDENTS WITH DISABILITIES

Any students with disabilities or other special needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and contact the Disability Services Office (www.ndsu.edu/disabilityservices) as soon as possible.
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COUNSELOR EDUCATION PROGRAM HANDBOOK

The North Dakota State University (NDSU) Counselor Education Program (CNED) is housed within the School of Education and is located in the College of Human Development and Education. Master of Education (M.Ed.) and Master of Science (M.S.) degrees in both Clinical Mental Health Counseling and School Counseling are offered, along with a Doctor of Philosophy Degree (Ph.D.) in Counselor Education and Supervision. The NDSU Counselor Education Program is the only CACREP-accredited program in North Dakota and is known in the region for high quality.

MISSION

The NDSU Counselor Education Program’s (CNED) 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. Faculty members strive to graduate students who are caring, compassionate, capable professional counselors and counselor educators who are aware of the importance of theory, research, and practice.

The NDSU CNED faculty members’ priorities are teaching, research/scholarly activities, and service. The goal of the Counselor Education Program is to facilitate student learning. Although expectations for each faculty member vary, as a group, the faculty members expect that faculty and students are committed to learning as a life-long process that involves intellectual, affective, and experiential components. NDSU Counselor Education Program graduates possess the appropriate knowledge, dispositions, and skills for their chosen career field and understand the importance of theory, research, diversity, technology, and ethical practice.

PROGRAM OBJECTIVES AND OUTCOMES

The NDSU Counselor Education Program objectives and curriculum are based on what the faculty members, as a whole, believe to be the best that can be attained in the social context. Faculty members 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 associations.

OBJECTIVES

1. To provide 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 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.

Updated 5/31/19
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.

OUTCOMES
1. Familiarize students with standards of the ACA, ASCA, CACREP, NCATE, AMCD, ASGW, AMHCA, NDESPB, 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, public and private schools, counseling agencies, and community leaders.

4. Survey current and former students and employers 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.

PROGRAM ACCREDITATION AND LIVETEXT

The Clinical Mental Health Counseling Program, the School Counseling Program, and the Ph.D. in Counselor Education and Supervision 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. Attending an accredited program is essential to a quality learning experience and will increase job opportunities for graduates. Additionally, NDSU is accredited by the North Central Association (NCA).

In addition to our specific goals and outcomes, we have established program objectives and key performance indicators related to the CACREP standards. Our PhD program accreditation-specific objectives include the following:
1. Counseling: Students will demonstrate an understanding of ethical and culturally relevant counseling in multiple settings.

2. Supervision: Students will demonstrate an understanding of theoretical frameworks and models of clinical supervision.

3. Teaching: Students will demonstrate an understanding of pedagogy and teaching methods relevant to counselor education.

4. Research and Scholarship: Students will demonstrate an understanding of research and research questions appropriate for professional research and publication.

5. Leadership and Advocacy: Students will demonstrate an understanding of theories and skills of leadership.

To ensure that we are meeting these objectives, we track students’ progress using the software program LiveText. Upon admission to the program, students are required to purchase a subscription to LiveText. More information will be provided at the new student orientation meeting.

*Information on CACREP standards can be found in the Appendix.

DOCTORAL PROGRAM

Academic preparation and professional experiences for the doctoral degree are designed to prepare students to become knowledgeable counselor educators, formidable leaders and advocates, competent researchers, and/or advanced counselors and supervisors in a variety of settings. More specifically, the doctoral program prepares students to be competent in five areas, as outlined by CACREP:

1. Counseling
2. Supervision
3. Teaching
4. Research and Scholarship
5. Leadership and Advocacy

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.

APPLICATION

All applications for the program are due February 1st. Applications received after February 1st are reviewed on a space-available basis. The requirements for full standing admission include:

- A completed application
- A minimum undergraduate cumulative GPA of 3.0 on a 4.0 scale, or a minimum GPA of 3.0 on 10 semester credits of graduate coursework*

Updated 5/31/19
• Personal and professional references
• A detailed statement of purpose

Applications can be obtained online at https://www.ndsu.edu/gradschool/apply

Questions about the program should be directed to the Academic Assistant:
Carol Nelson
1919 North University Drive
Fargo, ND 58108
(701) 231-7202
C.Nelson@ndsu.edu

*In rare cases, if an applicant does not meet the 3.0 GPA guideline set above, but has between a 2.5 and 3.0 GPA, faculty may consider her or him for conditional acceptance into the program. In this situation, the applicant must include in the application materials a separate letter explaining the circumstances related to the lower GPA and defining specific measures taken to prepare for current academic success. If faculty members determine the prospective student shows potential as evidenced by her or his application materials, they will invite her or him for an interview. If accepted following the interview, she or he receives a conditional acceptance.

Students in conditional standing must then receive a GPA of 3.5 or better for the first 9 semester credit hours, meet disposition requirements, and meet any other conditions set by the Counselor Education faculty. Upon review of the faculty, conditionally accepted students who meet the criteria above receive acceptance; those who do not meet the criteria above will not be permitted to continue in the program.

INTERVIEW
If a prospective doctoral student’s application demonstrates potential, faculty members will invite her or him to an on-campus interview. During the interview, students will gain more information about the Counselor Education Program, complete a writing exercise, participate in a group interview, and meet with current students. After the interview, faculty members will make admissions and advising recommendations to the Graduate School, and students will be notified of their status. In accordance with CACREP standards, the Counselor Education Program faculty members assess prospective students’ (a) career goals, (b) aptitude for graduate-level work, (c) potential ability to form relationships, and (d) respect for cultural differences when making admissions decisions. If the faculty members determine additional information is needed regarding an applicant’s background, the applicant will be asked to sign a release so needed information may be obtained. Prospective students will not be accepted if they have already accepted and enrolled in another graduate program.

ACCEPTANCE
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 in conditional standing may register and must receive a “B” or better in each class for the first 9 semester hours and/or meet other conditions set by the Counselor Education faculty. Conditional students who do not meet the criteria will not be able
to continue in the program. Admitted students should become familiar with the University, the Graduate School (*NDSU Graduate Bulletin*), and the Counselor Education Program policies, procedures, and timelines. If, after being accepted to the program, a student exhibits unprofessional conduct, faculty members may rescind her or his acceptance into the program. All faculty decisions are final.

**COMMITMENT**

Students who agree to be a part of the Counselor Education Program must fully commit themselves to their growth – both academically and personally. This level of commitment requires students’ utmost attention, and thus, faculty members do not allow students to be enrolled in another program outside of the Counselor Education Program.

**AGREEMENT**

Upon acceptance to the program and before students start their first classes, they are required to read and sign the agreement located at the conclusion of this handbook and submit it to the program academic assistant. This agreement attests that students have read the *Counselor Education Doctoral Program Handbook* and the *NDSU Graduate Bulletin* and agree to adhere to the policies included therein. Failure to sign and submit this Agreement may result in disciplinary action.

**ADVISING**

Upon admission to the program, students are assigned to a temporary Counselor Education faculty advisor. Once students learn more about the other faculty members, they may choose their permanent advisor and dissertation chair. The advisor assists students in developing their individual programs, exploring research interests, selecting Practicum and Internship sites, selecting site supervisors, directing and overseeing dissertation research, and responding to other student needs that may arise.

As soon as possible, students should meet with their advisors 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. Extension courses and workshop credits cannot be applied to the graduate degree. Individual studies may be designed for the special interests of students; however, such courses must have prior approval by the student’s advisor.

The advisor does not relieve the student of her or his 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 associated expectations. Student should refer to the *Timeline* (see the Appendix) to successfully complete all requirements for the doctoral degree.

A student who wishes to change advisors is expected to discuss this change with her or his present advisor and must be accepted by the new advisor. A form for this process is available from the program academic assistant.

*Updated 5/31/19*
REGISTRATION

After being accepted into the Counselor Education Program, students should familiarize themselves with the academic regulations found in the *NDSU Graduate Bulletin* and register to receive credit for courses. Information regarding registration is available through the Registrar and schedules can be obtained from the program academic assistant.

COURSELOAD

The Graduate School policy states that 9 graduate semester credits constitute full-time graduate study. Students wishing to take more than 15 graduate credits in a semester must have approval from the Department Chair and Dean of the Graduate College. Students’ course loads should be determined by their ability and time availability. It is important to remember that graduate school courses can require extensive reading and research.

TRANSFER CREDITS

A maximum of 12 graduate semester credits may be transferred from other accredited graduate programs. Students must consult with their advisors and review the *NDSU Graduate Bulletin* before incorporating transfer credits into their plans of study.

CONTINUOUS ENROLLMENT

Students are expected to maintain continuous enrollment. Counselor Education students who return to the program within one year of withdrawal are not required to reapply for admission, but they should obtain approval from the faculty prior to doing so. Students who have not taken classes for two years must apply for readmission and are subject to any new program requirements.

RESIDENCE

Doctoral students must complete at least one year of the doctoral program in residence at North Dakota State University. See the *NDSU Graduate Bulletin* for more detailed information.

FINANCIAL RESOURCES

FINANCIAL AID

Students are encouraged to meet with their advisors to discuss financial aid options. Financial aid information can be found on the NDSU website at: https://www.ndsu.edu/onestop/finaid/

GRADUATE ASSISTANTSHIPS

Graduate assistantships are available through various academic departments and offices throughout the campus. The Counselor Education Program offers three. However, they typically are not available for first-year students and doctoral students are preferred. There are two ways to learn about available positions. First, the academic assistant sends out position announcements via email as soon as they arrive. The second way to learn about them is directly from departments by searching the NDSU website. Typing “graduate assistantship” into the search box on the NDSU start homepage will generate the largest number of results. Students are also
encouraged to discuss their options with their advisors. Students who secure graduate assistantships must maintain a 3.0 or better GPA and register for at least 5 graduate credits each semester.

CAMPUS RESOURCES

North Dakota State University provides a number of resources to graduate students. Students are encouraged to become familiar with and take advantage of these resources.

