



Counselor Education Doctoral Program Handbook

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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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Dear Students:

Welcome to the College of Health and Human Sciences! We are excited that you are a student in our college and I want to provide some information that I hope will assist you during your academic journey. Your advisor is a key person to know during your time at NDSU. This individual is available to assist you in planning your program of studies and answering questions about future career options. I urge you to meet regularly with your advisor, especially if you have any questions, concerns, or need help with any academic, College, or campus issues. Faculty and staff are prepared to work with you on an individual basis and help guide you through your journey with us. Additional career information can also be found in our Administrative Offices in Fargo - Sudro 123 and by attending our Annual Career Fair in September.

Our programs are designed to challenge you and to teach you to become an independent learner and work in collaborative teams. Therefore, students are expected to take a very active role in their education and assume responsibility for their own learning. You will be asked to apply your knowledge, dig for the answers to questions, communicate both verbally and in writing, critically think and problem-solve through case discussions, practice team-based care with students from other disciplines, and participate in numerous experiential activities. I encourage you to ask questions in class and to learn by understanding and applying the material presented rather than by memorizing factual information. The goal of our curriculum is for you to achieve the necessary life-long learning skills which will become important to you in your future career as a professional to be able to “keep up” with all the new information throughout your education and your career. Your ultimate success will be determined by the amount of effort you are willing to put into your academic studies. So, work hard and give your best effort in all that you do. If you give us your best, you will receive the best in your educational experience with us.

It’s also important that you learn more than just the technical skills to practice in your discipline, but also learn what it means to become a professional and practice professionalism in all situations. You will need to learn how to practice ethically and responsibly, with honesty, integrity, and good moral character and treat others (especially those you serve) with compassion, caring, understanding, and respect. These will be the keys to your future success.

We work to provide a positive learning environment for all of our students, and we strive to continually improve our programs. You are a very important part of this process and we actively solicit your input and active participation through various formats. Students are elected from each class to serve on the Dean’s Liaison Committee. This committee meets with me throughout the year to bring student concerns to the administration’s attention. In addition, the College periodically holds a Deans’ Open Forum to allow students an opportunity to interact directly with the Dean (and his administrative leadership team) on matters of interest and concern to students.

My door is always open to you, so please don’t hesitate to stop by my office if you need my assistance for anything. We encourage you to use these sources as well as visits with faculty, or any of the members of the staff in our Administrative Offices whenever you have issues that need to be brought to our attention. In addition, I encourage you to become actively involved with your profession by joining one of our student professional organizations. This is a great way to learn about what’s going on within your profession and begin contributing to the advancement of your future professional career and practice. This “Handbook” is devoted to academic information to help enhance student success within our programs. We hope you find it helpful. I wish you much success in your educational pursuits with us and in your later professional practice.

Best wishes to you for a successful year!

Ronald Jay Werner-Wilson, Ph.D.
Interim Dean, NDSU College of Health and Human Sciences

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 timelines, 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 action 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 Center for Accessibility and Disability Resources as soon as possible.

LAND ACKNOWLEDGEMENT

We collectively acknowledge that we gather at NDSU on the traditional land of the Anishinaabe, Dakota, Lakota, and Nakota peoples in addition to many diverse Indigenous People still connected to this land. We honor with gratitude the land itself and the people who have stewarded it through generations. As a land grant institution, we are committed to continuing to learn how to be better stewards of this land as well as building strong, trusting relationships with our Indigenous Peoples of this region.

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COUNSELOR EDUCATION PROGRAM HANDBOOK

The North Dakota State University (NDSU) Counselor Education Program (CNED) is housed within the College of Health and Human Sciences. 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 one of the only CACREP-accredited program in North Dakota and is known in the region for high quality.

MISSION

The mission of the NDSU counselor education program is to graduate students who possess the appropriate academic preparation, clinical skills, dispositions, and personal growth to excel as professional counselors and counselor educators. Our priorities focus on relational practices, teaching, research/scholarly activities, and service. The overall goal is to instill in students a commitment to life-long learning and professional counselor practice that integrates theory, ethically and culturally appropriate counseling strategies, research, and specific professional setting expectations. The standards promulgated by our accrediting body, CACREP, and a variety of professional associations guide the program's curriculum and objectives.

