Counselor Education Master's Program Handbook

1919 North University Drive
NDSU Dept. 2625, PO Box 6050
Fargo, ND 58108
(701) 231-7202

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To Students and Prospective Students:

Welcome to the Counselor Education Master's Program at North Dakota State University!

The *Counselor Education Master's 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 Master's 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,

Jill R. Nelson, Ph.D.
Professor
Doctoral Program Coordinator

Carol Buchholz Holland, Ph.D., NCC
Associate Professor
School Counseling Coordinator

Todd F. Lewis, Ph.D., LPC
Professor
Clinical Mental Health Counseling Coordinator

James S. Korcuska, Ph.D., LPC, NCC
Professor

Jessica Danielson, Ph.D., LPCC-S, NCC
Assistant Clinical Professor
Clinical & Field Experience Coordinator

Jodi L. Tangen, Ph.D., NCC, ACS
Associate Professor
Program Coordinator

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 Disability Services Office (www.ndsu.edu/disabilityservices) 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 School of Education and is located in the College of Human Sciences 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 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 program accreditation-specific key performance indicators include the following:

1. Students will demonstrate an understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

2. Students will demonstrate an understanding of multiculturally competent counseling.

3. Students will demonstrate an understanding of theories of individual and family development across the lifespan.

4. Students will demonstrate an understanding of theories and models of career development, counseling, and decision-making.

5. Students will demonstrate an understanding of interviewing, counseling, and case conceptualization skills.

6. Students will demonstrate an understanding of ethical and culturally relevant strategies for designing and facilitating groups.

7. Students will demonstrate ethical and culturally relevant strategies for selecting, administering, and interpreting assessments and test results.

8. Students will demonstrate an understanding of ways to evaluate counseling interventions and programs.

9. Students will demonstrate an understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (Clinical Mental Health Counseling)

10. Students will develop an understanding of models of school counseling programs. (School Counseling)

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

MASTER'S PROGRAM TRACK OPTIONS

Academic preparation and professional experiences for the School Counseling and Clinical Mental Health Counseling M.Ed. and M.S. degrees are designed to prepare students to become effective entry-level counselors in a variety of settings. The Counselor Education Program also helps to prepare students for licensing and credentialing in North Dakota and certification through the National Board for Certified Counselors.

CLINICAL MENTAL HEALTH COUNSELING TRACK
Clinical Mental Health Counseling students are prepared to work in human service settings, community mental health agencies, higher education settings, family services centers, public and private mental health agencies and treatment centers, and other related settings. The Clinical Mental Health Counseling track requires a minimum of 60 graduate semester credit hours and a comprehensive exam.

SCHOOL COUNSELING TRACK
School Counseling students are prepared to work in elementary, middle, secondary, and/or K-12 environments. The School Counseling track requires a minimum of 60 graduate semester credits and a comprehensive exam.

MASTER'S PROGRAM DEGREE OPTIONS

The Master's of Science (M.S.) and Master's of Education (M.Ed.) degrees in counseling are both considered entry-level preparation for qualification as a practitioner. Either degree serves as the foundation for national certification and state licensing and credentialing. Students who are planning to seek licensing, credentialing, or certification outside of North Dakota need to research the current requirement of that jurisdiction (state) and work with their advisor to meet those educational requirements. Additionally, both master's degrees prepare students for the National Counseling Exam (NCE). Students are encouraged to consider their careers in counseling carefully, as there are important differences between the two degree options. Students are encouraged to consult with their faculty advisors and the *NDSU Graduate Bulletin* in choosing a degree path

MASTER'S OF SCIENCE (M.S.)
The M.S. degree places more emphasis on research, which is intended to prepare professionals as scholars. To complete the M.S. degree, students must do the following:

- Complete all required coursework with at least a 3.0 GPA
- Satisfactorily complete 600 Internship hours (6 semester credits)
- Earn a passing score on the comprehensive exam
- Satisfactorily complete, defend, and receive committee approval on a master's thesis (3 credits)

MASTER'S OF EDUCATION (M.Ed.)
The M.Ed. places more emphasis on practice, which is intended to prepare professionals as successful practitioners in the field. To complete the M.Ed. degree, students must do the following:

- Complete all required coursework with at least a 3.0 GPA
- Satisfactorily complete 600 Internship hours (6 semester credits)
- Earn a passing score on the comprehensive exam
- Complete an additional elective (3 credits).

