UNIVERSITY OF NORTH DAKOTA
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT

Student Handbook

Master of Arts

in Counseling

2026 – 2027

UNIVERSITY OF NORTH DAKOTA
LEADERS IN ACTION

Introduction

Welcome to the University of North Dakota (UND) Counseling Program in the Education, Health & Behavior Studies (EHBS) Department! We are happy to have you join us as a new student in the Master of Arts Counseling Program and we look forward to working with you.

The M.A. Program in Counseling reflects our commitment to provide training of professional counselors for work in a variety of settings. The program is appropriate for those who wish to become counselors in a range of community agencies, such as mental health centers, rehabilitation offices, addiction treatment clinics, and family service organizations. Our emphasis is on practitioner skills training within a broad theoretical foundation and exposure to the empirical bases of the profession.

The Counseling Program is committed to seeking and valuing diversity in students and staff. Diversity, used here in a very broad sense, includes the variety of cultures, backgrounds, values, and experiences found among faculty and students; it also includes the diversity of our professional ways of practice, our ways of learning, and our personal and professional goals. In training, the M.A. Program curriculum works to integrate diversity awareness and appreciation into all course offerings, with the goal of encouraging students to explore and appreciate diversity in all situations. We are committed to training multiculturally competent counselors.

The On-Campus Counseling M.A. program is accredited by the American Psychological Association. Our first accreditation review was completed in July 2024, and we earned ten years of accredited status. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 20002
Phone: 202.336.5979
E-mail: apaaccred@apa.org

The University of North Dakota is fully accredited by the North Central Association of Colleges and Schools (NCA): http://www.northcentralassociation.org/ . Therefore, students are pursuing an M.A. degree at an accredited institution. We are also currently pursuing accreditation as a Master of Counseling (MCAC) program by the Master's in Psychology and Counseling Accreditation Council (MPCAC). There is no guarantee that our program will be accredited by this organization by the time a student finishes the Program or any time in the future. Students will be updated by the Counseling Faculty on progress toward accreditation in other Program emphases.

Program Mission Statement

The Counseling Program is committed to preparing competent counselors from a scientist-practitioner model of training who serve diverse clientele and communities by promoting inclusivity, social justice, and well-being. Core to our training model is the recognition of research and scholarship as foundational components that are integrated throughout the academic and applied clinical training experiences. It is our belief that an understanding of human functioning across the lifespan development that incorporates multicultural competence, empirically supported treatments, and a strengths-based approach is critical for working in diverse communities. We view these components are essential values for professional practice and training.

This department area includes three programs:

- **On-campus M.A. in Counseling** (Addictions, Community Mental Health, Child and Adolescents, and Rehabilitation emphases), accredited by the American Psychological Association
- **Online M.A. in Counseling** (Addictions, Community Mental Health, Rehabilitation, and School emphases)
- **Ph.D. in Counseling Psychology**, accredited by the American Psychological Association

The faculty and staff in the M.A. Program, referred to in this Handbook as the "**Counseling Faculty and Staff**", are comprised of the following members:

- Dr. Steevie Bailey (she/her), Clinical Assistant Professor, Director for the On-Campus M.A. Counseling Program
- Dr. Tamba-Kuii Bailey (he/him), Associate Professor, Associate Vice President and Advisor to the President for Community and Belonging (associated faculty)
- Dr. Cecilia Butler (Guyton) (she/her), Clinical Assistant Professor (Online Program)
- Dr. Ethan Dahl (he/him), Assistant Professor
- Dr. Cerynn Desjarlais (she/her), Clinical Associate Professor (Online Program), Director for the Online M.A. Counseling Program
- Dr. Karla Fehr (she/her), Associate Professor
- Dr. Ryan Flinn (they/them), Assistant Professor
- Karen Harrie (she/her), Administrative Assistant
- Dr. Shelbie Witte (she/her), Professor, Dean of the College of Education & Human Development
- Dr. Rachel Navarro (she/her), Professor, Associate Department Chair for Education, Health, and Behavior Studies, Chester Fritz Distinguished Professor
- Dr. Charmeka Newton (she/her), Clinical Assistant Professor (Online Program)
- Dr. David Perry (he/him), Professor Emeritus
- Dr. Melissa Quincer (she/her), Clinical Associate Professor, Director of the Northern Prairie Community Clinic (NPCC)
- Ben Shapiro, M.A. (he/him), Placement and Licensure Coordinator for the M.A. Online Program Emphasis Track Areas
- Dr. Akorede Teriba (he/him), Assistant Professor, Co-Director for the Counseling Psychology Ph.D. Program
- Dr. Tanis Walch (she/her), Professor, Department Chair for Education, Health, and Behavior Studies
- Dr. Kara Wettersten (she/her), Professor, Co-Director for the Counseling Psychology Ph.D. Program
- Dr. Amanda Young (she/her), Clinical Assistant Professor

