



Counselor Education Doctoral Program Handbook

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To Students and Prospective Students:

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

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

The *Counselor Education Doctoral Program Handbook* is regularly updated. We value your feedback about program procedures, policies, and practices, so be sure to discuss any potential changes with your advisor. Counselor Education Program Faculty members honor your opinions and depend on you to keep us informed about how the program is serving you.

If, after reading the *Handbook*, you have questions, please contact one of the faculty members in person or by e-mail or phone.

Sincerely,

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RESERVATION OF RIGHTS

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

~ Counselor Education Faculty

DISCLAIMER

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

~ State Board of Higher Education

EQUAL OPPORTUNITY INSTITUTION

North Dakota State University is fully committed to equal opportunity in employment decisions and educational programs and activities, in compliance with all applicable federal and state laws and including appropriate

COUNSELOR EDUCATION PROGRAM HANDBOOK

The North Dakota State University (NDSU) Counselor Education Program (CNED) is housed within the Human Development and Family Science Department within the College of Health and Human Sciences. Degrees offered include Master of Education (M.Ed.) and Master of Science (M.S.) degrees in Clinical Mental Health Counseling, with a specialty track in Addictions Counseling, along with a Doctor of Philosophy degree (Ph.D.) in Counselor Education and Supervision. The CMHC and doctoral programs are CACREP-accredited and known in the region for high quality. We are pursuing CACREP-accreditation for the Addictions specialty track.

MISSION

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

PROGRAM OBJECTIVES

The NDSU counseling faculty expect students to:

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

PROGRAM ACCREDITATION

The Clinical Mental Health Counseling Program and the Ph.D. in Counselor Education and Supervision are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and approved by the North Dakota State Board of Higher Education. Attending an accredited program is essential to a quality learning experience and will increase job opportunities for graduates. Additionally, NDSU is accredited by the Higher Learning Commission (HLC).

In addition to our specific goals and outcomes, we have established program objectives and key performance indicators related to the CACREP standards. Our PhD program accreditation-specific key performance indicators include the following:

Students will demonstrate an understanding of:

1. Counseling: methods of evaluating counseling effectiveness
2. Supervision: evaluation, remediation, and gatekeeping in counseling supervision
3. Teaching: roles and responsibilities related to educating counselors
4. Research and Scholarship: research questions or hypotheses appropriate for professional research and publication
5. Leadership and Advocacy: role of self-care in advocacy and leadership

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

DOCTORAL PROGRAM

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

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

To successfully complete the doctoral program, students must:

- Complete all required coursework with at least a 3.0 GPA (60 total credits)
- Obtain at least a 3 on all dispositions forms and/or successfully complete a remediation plan

- Satisfactorily complete 100 Practicum hours (3 credits) 600 Internship hours (6 credits)
- Successfully complete written and oral comprehensives
- Successfully complete and defend dissertation

PROGRAM DELIVERY TYPES

Our doctoral program is delivered face-to-face in Fargo, ND. A few courses may be offered in an online and/or hybrid method; however, these are not guaranteed. Students should plan to move to the Fargo-Moorhead area to complete their studies.

ADMISSION

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

APPLICATION

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

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

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

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

ADMISSION CRITERIA

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

- Meet graduate school minimum requirements for admission and have evidence of academic aptitude for doctoral-level study.
- Have a master's degree in counseling, or a closely related field that aligns with CACREP standards. Graduates from CACREP-accredited programs receive preference

- Show evidence of excellent oral and written communication skills, and professional potential by submitting a statement of purpose essay. The applicant's statement of purpose should address: (1) goals for obtaining a doctoral degree; (2) professional experience; (3) research interests; and (4) potential for scholarship, professional leadership, and advocacy.
- Show evidence of cultural sensitivity and awareness.
- Understand and comply with the American Counseling Code of Ethics (or ASCA ethical standards where appropriate).
- Sign a disclosure statement regarding activities which may be deemed inappropriate by professional and/or ethical standards.
- Complete all international student requirements, where appropriate.

