



Counselor Education Master's Program Handbook

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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,

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RESERVATION OF RIGHTS

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

Counselor Education Faculty

DISCLAIMER

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

State Board of Higher Education

EQUAL OPPORTUNITY INSTITUTION

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

North Dakota State University

NON-DISCRIMINATION POLICY

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

North Dakota State University

STUDENTS WITH DISABILITIES

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

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COUNSELOR EDUCATION PROGRAM HANDBOOK

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

MISSION

The NDSU Counselor Education Program's (CNED) mission is to provide state, national, and international students who represent a multicultural and diverse society with the appropriate academic preparation, clinical experiences, and personal growth opportunities that can be applied to their work as professional master's and doctoral degree level counselors and counselor educators. Faculty members strive to graduate students who are caring, compassionate, capable professional counselors and counselor educators who are aware of the importance of theory, research, and practice.

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

PROGRAM GOALS AND OBJECTIVES

The NDSU Counselor Education Program objectives and curriculum are based on what the faculty members, as a whole, believe to be the best that can be attained in the social context. Faculty members value input from students, staff, alumni, other professionals in the field, and concerned people and groups in the community. The program objectives and curriculum are guided by the standards promulgated by a variety of professional associations.

GOALS

1. To provide students with the appropriate academic preparation, clinical experiences, and personal growth opportunities that they can then apply in their work as professional counselors, educators, and supervisors.
2. To prepare students to work in an increasingly diverse world.
3. To help students recognize the vast needs of a multicultural society and to respect issues related to all people.

4. To assist students in research projects which reflect their interests and the needs of the counseling profession.
5. To promote student participation in professional counseling organizations and encourage licensure, certification, and/or credentialing.
6. To encourage self-awareness and self-reflection to help students become better counselors.
7. To seek a high level of professional and ethical behavior through supervision, self-assessment, and feedback from clients.

OBJECTIVES

1. Familiarize students with standards of the ACA, ASCA, CACREP, NCATE, AMCD, ASGW, AMHCA, NDESPB, and ACES as needed by the student's course of study and the needs of a multicultural society in which they will become professional counselors.
2. Provide instruction and experiences to prepare students to work as professional counselors in an ever-changing, fast-paced, and diverse world.
3. Encourage input from and consult with the Program Advisory Committee, NDCA, NDSCA, NDMHCA, NDACES, public and private schools, counseling agencies, and community leaders.
4. Survey current and former students and employers to gather data useful to program assessment, development, and improvement.
5. Require research on current developments in the counseling profession, current societal needs, technology, and projections for changes in the counseling profession.
6. Continually assess and evaluate public, student, faculty, and program needs.

PROGRAM ACCREDITATION

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.

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

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

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 track 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

Students in the School Counseling track are prepared to work in elementary, middle, secondary, and/or K-12 environments. The School Counseling track requires a minimum of 48 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, advanced practitioners, and educators. 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 (4 semester credits)
- Earn a passing score on the comprehensive exam
- Satisfactorily complete, defend, and receive committee approval on a master's thesis

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 900 Internship hours (6 semester credits)
- Earn a passing score on the comprehensive exam

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

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.

Prior to formal admission to the program, prospective students may apply up to, but not exceeding, 10 credits taken from the NDSU Counselor Education Program toward their master's degree plan of study.

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 for domestic students can be obtained online at
https://www.ndsu.edu/gradschool/prospective_students/domestic_applicants/

Applications for international students can be obtained online at
https://www.ndsu.edu/gradschool/prospective_students/international_applicants/

Questions about the program should be directed to the Academic Assistant:

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

INTERVIEW

If faculty members deem a prospective master's student's application promising, faculty members will invite her or him to an on-campus interview. During the interview, students will gain more information about the Counselor Education Program, write two essays, participate in a group interview, engage in an individual interview with one faculty member, participate in a role play activity, and meet with current students. After the interview, faculty members will make admissions and advising decisions, and students will be notified of their status. In accordance with CACREP standards, the Counselor Education Program faculty members assess prospective students' (a) career goals, (b) aptitude for graduate-level work, (c) potential ability to form

relationships, and (d) respect for cultural differences when making admissions decisions. If the faculty members determine additional information is needed regarding an applicant's background, the applicant will be asked to sign a release so needed information may be obtained. Prospective students will not be accepted if they have already accepted and enrolled in another graduate program.