PROGRAM OBJECTIVES

The NDSU counseling faculty expect students to:

1. Demonstrate knowledge of core areas of counseling, including helping relationships, group dynamics, professional orientation, research and evaluation, appraisal of individuals, human development, career, and social and cultural diversity
2. Articulate a sound theoretical foundation and identity as a counselor
3. Engage in self-awareness activities and reflection
4. Apply ethical standards in clinical practices
5. Increase knowledge of diverse populations and cultural differences
6. Utilize appropriate and varied strategies and interventions when working with clients
7. Engage in research practices and integrate scholarly artifacts into professional development
8. Collaborate with community and state partners, and other stakeholders to provide services to diverse populations

PROGRAM ACCREDITATION

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 Higher Learning Commission (HLC).

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 key performance indicators 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.

**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

The application priority deadline is February 1st (hard deadline is April 1st) of each year for admission the following fall semester. Students are admitted once per year.

Required documents for graduate admission application for the NDSU Counselor Education and Supervision doctoral program include:

- A completed application (including official transcripts from all colleges/universities where coursework was completed)
- Curriculum vitae or resume
- Personal and professional references
- A detailed statement of purpose

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

ADMISSION CRITERIA

In order to be considered for admission to the program, applicants must:

- Meet graduate school minimum requirements for admission and have evidence of academic aptitude for doctoral-level study.
- Have a master's degree in counseling, or a closely related field that aligns with CACREP standards. Graduates from CACREP-accredited programs receive preference. Students with master's degrees from non-CACREP accredited programs may be considered, but they must meet all CACREP requirements for a master's degree prior to taking related core doctoral classes.
- Previous professional experience.
- Show evidence of fitness for the counseling profession, including self-awareness and emotional stability during interactions with faculty and other students that occur in the interview process.
- Show evidence of excellent oral and written communication skills, and professional potential by submitting a statement of purpose essay. The applicant's statement of purpose should address: (1) goals for obtaining a doctoral degree; (2) professional experience; (3) research interests; and (4) potential for scholarship, professional leadership, and advocacy.
- Show evidence of cultural sensitivity and awareness.

- Understand and comply with the American Counseling Code of Ethics (or ASCA ethical standards where appropriate).
- Sign a disclosure statement regarding activities which may be deemed inappropriate by professional and/or ethical standards.
- Complete all international student requirements, where appropriate.

INTERVIEW

If a prospective doctoral student's application demonstrates potential, faculty members will invite the individual to an on-campus interview. During the interview, students will gain more information about the Counselor Education Program, participate in an individual interview and a group interview, and meet with current students and faculty members. 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.

DECISION

While reviewing the applications and conducting interviews, faculty members utilize a rubric to aid in making admissions decisions. The rubric is scored from 1 (low potential for success) to 3 (high potential for success) and is used to rate GPA, personal statement, professional background, letters of recommendation, group interview, activity, and individual interview. These quantitative scores will be collected from each faculty member to objectively make admissions decisions. In some cases, students may be waitlisted and contacted at a later date for admission acceptance.

Reasons for denial to the program (per graduate school policy) include (a) background and/or interests do not match, (b) not clear about research goals, (c) poor oral/written/communication skills (taking cultural context into account), (d) limited/no openings, (e) no financial assistance available, (f) no advisor available, (g) letters of recommendation are not strong or supportive, (h) does not meet department requirements, (i) multiple failed courses, (j) low GPA, (k) low scores on other exams (e.g., GRE, GMAT, TOEFL, IELTS), (l) needs to take prerequisites, or (m) other.

ACCEPTANCE

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, students exhibit unprofessional conduct, faculty members may rescind their 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 discourage students from enrolling in other graduate programs at the same time.

AGREEMENT

Upon acceptance to the program and *before* students start their first classes, they are required to read, sign, and submit the agreement (copy located at the conclusion of this handbook). You can find an electronic copy of the agreement on the website. 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.