INTERVIEW

If a prospective doctoral student's application demonstrates potential, faculty members will invite the individual to an on-campus interview. During the interview, students will gain more information about the Counselor Education Program, participate in an individual interview and a group interview, and meet with current students and faculty members. After the interview, faculty members will make admissions and advising recommendations to the Graduate School, and students will be notified of their status. In accordance with CACREP standards, the Counselor Education Program faculty members assess prospective students' (a) career goals, (b) aptitude for graduate-level work consistent with program delivery type, and (c) potential ability to form relationships with diverse populations. If the faculty members determine additional information is needed regarding an applicant's background, the applicant will be asked to sign a release so needed information may be obtained.

DECISION

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

ACCEPTANCE

Admitted students should become familiar with the University, the Graduate School (*NDSU Graduate Bulletin*), and the Counselor Education Program policies, procedures, and timelines. If, after being accepted to the program, students exhibit unprofessional conduct, faculty members may rescind their acceptance into the program. All faculty decisions are final.

COMMITMENT

Students who agree to be a part of the Counselor Education Program must fully commit themselves to their growth – both academically and personally. This level of commitment requires students' utmost attention, and thus, faculty members discourage students from enrolling in other graduate programs at the same time.

AGREEMENT

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

NEW STUDENT ORIENTATION

In August of every year, the Counselor Education Program faculty members hold a new student orientation for doctoral students. It is mandatory that students attend the orientation, as faculty members will discuss the handbook, outline professional and ethical obligations, explain personal

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

ADVISING

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

As soon as possible, students should meet with their advisors to discuss their career goals and review the course schedules. Students can track their progress through the program by following their course requirements in Campus Connection. Extension courses and workshop credits cannot be applied to the graduate degree. Individual studies may be designed for the special interests of students; however, such courses must have prior approval by the student's advisor.

The advisor does not relieve students of their responsibility for meeting program requirements, including university and graduate school procedures. Consultation with an advisor can assist a student in eliminating problems that could delay successful completion of the program. However, students are also expected to develop a thorough understanding of the program and associated expectations. Student should refer to the *Timeline* (see the Appendix) to successfully complete all requirements for the doctoral degree.

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

A maximum of 10 graduate semester credits may be transferred from other accredited graduate programs. Students must consult with their advisors and review the *NDSU Graduate Bulletin* before incorporating transfer credits into their plans of study.

CONTINUOUS ENROLLMENT

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

RESIDENCE

Doctoral students must complete at least one year of the doctoral program in residence at North Dakota State University. See the *NDS*

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.

RESPECTFUL EDUCATION

Diversity, equity, and inclusion are noted as important aspects of accreditation. As a faculty, we strive to ensure that students feel welcomed and respected. More information about campus resources can be found at <https://www.ndsu.edu/graduate-school/about/diversity-and-inclusion>

CENTER FOR ACCESSIBILITY AND DISABILITY RESOURCES

Any students with disabilities or other special needs, who need special accommodations in this course are invited to share these concerns or requests with the instructor and contact The Center for Accessibility and Disability Resources at <http://www.ndsu.edu/disabilityservices/> as soon as possible.

VETERANS AND STUDENT SOLDIERS

Veterans and student soldiers with special circumstances or who are activated are encouraged to notify the instructor as soon as possible and are encouraged to provide Activation Orders. Contact Military and Veteran Services at <http://www.ndsu.edu/veterans/>.

INFORMATION TECHNOLOGY

The Wallman Wellness Center is free for students and provides wellness education and resources, fitness equipment and facilities, and recreational programs. Students can learn more about the Wallman Wellness Center at: <https://www.ndsu.edu/wellness/>

NDSU COUNSELING CENTER

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

CAREER AND ADVISING CENTER

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

MAT BUS

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

small (maximum of around 20 students) to ensure more personalized and individualized attention. Clinical courses include fewer students. A variety of instructional methods are utilized in academic courses including, but not limited to, role plays, lectures, readings, presentations, written reflections, group collaboration, experiential exercises, and discussions.

GRADE EXPECTATIONS

Assessment of academic course work will occur through projects, research, class participation, tests, and other assignments deemed appropriate. A grade of A, B, or C is required in all graduate courses; however, students must maintain a B or better average (3.0 GPA) in their coursework to successfully graduate. Per Graduate School policy, earning more than one C, D, F, or U may be grounds for dismissal from the program.

ACADEMIC HONESTY

in supervision. The information below provides an overview of expectations for Practicum and. However, students should consult relevant handbooks for complete policies.