ACCEPTANCE

If accepted to the program, students will be admitted as full standing. Admitted students should become familiar with the University, the Graduate School (*NDSU Graduate Bulletin*), and the Counselor Education Program policies, procedures, and timelines. If, after being accepted to the program, a student exhibits unprofessional conduct, faculty members may rescind her or his acceptance into the program. All faculty decisions are final.

COMMITMENT

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

AGREEMENT

Upon acceptance to the program and *before* students start their first classes, they are required to read and sign the agreement located at the conclusion of this handbook and submit it to the Academic Assistant. 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 August of every year, the Counselor Education Program faculty members hold a new student orientation for master's students. It is mandatory that students attend this event, 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 Appendix B.*

ADVISING

Upon admission to the program, students are assigned to Counselor Education faculty advisors for the duration of their time in the program. The advisor assists 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*. This plan must be approved by the Head of the School of Education, the Dean of the College of Human Development and Education, and the Graduate Dean. Extension courses and workshop credits cannot be applied to the graduate degree. Individual studies may be designed for the

special interests of students; however, such courses must have prior approval by the student's advisor.

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

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

REGISTRATION

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

COURSELOAD

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

TRANSFER CREDITS

A maximum of 10 graduate semester credits may be transferred from other accredited graduate programs. Students should 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.

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/bisonconnection/finaid/>

GRADUATE ASSISTANTSHIPS

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

CAMPUS RESOURCES

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

INFORMATION TECHNOLOGY

A number of hardware and software resources, along with technical support, are provided by the Information Technology Center. Students can access the center at:

<https://www.ndsu.edu/its/>

LIBRARY SERVICES

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

<https://library.ndsu.edu/>

GRADUATE CENTER FOR WRITERS

The Graduate Center for Writers provides graduate students with assistance in composing papers for class or manuscripts for publication. Students can learn more about the center at:

https://www.ndsu.edu/centers/graduate_writers/

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/bisonconnection/>

WALLMAN WELLNESS CENTER

The Wallman Wellness Center provides wellness education and resources, fitness equipment and facilities, and recreational programs. Students can learn more about the Wallman Wellness Center at:

<https://www.ndsu.edu/wellness/>

PROFESSIONAL COUNSELING ASSOCIATIONS

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

American Counseling Association

<https://www.counseling.org/>

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/>

Association for Specialists in Group Work

<http://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 through the Interactive Video Network. Class sizes are kept small (maximum of around 20 students) to ensure more personalized and individualized attention. Clinical courses include no more than 6 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 and to graduate.

During *CNED 720 Group Counseling*, students must successfully complete 15 hours as a participant in a small group.

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. 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 her/his 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 in April or November of the semester prior to the semester they wish to take Practicum. (The *Master's Practicum Application* can be found in Appendix E). Counselor Education faculty members reserve the right to delay practicum enrollment for reasons other than academic concerns.

3. Background Check: Students must be fingerprinted and pass a background check before starting practicum.
4. Professional Liability Insurance: Students must purchase and maintain professional liability insurance throughout the duration of practicum.
5. Experience Requirements: Students must complete and document a minimum of 100 hours of supervised experience. Of these hours, 40 must be in direct service to clients, including individual counseling and group work.
6. Supervision Requirements: Students must engage in one hour of weekly individual or triadic supervision and 1.5 hours of group supervision each week. Both individual/triadic and group supervision must be completed by a Counselor Education faculty member 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 move 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 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 in April or November of the semester prior to the semester they wish to take Internship. (The *Master's Internship Application* can be found in Appendix F). Counselor Education faculty members reserve the right to delay Internship enrollment for reasons other than academic concerns.
3. Site Selection: Students must secure appropriate internship sites. 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 if they are completing the M.S. and 900 hours of supervised experience if they are completing the M.Ed. 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 Counselor Education 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 in April or November of the semester prior to the semester they wish to take Internship. (The *Master’s Internship Application* can be found in Appendix F). Counselor Education faculty members reserve the right to delay internship enrollment for reasons other than academic concerns.
3. Site Selection: Students must secure appropriate internship sites. 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 sites. 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 if they are completing the M.S. and 900 hours of supervised experience if they are completing the M.Ed. 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.
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.

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. 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 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.