**Further information on program curriculum can be found in the Appendix.*

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*
- Personal and professional references
- A detailed statement of purpose

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

*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 the individual 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 the application materials, the individual will be invited for an interview. If accepted following the interview, the individual 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 master's 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 a group interview, engage in an individual interview with one faculty member, participate in a group activity, submit a video, 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.

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. 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 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 Master's 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 June and August of every year, the Counselor Education Program faculty members hold a new student orientation for master's students. It is mandatory that students enrolled in summer courses attend the June orientation and all new students must attend the August orientation, as faculty members will discuss the handbook, outline professional and ethical expectations, and review licensure/certification 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 our 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 of the accreditation standards.

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.

ADVISING

Upon admission to the program, students are assigned to Counselor Education faculty advisors for the duration of their time in the program. The advisors assist students in developing their individual programs, developing research interests, selecting Practicum and Internship sites, selecting site supervisors, 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*, which can be found on the graduate school website. This plan must be approved by the Head of the School of Education, the Dean of the College of Human Sciences 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 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.

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 *Request to 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 master's-level graduate study. Furthermore, the program considers 3 credits of internship to be full-time. Students should follow the course rotation for their respective track, and if they wish to take more than 15 graduate credits in a semester, they 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 and have the approval of 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.

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. 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. 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 AND CAREER SERVICES
The NDSU Counseling Center provides a variety of free counseling services to students, while career services provide internship/job application material review, interview skill development, and career exploration. Students can learn more about these services at: https://www.ndsu.edu/counseling/ and 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 counseling professional identity is an important part of becoming a counselor. 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/

National Board for Certified Counselors
http://www.nbcc.org/

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 enter into clinical experiences. Per Graduate School policy, earning more than one C, D, F, or U may be grounds for dismissal from the program. Students must successfully pass Practicum and Internship to 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.

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 their 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 master's degrees, including acceptable transfer credits, must be completed within a seven-year period. This time period begins with the beginning date of the earliest course applied to the student's plan of study for their master's 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.

PRACTICUM

Counseling Practicum provides students with opportunities to counsel diverse clients in the NDSU Community Counseling Services clinic. 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 attained a "B" or better in *CNED 710 Counseling Techniques, CNED 715 Professional Orientation and Ethics, CNED 720 Group Counseling*, and *CNED 711 Counseling Theories* 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 by November 1st if enrolling in Practicum in the Spring and April 1st if enrolling in Practicum in the Fall. The *Master's Practicum Application* can be found on the website. All 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 federal and state 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 a supervised doctoral student. Written supervision agreements must be documented before supervision begins.

7. Academic Requirements: Students must receive a "Satisfactory" (S) score in Practicum to progress into Internship.

CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP

The Clinical Mental Health Counseling Internship is generally completed at a single mental health center, social service agency, or counseling service center. The following processes provide an overview of expectations. For more specific information and policies, students should consult the *NDSU Counselor Education Internship Handbook.* Questions regarding the Clinical Mental Health Counseling Internship should be directed to the Clinical Mental Health Counseling Coordinator.

1. Prerequisite: Students must successfully pass Practicum before applying for Internship. The internship supervisor may request faculty approval for internship plans when a student has not completed specific courses that may be viewed as necessary for the internship experience.

2. Application: Students must apply for Internship by November 1st of the semester prior to the year they wish to take Internship. Complete the *Master's Internship Application* located on the website. Counselor Education faculty members reserve the right to delay Internship enrollment for reasons other than academic concerns.

3. Site Approval: Students must secure appropriate internship sites by completing the *Master's Internship Site Approval* by May 15th before the year they enroll in Internship. The form can be found on the website. Sites must honor confidentiality and have a setting that ensures privacy for individual and group counseling. Students are encouraged to talk to their advisors about possible locations; however, the Counselor Education faculty must approve all selected sites.