INFORMATION TECHNOLOGY
A number of hardware and software resources, along with technical support, are provided by the Information Technology Center. Students can access the center at:
https://www.ndsu.edu/its/

LIBRARY SERVICES
The NDSU Library offers a variety of print and electronic material for students’ research, coursework, and general knowledge. Students can learn more about the library at:
https://library.ndsu.edu/

GRADUATE CENTER FOR WRITERS
The Graduate Center for Writers provides graduate students with assistance in composing papers for class or manuscripts for publication. Students can learn more about the center at:
https://www.ndsu.edu/cfwriters/

MEMORIAL UNION
The Memorial Union provides dining services, shopping services at the NDSU Bookstore, entertainment, meeting rooms, banking services, and multicultural activities, to name a few. Students can learn more about the Memorial Union at:
https://www.ndsu.edu/mu/

ONE STOP
One Stop is a service center in the Memorial Union that provides information about tuition, financial aid, registration, bill payments, and more. Students can learn more about One Stop at:
https://www.ndsu.edu/onestop/

WALLMAN WELLNESS CENTER
The Wallman Wellness Center provides wellness education and resources, fitness equipment and facilities, and recreational programs. Students can learn more about the Wallman Wellness Center at:
https://www.ndsu.edu/wellness/

PROFESSIONAL COUNSELING ASSOCIATIONS

Developing a strong professional identity as a counselor and counselor educator is an important part of being a doctoral student. Students are encouraged to join the counseling associations and subdivisions appropriate to their career choices. Furthermore, students are encouraged to
participate in state, regional, national, and/or international professional counseling conferences during their time in the program. Examples of relevant counseling associations are listed below.

- **American Counseling Association**
  
  [https://www.counseling.org/](https://www.counseling.org/)

- **Association for Counselor Education & Supervision**
  
  [http://www.acesonline.net/](http://www.acesonline.net/)

- **American School Counselor Association**
  
  [https://www.schoolcounselor.org/](https://www.schoolcounselor.org/)

- **American Mental Health Counselors Association**
  

- **ND School Counselors Association**
  

- **ND Counseling Association**
  

- **Association for Specialists in Group Work**
  
  [https://www.asgw.org/](https://www.asgw.org/)

- **Chi Sigma Iota**
  
  [https://www.csi-net.org/](https://www.csi-net.org/)

### ACADEMIC EXPERIENCES AND EXPECTATIONS

#### METHODS OF INSTRUCTION

All courses are offered on the NDSU campus and some courses are also available at various sites across the state through the Interactive Video Network. Class sizes are kept small (maximum of around 20 students) to ensure more personalized and individualized attention. Clinical courses include fewer students. A variety of instructional methods are utilized in academic courses including, but not limited to, role plays, lectures, readings, presentations, written reflections, group collaboration, experiential exercises, and discussions.

#### GRADE EXPECTATIONS

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” or better average (3.0 GPA) in their coursework to successfully graduate.

#### ACADEMIC HONESTY

The academic community is operated on the basis of honesty, integrity, and fair play. NDSU Policy 335: Code of Academic Responsibility and Conduct applies to cases in which cheating, plagiarism, or other academic misconduct have occurred in an instructional context. Students found guilty of academic misconduct are subject to penalties, up to and possibly including suspension and/or expulsion. Student academic misconduct records are maintained by the Office of Registration and Records. Informational resources about academic honesty for students and instructional staff members can be found at [www.ndsu.edu/academichonesty](http://www.ndsu.edu/academichonesty).

#### OFFICIAL COMMUNICATION

Students in all Counselor Education tracks are required to maintain a current NDSU e-mail address and check messages on a regular basis. Important notices will be sent as group e-mail announcements to all students. Examples of these notifications include the deadline for signing up for the comprehensive examination, deadlines for applying for Practicum and Internship, and notices regarding individual course announcements. Failure to respond to any such deadlines will
not be overlooked because a student failed to check her or his e-mail. As professionals in training, it is your responsibility to maintain appropriate and timely channels for communication. Please see NDSU Policy 609 for further information about e-mail as official communication. https://www.ndsu.edu/its/email_services/email_policy/

DEGREE COMPLETION
All work for the doctoral degree, including acceptable transfer credits, must be completed within a ten-year period. This time period begins with the beginning date of the earliest course applied to the student’s plan of study for her or his doctoral program.

CLINICAL EXPERIENCES AND EXPECTATIONS
Practicum and Internship are considered among the most important elements in the program, as they provide students with opportunities to hone their counseling skills, apply counseling theories, conceptualize clients, develop interventions, work with diverse individuals, and engage in supervision. The information below provides an overview of expectations for Practicum and Internship. However, students should consult relevant handbooks for complete policies.

DOCTORAL PRACTICUM
Practicum provides students with opportunities to counsel diverse clients in the NDSU Community Counseling Services clinic. Doctoral students wishing to enroll in Practicum must either have graduated from a CACREP-accredited master’s program or have their master’s program approved by the faculty before beginning Doctoral Practicum (see the Appendix). Once in Practicum, students should follow the policies below as well as the specific policies outlined in the NDSU Community Counseling Services Handbook of Policies and Procedures. Questions regarding Practicum should be directed to the Community Counseling Services Clinic Director.

1. **Prerequisites:** Students must have graduated with a master’s degree in a CACREP-accredited program or have their master’s degree approved by the faculty to apply for Practicum. Students who do not meet these requirements may be admitted if two Counselor Education Program faculty members agree to work with the student to remove deficiencies.
2. **Application:** Students must apply for Practicum in April or November of the semester prior to the semester they wish to take Practicum. (The Doctoral Practicum Application can be found in the Appendix). As part of the application process, students must meet with their advisors to review their fitness for Practicum based on the Professional Dispositions. Counselor Education faculty members reserve the right to delay practicum enrollment for reasons other than academic concerns.
3. **Background Check:** Students must be fingerprinted and pass a background check before starting practicum.
4. **Professional Liability Insurance:** Students must purchase and maintain professional liability insurance throughout the duration of practicum.
5. **Experience Requirements:** Students must complete and document a minimum of 100 hours of supervised experience. Of these hours, 40 must be in direct service to clients, including individual counseling and group work.
6. **Supervision Requirements:** Students must engage in one hour of weekly individual or triadic supervision and 1.5 hours of group supervision each week. Both individual/triadic and group supervision must be completed by a Counselor Education faculty member. Written supervision agreements must be documented before supervision begins.

7. **Academic Requirements:** Students must receive a “Satisfactory” (S) score in Practicum to pass.

### DOCTORAL INTERNSHIP

The purpose of the Ph.D. internship is to integrate knowledge, skills, and dispositions into professional practices. The objectives for internship experiences align with the program objectives. Interns are expected to develop and further their identity as a professional in the field of counseling and supervision; meet criteria for appropriate credentials and licensure needed for professional career goals; apply understanding and application of advanced supervision theory and practice; understand the major roles of a counselor educator in the areas of teaching, research, and service; demonstrate knowledge and skills necessary to facilitate the learning of students seeking careers as professional counselors; understand research methodology and process as applied to the field of counseling; conduct and analyze research; demonstrate research and writing skills at a level necessary for publishing in peer-reviewed journals and other professional sources; and enhance practices related to the issues of diversity, equity, and advocacy. Students should follow the processes below.

1. **Application:** Students must apply for Internship in April or November of the semester prior to the semester they wish to take Internship. (The Doctoral Internship Application can be found in the Appendix). Counselor Education faculty members reserve the right to delay internship enrollment for reasons other than academic concerns.

2. **Professional Liability Insurance:** Students must maintain professional liability insurance throughout the duration of internship.

3. **Internship Plan Form:** The specific arrangements for each student’s internship plan are worked out between student and major adviser and must be documented on the PhD Internship Semester Goals and Intentions Form. (See the Appendix.) This form must be shared and approved with the faculty supervisor as well as any other on-site supervisors. If a student is enrolled in a credit of internship, she or he must have a plan for how the 150 hours will be completed.

4. **Requirements:** Counselor Education doctoral students complete 600 clock hours of internship for a total of 4 credits (150 hours per credit hour). Students must demonstrate experiences in the categories of clinical counseling/clinical supervision and in teaching. Additionally, students may participate in a variety of activities related to advocacy, leadership, and scholarship.

5. **Internship Time Log:** Students must document the time spent or internship experiences using the appropriate internship logs, which will be kept in a student’s permanent file.

6. **Supervision:** Students must receive one hour per week of individual supervision and regular group supervision by a supervisor who holds a doctorate in counselor education or closely related field.

7. **Site Supervisor/Faculty Evaluation:** Site supervisors or faculty supervisors must complete a written evaluation at the conclusion of any internship experience and must be shared with the student.

Updated 5/31/19
8. **Student Evaluation:** Students must submit a written evaluation of the internship experience to her/his faculty internship supervisor, and then it will be kept in the student’s permanent file.

**Internship Categories**
The following are potential internship activities and time equivalents for each category of internship.

**Clinical Counseling/Clinical Supervision**
Within the category of clinical counseling/clinical supervision, students must log direct service to clients at the NDSU community counseling center or other community services, and to master’s-level students in the school or clinical mental health tracks at NDSU.

- Clinical Counseling
  - 1 hour per client session
  - 1 hour per individual supervision session
  - 1.5 hours per group supervision

- Clinical Supervision
  - 1 hour per supervision session with each master’s level student
  - 2 hours prep/follow-up per supervision session with each student
  - 1 hour per individual supervision session (with faculty)
  - 1.5 hours per group supervision

**Teaching**
Within the category of teaching, students are given the opportunity to experience the duties required of a counselor educator.