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

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. The exam 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. Application: Students must apply in April or November of the semester prior to the semester they wish to take their comprehensive exams. (The *Comprehensive Exam Application* can be found in Appendix G).
2. Preparation: As students complete coursework, they should save all notes and textbooks as this information will be invaluable in preparing for the exam.
3. Exam Dates: Exams will be offered each fall in November and each spring in April. 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, she or he will need to take the exams in November. If a student plans to graduate in a December commencement, she or he will need to take the exams in April. This will allow sufficient time to prepare for rewriting the exams if necessary.
4. Results: Passing scores on comprehensive exams will be determined based on national norms. Students who do not pass the comprehensive exam (or any section of the comprehensive exam) will be required to retake it.

RETAKES

There are two options for retaking the comprehensive exam.

- Option 1: The first option is to take the entire CPCE exam when it is offered again.

- Option 2: The second option is to complete take-home essays. The student will be given an in-depth essay question for each of the CACREP areas she or he did not pass on the CPCE. The take-home format will allow students to carefully review their resources and reflectively compose their answers, but their work must be their own. Students will sign and date an affidavit indicating that the answers turned in are solely their own work and that they did not receive help in composing the answers. All answers will be closely scrutinized, and if plagiarism is suspected, appropriate action will be taken and may result in expulsion from the university. To score the exams, two faculty members (not the students' advisor) will anonymously review the essays based on guidelines below. If a student does not receive an average passing score (3) by the two faculty members, a third faculty member will review the exam. The following numerical scores are offered along with a summary of what that score might reflect. Students should carefully consider these criteria in composing their answers.

1 – Fails to Meet Expectations:

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

2 – Partially Meets Expectations:

- a. Meets some of the criteria listed in category 3
- b. Contains some of the flaws noted in category 1

3 – Meets Expectations:

- a. Is well written and grammatically correct
- b. Uses appropriate terminology and uses it correctly
- c. Uses theories and facts correctly
- d. Includes citations if these are required by the question
- e. Directly and thoroughly answers all components of the question without adding superfluous or peripheral 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. Presents both sides of an issue that is open for debate rather than simply stating an opinion
- e. Draws upon and synthesizes information from various courses as well as current literature in the field

If a student does not meet content standards a second time in either the conventional or essay exam, the student will not be eligible to complete the Counselor Education Program.

STUDENT RETENTION, REMEDIATION, AND DISMISSAL

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

ACADEMIC WARNING AND PROBATION

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

PROFESSIONAL DISPOSITIONS AND PERFORMANCE STANDARDS

Being an effective counselor requires more than what can be learned in a classroom setting. In addition to meeting the academic standards, students are expected to conduct themselves in an ethical, responsible, and professional manner. They must adhere to the most current American Counseling Association (ACA) Code of Ethics and the Association for Specialists in Group Work (ASGW) 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 review all students according to their compliance with the Professional Performance Standards Evaluation (PPSE). Concerns about a student's personal characteristics or professional performance may be addressed at any time during the student's tenure in the counseling program. The Professional Performance Standards are as follows:

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

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

1. Faculty Review: Faculty members will convene at least once a semester to discuss each student's professional performance. The student's advisor will document any concerns about a student's performance in an *Incident Review Report* (see Appendix H).
*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, and/or for students who violate the NDSU Code of Student Conduct. In such cases, and depending upon the level of perceived threat, the combined faculty may recommend discontinuation in the Counselor Education Program without opportunity for student remediation.
2. Incident Review Report and Remediation Plan: 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 an *Incident Review Report*, which will include the deficient rating(s) and the issuing professor's explanation for the ratings. Next, the student, her or his advisor, and the issuing professor will complete a *Remediation Plan* (see Appendix H) that outlines needed remedial actions. Finally, the student, the advisor, and the issuing

professor will sign the *Incident Review Report and Remediation Plan* and retain copies of them.

3. **Multiple Incident Review Reports:** If a student receives more than one *Incident Review Report* during her or his time in the program or fails to show reasonable progress in resolving deficiencies previously cited, she or he will be required to meet with the issuing professor(s) and her or his advisor in accordance with the procedures previously outlined. Depending upon the nature of new performance concerns and/or the reasons for the student's failure to comply with previously determined remedial action plans, the issuing professor and advisor will consult the full Counselor Education Faculty regarding the development of alternative remedial strategies and/or evaluation of the student's fitness for continuation in the Counselor Education Program. Faculty members will retain copies of new or revised *Incident Review Reports and Remedial Plan* forms.
4. **Dismissal:** If the problem has not been resolved, faculty may recommend student dismissal. All Faculty recommendations for denial of a student's continuance in the Counselor Education Program will be forwarded to the Head of the School of Education.