NEW STUDENT ORIENTATION

In August of every year, the Counselor Education Program faculty members hold a new student orientation for doctoral students. Faculty members discuss the handbook, outline professional and ethical expectations, and review professional options.

**A timeline of important events and deadlines can be found in the Appendix.*

LIVETEXT

To ensure that we – as a counselor education program – are meeting the standards for CACREP accreditation, we track students' progress using the software program LiveText. Upon admission to the program, students are required to purchase a subscription (costs around \$125) to LiveText for the duration of their time in the program.

Visit to the LiveText website <https://www.livetext.com/> and purchase the *Student Edition Field Experience Edition*. (You do not need the 360 option.) Throughout students' time in the program, they will be required to upload various assignments, projects, and assessments that demonstrate their knowledge and skills.

BACKGROUND CHECK

Before students enter the program, they must undergo a complete criminal background check (costs around \$45). This ensures that their background meets the appropriate requirements to obtain counseling licenses and/or credentials. Students who are concerned about the background check should discuss these concerns with their advisor. The field experience coordinator will provide more information about completing the background check.

**If at any time during the program, a student is found guilty of a legal offense (other than a minor traffic accident) or is the subject of a Title IX investigation, the student should immediately report this to faculty members.*

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 discuss their career goals and review the course schedules. Students can track their progress through the program by following their course requirements in Campus Connection. 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 students of their 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.

Students who wish to change advisors are expected to discuss this change with their present advisor and must be accepted by the new advisor. A form for this process is titled *Form or Change Supervisory Committee* and can be found here:
https://www.ndsu.edu/gradschool/current_students/forms

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 on our website.

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, experiential learning, and research.

TRANSFER CREDITS

A maximum of 10 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.

COURSE PERMISSIONS

Students are encouraged to follow the course schedule plan for their program area. Additional courses and electives must be approved by the student's advisor, occasionally in consultation with the faculty.

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 two. 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 Handshake. 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/it/>

LIBRARY SERVICES

The NDSU Library offers a variety of print and electronic material for students' research, coursework, and general knowledge. They also help students with literature reviews. 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 is free for students and 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/>

NDSU COUNSELING CENTER

The NDSU Counseling Center provides a variety of free counseling services to students, including group counseling, individual counseling, and psychoeducational programs and events. We *highly* encourage students to see a counselor throughout their duration in the program. Students can learn more about these services at: <https://www.ndsu.edu/counseling/>

CAREER AND ADVISING CENTER

The Career and Advising Center provides internship/job application material review, interview skill development, and career exploration. <https://career-advising.ndsu.edu>

MAT BUS

The MAT bus provides transportation on-campus, between campus locations, and in the Fargo-Moorhead community. Students receive free MAT bus transportation services on and off campus when using their NDSU ID card. Students can learn more about MAT Bus at: <https://www.ndsu.edu/parking/matbus transit/>

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 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/>

Association for Counselor Education & Supervision
<http://www.acesonline.net/>

American School Counselor Association
<https://www.schoolcounselor.org/>

American Mental Health Counselors Association
<http://www.amhca.org/>

ND School Counselors Association
<http://www.ndsca.us/>

ND Counseling Association
<http://www.ndcounseling.org/>

Association for Specialists in Group Work
<https://www.asgw.org/>

Chi Sigma Iota
<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/world through the Interactive Video Network and/or Zoom. 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. Per Graduate School policy, earning more than one C, D, F, or U may be grounds for dismissal from the program.

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.

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.

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 their 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. 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 enter 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 by November 1st if enrolling in Practicum in the Spring and April 1st if enrolling in Practicum in the Fall. Applications are reviewed by the student's advisor and the Clinic Director, then discussed as a faculty.
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 or supervisor with related experience. 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 PhD Internship is to integrate knowledge, skills, and dispositions into professional practice.