- Instructor: Teaching a graduate level course in counseling as the instructor of record with full responsibility for planning, teaching, evaluation, and grading (intern must be supervised in this teaching by a counselor educator)
  - 150 hours per class

- Teaching Assistant: Assists a counselor educator with teaching a graduate course in counseling. Duties might include: Attending class, contributing regularly in class activities, and participating in planning and grading of assignments.
  - 50 hours per class

- Co-Instructor: Co-teaches a graduate level course in counseling with full responsibility for planning, evaluating, and grading. One-half responsibility for teaching.
  - 100 hours per class

**Advocacy/Scholarship/Leadership**
In addition to the experiences of clinical work and teaching, students are encouraged to expand their internship experiences into areas of professional development such as advocacy, scholarship, and leadership. Some recommended activities include:
Submission of manuscript to a peer-reviewed, professional journal 50 hours
Presentation at a professional conference 15 hours
Published book review or article in newsletter or magazine 20 hours
Submission of grant proposal 50 hours
Participation on research project (other than dissertation) 20 hours
Member of counseling related, or community service committee 20 hours
Officer on a counseling or community service committee 40 hours
Facilitator of professional development workshops 20 hours

### COMPREHENSIVE EXAMS

Doctoral oral and written comprehensive examinations give students an opportunity to showcase their knowledge. The following procedures should be followed to successfully pass doctoral comprehensive exams.

**Application**

1. Student submits an application to take the comprehensive exam to the major advisor. (See the Appendix.)
2. If approved by major advisor, student schedules to take the exam. Exam times are set each semester.

**Written Exam Description**

1. Before the exam, advisors and students meet to narrow down the four topic areas for doctoral comprehensives. Topics for the questions include:
   - Counseling Theories
   - Counselor Supervision
   - Research
   - Multicultural Foundations/Diversity
   - Current Issues in Counselor Education
   - Counselor Education Pedagogy
   - Professional School Counseling
   - Clinical Mental Health Counseling
   - Interdisciplinary Practices in Counseling
2. Additionally, one week prior to the written exam, students should schedule their oral defense with their committee members. The oral defense is considered the actual date of exam by the graduate school. Advisors have one week to get the signed form to the graduate school.
3. The advisor (in consultation with other counselor education faculty and doctoral committee faculty) creates 4-6 questions. These questions are intended to be challenging and not written in a way that intentionally trips up the student or passes the student too easily. The doctoral committee faculty approves the questions. Prior to the exam, students are informed of the topics covered in their exam, but they will not receive the specific questions.
4. The written exam period is two days, four hours each day. Each day, the student writes a response to a question or questions in two of four major topic areas. The student may...
know which two question topic areas will be given on which day. Students may bring one 8.5 x 11 sheet with notes (front and back) each day, but no other resources. It is expected that responses to every question are in-depth, well-written, and include citations and references germane to the topic.

**Written Exam Protocol**
1. Each student should arrive by 8:45am on the day of exam.
2. The time frame for each day of the two day process is 4 hours each day (9-1:00).
3. Each student may bring with her/him one 8.5 x 11 sheet with notes (front and back) for each day. They can use these notes however they wish.
4. Each student is expected to utilize at least 8 references (author, date) for each question.
5. Each student is expected to write at least 5 pages (APA format) for each question.
6. Each student may take breaks accordingly and may bring with her or him, in the room, food and drinks.
7. At 1:00pm of each exam day, folders are collected, and stored in a secure location.

**Written Exam Rubric**
The written comprehensive exam will be evaluated based on the following rubric criteria.

<table>
<thead>
<tr>
<th>Topic Area:</th>
<th>Target (2)</th>
<th>Acceptable (1)</th>
<th>Unacceptable (0)</th>
<th>Notes</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization &amp; Readability</td>
<td>Well organized, understandable clearly presented, concise, and grammatically correct. The writer or speaker exhibits a distinctive professional voice.</td>
<td>Well organized, understandable clearly presented, concise, and grammatically correct. The writer or speaker exhibits a distinctive professional voice.</td>
<td>Inadequately organized, not easily understood, hard to follow, either too wordy or spare, and grammatically incorrect. Errors inhibit understanding.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thoroughness</td>
<td>Attention is paid to all aspects of the prompt and includes relevant additions.</td>
<td>Attention is paid to all aspects of the prompt.</td>
<td>Little attention paid to the required aspects of the prompt. Many major oversights evident.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Target = Competency level is likely to enhance development as counselor educator and professional counselor and inspire others. Acceptable = Competency level is likely to sustain development as a counselor educator and professional counselor. Unacceptable = Competency level is likely to impede development as a counselor educator and professional counselor.
Thoughtfulness | Shows a high degree of thoughtfulness about the topic evidenced by novel thinking. Implications and multiple perspectives are considered. Work is marked by “surprisingness.” | Shows solid evidence of thoughtfulness about the topic. Implications and/or multiple perspectives are considered. | Shows sparse evidence of thoughtfulness about the topic. Little evidence of critical thinking about implications and/or multiple perspectives. | Total |

**Graduate School Representative/Outside Doctoral Committee Member**

After the exam, advisors are responsible for e-mailing or sending paper copies of the written exam to the committee members. Advisors are to inform committee members to (a) read through the written comprehensives, (b) complete the written exam rubric (above), and (c) observe the oral comprehensives to ensure that it is a fair process.

There are specific requirements for Graduate School Representatives/Outside Doctoral Committee Members. The following two paragraphs are copied directly from the graduate school policies regarding outside committee members. Students may read the full policy here: https://bulletin.ndsu.edu/graduate/graduate-school-policies/doctoral-degree-policies/#planofstudysupervisorycommitteetext

The GSR must be a full member of the graduate faculty, AND be either a tenured faculty member outside the committee chair’s/co-chairs' home department(s) OR a faculty member outside the primary college of the committee chair/co-chairs. If the student is in an interdisciplinary program, the GSR must also be outside of that program. Additionally, the GSR must be clear of any conflicts of interest with either the student or the committee chair/co-chairs. Examples of possible conflicts of interest may include budgetary relationships, family or financial, personal relationships, or research and/or publication relationships between the GSR and either the student or the committee chair.

The role of the GSR is to ensure that Graduate College policies are followed, that the expectations for the student's performance are reasonable, that the interactions with the supervisory committee are conducted on a professional basis, and to submit a report to the Graduate College after each examination. Graduate School Representatives serving on a committee for a program that has been approved by the Graduate College to use an outcomes-based approach to assess doctoral student performance also have the responsibility to document that the process and assessment of the student’s performance in the doctoral program match the defined program outcomes.

**Oral Exam Protocol**

The student and her or his advisor schedule a date and time for oral examination with doctoral committee at least a week before the written comprehensives. During oral examination, the committee members may ask the student any follow-up questions related to the written exam or any additional questions not previously asked on the written exam. Committee members determine the status of the comprehensive exam (pass/fail), notify student, and sign appropriate forms. In the event that at least three committee members do not vote to pass the student, an
additional oral examination is scheduled. If the retest is necessary, the advisor (committee chair) is expected to provide the student with an outline of specific expectations for an oral presentation during the examination. A date and time for the retest is scheduled and the committee meets again with the student.

At this point, if at least three members of the committee vote pass, the student moves to the candidacy and dissertation stage of the program. If at least three members of the committee do not vote pass, the student is terminated from the program. Upon successful completion of the comprehensive exam, the student is formally admitted to candidacy for the Doctor of Philosophy degree and may proceed with the dissertation proposal.

**STUDENT RETENTION, REMEDIATION, AND DISMISSAL**

This section highlights ways in which faculty members assess students throughout their time in the counseling program. Included are the expectations for academic and professional performance and the processes of student review and remediation. Students may be dismissed from the program for substandard academic performance, ethical violations, impairment, and/or characterological issues that impinge upon professional development.

**ACADEMIC WARNING AND PROBATION**

If student’s GPA falls below 3.0, she or he will be placed on an academic warning. If the student does not raise her or his GPA the subsequent semester, she or he will be placed on academic probation. When placed on academic probation, a student cannot continue graduate coursework until she or he has secured a recommendation from the program administrator and waiver from the Dean of the Graduate College. The recommendation shall include a remediation plan to raise GPA to at least 3.0 within one additional semester. If the student does not raise her or his GPA in that additional semester, she or he will be dismissed from the program.

**PROFESSIONAL DISPOSITIONS AND PERFORMANCE STANDARDS**

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 adhere to the most current American Counseling Association (ACA) Code of Ethics and any other professional codes of ethics that pertain to their practices (e.g., ASCA, AMHCA, NBCC). These codes serve as guidelines for students and professionals in the field of counseling.

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 receive and give constructive feedback. Further, students are expected to behave in a manner that demonstrates fitness for a role in the counseling profession. Finally, faculty members 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 students,
as future counselors, and as future counselor educators. The purpose of this professional performance monitoring process is to ensure that all graduates of the North Dakota State University Counselor Education Program possess the personal and professional characteristics that ensure success in the field.

**PROFESSIONAL PERFORMANCE REVIEW AND REMEDIATION PROCESS**

At the end of each semester, the Counselor Education Program faculty members will review all students 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 any time 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

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 below. 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. **Faculty Review:** Faculty members will convene at least once a semester to discuss each student’s professional performance. The student’s advisor will document any concerns about a student’s performance using the Dispositions Incident Report (see the Appendix).

   *Note: Faculty members may review a student’s performance more than once a semester if necessary. For example, faculty members will initiate a review at any time for students who knowingly engage in illegal or unethical activities, for students whose professional performance is deemed an immediate threat to the well-being of others, for students who violate the NDSU Code of Student Conduct, and/or for any students whose well-being and professionalism concern the faculty. 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.*

2. **Advising Meeting:** The student and the student’s advisor and/or the issuing professor (if applicable) will meet to discuss the professional performance concern(s) and develop a remediation plan. First, the student will be presented with the Dispositions Incident Report and the issuing professor’s explanation for the ratings. Next, the student, her or his advisor, and the issuing professor (if applicable) will discuss the plan for remediation.
The remediation plan will be documented in the *Dispositions Incident Report* and signed by both the student and her or his advisor.