CRITERIA FOR PROFESSIONAL PERFORMANCE STANDARDS EVALUATIONS

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

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

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

<ul style="list-style-type: none"> • Expressions of feeling were inappropriate to the setting • Was resistant to discussion of feelings in supervision. 	<ul style="list-style-type: none"> the setting--responsive to supervision. • Willing to discuss own feelings in supervision when directed. 	
9. Attention to ethical and legal considerations (rated from Inattentive [1] to Attentive [5])		
<ul style="list-style-type: none"> • Engaged in dual relationships with clients. • Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. • Endangered the safety and the well being of clients. • Breached established rules for protecting client confidentiality. 	<ul style="list-style-type: none"> • Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients. • Was responsive to supervision for occasional insensitivity to diversity in professional interactions. • Used judgment that could have put client safety and well being at risk. • Used judgment that could have put client confidentiality at risk. 	<ul style="list-style-type: none"> • Maintained clear personal-professional boundaries with clients. • Demonstrated consistent sensitivity to diversity. • Satisfactorily ensured client safety and well-being. • Appropriately safeguarded the confidentiality of clients.
10. Initiative and motivation (rated from Poor Initiative and Motivation [1] to Good Initiative and Motivation [5])		
<ul style="list-style-type: none"> • Missed the maximum allowable classes and deadlines. • Rarely participated in class activities. • Often failed to meet minimal expectations in assignments. • Displayed little or no initiative and creativity in assignments. 	<ul style="list-style-type: none"> • Often missed deadlines and classes. • Usually participated in class activities. • Met only the minimal expectations in assigned work. • Showed some initiative and creativity in assignments. 	<ul style="list-style-type: none"> • Met all attendance classes and deadlines. • Regularly participated in class activities. • Met or exceeded expectations in assigned work. • Consistently displayed initiative and creativity in assigned work
11. Attention to and sensitivity to diversity issues (rated from Poor Attention and Sensitivity [1] to Good Attention and Sensitivity [5])		
<ul style="list-style-type: none"> • Demonstrated culture specific world view. • Displayed lack of awareness of own cultural and ethnic contexts. • Showed an unwillingness to accept a relationship 	<ul style="list-style-type: none"> • Demonstrated willingness to broaden world view. • Displayed explorations of own cultural and ethnic context. • Showed some understanding of how 	<ul style="list-style-type: none"> • Demonstrated a broad worldview. • Displayed inclusivity of many variables (gender, sexual orientation, race, physical differences,

between counseling and diversity issues. • Displayed judgmental and prejudicial comments or behaviors.	diversity affects counseling.	in definition of diversity. • Consistently showed how diversity issues affect counseling. • Willingness to advocate for others' attention and sensitivity to diversity issues.
12. Professionalism and Professional Identity (rated from Poor Professionalism [1] to Good Professionalism [5])		
• Unaware of professional organizations. • Lacked knowledge regarding counselor certification and licensure. • Displayed little or no evidence of developing a theoretical orientation and method of counseling practice.	• Joined professional organization. • Demonstrated understanding of counseling certification and licensure. • Showed some evidence of conceptualizing a theoretical orientation and method of counseling practice.	• Participated in professional conferences and workshops. • Actively pursued appropriate credentialing process. • Consistently displayed an ability to conceptualize and articulate a theoretical orientation and method of counseling practice.

APPEALS

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

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

More specific information on the appeals process can be found at:

<https://bulletin.ndsu.edu/graduate/graduate-school-policies/graduate-student-appeals/>

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

LEAVES

LEAVE OF ABSENCE

A student who needs to leave the program for personal reasons such as a psychological, medical, or financial concern should discuss her or his situation with her or his advisor. From there, the

student can fill out the *Request for Leave of Absence from Graduate School* form and submit it. The form can be found here: <https://bulletin.ndsu.edu/graduate/graduate-school-policies/#exatext>

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 here: <https://bulletin.ndsu.edu/graduate/graduate-school-policies/#exatext>

PERSONAL COUNSELING

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

LOCAL COUNSELING AGENCIES

Prairie St. John's
(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

GRADUATION

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

Students seeking the M.S. degree must successfully pass the oral defense. Two weeks prior to the defense date, M.S. students should complete the *Request to Schedule Oral Examination* form and forward it to the Graduate School. When all defense requirements have been met, the faculty will complete the *Report of Final Examination* form and send it to the Graduate School.