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

5. Experience Requirements: Students must complete and document a minimum of 600 hours of supervised experience. Of these hours, 240 must be in direct service to clients, including individual counseling and group work. The hours should be accrued over the course of two semesters.

6. Supervision Requirements: Students must engage in one hour of weekly individual or triadic site supervision and 1.5 hours of group supervision each week. Written supervision agreements must be documented before supervision begins. Site supervisors are expected to have a minimum of a master's degree in counseling or a related profession, relevant licenses or certifications, a minimum of two years of related experience, knowledge of the Counselor Education program policies and procedures, and relevant training in supervision.

7. Academic Requirements: Students must receive "Satisfactory" (S) scores in Internship to graduate.

SCHOOL COUNSELING INTERNSHIP

The School Counseling Internship, with appropriate on-site supervision, can be completed in any accredited school system. The following processes provide an overview of expectations. For more specific information and policies, students should consult the *NDSU School Counseling Internship Handbook.* Questions regarding the School Counseling Internship should be directed to the School Counseling Coordinator.

1. Prerequisite: Students must successfully pass Practicum before enrolling for Internship. The internship supervisor may request faculty approval for internship plans when a student has not completed specific courses that may be viewed as necessary for the internship experience.

2. Application: Students must apply for Internship by November 1st of the semester prior to the year they wish to take Internship. Complete the *Master's Internship Application* located on the website. Counselor Education faculty members reserve the right to delay Internship enrollment for reasons other than academic concerns.

3. Site Approval: Students must secure appropriate internship sites by completing the *Master's Internship Site Approval* by May 15th before the year they enroll in Internship. The form can be found on the website. Sites must honor confidentiality and have a setting that ensures privacy for individual and group counseling. Students are encouraged to talk to their advisors about possible locations; however, the Counselor Education faculty must approve all selected sites.

4. Site Approval: Students must secure appropriate internship sites by completing the *Master's Internship Site Approval* by May 15th before the year they enroll in Internship. For School Counseling students, internship hours must be accrued at each grade level (elementary school [K-6], secondary school [7-12]) for which they expect to be credentialed. Sites must honor confidentiality and have a setting that ensures privacy for

individual and group counseling. Students are encouraged to talk to their advisors about possible locations; however, the Counselor Education faculty must approve all selected sites.

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

6. Experience Requirements: Students must complete and document a minimum of 600 hours of supervised experience. Of these hours, 240 must be in direct service to students, including individual counseling and group work. The hours should be accrued over the course of two semesters.

7. Supervision Requirements: Students must engage in one hour of weekly individual or triadic site supervision and 1.5 hours of group supervision each week. Written supervision agreements must be documented before supervision begins. Site supervisors are expected to have a minimum of a master's degree in counseling or a related profession, relevant licenses or certifications, a minimum of two years of related experience, knowledge of the Counselor Education program policies and procedures, and relevant training in supervision.

8. Academic Requirements: Students must receive "Satisfactory" (S) scores in Internship to graduate.

SUPERVISION

Supervision is a tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in Practicum and Internship and facilitates the learning and skill development experiences associated with Practicum and Internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services to clients/students. Supervision may incorporate elements of consultation, teaching, and/or counseling. The supervisory relationship contributes to the professional functioning and the professional development of both the supervisee and the supervisor.

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

The Counselor Education faculty will give students the opportunity to experience a wide range of accepted supervision styles. Faculty members do not distinguish that any supervision method is, in and of itself, better than any other method; however, some methods work better for some students and not as well for others. Whenever students have a concern, they are encouraged to discuss it with their supervisors.

COMPREHENSIVE EXAM (CPCE)

Master's students are required to take and pass the Counselor Preparation Comprehensive Exam (CPCE), which is a national exam aligned with contemporary academic standards and standards specific to counselor education (costs around $150). Students can read more about the examination here https://www.cce-global.org/assessmentsandexaminations/cpce.