DOCTORAL PRACTICUM

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

1. Prerequisites: Students must have graduated with a master's degree in a CACREP-accredited program or have their master's degree approved by the faculty to enter

Students must have experience in all five internship areas by the conclusion of their time in the doctoral program. Additionally, they should have completed 600 total hours (6 credits) of internship, with 1 credit = 100 hours. Students must do at least one credit focused on teaching, one credit focused on counseling, and one credit focused on clinic supervision. The remaining 3 credits can be a mix from the following five categories:

1. **Clinical Counseling:** (Hours vary, 1 hour per client session, 1 hour per supervision session.) Provide direct counseling services to clients in the NDSU Community Counseling Services Clinic or a location of your choice. Demonstrate counseling skills, conceptualization skills, and theoretical integration. Prepare for sessions, write case notes, respond to crises, consult with others, etc. *Although it is not necessary that the student have (or be working toward) counselor licensure from the state during this time, it is essential that their site supervisor hold the appropriate state license. Furthermore, the student must inform clients that they are a student under supervision and cannot practice independently beyond the confines of the internship experience. Prerequisite: *CN*

2. Internship Semester Goals and Intentions Form: The specific arrangements for each student's internship experience are worked out between student, the internship instructor, the on-site supervisor, and student's advisor.
3. Professional Liability Insurance: If choosing to counsel or supervise, students must maintain professional liability insurance throughout the duration of internship.
4. Requirements: Counselor Education doctoral students complete 600 clock hours of internship for a total of 6 credits (100 hours per credit hour). Students must demonstrate experiences spanning across all five areas.
5. Internship Time Log: Students must document the time spent on internship experiences using the appropriate internship logs, which will be kept in a student's permanent file.
6. Supervision: Students must receive one hour per week of individual supervision and regular group supervision by a supervisor who holds a doctorate in counselor education or a closely related field (or holds a graduate degree, appropriate license, and experience in the specific field if counseling off campus).
7. Site Supervisor/Faculty Evaluation: Site supervisors or faculty supervisors must complete a written evaluation at the conclusion of any internship experience and must be shared with the student.

- Counseling Theories
- Multicultural Foundations/Diversity
- Current Issues in Counselor Education
- Counselor Education Pedagogy
- Professional School Counseling
- Clinical Mental Health Counseling
- Interdisciplinary Practices in Counseling

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

Written Exam Protocol

The written essay-type examination is taken over a two-day period. The student receives the questions and has 48 hours to complete and return them. For example, if a student receives the questions at 9am on Monday, the questions are due by 9

Target = Competency level is likely to enhance development as counselor educator and professional counselor and inspire others.

Acceptable = Competency level is likely to sustain development as a counselor educator and professional counselor.

Unacceptable = Competency level is likely to impede development as a counselor educator and professional counselor.

Standard	Target (2)	Acceptable (1)	Unacceptable (0)	Notes	Written Score	Oral Score
Organization & Understandability	Well organized, understandable clearly presented, concise, and grammatically correct. The writer or speaker exhibits a distinctive professional voice.	Organized, understandable and clearly presented, concise, and grammatically correct. Appropriate language for audience.	Inadequately organized, not easily understood, hard to follow, either too wordy or spare, and grammatically incorrect. Errors inhibit understanding.			
Thoroughness	Attention is paid to all aspects of the prompt and includes relevant additions.	Attention is paid to all aspects of the prompt.	Little attention paid to the required aspects of the prompt. Many major oversights evident.			
Thoughtfulness	Shows a high degree of thoughtfulness about the topic evidenced by novel thinking. Implications and multiple perspectives are considered. Work is marked by "surprisingness."	Shows solid evidence of thoughtfulness about the topic. Implications and/or multiple perspectives are considered.	Shows sparse evidence of thoughtfulness about the topic. Little evidence of critical thinking about implications			

- be either a tenured faculty member outside the committee chair's/co-chairs home department(s) OR a faculty member outside the primary college of the committee chair/co-chairs
- be clear of any conflicts of interest with either the student or the committee chair/co-chairs. Examples of possible conflicts of interest may include budgetary or financial relationships, family or personal relationships, or research and/or publication relationships.

Oral Exam Protocol

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

Once orals are scheduled, the student should complete the *Notification of Scheduled Examination*. This form should be completed **two weeks** before the oral examination

will then need to develop a contract with their advisor describing how they will make progress during the next semester. Receiving more than one U is grounds for dismissal from the program.