ENDORSEMENT FOR LICENSURE/CERTIFICATION

As soon as possible, students should document and discuss with their advisor qualifications for any endorsement they seek from the program. All endorsements are subject to the students'

abilities to demonstrate they have met the criteria for such endorsements and are subject to criteria established by professional counseling organizations and professional ethics.

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

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

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

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 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: Clinical Mental Health Counseling, Counselor Education, Counselor Supervision, Constructivist Counseling Approaches, Women as Faculty Members, Counseling Adolescents, Shame and Vulnerability, Mentorship

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Brenda S. Hall, Ed.D.*Professor**Program Coordinator***Doctorate:** Virginia Polytechnic Institute and State University – 1993**Degree Field:** Counseling and Student Personnel Services**Areas of Specialization:** Community/School Partnerships, Intimate Partner Violence, Collaborative Group Processes, Assessment in Counselor Education, Competency-Based Counseling Approaches, Relational-Cultural Theory**Contact:** SGC C1191919 North University Drive
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(701) 231-8077Brenda.Hall@ndsu.edu**Carol E. Buchholz Holland, Ph.D.***Associate Professor**School Counseling Program 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 C1201919 North University Drive
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James S. Korcuska, Ph.D., LPC, NCC*Associate Professor**Clinic Director of NDSU Community Counseling Services***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

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James.Korcuska@ndsu.edu**Todd F. Lewis, Ph.D., LPC, NCC***Associate 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

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Jodi L. Tangen, Ph.D., NCC

Assistant Professor

Doctorate: The University of North Carolina at Greensboro

Degree Field: Counseling and Counselor Education

Areas of Specialization: Clinical Supervision; Relational Depth; Spirituality/Religion in Counseling; Existential, Jungian, and Emotion-Focused Approaches to Counseling

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**Carol Nelson**

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AGREEMENT

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

Student Name (Please Print): _____

I hereby attest that I have read and understand the most current *Counselor Education 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 impairment and/or characterological issues, and/or fail to demonstrate a satisfactory level of professional performance. Any documentation of such actions will become part of my permanent academic record.

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

Student Signature: _____ Date: _____

Received Date: _____

**APPENDIX A:
CACREP 2016 Standards**

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 intentional 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

<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 and 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

<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 Track	School Counseling Track
BEFORE ADMISSION		
February 1 st	<ul style="list-style-type: none"> • Apply to the program. 	<ul style="list-style-type: none"> • Apply to the program.
February-March	<ul style="list-style-type: none"> • Participate in an on-campus interview. 	<ul style="list-style-type: none"> • Participate in an on-campus interview.
UPON ACCEPANCE		
March-April	<ul style="list-style-type: none"> • Meet with your advisor to develop your plan of study and submit it to the graduate school. • Read the <i>Counselor Education Program Handbook</i>. • Read the <i>NDSU Graduate Bulletin</i>. • Read and sign the <i>Agreement</i> and submit to the Academic Assistant. • Set up your NDSU e-mail account. • Get your Bison ID card. • Register for Fall courses. 	<ul style="list-style-type: none"> • Meet with your advisor to develop your plan of study and submit it to the graduate school. • Read the <i>Counselor Education Program Handbook</i>. • Read the <i>NDSU Graduate Bulletin</i>. • Read and sign the <i>Agreement</i> 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		<ul style="list-style-type: none"> • Take courses: <ul style="list-style-type: none"> ○ CNED 712 ○ CNED 715 ○ EDUC 703
FIRST FALL		
August	<ul style="list-style-type: none"> • Attend the new student orientation. 	<ul style="list-style-type: none"> • Attend the new student orientation.
August-December	<ul style="list-style-type: none"> • Take courses: <ul style="list-style-type: none"> ○ CNED 710 ○ CNED 711 ○ CNED 720 	<ul style="list-style-type: none"> • Take courses: <ul style="list-style-type: none"> ○ CNED 710 ○ CNED 711 ○ CNED 720 ○ CNED 728
November	<ul style="list-style-type: none"> • Register for Spring courses. 	<ul style="list-style-type: none"> • Register for Spring courses. • Apply for Practicum.
FIRST SPRING		
January-May	<ul style="list-style-type: none"> • Take courses: <ul style="list-style-type: none"> ○ CNED 713 ○ CNED 730 ○ CNED 723 	<ul style="list-style-type: none"> • Take courses: <ul style="list-style-type: none"> ○ CNED 713 ○ CNED 729 ○ CNED 794-Practicum
April	<ul style="list-style-type: none"> • Register for Summer and Fall courses. • Apply for Practicum. 	<ul style="list-style-type: none"> • Register for Summer and Fall courses. • Apply to take comprehensive exam. • Apply for Internship.
SECOND SUMMER		
May-July	<ul style="list-style-type: none"> • Take courses: <ul style="list-style-type: none"> ○ CNED 712 ○ CNED 715 ○ CNED 703 	<ul style="list-style-type: none"> • Take courses: <ul style="list-style-type: none"> ○ CNED 732 ○ CNED 714