The CPCE ensures that students graduating from the NDSU Counselor Education Program are sufficiently knowledgeable in each of the eight CACREP content areas: (a) professional counseling orientation and ethical practice, (b) social and cultural diversity, (c) human growth and development, (d) career development, (e) counseling and helping relationships, (f) group counseling and group work, (g) assessment and testing, and (h) research and program evaluation. It is students' responsibility to review the following information and make sure they complete the exams at the appropriate time.

1. Registration: Students will receive an email encouraging them to sign up for the exam at the appropriate time. They should follow the instructions in the email in order to properly register for the exam.

2. Preparation: As students complete coursework, they should save all notes and textbooks as this information will be invaluable in preparing for the exam. Rosenthal's *Encyclopedia of Counseling* (the purple book) is a favorite study guide.

3. Exam Dates: Exams will be offered each fall and each spring. No summer exams will be given. The exam is to be taken the semester prior to the student's intended graduation date. For example, if a student plans to graduate in a May commencement, they will need to take the exams in the fall. If a student plans to graduate in a December commencement, they will need to take the exams in the spring. This will allow sufficient time to prepare for retaking the exams if necessary. Furthermore, the CPCE must be taken prior to taking the NCE (see below).

4. Results: There are two ways students can pass the CPCE: (a) total score 70% or better on the test, and/or (b) score within one standard deviation below the national mean. Students who do not pass the overall comprehensive exam will be required to retake it. (Students may fail one or more sections of the examination and still pass as long as their overall score is within the passing range.)

RETAKE #1
If a student does not pass the CPCE, they are required to retake the exam the following semester (typically the spring semester before the student graduates). Passing scores are determined as described above in #4. In addition, students may pass the exam if they pass all eight areas using a combination of their first and second examinations.

RETAKE #2
If a student does not pass the CPCE a second time, they must meet with two designated faculty members and complete a one-hour oral examination. The oral examination will include questions

from areas of the CPCE that the student did not pass on *both* exams. The faculty members will provide the student with the questions at least one week prior to the scheduled examination so that the student can adequately prepare.

The two faculty members will use the rubric below to score the student's oral examination.

1 – Fails to Meet Expectations:
a. Does not draw upon and synthesize information from various courses and current literature in the field
b. Fails to include appropriate terminology (e.g., names of interventions, names of theories and theorists), if these are required by the question
c. Does not present both sides of an issue that is open for debate; rather, simply states an opinion
d. Fails to directly and thoroughly answer all components of the question
e. Uses superfluous or peripheral filler rather than addressing the question

2 – Partially Meets Expectations:
a. Meets some of the criteria listed in category 3
b. Contains some of the flaws noted in category 1

3 – Meets Expectations:
a. Draws upon and synthesizes information from various courses and current literature in the field
b. Uses appropriate terminology (e.g., names of interventions, names of theories and theorists) and uses it correctly
c. Presents both sides of an issue, if open for debate
d. Directly and thoroughly answers all components of the question without adding superfluous or peripheral fillers

4 – Exceeds Expectations:
a. Meets all of the criteria from category 3
b. Does not meet all the criteria for category 5

5 – Outstanding:
a. Meets all of the criteria for category 3
b. Thoroughly explains assumptions underlying the answer
c. Is internally consistent and well-organized
d. Demonstrates high levels of critical thinking and intellectual sophistication

To pass the oral examination, students must score at least a 3 for every question asked. If a student does not meet content standards a third time using this oral examination, the student will not be eligible to complete the Counselor Education Program.

NATIONAL COUNSELOR EXAM (NCE)

Master's students may elect to take the National Counselor Examination (NCE), which is a national exam that is often required for clinical mental health counseling licensure in many states (costs around $335). Students who attend CACREP-accredited programs are given the distinct opportunity to take this exam during their time in the program and become a National Certified Counselor after graduating. Most Clinical Mental Health Counseling and School Counseling students elect to take this examination; however, it is not required by the Counselor Education program. Students can read more about the examination here https://www.nbcc.org/exams/nce.