3. **Ongoing Monitoring:** If a student fails to show reasonable progress in resolving deficiencies previously cited, she or he will be required to meet with the issuing professor(s) and her or his advisor in accordance with the procedures previously outlined. 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 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 Counselor Education Program. Faculty members will retain copies of new or revised *Dispositions Incident Reports*.

4. **Dismissal:** If the problem has not been resolved, faculty may recommend student dismissal. 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.

**CRITERIA FOR PROFESSIONAL PERFORMANCE STANDARDS EVALUATIONS**

| 1. **Openness to new ideas** (rated from Closed [1] to Open [5]) |  |
| --- | --- | --- |
| • Was dogmatic about own perspective and ideas. | • Was amenable to discussion of perspectives other than own. | • Solicited others' opinions and perspectives about own work. |
| • Ignored or was defensive about constructive feedback. | • Accepts constructive feedback without defensiveness. | • Invited constructive feedback, and demonstrated interest in others' perspectives. |
| • Showed little or no evidence of incorporating constructive feedback received to change own behavior. | • Some evidence of effort to incorporate relevant feedback received to change own behavior. | • Showed strong evidence of incorporation of feedback received to change own behavior. |

| 2. **Flexibility** (rated from Inflexible [1] to Flexible [5]) |  |
| --- | --- | --- |
| • Showed little or no effort to recognize changing demands in the professional and interpersonal environment. | • Effort to recognize changing demands in the professional and interpersonal environment was evident but sometimes inaccurate. | • Showed accurate effort to recognize changing demands in the professional and interpersonal environment. |
| • Showed little or no effort to flex own response to changing environmental demands. | • Effort to flex own response to new environmental demands was evident but sometimes inaccurate. | • Showed accurate effort to flex own response to changing environmental demands as needed. |
| • Refused to flex own response to changing environmental demands despite knowledge of the need for change. | • Flexed own response to changing environmental demands when directed to do so. | • Independently monitored the environment for changing demands and flexed own response accordingly. |
|  | • Accepted necessary attempts to understand needs for change in established schedule or | • Attempts to understand needs for change in established schedule or |
3. **Cooperativeness with others** (rated from Uncooperative [1] to Cooperative [5])

<table>
<thead>
<tr>
<th>Uncooperative</th>
<th>Cooperative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was intolerant of unforeseeable or necessary changes in established schedule or protocol.</td>
<td>Accepted necessary changes in established schedule and attempted to discover the reasons for them.</td>
</tr>
<tr>
<td>Changes in established schedule or protocol, but without effort to understand the reason for them.</td>
<td>Protocol to avoid resentment.</td>
</tr>
</tbody>
</table>

4. **Willingness to accept and use feedback** (rated from Unwilling [1] to Willing [5])

<table>
<thead>
<tr>
<th>Unwilling</th>
<th>Willing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showed little or no engagement in collaborative activities.</td>
<td>Engaged in collaborative activities but with minimum allowable input.</td>
</tr>
<tr>
<td>Undermined goal achievement in collaborative activities.</td>
<td>Accepted but rarely initiated compromise in collaborative activities.</td>
</tr>
<tr>
<td>Was unwilling to compromise in collaborative activities.</td>
<td>Was concerned mainly with own part in collaborative activities.</td>
</tr>
</tbody>
</table>

5. **Awareness of own impact on others** (rated from Unaware [1] to Aware [5])

<table>
<thead>
<tr>
<th>Unaware</th>
<th>Aware</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words and actions reflected little or no concern for how others were impacted by them.</td>
<td>Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</td>
</tr>
<tr>
<td>Ignored supervisory feedback about how words and actions were negatively impacting others.</td>
<td>Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.</td>
</tr>
<tr>
<td>Effort toward recognition of how own words and actions impacted others was impact on others through words and actions.</td>
<td>Initiates feedback from others regarding impact of own words and behaviors.</td>
</tr>
<tr>
<td>Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.</td>
<td></td>
</tr>
</tbody>
</table>
### 6. Ability to deal with conflict (rated from Unable [1] to Able [5])

<table>
<thead>
<tr>
<th>Unable or unwilling to consider others' points of view.</th>
<th>Attempted but sometimes had difficulty grasping conflicting points of view.</th>
<th>Always willing and able to consider others' points of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showed no willingness to examine own role in a conflict.</td>
<td>Would examine own role in a conflict when directed to do so.</td>
<td>Almost always willing to examine own role in a conflict.</td>
</tr>
<tr>
<td>Ignored supervisory advisement if not in agreement with own position.</td>
<td>Was responsive to supervision in a conflict if it was offered.</td>
<td>Was consistently open to supervisory critique about own role in a conflict.</td>
</tr>
<tr>
<td>Displayed hostility when conflicts were addressed.</td>
<td></td>
<td>Actively participated in problem solving efforts.</td>
</tr>
</tbody>
</table>

### 7. Ability to accept personal responsibility (rated from Unable [1] to Able [5])

<table>
<thead>
<tr>
<th>Refused to admit mistakes or examine own contribution to problems.</th>
<th>Was willing to examine own role in problems when informed of the need to do so.</th>
<th>Monitored own level of responsibility in professional performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lied, minimized, or embellished the truth to extricate self from problems.</td>
<td>Was accurate and honest in describing own and others roles in problems.</td>
<td>Invited constructive critique from others and applied it toward professional growth.</td>
</tr>
<tr>
<td>Consistently blamed others for problems without self-examination.</td>
<td>Might blame initially, but was open to self-examination about own role in problems</td>
<td>Accepted own mistakes and responded to them as opportunities for self-improvement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Avoided blame in favor of self-examination.</td>
</tr>
</tbody>
</table>

### 8. Ability to express feelings effectively and appropriately (rated from Unable [1] to Able [5])

<table>
<thead>
<tr>
<th>Showed no evidence of willingness and ability to articulate own feelings.</th>
<th>Showed some evidence of willingness and ability to articulate own feelings, but with limited range.</th>
<th>Was consistently willing and able to articulate the full range of own feelings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</td>
<td>Showed some evidence of willingness and ability to acknowledge others' feelings--sometimes inaccurate.</td>
<td>Showed evidence of willingness and accurate ability to acknowledge others' feelings.</td>
</tr>
<tr>
<td>Acted out negative feelings (through negative behaviors) rather than articulating them.</td>
<td>Expressions of feeling usually appropriate to the setting--responsive to supervision.</td>
<td>Expression of own feelings was consistently appropriate to the setting.</td>
</tr>
<tr>
<td>Expressions of feeling were inappropriate to the setting.</td>
<td>Willing to discuss</td>
<td>Initiated discussion of own feeling in supervision.</td>
</tr>
<tr>
<td>9. <strong>Attention to ethical and legal considerations</strong> (rated from Inattentive [1] to Attentive [5])</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engaged in dual relationships with clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Acted with prejudice toward those of different race,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>culture, gender, or sexual orientation than self.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Endangered the safety and the well being of clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Breached established rules for protecting client confidentiality.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Was responsive to supervision for occasional personal-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional boundary confusion in verbal interactions with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Was responsive to supervision for occasional insensitivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to diversity in professional interactions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Used judgment that could have put client safety and well-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>being at risk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Used judgment that could have put client confidentiality at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>risk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Maintained clear personal-professional boundaries with</td>
<td></td>
<td></td>
</tr>
<tr>
<td>clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrated consistent sensitivity to diversity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Satisfactorily ensured client safety and well-being.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Appropriately safeguarded the confidentiality of clients.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. <strong>Initiative and motivation</strong> (rated from Poor Initiative and Motivation [1] to Good Initiative and Motivation [5])</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Missed the maximum allowable classes and deadlines.</td>
</tr>
<tr>
<td>• Rarely participated in class activities.</td>
</tr>
<tr>
<td>• Often failed to meet minimal expectations in assignments.</td>
</tr>
<tr>
<td>• Displayed little or no initiative and creativity in assignments.</td>
</tr>
<tr>
<td>• Often missed deadlines and classes.</td>
</tr>
<tr>
<td>• Usually participated in class activities.</td>
</tr>
<tr>
<td>• Met only the minimal expectations in assigned work.</td>
</tr>
<tr>
<td>• Showed some initiative and creativity in assignments.</td>
</tr>
<tr>
<td>• Met all attendance classes and deadlines.</td>
</tr>
<tr>
<td>• Regularly participated in class activities.</td>
</tr>
<tr>
<td>• Met or exceeded expectations in assigned work.</td>
</tr>
<tr>
<td>• Consistently displayed initiative and creativity in assigned work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. <strong>Attention to and sensitivity to diversity issues</strong> (rated from Poor Attention and Sensitivity [1] to Good Attention and Sensitivity [5])</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrated culture specific worldview.</td>
</tr>
<tr>
<td>• Displayed lack of awareness of own cultural and ethnic contexts.</td>
</tr>
<tr>
<td>• Showed an unwillingness to accept a relationship between counseling and diversity issues.</td>
</tr>
<tr>
<td>• Displayed judgmental</td>
</tr>
<tr>
<td>• Demonstrated willingness to broaden worldview.</td>
</tr>
<tr>
<td>• Displayed explorations of own cultural and ethnic context.</td>
</tr>
<tr>
<td>• Showed some understanding of how diversity affects counseling.</td>
</tr>
<tr>
<td>• Demonstrated a broad worldview.</td>
</tr>
<tr>
<td>• Displayed inclusivity of many variables (gender, sexual orientation, race, physical differences, in definition of diversity.</td>
</tr>
<tr>
<td>• Consistently showed</td>
</tr>
</tbody>
</table>
and prejudicial comments or behaviors. how diversity issues affect counseling.
- Willingness to advocate for others’ attention and sensitivity to diversity issues.