SECOND FALL		
August-December	<ul style="list-style-type: none"> Take courses: <ul style="list-style-type: none"> CNED 734 CNED 735 CNED 794-Practicum 	<ul style="list-style-type: none"> Take courses: <ul style="list-style-type: none"> CNED 734 CNED 794-Internship
November	<ul style="list-style-type: none"> Register for Spring courses. 	<ul style="list-style-type: none"> Register for Spring courses. Take comprehensive exam.
SECOND SPRING		
January-May	<ul style="list-style-type: none"> Take courses: <ul style="list-style-type: none"> CNED 716 CNED 864 Elective 	<ul style="list-style-type: none"> Take courses: <ul style="list-style-type: none"> CNED 716 CNED 794-Internship M.S. students schedule oral defense, complete <i>Request to Schedule Oral Examination</i>, and submit to the Graduate School two weeks before exam date. M.S. students submit <i>Report of Final Examination</i> to the Graduate School after the defense. Contact graduate school and ensure that all requirements have been met to graduate.
April	<ul style="list-style-type: none"> Register for Summer and Fall courses. Apply to take comprehensive exam. Apply for Internship. 	
May		<ul style="list-style-type: none"> Graduate.
THIRD SUMMER		
May-July	<ul style="list-style-type: none"> Take courses: <ul style="list-style-type: none"> CNED 732 CNED 714 	
THIRD FALL		
August-December	<ul style="list-style-type: none"> Take courses: <ul style="list-style-type: none"> CNED 794-Internship CNED 767 or Elective 	
November	<ul style="list-style-type: none"> Register for Spring courses. Take comprehensive exam. 	
THIRD SPRING		
January-May	<ul style="list-style-type: none"> Take course: <ul style="list-style-type: none"> CNED 794-Internship M.S. students schedule oral defense, complete <i>Request to Schedule Oral Examination</i>, and submit to the Graduate School two weeks before exam date. M.S. students submit <i>Report of Final Examination</i> to the Graduate School after the defense. 	

	<ul style="list-style-type: none"> Contact graduate school and ensure that all requirements have been met to graduate. 	
May	<ul style="list-style-type: none"> Graduate. 	

APPENDIX C: Curriculum

Core Curriculum and Prerequisites

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

Course Number	Course Title	Credits	Prerequisite(s)
EDUC 703	Research, Measurement, and Program Evaluation	3	None
CNED 710	Counseling Techniques	3	Admission
CNED 711	Counseling Theory	3	Admission
CNED 712	Dynamics of Self	3	Admission or <u>instructor's permission</u>
CNED 713	Assessment Techniques	3	Admission, CNED 710 and CNED 711
CNED 714	Career Counseling and Testing	3	Admission or <u>instructor's permission</u>
CNED 715	Professional Orientation and Ethics	3	Admission
CNED 716	Social and Cultural Foundations of Counseling	3	Admission, CNED 710 and CNED 711
CNED 720	Group Counseling	3	Admission
CNED 730	Crisis and Trauma in Counseling Practice	3	Admission, CNED 710 and CNED 711
CNED 732	Family Counseling	3	Admission, CNED 710 and CNED 711
CNED 734	Dynamics of Addiction	3	Admission, CNED 710 and CNED 711
CNED 794A	Practicum	3	Admission and <u>instructor's permission</u> (see Appendix E)
CNED 794B	Internship	4 - 6*	Practicum (see Appendix F)

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

Clinical Mental Health Counseling Curriculum and Prerequisites

In addition to the program core requirements previously listed, the following courses are required for the Clinical Mental Health Counseling Program:

Course Number	Course Title	Credits	Prerequisite(s)
CNED 723	Psychopathology and Diagnosis for Counselors	3	Admission or instructor's permission
CNED 735	Clinical Mental Health Counseling	3	Admission or instructor's permission
CNED 863	Advanced Clinical Assessment for Report Writing and Treatment Planning	3	Admission or instructor's permission

School Counseling Curriculum and Prerequisites

In addition to the core requirements previously listed, the following courses are required for the School Counseling Program:

Course Number	Course Title	Credits	Prerequisite(s)
CNED 728	Guidance Administration and Consulting	3	Admission or instructor's permission
CNED 729	Professional K-12 School Counseling	3	Admission or instructor's permission

APPENDIX D: Course Sequencing

It is expected that the courses listed below will be offered on the year and the semester indicated, however changes may occur. For the latest schedule, please contact your advisor or the academic assistant.

Year	Semester	Master's Class Title	Class Number
Every	Su	Research, Meas., & Program Eval.	EDUC 703
Every	Fa	Guidance Admin. & Consult.	CNED 728
Every	Fa	Clinical Mental Health Counseling	CNED 735
Every	Fa	Counseling Theory	CNED 711
Every	Su	Dynamics of Self	CNED 712
Every	Sp	Prof. K-12 School Counseling	CNED 729
Every	Sp	Social & Cultural Foundations	CNED 716
Every	Su	Career Counseling & Testing	CNED 714
Every	Sp	Assessment Techniques	CNED 713
Every	Fa	Counseling Techniques	CNED 710
Every	Su	Professional Orientation & Ethics	CNED 715
Every	Fa	Group Counseling	CNED 720
Every	Sp	Psychopathology & Diagnosis	CNED 723
Every	Sp	Crisis and Trauma in Counseling	CNED 730
Every	Su	Family Counseling	CNED 732
Every	Fa	Dynamics of Addiction	CNED 734
Every	Sp	Advanced Clinical Assessment	CNED 863
Every	Fa & Sp	Practicum	CNED 794A
Every	Fa & Sp	Internship	CNED 794B

*All electives will be delivered as agreed upon by the faculty members

APPENDIX E:
Master's Practicum Application

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

Student Name (Please Print): _____

Desired Semester/Year Enrollment: _____

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

_____ CNED 710 Counseling Techniques _____

_____ CNED 711 Counseling Theory _____

_____ CNED 715 Professional Orientation _____

_____ CNED 720 Group Counseling _____

Please read carefully, sign, and date.

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

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

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

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

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Received Date: _____

APPENDIX F: Master's Internship Application

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

Student Name (Please Print): _____

Start Date (Semester/Year): _____

Circle: Clinical Mental Health Counseling School Counseling Both

Please complete the following table for each approved site.

Internship Site #1	
Site Supervisor	
Address	
Phone Number	
Approximate Start/End Dates	
Expected Number of Accrued Hours	
Internship Site #2	
Site Supervisor	
Address	
Phone Number	
Approximate Start/End Dates	
Expected Number of Accrued Hours	
Internship Site #3	
Site Supervisor	
Address	
Phone Number	
Approximate Start/End Dates	
Expected Number of Accrued Hours	

(continued on next page)

Please read carefully, sign, and date.

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

I have read and understand the most current *American Counseling Association (ACA) Code of Ethics* and will practice my counseling in accordance with these standards. Any breach of these ethics or other unethical behavior on my part will result in my removal from Internship, a failing grade, and possible expulsion from the program. Documentation of such behavior will become part of my permanent record.

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

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

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

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

Received Date: _____

**APPENDIX G:
Comprehensive Exam Application**

This application form must be submitted to the Counselor Education Program Academic Assistant by November 1st to take the exam the following Spring and by April 1st to take the exam the following Fall. The exam should be taken the semester prior to the semester intended to graduate.

Student Name (Please Print): _____

Desired Semester/Year Exam Date: _____

Please read carefully, sign, and date.

I hereby attest that I have completed all of the necessary coursework to take the comprehensive exam. I understand that if I do not pass the exam, I will be required to retake it or a portion of it via essay questions. I agree that I will keep exam materials and information confidential.