The NCE is *very similar* to the CPCE and focuses on the eight CACREP content areas: (a) professional counseling orientation and ethical practice, (b) social and cultural diversity, (c) human growth and development, (d) career development, (e) counseling and helping relationships, (f) group counseling and group work, (g) assessment and testing, and (h) research and program evaluation. To take the NCE, students should:

1. Registration: Watch for an e-mail from the testing coordinator calling for applicants around 6-8 months prior to the intended exam date. Respond to the e-mail with all of the information the coordinator needs.

2. Preparation: As students complete coursework, they should save all notes and textbooks as this information will be invaluable in preparing for the exam. Rosenthal's *Encyclopedia of Counseling* (the purple book) is a favorite study guide.

3. Exam Dates: Exams will be offered each fall and each spring. No summer exams will be given. The exam is to be taken the semester prior to the student's intended graduation date. For example, if a student plans to graduate in a May commencement, they will need to take the exams in the fall. If a student plans to graduate in a December commencement, they will need to take the exams in the spring. This will allow sufficient time to prepare for retaking the exams if necessary. Furthermore, the CPCE must be taken prior to taking the NCE.

4. Results: Passing scores on the NCE will be determined based on national norms, which may change from year to year. Students who do not pass may elect to retake the exam the following semester.

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 a 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. Students in the School Counseling track must adhere to the American School Counselor Association (ASCA) Ethical Standards for School Counselors. These codes serve as guidelines for students and professionals in the field of counseling.

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 and as future counselors. 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 Head of the School of Education.

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 Department Head.
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:
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://bulletin.ndsu.edu/graduate/

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/enrollmentmanagement/bit/

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 AGENCES

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

Southeast Human Service Center
(701) 298-4500

Benson Psychological Services
(701) 297-7540

Sanford Emergency Room
(701) 234-2000

Solutions Behavioral Health
(866) 455-6417

NDSU Counseling Center
(701) 231-7671

GRADUATION

When students have successfully completed the course work, the clinical experiences, and the comprehensive exam, they are eligible for graduation.

Students seeking the M.S. degree must successfully pass the oral defense. Two weeks prior to the defense date, M.S. students should complete the *Notification of Scheduled 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. These forms can be found at: https://www.ndsu.edu/gradschool/current_students/forms

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/

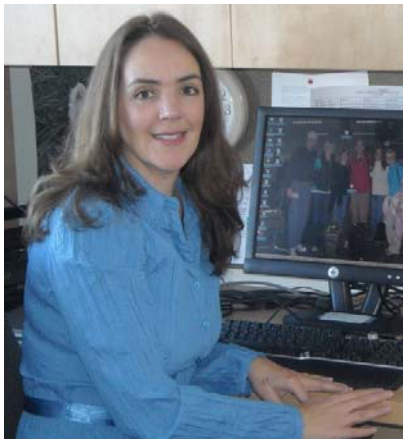
School counselor licensure and credentialing is regulated by the ND Department of Public Instruction. Information about requirements can be found at the website: https://www.nd.gov/dpi/

As a CACREP-accredited program, students may obtain the National Board for Certified Counselor's (NBCC) National Certified Counselor (NCC) status while still in the master's program. Information about requirements can be found at the website: http://www.nbcc.org/

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 C119 1919 North University Drive NDSU Dept. 2625 PO Box 6050 Fargo, ND 58108 (701) 231-7415 Jill.R.Nelson@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* **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 Explanations 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, 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**: SGC C115 1919 North University Drive NDSU Dept. 2625 PO Box 6050 Fargo, ND 58108 (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**: SGC C121 1919 North University Drive NDSU Dept. 2625 PO Box 6050 Fargo, ND 58108 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 Master's 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