PhD Internship Categories

Students must have experience three of the five categories of internship by the conclusion of their time in the doctoral program. Additionally, they should have completed 600 total hours (6 credits) of internship, with 1 credit = 100 hours. Two of the credits of internship must be focused on clinical supervision, spread out over two semesters. The five internship categories include:

1. **Clinical Counseling**: (Hours vary, 1 hour per client session, 1 hour per supervision session.) Provide direct counseling services to clients in the NDSU Community Counseling Services Clinic or a location of your choice. Demonstrate counseling skills, conceptualization skills, and theoretical integration. Prepare for sessions, write case notes, respond to crises, consult with others, etc. *Although it is not necessary that the student have (or be working toward) counselor licensure from the state during this time, it is essential that their site supervisor hold the appropriate state license. Furthermore, the student must inform clients that they are a student under supervision and cannot practice independently beyond the confines of the internship experience. Prerequisite: *CNED 894C: Doctoral Practicum*.
2. **Clinical Supervision**: (~100 hours per two supervisees.) Provide direct supervision services to master’s students completing their Practicum in the NDSU Community Counseling Services Clinic. Watch recordings, prepare for sessions, write case notes, respond to crises, provide clinic duty, consult with others, provide formative and summative feedback, etc. Two total credits in this category required. Prerequisite: *CNED 870 Counseling Supervision*.
3. **Teaching**: (~100 hours per course.) Co-teach a course with an instructor in the program. Prepare for classes, develop and scaffold lessons, integrate pedagogical skills and theories, provide formative and summative feedback, etc. Prerequisite: *CNED 869 Instructional Theory and Practice in Counselor Education and Supervision*.

4. **Research/Scholarship:** (Hours vary depending on task.) Engage in the processes of research/scholarship. These processes may include, but are not limited to, writing a manuscript for publication, developing and presenting at a local or national conference, publishing articles for a newsletter or magazine, writing and submitting a grant, participating on a research team, writing a book chapter, etc.
5. **Leadership/Advocacy:** (Hours vary depending on task). Provide service and leadership in the field of counseling. This may include, but is not limited to, serving as an officer within a counseling organization, reviewing manuscripts for publication, participating in advocacy initiatives, etc.

PhD Internship Expectations

1. **Application:** Students must apply for Internship by November 1st for spring internship and April 1st for fall internship. In the application, students should detail their plan for completing their hours for that semester. Counselor Education faculty members reserve the right to delay internship enrollment for reasons other than academic concerns.
2. **Internship Semester Goals and Intentions Form:** The specific arrangements for each student's internship experience are worked out between student, the internship instructor, the on-site supervisor, and student's advisor.
3. **Professional Liability Insurance:** If choosing to counsel or supervise, students must maintain professional liability insurance throughout the duration of internship.
4. **Requirements:** Counselor Education doctoral students complete 600 clock hours of internship for a total of 6 credits (100 hours per credit hour). Students must demonstrate experiences spanning across three of the five categories, with two credits of supervision required.
5. **Internship Time Log:** Students must document the time spent on 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 a closely related field (or holds a graduate degree, appropriate license, and experience in the specific field if counseling off campus).
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.

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.

Scheduling

1. Student discusses plans to take the written comprehensives with the advisor. The student should have completed their didactic coursework (or be completing it within the semester of comprehensives). If approved by the student's major advisor, the student schedules a two-day window to take the written exam.
2. One week prior to the written exam, students should schedule their two-hour oral examination with their committee members and complete the *Notification of Scheduled Examination*. This form must be submitted to the graduate school two weeks before the oral examination. See https://www.ndsu.edu/gradschool/current_students/forms

Topic Areas and Questions

Before the exam, advisors and students meet to narrow down the four topic areas for doctoral comprehensives. Topics for the questions include:

- ***Counselor Supervision (required)***
- ***Research (required)***
- Counseling Theories
- Multicultural Foundations/Diversity
- Current Issues in Counselor Education
- Counselor Education Pedagogy
- Professional School Counseling
- Clinical Mental Health Counseling
- Interdisciplinary Practices in Counseling

The advisor creates 4 questions. These questions are intended to be challenging (not written in a way that intentionally trips up the student or passes the student too easily). Prior to the exam, students are informed of the topics covered in their exam, but they will not receive the specific questions.