<table>
<thead>
<tr>
<th>12. <strong>Professionalism and Professional Identity</strong> (rated from Poor Professionalism [1] to Good Professionalism [5])</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unaware of professional organizations.</td>
</tr>
<tr>
<td>Lacked knowledge regarding counselor certification and licensure.</td>
</tr>
<tr>
<td>Displayed little or no evidence of developing a theoretical orientation and method of counseling practice.</td>
</tr>
<tr>
<td>Joined professional organization.</td>
</tr>
<tr>
<td>Demonstrated understanding of counseling certification and licensure.</td>
</tr>
<tr>
<td>Showed some evidence of conceptualizing a theoretical orientation and method of counseling practice.</td>
</tr>
<tr>
<td>Participated in professional conferences and workshops.</td>
</tr>
<tr>
<td>Actively pursued appropriate credentialing process.</td>
</tr>
<tr>
<td>Consistently displayed an ability to conceptualize and articulate a theoretical orientation and method of counseling practice.</td>
</tr>
</tbody>
</table>

**APPEALS**

Students are encouraged to follow the process below to appeal a grade and/or faculty decision.

1. The student should discuss the issue with the relevant professor.
2. If the student is not satisfied, she or he should discuss the issue with the program administrator.
3. If the student is not satisfied, the program administrator or the student may discuss the issue with the Academic Dean and/or Dean of the Graduate College.
4. The Graduate Dean may then bring the issue to a Graduate School Appeals Committee.

More specific information on the appeals process can be found at: [https://bulletin.ndsu.edu/graduate/graduate-school-policies/graduate-student-appeals/](https://bulletin.ndsu.edu/graduate/graduate-school-policies/graduate-student-appeals/)

Furthermore, a document titled “Rights and Responsibilities: A Code of Student Behavior” may be obtained from the Office of Vice President for Student Affairs.

**LEAVES**

**LEAVE OF ABSENCE**

A student who needs to leave the program for personal reasons such as a psychological, medical, or financial concern should discuss her or his situation with her or his advisor. From there, the student can fill out the *Leave of Absence* form and submit it. The form can be on the Graduate School website.

**FAMILY AND MEDICAL ACCOMMODATIONS**

Students may apply for an extension to complete graduate school requirements in the case of family or medical need (e.g., new child, ill family member, personal medical concern). Students can read more about this policy in the *Graduate School Bulletin*.

Updated 5/31/19
PERSONAL COUNSELING

The Counselor Education Program is designed to increase students’ self-awareness, and therefore, the activities have the potential of unearthing painful thoughts or feelings. If at any time, students feel concerned about their own mental health, they are encouraged to seek outside counseling services. Faculty members may empathize with students’ concerns; however, they will not act as students’ personal counselors. If at any time during the program, students threaten to hurt themselves or others, this will be reported.

LOCAL COUNSELING AGENCIES

Prairie St. John’s          Sanford Emergency Room
(701) 476-7216             (701) 234-2000

Southeast Human Service Center Solutions Behavioral Health
(701) 298-4500             (866) 455-6417

Benson Psychological Services
(701) 297-7540

DISSERTATION

Document
Taken from the NDSU Graduate Bulletin, the dissertation must show originality and demonstrate the student's capacity for independent research. It must embody results of research that constitute a definitive contribution to knowledge.

Defense
Two weeks prior to the defense date, students should complete the Request to Schedule Oral Examination form and forward it to the Graduate School. When all defense requirements have been met, the faculty will complete the Report of Final Examination form and send it to the Graduate School. See the Timeline (in the Appendix) for links to these graduate school documents.

GRADUATION

When a student has successfully completed the course work, the clinical experiences, the written and oral comprehensive exams, and the dissertation, she or he is eligible for graduation.

ENDORSEMENT FOR LICENSURE/CERTIFICATION

As soon as possible, students should document and discuss with their advisor qualifications for any endorsement they seek from the program. All endorsements are subject to the students’ abilities to demonstrate they have met the criteria for such endorsements and are subject to criteria established by professional counseling organizations and professional ethics.
The Counselor Education Program does not guarantee licensure, certification, credentialing, or placement of our graduates. A student who seeks licensure, certification, and/or credentialing in any other state or jurisdiction needs to check the specific requirements for that state or jurisdiction and, if needed, discuss the policies with her or his advisor.

Counselor licensure in the state of North Dakota is regulated by the North Dakota Board of Counselor Examiners (NDBCE). Information about the process of applying for licensure is on their website: http://www.ndbce.org/

Certification for school counselors is regulated by the ND Department of Public Instruction. Information about certification can be found at the website: https://www.nd.gov/dpi/SchoolStaff/SAO/schcounsel/credentials/

**PROGRAM FACULTY**

Counselor Education Program faculty members represent a diverse array of interests, experiences, styles, and backgrounds. At the same time, faculty members hold strong professional counseling identities, evidenced through their membership in professional counseling associations, maintenance of counseling licenses and/or certifications, service to the counseling profession, professional development, and research related to counseling. Faculty members seek to embrace an inclusive learning environment.

**Jill R. Nelson, Ph.D.**  
Professor  
Doctoral Program Coordinator  
Associate Dean  
Doctorate: Kent State University – 2005  
Degree Field: Counselor Education and Supervision  
Areas of Specialization: Shame and Shame resilience, Community Mental Wellness, Qualitative research, and Leadership  
Contact: SGC C121  
1919 North University Drive  
NDSU Dept. 2625 PO Box 6050  
Fargo, ND 58108  
(701) 231-7415  
Jill.R.Nelson@ndsu.edu
**Brenda S. Hall, Ed.D.**  
*Professor*  
*Program Coordinator*  
**Doctorate:** Virginia Polytechnic Institute and State University – 1993  
**Degree Field:** Counseling and Student Personnel Services  
**Areas of Specialization:** Community/School Partnerships, Intimate Partner Violence, Collaborative Group Processes, Assessment in Counselor Education, Competency-Based Counseling Approaches, Relational-Cultural Theory  
**Contact:** SGC C119  
1919 North University Drive  
NDSU Dept. 2625 PO Box 6050  
Fargo, ND 58108  
(701) 231-8077  
Brenda.Hall@ndsu.edu

---

**Carol E. Buchholz Holland, Ph.D., NCC**  
*Associate Professor*  
*School Counseling Coordinator*  
**Doctorate:** Kansas State University – 2005  
**Degree Field:** Counselor Education and Supervision  
**Areas of Specialization:** School Counseling, Career Education, Crisis Management Preparation, Trauma, Solution-Focused Counseling  
**Contact:** SGC C120  
1919 North University Drive  
NDSU Dept. 2625 PO Box 6050  
Fargo, ND 58108  
(701) 231-7103  
Carol.E.Buchholz@ndsu.edu
James S. Korcuska, Ph.D., LPC, NCC
Professor
NDSU Community Counseling Services Clinic Director
Doctorate: Kent State University – 2000
Degree Field: Counselor Education and Supervision
Areas of Specialization: Clinical Mental Health Counseling; Counselor Education, in particular Constructivist-Developmental Teaching and Supervision Practices; and Addictions, with a focus on Gender
Contact: SGC C118
1919 North University Drive
NDSU Dept. 2625 PO Box 6050
Fargo, ND 58108
(701) 231-6296
James.Korcuska@ndsu.edu

Todd F. Lewis, Ph.D., LPC, NCC
Professor
Clinical Mental Health Counseling Coordinator
Doctorate: Kent State University – 2002
Degree Field: Counselor Education and Supervision
Areas of Specialization: Addictive Behaviors; Collegiate Binge Drinking; Motivational Interviewing; Adlerian, Gestalt, and Existential Approaches to Counseling; Theoretical Explinations of Substance Abuse; Quantitative Research and Data Analysis Methodologies
Contact: SGC C114
1919 North University Drive
NDSU Dept. 2625 PO Box 6050
Fargo, ND 58108
(701) 231-7306
Todd.Lewis@ndsu.edu
**Jodi L. Tangen, Ph.D., NCC**  
*Assistant Professor*  
**Doctorate:** The University of North Carolina at Greensboro – 2015  
**Degree Field:** Counseling and Counselor Education  
**Areas of Specialization:** Spirituality/Religion in Counseling; Existential and Jungian Theories; Multicultural and Feminist Theory and Practice; Clinical Supervision; Relational Depth  
**Contact:** SGC C115  
1919 North University Drive  
NDSU Dept. 2625 PO Box 6050  
Fargo, ND 58108  
(701) 231-7676  
Jodi.Tangen@ndsu.edu

**Carol Nelson**  
*Academic Assistant*  
**Contact:** SGC C117  
1919 North University Drive  
NDSU Dept. 2625 PO Box 6050  
Fargo, ND 58108  
(701) 231-7202  
C.Nelson@ndsu.edu
AGREEMENT

Please read and sign the following agreement and submit it to the Academic Assistant before you begin your first course in the Counselor Education Program. Failure to submit this agreement may result in disciplinary action.

Student Name (Please Print): ____________________________________________

I hereby attest that I have read and understand the most current Counselor Education Doctoral Program Handbook and NDSU Graduate Bulletin and will adhere to the policies, rules, standards, practices, and procedures located therein.

I understand that Counselor Education faculty members will closely monitor my academic progress, my professional and ethical performance, and my overall fitness for the counseling profession.

I acknowledge that I may be subject to disciplinary/remedial action and/or dismissal from the NDSU Counselor Education Program if I fail to maintain a 3.0 GPA, engage in unethical behavior, show signs of impairment and/or characterological issues, and/or fail to demonstrate a satisfactory level of professional performance. Any documentation of such actions will become part of my permanent academic record.

I understand that I am responsible for my progression through the Counselor Education Program and that I should contact my advisor if I have any questions or concerns.