CORE STANDARDS
1. Professional Counseling Orientation and Ethical Practice
a. history and philosophy of the counseling profession and its specialty areas 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 c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams d. the role and process of the professional counselor advocating on behalf of the profession 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 develop, 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 b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems d. approaches for assessing the conditions of the work environment on clients' life experiences e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development f. strategies for career development program planning, organization, implementation, administration, and evaluation g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy h. strategies for facilitating client skill development for career, educational, and life-work planning and management i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making j. ethical and culturally relevant strategies for addressing career development
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
j. use of symptom checklists, and personality and psychological testing
k. use of assessment results to diagnose developmental, behavioral, and mental disorders
l. 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

CLINICAL MENTAL HEALTH COUNSELING STANDARDS

1. Foundations

a. history and development of clinical mental health counseling
b. theories and models related to clinical mental health counseling
c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
e. psychological tests and assessments specific to clinical mental health counseling

2. Contextual Dimensions

a. role sand settings of clinical mental health counselors
b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
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
d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)*
e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
f. impact of crisis and trauma on individuals with mental health diagnoses
g. impact of biological and neurological mechanisms on mental health
h. classifications, indications, and contraindications for commonly prescribed

psychopharmacological medications for appropriate medical referral and consultation
i. legislation and government policy relevant to clinical mental health counseling
j. cultural factors relevant to clinical mental health counseling
k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
l. legal and ethical considerations specific to clinical mental health counseling
m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. Practice

a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
b. techniques and interventions for prevention and treatment of a broad range of mental health issues
c. strategies for interfacing with the legal system regarding court-referred clients
d. strategies for interfacing with integrated behavioral health care professionals
e. strategies to advocate for persons with mental health issues

SCHOOL COUNSELING STANDARDS

1. Foundations

a. history and development of school counseling
b. models of school counseling programs
c. models of P-12 comprehensive career development
d. models of school-based collaboration and consultation
e. assessments specific to P-12 education

2. Contextual Dimensions

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

3. Practice

a. development of school counseling program mission statements and objectives
b. design and evaluation of school counseling programs
c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
d. interventions to promote academic development
e. use of developmentally appropriate career counseling interventions and assessments

f. techniques of personal/social counseling in school settings
g. strategies to facilitate school and postsecondary transitions
h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
i. approaches to increase promotion and graduation rates
j. interventions to promote college and career readiness
k. strategies to promote equity in student achievement and college access
l. techniques to foster collaboration and teamwork within schools
m. strategies for implementing and coordinating peer intervention programs
n. use of accountability data to inform decision making
o. use of data to advocate for programs and students

APPENDIX B:
Timeline

Dates	Clinical Mental Health Counseling	School Counseling
BEFORE ADMISSION		
February 1st	• Apply to the program.	• Apply to the program.
February-March	• Participate in an on-campus interview.	• Participate in an on-campus interview.
UPON ACCEPANCE		
March-April	• Meet with your advisor to develop your plan of study and submit it to the graduate school. • Read the *Counselor Education Program Handbook.* • Read the *NDSU Graduate Bulletin.* • Read and sign the *Agreement* and submit to the Academic Assistant. • Set up your NDSU e-mail account. • Get your Bison ID card. • Register for Fall courses.	• Meet with your advisor to develop your plan of study and submit it to the graduate school. • Read the *Counselor Education Program Handbook.* • Read the *NDSU Graduate Bulletin.* • Read and sign the *Agreement* and submit to the Academic Assistant. • Set up your NDSU e-mail account. • Get your Bison ID card. • Register for Summer and Fall courses.
FIRST SUMMER		
May-July		• Attend short new student orientation. • Take courses: o CNED 712 o CNED 715 o CNED 732
FIRST FALL		
August	• Attend the new student orientation.	• Attend the new student orientation.
August-December	• Take courses: o CNED 710 o CNED 711 o CNED 720	• Take courses: o CNED 710 o CNED 711 o CNED 720 o CNED 728
November	• Register for Spring courses.	• Register for Spring courses. • Apply for Practicum by Nov 1st.
FIRST SPRING		
January-May	• Take courses: o CNED 713 o CNED 730 o CNED 723	• Take courses: o CNED 713 o CNED 729 o CNED 794-Practicum
April	• Register for Summer and Fall courses. • Apply for Practicum by April 1st.	• Register for Summer and Fall courses. • Apply to take comprehensive exam. • Apply for Internship by April 1st.
SECOND SUMMER		
May-July	• Take courses: o CNED 712 o CNED 715 o CNED 732	• Take courses: o EDUC 703 o CNED 714 o EDUC 731 o Teacher Ed Course or Elective