This Handbook contains information that will help students move through the Counseling Program (MA) with minimal confusion and concern. We have provided information on Program issues, tips from returning students, resources on campus, and Graduate School paperwork. In addition, students need to familiarize themselves with the School of Graduate Studies Guide to Graduation Graduate, which is published by the Graduate School. It is very useful, and the current version is available at: https://und.edu/academics/graduate-school/current-students/resources.html.

All students in the Counseling Programs are expected to follow the UND College of Education and Human Development (CEHD) Policies regarding mask requirements and social distancing when on campus. Additionally, students are required to follow COVID, and other public health protocols implemented by their practicum and internship sites.

This MA Counseling Program Handbook is a “work in progress.” In that spirit, the faculty and staff have included a sheet at the very back, which asks students for suggestions for additional information. If there is something that students need to know, but cannot locate here, please let the faculty and staff know. The Handbook is updated and revised every year, and student input is welcome in that process. This Handbook is a very useful tool for students during the Program experience and should be the first stop should any questions arise. If students can’t find the answer in the handbook, or have any questions about what the handbook says, do not hesitate to ask an advisor, faculty members, returning students, and Graduate School personnel for further support and information. Again, welcome to the Program! We hope this is an enjoyable and productive experience.

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UND's Counseling M.A. Training Values Statement Addressing Diversity Form, Due Sept 15th

Respect for diversity and for values different from one's own is a central value of counseling programs. The valuing of diversity is also consistent with the profession of counseling as mandated by the American Counseling Association Code of Ethics (2014) and the American Psychological Association (2017). More recently there has been a call for counselors to actively work and advocate for social justice and prevent further oppression in society. Counselors provide services, teach, and/or engage in research with or pertaining to members of social groups that have often been devalued, viewed as deficient, or otherwise marginalized in the larger society.

Academic training programs, internships that employ counselors and espouse counseling values, and training programs exist within multicultural communities that contain people of diverse racial, ethnic, and class backgrounds; national origins; religious, spiritual, and political beliefs; physical abilities; ages; genders; gender identities, sexual orientations, and physical appearance. Counselors believe that training communities are enriched by members' openness to learning about others who are different than them as well as acceptance of others. Internship trainers, professors, practicum supervisors (herein "trainers") and students and interns (herein "trainees") agree to work together to create training environments that are characterized by respect, safety, and trust. Further, trainers and trainees are expected to be respectful and supportive of all individuals, including, but not limited to clients, staff, peers, and research participants.

Trainers recognize that no individual is completely free from all forms of bias and prejudice. Furthermore, it is expected that each training community will evidence a range of attitudes, beliefs, and behaviors. Nonetheless, trainees and trainers in counseling training programs are expected to be committed to the social values of respect for diversity, inclusion, and equity. Further, trainees and trainers are expected to be committed to critical thinking and the process of self-examination so that such prejudices or biases (and the assumptions on which they are based) may be evaluated in the light of available scientific data, standards of the profession, and traditions of cooperation and mutual respect. Thus, trainees and trainers are asked to demonstrate a genuine desire to examine their own attitudes, assumptions, behaviors, and values and to learn to work effectively with "age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law" (2014, Section C.5., American Counseling Association). Stated simply, both trainers and trainees are expected to demonstrate a willingness to examine their personal values, and to acquire and utilize professionally relevant knowledge and skills regardless of their beliefs, attitudes, and values.