Student Signature: ___________________________ Date: ___________________________

Received Date: ______________________________
APPENDIX A:  
CACREP 2016 Standards

<table>
<thead>
<tr>
<th>CACREP 2016 Doctoral Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Counseling</strong></td>
</tr>
<tr>
<td>a. scholarly examination of theories relevant to counseling</td>
</tr>
<tr>
<td>b. integration of theories relevant to counseling</td>
</tr>
<tr>
<td>c. conceptualization of clients from multiple theoretical perspectives</td>
</tr>
<tr>
<td>d. evidence-based counseling practices</td>
</tr>
<tr>
<td>e. methods for evaluating counseling effectiveness</td>
</tr>
<tr>
<td>f. ethical and culturally relevant counseling in multiple settings</td>
</tr>
<tr>
<td><strong>2. Supervision</strong></td>
</tr>
<tr>
<td>a. purposes of clinical supervision</td>
</tr>
<tr>
<td>b. theoretical frameworks and models of clinical supervision</td>
</tr>
<tr>
<td>c. roles and relationships related to clinical supervision</td>
</tr>
<tr>
<td>d. skills of clinical supervision</td>
</tr>
<tr>
<td>e. opportunities for developing a personal style of clinical supervision</td>
</tr>
<tr>
<td>f. assessment of supervisees’ developmental level and other relevant characteristics</td>
</tr>
<tr>
<td>g. modalities of clinical supervision and the use of technology</td>
</tr>
<tr>
<td>h. administrative procedures and responsibilities related to clinical supervision</td>
</tr>
<tr>
<td>i. evaluation, remediation, and gatekeeping in clinical supervision</td>
</tr>
<tr>
<td>j. legal and ethical issues and responsibilities in clinical supervision</td>
</tr>
<tr>
<td>k. culturally relevant strategies for conducting clinical supervision</td>
</tr>
<tr>
<td><strong>3. Teaching</strong></td>
</tr>
<tr>
<td>a. roles and responsibilities related to educating counselors</td>
</tr>
<tr>
<td>b. pedagogy and teaching methods relevant to counselor education</td>
</tr>
<tr>
<td>c. models of adult development and learning</td>
</tr>
<tr>
<td>d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education</td>
</tr>
<tr>
<td>e. effective approaches for online instruction</td>
</tr>
<tr>
<td>f. screening, remediation, and gatekeeping functions relevant to teaching</td>
</tr>
<tr>
<td>g. assessment of learning</td>
</tr>
<tr>
<td>h. ethical and culturally relevant strategies used in counselor preparation</td>
</tr>
<tr>
<td>i. the role of mentoring in counselor education</td>
</tr>
<tr>
<td><strong>4. Research and Scholarship</strong></td>
</tr>
<tr>
<td>a. research designs appropriate to quantitative and qualitative research questions</td>
</tr>
<tr>
<td>b. univariate and multivariate research designs and data analysis methods</td>
</tr>
<tr>
<td>c. qualitative designs and approaches to qualitative data analysis</td>
</tr>
<tr>
<td>d. emergent research practices and processes</td>
</tr>
<tr>
<td>e. models and methods of instrument design</td>
</tr>
<tr>
<td>f. models and methods of program evaluation</td>
</tr>
<tr>
<td>g. research questions appropriate for professional research and publication</td>
</tr>
<tr>
<td>h. professional writing for journal and newsletter publication</td>
</tr>
<tr>
<td>i. professional conference proposal preparation</td>
</tr>
<tr>
<td>j. design and evaluation of research proposals for a human subjects/institutional review board review</td>
</tr>
<tr>
<td>k. grant proposals and other sources of funding</td>
</tr>
<tr>
<td>l. ethical and culturally relevant strategies for conducting research</td>
</tr>
<tr>
<td><strong>5. Leadership and Advocacy</strong></td>
</tr>
<tr>
<td>a. theories and skills of leadership</td>
</tr>
</tbody>
</table>

Updated 5/31/19
b. leadership and leadership development in professional organizations  
c. leadership in counselor education programs  
d. knowledge of accreditation standards and processes  
e. leadership, management, and administration in counseling organizations and other institutions  
f. leadership roles and strategies for responding to crises and disasters  
g. strategies of leadership in consultation  
h. current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession  
i. role of counselors and counselor educators advocating on behalf of the profession and professional identity  
j. models and competencies for advocating for clients at the individual, system, and policy levels  
k. strategies of leadership in relation to current multicultural and social justice issues  
l. ethical and culturally relevant leadership and advocacy practices
APPENDIX B:
Timeline

First Semester:
- Meet with your temporary advisor.
- Complete the Plan of Study for the program and select your committee. See
  https://www.ndsu.edu/fileadmin/education/Counselor_Education/Plan_of_Study/PHD_P
  OS_Grad_School_9-4-15.pdf
  For a list of required courses, see the Appendix.
- Any changes to the plan of study must be approved by your advisor and accompanied by
  the Request for Change of Plan of Study. See
  https://www.ndsu.edu/fileadmin/gradschool.ndsu.edu/Forms/Student_Forms/Request_for
  _Change.pdf
- Complete the PhD Internship Plan Form to prepare yourself for future coursework. See
  the Appendix.

Subsequent Coursework Semesters:
- Meet with your new advisor at least once each semester.
- Continue coursework.
- Whenever you decide to take Doctoral Practicum, make sure to complete and submit the
  Doctoral Application by November 1st to enroll in Practicum for the following Spring
  and by April 1st to enroll in Practicum for the following Fall. See the Appendix.

Internships
- After you complete required criteria, complete four 1-credit, 150-hour PhD internships
  (total of 4 credits and 600 hours) in the areas of Clinical Counseling/Clinical Supervision,
  Teaching, and Advocacy/Scholarship/ Leadership.
- Before enrolling in the internships, complete the PhD Internship Semester Goals and
  Intentions Form and submit them to the internship instructor prior to enrolling in each
  course. Deadlines are April 1st for the Fall semester, November 1st for the Spring
  semester, and April 1st for the Summer semester. See the Appendix.

Comprehensive Exam Semester:
- Ensure that you have completed all your coursework (you could have 1-2 courses left to
  complete).
- Familiarize yourself with the comprehensive examination policies. See this portion of the
  handbook.
- Meet with your advisor to discuss comprehensive examination topics and schedule an
  exam date.
- Complete the Counselor Education Comprehensive Exam Application Form and submit
  to your advisor. See the Appendix.
- Two weeks prior to the examination date, complete the Request to Schedule Examination
  and submit to the graduate school. See
  https://www.ndsu.edu/fileadmin/gradschool.ndsu.edu/Forms/Student_Forms/Request_to
  Schedule_01.pdf
- Take the written comprehensive examination.
Schedule and take oral examination.

After the examination, complete the Report of Preliminary Examination and submit to the graduate school. See https://www.ndsu.edu/fileadmin/gradschool.ndsu.edu/Forms/Student_Forms/Report_of_Prelim_Exam.pdf

Subsequent Dissertation Semesters:

- Meet regularly with your advisor to discuss your dissertation.
- Write chapters 1-3.
- Schedule your dissertation proposal meeting with your committee.
- Complete the IRB for your study. Save the approval letter.
- Conduct your study.
- Write chapters 4-5.

Defense/Graduation Semester:

- Meet regularly with your advisor to discuss your dissertation and schedule a defense date with committee members.
- Make an appointment to complete the dissertation video. See https://www.ndsu.edu/gradschool/graduating_students/dissertation_video/
- Two weeks prior to the defense, complete the Notification of Scheduled Examination and submit to the graduate school. See https://www.ndsu.edu/fileadmin/gradschool.ndsu.edu/Forms/Student_Forms/Request_to_Schedule_01.pdf
- At least two weeks prior to the defense date, send your dissertation to your committee members.
- Within seven days after the defense, complete the Report of Final Examination and submit to the graduate school. See https://www.ndsu.edu/fileadmin/gradschool.ndsu.edu/Forms/Student_Forms/Report_of_Final_Examination.pdf
- Complete the IRB Compliance Notification and submit to the graduate school. See https://www.ndsu.edu/fileadmin/gradschool.ndsu.edu/Forms/Student_Forms/Disquisition_IRB_IACUC.pdf
- Make any required changes to your dissertation.
- Complete the Disquisition Approval Page and submit to the graduate school. See https://www.ndsu.edu/gradschool/current_students/graduation/theses_dissertations_papers/disquisition_formatting
- Ensure that the formatting of your dissertation meets graduate school requirements. See this website for guidelines: https://www.ndsu.edu/gradschool/current_students/graduation/theses_dissertations_papers/disquisition_formatting
- Submit your dissertation to the graduate school. See https://www.ndsu.edu/gradschool/graduating_students/dtp/submit/
- Make the required payment to the graduate school.
Graduation Semester (could be same as defense semester):

- Complete an *Intent to Graduate Form* with the graduate school. See [https://www.ndsu.edu/gradschool/current_students/graduation](https://www.ndsu.edu/gradschool/current_students/graduation)
- Complete the *Degree Application/Exit Survey*. See [https://www.ndsu.edu/gradschool/current_students/graduation/forms](https://www.ndsu.edu/gradschool/current_students/graduation/forms)
### APPENDIX C:
#### Doctoral Curriculum

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Substitution*</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 725 Applied Statistics</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Additional 3 credit Statistics class (1)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CNED 863 Advanced Clinical Assessment, Report Writing, &amp; Treatment Planning</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CNED 867 Advanced Group Counseling</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CNED 869 Instructional Theory and Practice in Counselor Education and Supervision</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CNED 870 Counselor Supervision</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CNED 871 Advanced Multicultural Practice in Counselor Education and Supervision</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CNED 872 Advanced Counseling Theories</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CNED 876 Qualitative Research &amp; Program Eval</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CNED 879 Quantitative &amp; Survey Research</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CNED 880 Ethical and Legal Issues in Counselor Education and Supervision</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CNED 887 Prof Issues: Prof Dev, Consult &amp; Publ</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CNED 890 Doctoral Seminar</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CNED 894C Practicum</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>CNED 894D Internship</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>CNED 899 Dissertation**</td>
<td></td>
<td>10-15</td>
</tr>
<tr>
<td>Electives (must be approved by adviser)</td>
<td></td>
<td>6 - 9</td>
</tr>
</tbody>
</table>