Written Exam Protocol

The written essay-type examination is taken over a two-day period. The student receives the questions and has 48 hours to complete and return them. For example, if a student receives the questions at 9am on Monday, the questions are due by 9am on Wednesday. Students may choose to write their responses over a weekend (e.g., from 4pm Friday to 4pm Sunday). Students will determine their 48-hour block in consultation with the chair of the doctoral committee. The chair of the doctoral committee, in consultation with the doctoral student, will determine how the questions will be received and how the responses are to be returned to all committee members (e.g., via Blackboard, email, hard copies). They may use their own computers and resources they have on hand (e.g., articles, books, notes, detailed outlines) while writing their responses. Students may write their responses in any order, at any time of day, within the 48-hour block.

Having said that, faculty members recognize the importance of self-care during these 48 hours, and thus, the expectation is that students will work anywhere from 4-6 hours each day. *We do not expect students to sacrifice sleep, food, exercise, and connection with others during this time period.*

The 48-hour timeframe is a FIRM deadline. Responses received after the 48-hour deadline, for whatever reason, constitute a violation of the test procedures and the examination will be null and void. In this event, the student’s committee members will determine whether the student can retake the exams.

It is expected that responses will be approximately 6-10 pages per question, with 10 pages being the maximum for any one question. Students should follow APA guidelines for font, margins, citations, etc. All responses should be double-spaced, using a 12-point font and 1-inch margins. A full list of references should be included at the very end of the whole document (around 10-20 references). This reference list is not included in the page count. Responses should be numbered consecutively (i.e., not starting with page 1 for each response).

Written and Oral Exam Rubric

The written comprehensive exam may be evaluated based on the following rubric criteria.

Topic Area:

Student’s Name: _____ Evaluator’s Name: _____

Review Date: _____

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.

Standard	Target (2)	Acceptable (1)	Unacceptable (0)	Notes	Written Score	Oral Score
Organization & Understandability	Well organized, understandable and clearly presented, concise, and grammatically correct. The writer or speaker exhibits a distinctive professional voice.	Organized, understandable and clearly presented, concise, and grammatically correct. Appropriate language for audience.	Inadequately organized, not easily understood, hard to follow, either too wordy or spare, and grammatically incorrect. Errors inhibit understanding.			
Thoroughness	Attention is paid to all aspects of the prompt and includes relevant additions.	Attention is paid to all aspects of the prompt.	Little attention paid to the required aspects of the prompt. Many major oversights evident.			

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		

In the event that at least three committee members do not vote to pass the student on the written portion of the comprehensives, an additional written examination is scheduled. If the student still does not successfully pass the written comprehensives, this may be grounds for dismissal from the program, per graduate school policy.

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), (c) observe the oral comprehensives to ensure that it is a fair process, and (d) complete the oral exam rubric (above).

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.

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
- 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 or financial relationships, family or personal relationships, or research and/or publication relationships.

Oral Exam Protocol

As previously mentioned, before the written exams, the student and their advisor should schedule a date and time for the oral examination with their doctoral committee. There should be a minimum of one week of time between the written and oral comprehensives.

Once orals are scheduled, the student should complete the *Notification of Scheduled Examination*. This form should be completed **two weeks** before the oral examination date. See https://www.ndsu.edu/gradschool/current_students/forms.

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 the *Report of Preliminary Examination*.

See https://www.ndsu.edu/gradschool/current_students/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. If the student still does not successfully pass the oral comprehensives, this may be grounds for dismissal from the program, per graduate school policy.

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. 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.

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. Students should consult the *Dissertation Guidelines* manual for detailed information about the dissertation process.

****Students must maintain continuous enrollment throughout their time in the doctoral program, including during the dissertation process. Students who do not maintain adequate progress on their dissertation in any given semester will receive an Unsatisfactory for that semester. They will then need to develop a contract with their advisor describing how they will make progress during the next semester. Receiving more than one U is grounds for dismissal from the program.**

Proposal

The dissertation proposal is an opportunity for the student to present their proposed study to committee members. The student should schedule a date for the proposal with committee members and provide them with the first three chapters of their dissertation at least two weeks in advance. During the proposal, committee members may provide suggestions to strengthen the student's research. After the faculty approve the proposal, the student may conduct the study. *We ask that students complete their proposals before electing to walk for graduation. This ensures that students have made satisfactory progress on their dissertations.*