Trainers will engage trainees in a manner inclusive and respectful of their multiple cultural identities. Trainers will examine their own biases and prejudices during their interactions with trainees to model and facilitate this process for their trainees. Trainers will provide equal access, opportunity, and encouragement for trainees inclusive of their multiple cultural identities. Where appropriate, trainers will also model the processes of personal introspection in which they desire trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include

discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

Counseling training programs believe providing experiences that call for trainees to self-disclose and personally introspect about personal life experiences is an essential component of the training program. Specifically, while in the program trainees will be expected to engage in self-reflection and introspection on their attitudes, beliefs, opinions, feelings, and personal history. Trainees will be expected to examine and attempt to resolve any of the above to eliminate potential negative impact on their ability to perform the functions of a counselor, including but not limited to providing effective services to individuals from cultures and with beliefs different from their own and in accordance with ACA guidelines and principles. Members of the training community are committed to educating each other on the existence and effects of racism, sexism, ageism, heterosexism, religious intolerance, and other forms of invidious prejudice. Evidence of bias, stereotyped thinking, microaggressions, and prejudicial beliefs and attitudes will not go unchallenged, even when such behavior is rationalized as being a function of ignorance, joking, cultural differences, or substance abuse. When these actions result in physical or psychological abuse, harassment, intimidation, substandard psychological services or research, or violence against persons or property, members of the training community will intervene appropriately.

In summary, all members of counseling training communities are committed to a training process that facilitates the development of professionally relevant knowledge, awareness, and skills focused on working effectively with all individuals inclusive of demographics, beliefs, attitudes, and values. Members agree to engage in a mutually supportive process that examines the effects of one's beliefs, attitudes, and values on one's work with all clients. Such training processes are consistent with counseling's core values, respect for diversity and for values similar and different from one's own.

In accepting the offer of admission to the M.A. program in Counseling at the University of North Dakota, I acknowledge that I have read the above Counseling Training Values Statement Regarding Diversity. Further, I understand that participating in training in counseling requires that I engage in self-examination about my beliefs and values and that I expect to both challenge myself and be challenged in ways that will facilitate life-long learning and continuous development of multicultural and diversity competence.

_____ _____

Student Printed Name Date

_____

Signature

Signature Page, Due September 15th

I, _____, have read and have a good basic understanding of the contents of this MA Student Handbook. I agree to meet with my advisor for clarifications on Handbook contents and any other issues pertaining to my graduate education that may not be contained herein. I understand that the Handbook is updated and will be e-mailed to me annually throughout my program. Although the electronic version contains many useful links, Internet links may become obsolete at any time. I agree to keep an electronic copy of the most recent Handbook available throughout my program and will refer to it each semester as a guide toward graduation.

Finally, to enhance the Program's understanding of its training outcomes, I agree to provide the Program the job title, employer name and address, and full-time/part-time status of my first job in the field after I graduate.

_____ _____

Signature Date

Section 1: Program Requirements

The Master of Arts Degree Program consists of a minimum of 60 required semester credits. All master's degree students are required to complete a generic core curriculum that satisfies the academic requirements for counselor licensure in North Dakota. A checklist of Program Requirements is provided for your convenience in *Appendix A* of this Handbook.

In addition to the Program Requirements, all students must be familiar with the Academic Policies and Degree Requirements established by the Graduate School. These are in the UND Online Academic Catalog. Please read all these Graduate School requirements closely. Students are responsible for being familiar with and understanding all this information. Additional information regarding Grad School requirements is in *Section 2* of this Handbook.

The core curriculum for all students is listed below. Also listed is the number of credits for each course and the semester during which the course is typically offered (F = Fall, S = Spring, Su = Summer). There may be some variation in timing of course offerings, so use this as a general guideline only. Your advisor and other faculty members are available to help you plan your coursework according to your specific needs.