*Substitute course/Transfer credits. See reverse side.  
Total Credits Required: 71  
Total Credits: 

Updated 5/31/19
### APPENDIX D: Course Offerings

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Offering</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 725 Applied Statistics</td>
<td>All semesters</td>
<td>3</td>
</tr>
<tr>
<td>CNED 890 Doctoral Seminar</td>
<td>All semesters</td>
<td>4</td>
</tr>
<tr>
<td>CNED 894D Internship</td>
<td>All semesters</td>
<td>4</td>
</tr>
<tr>
<td>CNED 867 Advanced Group Counseling</td>
<td>Fall odd, even years</td>
<td>3</td>
</tr>
<tr>
<td>CNED 870 Counselor Supervision</td>
<td>Fall odd years</td>
<td>3</td>
</tr>
<tr>
<td>CNED 872 Advanced Counseling Theories</td>
<td>Fall odd years</td>
<td>3</td>
</tr>
<tr>
<td>CNED 863 Advanced Clinical Assessment, Report Writing, &amp; Treatment Planning</td>
<td>Spring odd, even years</td>
<td>3</td>
</tr>
<tr>
<td>CNED 869 Instructional Theory &amp; Practice in Counselor Education and Supervision</td>
<td>Fall even years</td>
<td>3</td>
</tr>
<tr>
<td>CNED 876 Qualitative Research &amp; Program Eval</td>
<td>Spring odd years</td>
<td>3</td>
</tr>
<tr>
<td>CNED 867 Advanced Group Counseling</td>
<td>Fall odd, even years</td>
<td>3</td>
</tr>
<tr>
<td>CNED 871 Advanced Multicultural Practice in Counselor Education and Supervision</td>
<td>Spring odd years</td>
<td>3</td>
</tr>
<tr>
<td>CNED 894C Practicum</td>
<td>Fall even years</td>
<td>3</td>
</tr>
<tr>
<td>CNED 863 Advanced Clinical Assessment, Report Writing, &amp; Treatment Planning</td>
<td>Spring odd, even years</td>
<td>3</td>
</tr>
<tr>
<td>CNED 879 Quantitative &amp; Survey Research</td>
<td>Spring even years</td>
<td>3</td>
</tr>
<tr>
<td>CNED 887 Prof Issues: Prof Dev, Consult &amp; Publ</td>
<td>Spring even years</td>
<td>3</td>
</tr>
<tr>
<td>CNED 880 Ethical and Legal Issues in Counselor Education and Supervision</td>
<td>Summer even years</td>
<td>3</td>
</tr>
<tr>
<td>CNED 899 Dissertation**</td>
<td></td>
<td>10-15</td>
</tr>
<tr>
<td>Additional 3 credit Statistics class</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Electives (must be approved by adviser)</td>
<td></td>
<td>6-9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>71</td>
</tr>
</tbody>
</table>

*Notes for Internship:
- CNED 870 Counselor Supervision required before Internship: Supervision
- CNED 869 Inst Theory & Practice required before Internship: Teaching
- CNED 894C Practicum required before Internship: Clinical Counseling
  (Apply by April 1\textsuperscript{st} for Fall)
APPENDIX E: 
Doctoral Practicum Application

This application form must be submitted to the Counselor Education Program Academic Assistant by November 1st to enroll in Practicum for the following Spring and by April 1st to enroll in Practicum for the following Fall.

Student Name (Please Print): ________________________________

Desired Semester/Year Enrollment: ____________________________

Doctoral students wishing to enroll in Practicum must either have graduated from a CACREP-accredited master’s program or have their master’s program approved by the faculty before beginning Doctoral Practicum (see Appendix J). Please check that you have completed this step.

________ Master’s program CACREP-accredited or approved by faculty

Please check to signify that you have participated in a Professional Dispositions meeting with your advisor and received at least a “3” in all areas.

________ Yes ________ No

Please read carefully, sign, and date.
I hereby attest that I have read and understand the most current 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, a failing grade, and possible expulsion from the program. Documentation of such behavior will become part of my permanent record.

I agree to adhere to the administrative policies, rules, standards, and practices of the Practicum site. I understand that in order to enroll in the Practicum course, I must provide proof of liability insurance. I understand that in order to enroll in the Practicum course, I must provide evidence that I have been fingerprinted and received a background check. I understand that my responsibilities include keeping my Practicum supervisor informed regarding my Practicum experiences. I understand that to receive a passing grade in Practicum, I must demonstrate the specified minimal level of counseling skill, knowledge, and competence as well as meet all course requirements outlined by the instructor.

Student Signature: ___________________________ Date: __________

Advisor Signature: ___________________________ Date: __________

Received Date: ______________________________

Updated 5/31/19
APPENDIX F:  
Ph.D. Internship Plan Form

North Dakota State University Counselor Education and Supervision

Name____________________  Faculty Supervisor Name _______________________

Student ID________________  Semester / Year ________________________________

This form is to be completed with your advisor and should be filed before enrolling in any internship credits. Internship plans should be made with the intention of expanding your professional horizons and creating an internship experience that allows you to be a well-rounded counselor educator. Once completed, please submit to the doctoral program coordinator.

<table>
<thead>
<tr>
<th>Semester/Year</th>
<th>Number of Credits</th>
<th>Internship Category/ Specific Activities (including internship site)</th>
<th>Estimated number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Fall/2016</td>
<td>1</td>
<td>Teaching Assistant in Counseling Techniques Supervise 2 practicum students</td>
<td>50 100</td>
</tr>
</tbody>
</table>

Student Signature: ________________________________  Date: __________________

Advisor Signature: ________________________________  Date: __________________

Doctoral Coordinator Signature: _____________________  Date: __________________

Received Date: ________________________________

This form and Ph.D. Internship Logs must be filed in student’s permanent file.

Updated 5/31/19
APPENDIX G:
Ph.D. Internship Semester Goals and Intentions Form

North Dakota State University Counselor Education and Supervision

Name____________________  Faculty Supervisor Name ______________________
Student ID________________  Semester / Year ________________________

In order to reserve your space in the PhD internship supervision group and approve your planned internship activities, this form is to be completed when you register for an internship credit. Please complete the form by the following deadlines: by April 1st if starting Fall semester, November 1st if starting Spring semester, or April 1st if starting Summer semester. It should be signed by your advisor and submitted to the doctoral program coordinator.

Please indicate the activities and the estimated number of hours you plan on completing during your doctoral internship this semester.

<table>
<thead>
<tr>
<th>Number of credits</th>
<th>Internship Category/Specific Activities (including internship site)</th>
<th>Site Supervisor (include contact information)</th>
<th>Estimated number of hours</th>
</tr>
</thead>
</table>

(continued on next page)
Please read carefully, sign, and date.

I hereby attest that I have successfully completed the coursework and prerequisites for Internship.

I have read and understand the most current *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 Internship, a failing grade, and possible expulsion from the program. Documentation of such behavior will become part of my permanent record.

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

I understand that in order to enroll in the Internship course, I must provide proof of liability insurance.

I understand that my responsibilities include keeping my internship supervisor informed regarding my internship experiences.

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

Student Signature: ________________________________  Date: ________________
Advisor Signature: ________________________________  Date: ________________
Internship Instructor Signature: _____________________  Date: ________________
Doctoral Coordinator Signature: _____________________  Date: ________________
Received Date: ______________________________
APPENDIX H:
Comprehensive Exam Application Form

The student must complete a minimum of 21 credits in counselor education foundation courses prior to taking the comprehensive exam. The exam consists of a written exam and oral defense.

I have completed the prerequisite courses as noted above and recommended by my Advisory Committee. I request permission to begin the Comprehensive Exam process.

Student Name: ________________________________________________

Student Signature: _____________________________________________

Date: _______________ Major Advisor: _____________________________

My Dissertation research area is: ________________________________

The above student has completed the prerequisite courses as noted above and recommended by the Advisory Committee. I grant permission for this student to begin the Comprehensive Exam process.

Major Advisor signature ___________________________ Date __________

(This form is to be placed in the student’s file)
APPENDIX I:
Dispositions Incident Report

Counselor Education Program
Professional Performance Review Policy

Note: Faculty issuing this notification shall rate and describe each area of concern. Copies shall be provided to the student and the student's academic advisor.

Student:__________________________________________________
Faculty or instructor:________________________________________
Date:____________________________________________________

Performance Criteria and Rating:
1. Openness to new ideas:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td>Closed</td>
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<td>Open</td>
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Changes Needed:

2. Flexibility:

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<tbody>
<tr>
<td>Inflexible</td>
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<td>Flexible</td>
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Changes Needed:

3. Cooperativeness with others:

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<tr>
<td>Uncooperative</td>
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<tr>
<td>Cooperative</td>
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Changes Needed:
4  Willingness to accept and use feedback:
   Unwilling                           Willing
   1      2      3      4      5

Changes Needed:

5  Awareness of own impact on others:
   Unaware                           Aware
   1      2      3      4      5

Changes Needed:

6  Ability to deal with conflict:
   Unable                           Able
   1      2      3      4      5

Changes Needed:

7  Ability to accept personal responsibility:
   Unable                           Able
   1      2      3      4      5

Changes Needed:
8. Ability to express feelings effectively and appropriately:

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<td>Unable</td>
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<td>Able</td>
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Changes Needed:

9. Attention to ethical and legal considerations:

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<td>Inattentive</td>
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<td>Attentive</td>
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Changes Needed:

10. Initiative and motivation:

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<tr>
<td>Poor Initiative &amp; Motivation</td>
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<tr>
<td>Good Initiative &amp; Motivation</td>
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Changes Needed:

11. Attention to and sensitivity to diversity issues:

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<tr>
<td>Inattentive and Insensitive</td>
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<tr>
<td>Attentive and Sensitive</td>
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Changes Needed:
12. Professionalism and Professional Identity:

| Inattentive and Insensitive | 1 | 2 | 3 | Attentive and Sensitive | 4 | 5 |

Changes Needed:

SIGNATURES (Only needed from student if there are any scores under a 3. Signatures indicate that the student and issuing faculty/advisor have met to discuss this notification and that the student has received a completed copy.)