Defense

The dissertation defense is the student's opportunity to present their dissertation findings to the committee. At least two weeks before the defense date, the student must schedule the meeting with their committee, provide them with the dissertation, and complete the *Notification of Scheduled Examination*. See https://www.ndsu.edu/gradschool/current_students/forms

During the defense, committee members will ask questions about the student's dissertation and provide suggestions for revisions. When all defense requirements have been met and the

committee members agree that the student has passed, the faculty will complete the *Report of Final Examination* form and send it to the Graduate School. See https://www.ndsu.edu/gradschool/current_students/forms

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, problems of professional competence, and/or characterological issues that impinge upon professional development.

ACADEMIC WARNING AND PROBATION

If student's GPA falls below 3.0, they will be placed on an academic warning. If the student does not raise the GPA the subsequent semester, they will be placed on academic probation. When placed on academic probation, a student cannot continue graduate coursework until they have 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 the GPA in that additional semester, they will be dismissed from the program. Furthermore, per Graduate School policy, earning more than one C, D, F, or U may be grounds for dismissal 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 give and receive 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 formally review all students according to their compliance with the Professional Dispositions Performance Evaluation (PDPE). Concerns about a student's personal characteristics or professional performance may be addressed, formally or informally, at any time during the student's time 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 (unacceptable) to 4 (acceptable) as described in the Criteria for Professional Performance Standards Evaluation table below.

Students receiving anything below a 3 on any of the Professional Performance Standards will be 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 *Semester Dispositions Form* (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 this case, faculty will complete a *Dispositions Incident Report*. 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 *Semester Dispositions Form/Dispositions Incident Report* and the advisor's/issuing professor's explanation for the ratings. Next, the student, their advisor, and/or the issuing professor (if applicable) will discuss the plan for remediation. The remediation plan will be documented in the *Semester Dispositions Form/Dispositions Incident Report* and signed by both the student and their advisor/issuing instructor.

3. Ongoing Monitoring: If a student fails to show reasonable progress in resolving deficiencies previously cited, they will be required to meet with the issuing professor(s) and their 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 *Semester Dispositions Forms/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 Dean of the College of Health and Human Sciences.

CRITERIA FOR PROFESSIONAL PERFORMANCE STANDARDS EVALUATIONS

4 = Acceptable, no concerns

3 = Minor concerns, no student/advisor meeting required, ongoing faculty monitoring

2 = Moderate concerns, student/advisor meeting required, remediation needed

1 = Unacceptable, major concerns, student/advisor meeting required, serious remediation needed and/or dismissal from program

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 and/or advisor.
2. If the student is not satisfied, they should discuss the issue with the Program Coordinator.
3. If the student is not satisfied, the Program Coordinator or the student may discuss the issue with the Dean of the College of Health and Human Sciences.
4. If the student is still not satisfied, the student may discuss the issue with the Academic Dean and/or Dean of the Graduate College.
5. 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/>

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

Students who need to leave the program for personal reasons such as a psychological, medical, or financial concern should discuss the situation with their advisor. From there, students can fill out the *Leave of Absence* form, which can be found at:

https://www.ndsu.edu/gradschool/current_students/forms

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* at: https://catalog.ndsu.edu/past-bulletin-archive/2021-22/graduate/graduate-school-policies/graduate-school-policies_familyandmedicalaccommodationstext.pdf

CARE TEAM

NDSU takes students' physical and mental health very seriously. According to the website, "The Care Team is a collaborative interdisciplinary team of campus-community members that meets weekly to discuss students exhibiting behaviors indicative of crisis and elevated risk, as well as students who may need additional assistance and support to navigate challenges and experience success." When faculty members have significant concerns about students, they will contact the Care Team in order to ensure students' wellbeing at all times. To learn more about the Care Team, please see the following website:

https://www.ndsu.edu/deanofstudents/student_advocacy/ndsu_care_team/

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. Students are encouraged to consult with their advisors for additional referrals, as needed or desired.