Proposal

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

Defense

ethical, responsible, and professional manner. (See the Student Code of Conduct in NDSU policy 601.) They must adhere to the most current American Counseling Association (ACA) Code of Ethics and any other professional codes of ethics that pertain to their practices (e.g., ASCA, AMHCA, NBCC). These codes serve as guidelines for students and professionals in the field of counseling.

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

For the reasons cited above, the faculty will regularly monitor not only students' academic progress but also those personal characteristics, which will affect their performance as students, as future

1. Faculty Review: Faculty members will convene at least once a semester to discuss each student's professional performance. The student's advisor will document any concerns about a student's performance using the *Semester Dispositions Form* (see the Appendix). *Note: Faculty members may review a student's performance more than once a semester if necessary. For example, faculty members will initiate a review at any time for students who knowingly engage in illegal or unethical activities, for students whose professional performance is deemed an immediate threat to the well-being of others, for students who violate the NDSU Code of Student Conduct, and/or for any students whose well-being and professionalism concern the faculty. In this case, faculty will complete a *Dispositions Incident Report*. In such cases, and depending upon the level of perceived threat, the combined faculty may recommend discontinuation in the Counselor Education Program without opportunity for student remediation.
2. Advising Meeting: The student and the student's advisor and/or the issuing professor (if applicable) will meet to discuss the professional performance concern(s) and develop a remediation plan. First, the student will be presented

Please note that due to FERPA, faculty are not allowed to disclose the nature of a student's dismissal to other students in the program.

CRITERIA FOR PROFESSIONAL PERFORMANCE STANDARDS EVALUATIONS

4 = Acceptable, no concerns

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

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

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

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

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

any other state or jurisdiction need to check the specific requirements for that state or jurisdiction and, if needed, discuss the policies with their advisor.

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

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

PROGRAM FACULTY

Counselor Education Program faculty members represent a diverse array of interests, experiences, styles

Carol E. Buchholz Holland, Ph.D., NCC*Associate Professor**CMHC Internship 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:** Morrill 221D

Jodi L. Tangen, Ph.D., LPC, NCC, ACS*Professor**CMHC Program Coordinator***Doctorate:** The University of North Carolina at Greensboro – 2015**Degree Field:** Counseling and Counselor Education**Areas of Specialization:** Counseling cancer patients, spirituality/religion in counseling; Existential and Humanistic theories; clinical supervision; relational depth**Contact:**

AGREEMENT

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

Student Name (Please Print): _____

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

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

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

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

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Received Date: _____

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**APPENDIX A:
CACREP 2024 Standards**

<https://www.cacrep.org/for-programs/2024-cacrep-standards/>

APPENDIX B: Timeline

First Semester:

- Meet with your advisor.
- Complete the *Plan of Study* for the program and select your committee.
- Any changes to the plan of study must be approved by your advisor and accompanied by the *Request for Change of Plan of Study*. See https://www.ndsu.edu/gradschool/current_students/forms
- Sign up for PhD Internship and complete the *Internship Semester Goals and Intentions Form*.

Subsequent Coursework Semesters:

- Continue coursework.
- Sign up for PhD Internship and complete the <

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

**APPENDIX C:
Doctoral Course Requirements**

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

APPENDIX D: SEMESTER DISPOSITIONS FORM / DISPOSITIONS INCIDENT REPORT

Counselor Education Program Professional Performance Review Policy

Note: Faculty issuing this notification shall rate each area and describe the concern(s) below. Remediation plans, if applicable, will be created to address any area with a score of 2 or below. Copies shall be provided to the student and the student's academic advisor.

Student: _____

Date: _____

Advisor/Instructor: _____

4 = Acceptable, no concerns

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

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

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

Appendix E:

Counseling Assessment Plan: Assessment Points Checklist

Assessment Points	Actions and Expectations
Assessment Point I: Admissions Process	• Review application ○ 3.0 GPA ○ Satisfactory letters of recommendation ○ Satisfactory admissions essay • Interview prospective students ○ Satisfactory responses in group interview ○ Satisfactory responses in individual interview
Assessment Point II: Professional Dispositions Assessment	• Review students' professional performance each semester ○ Scores of

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