SECOND FALL		
August-December	• Take courses: ○ CNED 734 ○ CNED 890 ○ CNED 794-Practicum	• Take courses: ○ CNED 734 ○ CNED 794-Internship ○ Teacher Ed Course or Elective
November	• Register for Spring courses.	• Register for Spring courses. • Take comprehensive exam.
SECOND SPRING		
January-May	• Take courses: ○ CNED 716 ○ CNED 863 ○ Elective (if doing 6 credits of internship)	• Take courses: ○ CNED 716 ○ CNED 794-Internship • M.S. students schedule oral defense, complete *Notification of Scheduled Examination*, and submit to the Graduate School two weeks before exam date. • M.S. students submit *Report of Final Examination* to the Graduate School after the defense. • Contact graduate school and ensure that all requirements have been met to graduate. • Complete *Intent to Graduate Form*
April	• Register for Summer and Fall courses. • Apply to take comprehensive exam. • Apply for Internship by April 1st.	
May		• Graduate.
THIRD SUMMER		
May-July	• Take courses: ○ EDUC 703 ○ CNED 714 ○ CNED 731	
THIRD FALL		
August-December	• Take course: ○ CNED 794-Internship	
November	• Register for Spring courses. • Take comprehensive exam.	
THIRD SPRING		
January-May	• Take course: ○ CNED 794-Internship • M.S. students schedule oral defense, complete *Notification of Scheduled Examination*, and submit to the Graduate School two weeks before exam date. • M.S. students submit *Report of Final Examination* to the Graduate School after the defense. • Contact graduate school and ensure	

	that all requirements have been met to graduate. • Complete *Intent to Graduate Form*	
May	• Graduate.	

APPENDIX C:
Program Requirements

Clinical Mental Health Counseling M.Ed. Program

Curriculum Category & Required Courses	
I. Professional Counseling Orientation and Ethics	
	CNED 715 Professional Orientation and Ethics
II. Social and Cultural Diversity	
	CNED 716 Social and Cultural Foundations of Counseling
III. Helping Growth and Development	
	CNED 712 Counseling Across the Lifespan
	CNED 731 Counseling Children and Adolescents
IV. Career and Lifestyle Development	
	CNED 714 Career Counseling and Testing
V. Counseling and Helping Relationships	
	CNED 710 Counseling Techniques
	CNED 711 Counseling Theory
	CNED 732 Family Counseling
VI. Group Counseling and Group Work	
	CNED 720 Group Counseling
VII. Assessment and Testing	
	CNED 713 Assessment Techniques
	CNED 863 Advanced Clinical Assessment, Report Writing, and Treatment Planning
VIII. Research and Program Evaluation	
	EDUC 703 Research, Measurement and Program Eval.
IX. Clinical Practice	
	CNED 723 Psychopathology and Diagnosis
	CNED 730 Crisis and Trauma in Counseling Practice
	CNED 734 Dynamics of Addiction
	CNED 890: Graduate Seminar: Topics vary
X. Practicum: CNED 794A Practicum	
XI. Internship: CNED 794B Internship	
XII. Elective (if doing 6 credits of Internship)	
Total Credits = 60	

*Add 3 credits of thesis if completing the M.S. degree.