LOCAL COUNSELING AGENCIES

Prairie St. John's
(701) 476-7216

Sanford Emergency Room
(701) 234-2000

Southeast Human Service Center
(701) 298-4500

Solutions Behavioral Health
(866) 455-6417

Benson Psychological Services
(701) 297-7540

NDSU Counseling Center
(701) 231-7671

GRADUATION

When students have successfully completed the course work, the clinical experiences, the written and oral comprehensive exams, the proposal, the dissertation, and the dissertation defense, they are 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. Students who seek licensure, certification, and/or credentialing in any other state or jurisdiction need to check the specific requirements for that state or jurisdiction and, if needed, discuss the policies with their 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/>

School counselor licensure and credentialing is regulated by the ND Department of Public Instruction. Information about requirements can be found at the website: <https://www.nd.gov/dpi/>

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.

<p><u>Jill R. Nelson, Ph.D.</u> <i>Professor</i> Doctorate: Kent State University – 2005 Degree Field: Counselor Education and Supervision Areas of Specialization: Shame and Shame resilience, Community Mental Wellness, Qualitative research, Leadership, Professional Coaching Contact: Morrill 221F (701) 231-7415 Jill.R.Nelson@ndsu.edu</p>	
<p><u>Carol E. Buchholz Holland, Ph.D., NCC</u> <i>Associate Professor</i> <i>School Counseling Coordinator</i> 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: Morrill 221D (701) 231-7103 Carol.E.Buchholz@ndsu.edu</p>	
<p><u>Todd F. Lewis, Ph.D., LPC, NCC</u> <i>Professor</i> <i>Doctoral Program Coordinator</i> 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 Explanations of Substance Abuse; Quantitative Research and Data Analysis Methodologies Contact: Morrill 221C (701) 231-7306 Todd.Lewis@ndsu.edu</p>	

Jodi L. Tangen, Ph.D., LPC, NCC, ACS

Associate Professor

Program Coordinator

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: Morrill 221H

(701) 231-7676

Jodi.Tangen@ndsu.edu



Jessica Danielson, Ph.D., LPCC-S, NCC

Clinical Assistant Professor

Clinic & Field Experience Coordinator

Doctorate: North Dakota State University - 2018

Degree Field: Counselor Education and Supervision

Areas of Specialization: Female partner family formation; creative pedagogy in counselor education and supervision; marginalized counselor identities; power and privilege in academia; feminist issues

Contact: Morrill 221B

(701) 231-8077

Jessica.danielson.1@ndsu.edu



AGREEMENT

Please read, sign, and submit the following agreement *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 problems of professional competence 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: _____

Advisor Signature: _____ Date: _____

Received Date: _____

**APPENDIX A:
CACREP 2016 Standards**

CACREP 2016 Doctoral Standards
1. Counseling
<ul style="list-style-type: none"> a. scholarly examination of theories relevant to counseling b. integration of theories relevant to counseling c. conceptualization of clients from multiple theoretical perspectives d. evidence-based counseling practices e. methods for evaluating counseling effectiveness f. ethical and culturally relevant counseling in multiple settings
2. Supervision
<ul style="list-style-type: none"> a. purposes of clinical supervision b. theoretical frameworks and models of clinical supervision c. roles and relationships related to clinical supervision d. skills of clinical supervision e. opportunities for developing a personal style of clinical supervision f. assessment of supervisees' developmental level and other relevant characteristics g. modalities of clinical supervision and the use of technology h. administrative procedures and responsibilities related to clinical supervision i. evaluation, remediation, and gatekeeping in clinical supervision j. legal and ethical issues and responsibilities in clinical supervision k. culturally relevant strategies for conducting clinical supervision
3. Teaching
<ul style="list-style-type: none"> a. roles and responsibilities related to educating counselors b. pedagogy and teaching methods relevant to counselor education c. models of adult development and learning d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education e. effective approaches for online instruction f. screening, remediation, and gatekeeping functions relevant to teaching g. assessment of learning h. ethical and culturally relevant strategies used in counselor preparation i. the role of mentoring in counselor education
4. Research and Scholarship
<ul style="list-style-type: none"> a. research designs appropriate to quantitative and qualitative research questions b. univariate and multivariate research designs and data analysis methods c. qualitative designs and approaches to qualitative data analysis d. emergent research practices and processes e. models and methods of instrument design f. models and methods of program evaluation g. research questions appropriate for professional research and publication h. professional writing for journal and newsletter publication i. professional conference proposal preparation j. design and evaluation of research proposals for a human subjects/institutional review board review k. grant proposals and other sources of funding l. ethical and culturally relevant strategies for conducting research
5. Leadership and Advocacy
<ul style="list-style-type: none"> a. theories and skills of leadership

- 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.
- 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/gradschool/current_students/forms
- Sign up for PhD Internship and complete the *Internship Semester Goals and Intentions Form*.