Date: ______________________

Student: __________________________

Advisor/Faculty/Instructor: ______________________

Updated 5/31/19
APPENDIX J:
CACREP Worksheet for Doctoral Students not from CACREP Programs

When a doctoral student has a master’s degree from a non-CACREP accredited master’s program, use this as a guide for assessing which additional content needs to be covered in the PhD Plan of Study. Ask the student to gather all of the syllabi from their coursework, and complete this matrix to the best of their ability by filling in which class the content was covered. Leave blank any content a student is unsure of, or is certain was not covered. The advisor will then help clarify with the student what standards need to be addressed and how. The student’s committee should also agree with the plan. It is best to keep in mind licensure requirements when making the plan (i.e. – if a student is meeting the standard for career counseling by some means other than enrolling in CNED 714, how will the student be able to prove to a licensure board that they have met this standard?).

Also list the practicum site(s), hours, and internship site(s) and hours completed. Students should complete the Core standards as well as the track standards that most reflects their degree (i.e. - school or clinical mental health). Include a copy of this in the student’s file.

STUDENT NAME: ____________________ ADVISOR NAME: ____________________
SIGNATURE: ____________________ SIGNATURE: ____________________
DATE ADMITTED: ________________ DATE COMPLETED: ________________

<table>
<thead>
<tr>
<th>Site(s)</th>
<th>Direct client contact hours</th>
<th>Indirect hours</th>
<th>TOTAL Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
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<tr>
<td>Internship</td>
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</table>

<table>
<thead>
<tr>
<th>CACREP 2016 Core Standards</th>
<th>Course Met (Course Number &amp; Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE</td>
<td></td>
</tr>
<tr>
<td>a. history and philosophy of the counseling profession and its specialty areas</td>
<td></td>
</tr>
<tr>
<td>b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation</td>
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</tr>
<tr>
<td>c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</td>
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<tr>
<td>d. the role and process of the professional counselor advocating on behalf of the profession</td>
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</tbody>
</table>
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

f. professional counseling organizations, including membership benefits, activities, services to members, and current issues

g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

h. current labor market information relevant to opportunities for practice within the counseling profession

i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

j. technology’s impact on the counseling profession

k. strategies for personal and professional self-evaluation and implications for practice

l. self-care strategies appropriate to the counselor role

m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy

c. multicultural counseling competencies

d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others

e. the effects of power and privilege for counselors and clients

f. help-seeking behaviors of diverse clients

g. the impact of spiritual beliefs on clients’ and counselors’ worldviews

h. strategies for identifying and eliminating barriers, prejudices, and processes of international and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

a. theories of individual and family development across the lifespan

b. theories of learning

c. theories of normal and abnormal personality development

d. theories and etiology of addictions and addictive behaviors

e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

f. systemic and environmental factors that affect human development, functioning, and behavior

g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

h. a general framework for understanding differing abilities and strategies for differentiated interventions

i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

a. theories and models of career development, counseling, and decision making
5. COUNSELING AND HELPING RELATIONSHIPS

| a. | theories and models of counseling |
| b. | a systems approach to conceptualizing clients |
| c. | theories, models, and strategies for understanding and practicing consultation |
| d. | ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships |
| e. | the impact of technology on the counseling process |
| f. | counselor characteristics and behaviors that influence the counseling process |
| g. | essential interviewing, counseling, and case conceptualization skills |
| h. | developmentally relevant counseling treatment or intervention plans |
| i. | development of measurable outcomes for clients |
| j. | evidence-based counseling strategies and techniques for prevention and intervention |
| k. | strategies to promote client understanding of and access to a variety of community-based resources |
| l. | suicide prevention models and strategies |
| m. | crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid |
| n. | processes for aiding students in developing a personal model of counseling |

6. GROUP COUNSELING AND GROUP WORK

| a. | theoretical foundations of group counseling and group work |
| b. | dynamics associated with group process and development |
| c. | therapeutic factors and how they contribute to group effectiveness |
| d. | characteristics and functions of effective group leaders |
| e. | approaches to group formation, including recruiting, screening, and selecting members |
f. types of groups and other considerations that affect conducting groups in varied settings

g. ethical and culturally relevant strategies for designing and facilitating groups

h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING

a. historical perspectives concerning the nature and meaning of assessment and testing in counseling

b. methods of effectively preparing for and conducting initial assessment meetings

c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

d. procedures for identifying trauma and abuse and for reporting abuse

e. use of assessments for diagnostic and intervention planning purposes

f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments

g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations

h. reliability and validity in the use of assessments

i. use of assessments relevant to academic/educational, career, personal, and social development

k. use of symptom checklists, and personality and psychological testing

l. use of assessment results to diagnose developmental, behavioral, and mental disorders

m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results

8. RESEARCH AND PROGRAM EVALUATION

a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

b. identification of evidence-based counseling practices

c. needs assessments

d. development of outcome measures for counseling programs

e. evaluation of counseling interventions and programs

f. qualitative, quantitative, and mixed research methods

g. designs used in research and program evaluation

h. statistical methods used in conducting research and program evaluation

i. analysis and use of data in counseling

j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation
<table>
<thead>
<tr>
<th>CACREP 2016 CMHC Standards</th>
<th>Course Met</th>
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<tbody>
<tr>
<td><strong>FOUNDATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>a. history and development of clinical mental health counseling</td>
<td></td>
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<tr>
<td>b. theories and models related to clinical mental health counseling</td>
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<tr>
<td>c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</td>
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<tr>
<td>d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders</td>
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<tr>
<td>e. psychological tests and assessments specific to clinical mental health counseling</td>
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<tr>
<td><strong>CONTEXTUAL DIMENSIONS</strong></td>
<td></td>
</tr>
<tr>
<td>a. roles and settings of clinical mental health counselors</td>
<td></td>
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<tr>
<td>b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
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<tr>
<td>c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</td>
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<tr>
<td>d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <em>Diagnostic and Statistical Manual of Mental Disorders (DSM)</em> and the <em>International Classification of Diseases (ICD)</em></td>
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<tr>
<td>e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders</td>
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<tr>
<td>f. impact of crisis and trauma on individuals with mental health diagnoses</td>
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<tr>
<td>g. impact of biological and neurological mechanisms on mental health</td>
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<tr>
<td>h. classifications, indications, and contraindications for commonly prescribed psychopharmacological medications for appropriate medical referral and consultation</td>
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<tr>
<td>i. legislation and government policy relevant to clinical mental health counseling</td>
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<tr>
<td>j. cultural factors relevant to clinical mental health counseling</td>
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<tr>
<td>k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling</td>
<td></td>
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<tr>
<td>l. legal and ethical considerations specific to clinical mental health counseling</td>
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<tr>
<td>m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling</td>
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<tr>
<td><strong>PRACTICE</strong></td>
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<tr>
<td>a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</td>
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<tr>
<td>b. techniques and interventions for prevention and treatment of a broad range of mental health issues</td>
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<tr>
<td>c. strategies for interfacing with the legal system regarding court-referred clients</td>
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<tr>
<td>d. strategies for interfacing with integrated behavioral health care professionals</td>
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<tr>
<td>e. strategies to advocate for persons with mental health issues</td>
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## CACREP 2016 School Counseling Standards

### FOUNDATIONS

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<tbody>
<tr>
<td>a. history and development of school counseling</td>
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<tr>
<td>b. models of school counseling programs</td>
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<tr>
<td>c. models of P-12 comprehensive career development</td>
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<tr>
<td>d. models of school-based collaboration and consultation</td>
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<td>e. assessments specific to P-12 education</td>
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### CONTEXTUAL DIMENSIONS

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<tbody>
<tr>
<td>a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools</td>
</tr>
<tr>
<td>b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies</td>
</tr>
<tr>
<td>c. school counselor roles in relation to college and career readiness</td>
</tr>
<tr>
<td>d. school counselor roles in school leadership and multidisciplinary teams</td>
</tr>
<tr>
<td>e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma</td>
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<tr>
<td>f. competencies to advocate for school counseling roles</td>
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<tr>
<td>g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</td>
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<tr>
<td>h. common medications that affect learning, behavior, and mood in children and adolescents</td>
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<tr>
<td>i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs</td>
</tr>
<tr>
<td>j. qualities and styles of effective leadership in schools</td>
</tr>
<tr>
<td>k. community resources and referral sources</td>
</tr>
<tr>
<td>l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling</td>
</tr>
<tr>
<td>m. legislation and government policy relevant to school counseling</td>
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<tr>
<td>n. legal and ethical considerations specific to school counseling</td>
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### PRACTICE

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<th>Course Met</th>
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<tbody>
<tr>
<td>a. development of school counseling program mission statements and objectives</td>
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<tr>
<td>b. design and evaluation of school counseling programs</td>
</tr>
<tr>
<td>c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies</td>
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<tr>
<td>d. interventions to promote academic development</td>
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<tr>
<td>e. use of developmentally appropriate career counseling interventions and assessments</td>
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<tr>
<td>f. techniques of personal/social counseling in school settings</td>
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<tr>
<td>g. strategies to facilitate school and postsecondary transitions</td>
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<tr>
<td>h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</td>
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<tr>
<td>i. approaches to increase promotion and graduation rates</td>
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<tr>
<td>j. interventions to promote college and career readiness</td>
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<tr>
<td>k. strategies to promote equity in student achievement and college access</td>
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<tr>
<td>l. techniques to foster collaboration and teamwork within schools</td>
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<tr>
<td>m. strategies for implementing and coordinating peer intervention programs</td>
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<tr>
<td>n. use of accountability data to inform decision making</td>
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<tr>
<td>o. use of data to advocate for programs and students</td>
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</tbody>
</table>
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 Academic Assistant or by e-mail at C.Nelson@ndsu.edu.