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Received Date: _____

**APPENDIX H:
Incident Review Report and Remediation Plan**

Student: _____ Date: _____

Advisor: _____

Issuing Professor: _____

Deficient Ratings and Explanations:

Remediation Plan:

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Issuing Professor Signature: _____ Date: _____

APPENDIX I:

Advisee Assessment Guide and Advisee Assessment Points Grid

Assessment Guide

Revised: 4/28/16

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

Assessment Point I

Admissions Process

At Assessment Point I, all faculty members will assess each candidate for his/her readiness for acceptance into the program. Assessment will be made utilizing the application materials and process. This includes but is not limited to the following: initial application packet, answers to essay questions, answers during the group and individual interviews, and professional comportment during the role-plays.

Assessment Point II

Professional Dispositions Assessment

At Assessment Point II, it is the advisor's responsibility to present to the other faculty members, each of her/his advisee's progress in the program using the Professional Performance Standards Evaluation (PPSE). This assessment point includes academic success in the classes completed by the advisee and the disposition evaluation. The advisor may also contribute her/his opinion regarding the student's personal/professional growth.

Assessment Point III

Student Learning Outcomes (Courses)

Curriculum Mapping is linked to CACREP Standards. Learning Objectives are stated and Critical Assignments are identified. Outcome evaluation strategies and assessment tools are utilized. Assessment results are analyzed and are used to modify courses and the program in general.

Assessment Point IV

Pre-Practicum

Coursework is completed and the student has demonstrated understanding of the content of each of the following courses: CNED 710, 711, 715, and 720. Students must maintain an overall GPA of 3.0 throughout the program and apply for Practicum.

Assessment Point V

Pre-Internship

At Assessment Point V, it is the responsibility of the Practicum instructor of record, in consultation with the student's advisor, to present to the Internship supervisor the student's readiness for Internship. It is the responsibility of the Practicum instructor of record to complete

an evaluation of the student's counseling and professional skills and return it to the student's educational file.

Assessment Point VI

Pre-graduation

The student has demonstrated the application of knowledge and skills and has received satisfactory instructor evaluations in Internship. The Internship site supervisor has also recorded a satisfactory evaluation of the student's Internship. At Assessment Point VI, the student has successfully completed all graduation requirements including the comprehensive examination (CPCE), the Graduate School's audit of the Plan of Study, and the Transcript Review.

Counseling Assessment Plan: Assessment Points Checklist

Assessment Points	Actions and Expectations
Assessment Point I: Admissions Process	<ul style="list-style-type: none"> Review application <ul style="list-style-type: none"> 3.0 GPA Satisfactory letters of recommendation Satisfactory admissions essay Interview prospective students <ul style="list-style-type: none"> Satisfactory responses in group interview Satisfactory responses in written essays Satisfactory responses in individual interview Satisfactory professional comportment in role-play
Assessment Point II: Professional Dispositions Assessment	<ul style="list-style-type: none"> Review students' professional performance each semester <ul style="list-style-type: none"> Scores of 3 on all areas of the Professional Performance Standards Evaluation Scores below 3 recorded in an Incident Review Report and addressed in Remediation Plan
Assessment Point III: Student Learning Outcomes	<ul style="list-style-type: none"> Align learning objectives and critical assignments with CACREP standards Assess students' progress on critical assignments <ul style="list-style-type: none"> Satisfactory scores on assessed CACREP standards
Assessment Point IV: Pre-Practicum	<ul style="list-style-type: none"> Require Practicum application <ul style="list-style-type: none"> Documented successful completion of prerequisites Signed agreement to abide by ethical standards of conduct
Assessment Point V: Pre-Internship	<ul style="list-style-type: none"> Require Internship application <ul style="list-style-type: none"> Documented successful completion of Practicum Satisfactory evaluations from Practicum instructor and/or site supervisor Signed agreement to abide by ethical standards of conduct
Assessment Point V: Pre-Graduation	<ul style="list-style-type: none"> Assess comprehensive exam scores <ul style="list-style-type: none"> Passing scores on comprehensive exam or retake exam

	<ul style="list-style-type: none">• Review Internship progress<ul style="list-style-type: none">○ Satisfactory evaluations from Internship instructor and/or site supervisor• Review readiness for graduation<ul style="list-style-type: none">○ Successful audit of graduation requirements
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This handbook is a work in progress and we invite feedback from interested parties. The Counselor Education Program can be reached by calling (701) 231-7202 and asking to speak with the Academic Assistant or by e-mail at C.Nelson@ndsu.edu.