Subsequent Coursework Semesters:

- Select your new advisor and meet with them at least once each semester.
- Continue coursework.
- Sign up for PhD Internship and complete the *Internship Semester Goals and Intentions Form* for each semester of internship.

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.
- Two weeks prior to the examination date, complete the *Notification of Scheduled Examination* and submit to the graduate school. See https://www.ndsu.edu/gradschool/current_students/forms
- 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/gradschool/current_students/forms

Subsequent Dissertation Semesters:

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

Defense/Graduation Semester:

- Complete *Intent to Graduate* with the graduate school. See https://www.ndsu.edu/gradschool/current_students/graduation

- Meet regularly with your advisor to discuss your dissertation and schedule a defense date with committee members.
- Two weeks prior to the defense, complete the *Notification of Scheduled Examination* and submit to the graduate school. See https://www.ndsu.edu/gradschool/current_students/forms
- 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/gradschool/current_students/forms
- 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.
- Graduate!!!

**APPENDIX C:
Doctoral Course Requirements**

Required Courses
RESEARCH CORE
STAT 725 Applied Statistics
Additional 3 credit Statistics class
CNED 876 Qualitative Research & Prog Eval or EDUC 872 Qualitative Research or EDUC 886 Advanced Qualitative Research
CNED 879 Quantitative and Survey Research or EDUC 873 Case-Based Research and Stats or EDUC 883 Survey Research
COUNSELOR EDUCATION CORE
CNED 869 Instructional Theory and Practice in Counselor Education and Supervision
CNED 870 Counselor Supervision
CNED 871 Advanced Multicultural Practice in Counselor Education and Supervision
CNED 872 Advanced Counseling Theories
CNED 866 Leadership and Advocacy in Counselor Education
CNED 887 Prof Issues: Prof Dev, Consult & Publishing
CNED 894C Practicum
CNED 894D Internship
CNED 899 Dissertation** (15 credits)
Electives (2)
TOTAL CREDITS = 60

**APPENDIX E:
SEMESTER DISPOSITIONS FORM / 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: _____

Date: _____

Advisor/Instructor: _____

4 = Acceptable, no concerns

3 = Minor concerns, no student/advisor meeting required, ongoing faculty monitoring

2 = Moderate concerns, student/advisor meeting required, remediation needed

1 = Unacceptable, major concerns, student/advisor meeting required, serious remediation needed and/or dismissal from program

1. Openness to new ideas		1	2	3	4
Changes Needed:					
2. Flexibility		1	2	3	4
Changes Needed:					
3. Cooperativeness with others		1	2	3	4
Changes Needed:					
4. Willingness to accept and use feedback		1	2	3	4
Changes Needed:					

5. Awareness of own impact on others	1	2	3	4
Changes Needed:				
6. Ability to deal with conflict	1	2	3	4
Changes Needed:				
7. Ability to accept personal responsibility	1	2	3	4
Changes Needed:				
8. Ability to express feelings effectively and appropriately	1	2	3	4
Changes Needed:				
9. Attention to ethical and legal concerns	1	2	3	4
Changes Needed:				
10. Initiative and motivation	1	2	3	4
Changes Needed:				

11. Attention to and sensitivity to diversity issues		1	2	3	4
	Changes Needed:				
12. Professionalism and professional identity		1	2	3	4
	Changes Needed:				

OVERALL PLAN OF ACTION (if 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.)

Student: _____

Date: _____

Advisor/Instructor: _____

Date: _____

This handbook is a work in progress and we invite feedback from interested parties.