School Counseling, M.Ed. Program

Curriculum Category & Required Courses	
I. Professional Counseling Orientation and Ethics	
	CNED 715 Professional Orientation and Ethics
II. Social and Cultural Diversity	
	CNED 716 Social and Cultural Foundations of Counseling
III. Helping Growth and Development	
	CNED 712 Counseling Across the Lifespan
	CNED 731 Counseling Children and Adolescents
IV. Career and Lifestyle Development	
	CNED 714 Career Counseling and Testing
V. Counseling and Helping Relationships	
	CNED 710 Counseling Techniques
	CNED 711 Counseling Theory
	CNED 732 Family Counseling
VI. Group Counseling and Group Work	
	CNED 720 Group Counseling
VII. Assessment and Testing	
	CNED 713 Assessment Techniques
VIII. Research and Program Evaluation	
	EDUC 703 Research, Measurement and Program Eval.
IX. School Counseling Practice	
	CNED 728 Guidance Administration and Consulting
	CNED 729 Professional K-12 School Counseling
	CNED 734 Dynamics of Addiction
	Teacher Education Course or Elective
	Teacher Education Course or Elective
X. Practicum CNED 794A Practicum	
XI. Internship CNED 794B Internship	
XII. Elective (if doing 6 credits of Internship)	
	Total Credits = 60

*Add 3 credits of thesis if completing the M.S. degree.

Dual Track

Curriculum Category & Required Courses	
I. Professional Counseling Orientation and Ethics	
	CNED 715 Professional Orientation and Ethics
II. Social and Cultural Diversity	
	CNED 716 Social and Cultural Foundations of Counseling
III. Helping Growth and Development	
	CNED 712 Counseling Across the Lifespan
	CNED 731 Counseling Children and Adolescents
IV. Career and Lifestyle Development	
	CNED 714 Career Counseling and Testing
V. Counseling and Helping Relationships	
	CNED 710 Counseling Techniques
	CNED 711 Counseling Theory
	CNED 732 Family Counseling
VI. Group Counseling and Group Work	
	CNED 720 Group Counseling
VII. Assessment and Testing	
	CNED 713 Assessment Techniques
	CNED 863 Advanced Clinical Assessment, Report Writing, and Treatment Planning
VIII. Research and Program Evaluation	
	EDUC 703 Research, Measurement and Program Eval.
IX. School Counseling Practice	
	CNED 728 Guidance Administration and Consulting
	CNED 729 Professional K-12 School Counseling
IX. Clinical Practice	
	CNED 723 Psychopathology and Diagnosis
	CNED 730 Crisis and Trauma in Counseling Practice
	CNED 734 Dynamics of Addiction
X. Practicum: CNED 794A Practicum	
XI. Internships: CNED 794B School Counseling Internship **CNED 794B CMHC Internship**	
Total Credits = 66	

*Add 3 credits of thesis if completing the M.S. degree.

APPENDIX D:
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: _____

APPENDIX E:
Counseling Assessment Plan: Assessment Points Checklist

Assessment Points	Actions and Expectations

Assessment Point I:
Admissions Process
	• Review application
	  o 3.0 GPA
	  o Satisfactory letters of recommendation
	  o Satisfactory admissions essay
	• Interview prospective students
	  o Satisfactory responses in group interview
	  o Satisfactory responses in written essays
	  o Satisfactory responses in individual interview
	  o Satisfactory professional comportment in role-play

Assessment Point II:
Professional Dispositions Assessment
	• Review students' professional performance each semester
	  o Scores of 3 on all areas of the Professional Performance Standards Evaluation
	  o Scores below 3 recorded in an Incident Review Report and addressed in Remediation Plan

Assessment Point III: Student Learning Outcomes	• Align learning objectives and critical assignments with CACREP standards • Assess students' progress on critical assignments o Satisfactory scores on assessed CACREP standards

Assessment Point IV:
Pre-Practicum
	• Require Practicum application
	  o Documented successful completion of prerequisites
	  o Signed agreement to abide by ethical standards of conduct

Assessment Point V:
Pre-Internship
	• Require Internship application
	  o Documented successful completion of Practicum
	  o Satisfactory evaluations from Practicum instructor and/or site supervisor
	  o Signed agreement to abide by ethical standards of conduct

Assessment Point V:
Pre-Graduation
	• Assess comprehensive exam scores
	  o Passing scores on comprehensive exam or retake exam
	• Review Internship progress
	  o Satisfactory evaluations from Internship instructor and/or site supervisor
	• Review readiness for graduation
	  o Successful audit of graduation requirements

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