Core Curriculum (41 credits)

	Credits	Typically offered*
COUN 507: Life-Span Development in Counseling	3	Su
COUN 510: Methods of Counseling	3	F
COUN 515: Methods of Research	3	S
COUN 518: Group Theory and Process	3	S
COUN 519: Career Counseling	3	F
COUN 520: Diagnostic and Prevention Strategies	3	F
COUN 529: Dynamics of Addiction	3	Su
COUN 530: Theories of Counseling, Personality & Development	3	F
COUN 532: Multicultural Counseling	4	F
COUN 535: Child, Family, and Couples Counseling	4	S
COUN 560: Supervision and Consultation	3	S
COUN 580: Counseling Practicum	4	S, Su
COUN 995, 997, or 998: Scholarly Project, Independent Study, or Thesis Related to Emphasis	2	F, S, Su

*F = Fall, S = Spring, Su = Summer (subject to change).

Please note, due to factors outside of the Program, the above-listed semester offers may be affected. The faculty will keep you abreast of any changes and development.

Table 1: Standards of Accreditation (SOA's) of the American Psychological Association Implementation at the University of North Dakota Master of Arts Program in Counseling

Including 8 Discipline Specific Knowledge (DSK) Categories and 9 Profession-Wide Competencies (PWC)

Provide information below to illustrate how the program ensures that students *possess* knowledge in the following areas:

Knowledge Area:	***Affective Aspects of Behavior***
How does the program ensure that students possess this knowledge?	Completion of Affective Basis of Behavior assignment in the Graduate level Methods of Counseling course (COUN 510 or the equivalent graduate level course transferred in upon syllabus and content review)
How does the program assess students' knowledge in this area?	How outcomes are measured: • Grade in Affective Basis of Behavior assignment in the Graduate level Methods of Counseling course (COUN 510 or the equivalent graduate level course transferred in upon syllabus and content review) Evaluation tool and location: • Final Grade in Affective Basis of Behavior assignment in the Graduate level Methods of Counseling course – COUN 510 (See Syllabus)
For each outcome above, what minimum level of achievement (MLA) must be met?	Grade of "B" or higher in Affective Basis of Behavior assignment in the Graduate level Methods of Counseling course – COUN 510 (or the equivalent graduate level course transferred in upon syllabus and content review)

Knowledge Area:	***Biological Aspects of Behavior***
How does the program ensure that students possess this knowledge?	Completion of Graduate level Dynamics of Addictions course (COUN 529 or the equivalent graduate level course transferred in upon syllabus and content review)
How does the program assess students'	How outcomes are measured: • Grade in Class (COUN 529 or the equivalent graduate level course transferred in upon syllabus and content review)

knowledge in this area?	Evaluation tool and location: • Final Grade in Class at the end of Coun 529 class (See Syllabus)
For each outcome above, what minimum level of achievement (MLA) must be met?	Grade of "B" or higher in COUN 529 (or the equivalent graduate level course transferred in upon syllabus and content review)

Knowledge Area:	***Cognitive Aspects of Behavior***
How does the program ensure that students possess this knowledge?	• Completion of Cognitive Theory and Cognitive Bases of Behavior Review assignment in the Graduate level Theories of Counseling, Personality, & Development course (COUN 530 or its equivalent) • Completion of the Team-Based Case Conceptualization and Treatment Plan component of the Midterm Examination in the Graduate level Theories of Counseling, Personality, & Development course (COUN 530 or its equivalent)
How does the program assess students' knowledge in this area?	How outcomes are measured: • Grade in Cognitive Theory and Cognitive Bases of Behavior Review assignment in Graduate level Theories of Counseling, Personality, & Development course (COUN 530 or the equivalent graduate level course transferred in upon syllabus and content review) • Grade in Team-Based Case Conceptualization and Treatment Plan component of the Midterm Examination in Graduate level Theories of Counseling, Personality, & Development course (COUN 530 or the equivalent graduate level course transferred in upon syllabus and content review) Evaluation tool and location: • Final Grade in Cognitive Theory and Cognitive Bases of Behavior Review assignment - Coun 530 (See Syllabus) • Final Grade in Team-Based Case Conceptualization and Treatment Plan component of the Midterm Examination - Coun 530 (See Syllabus)
For each outcome above, what minimum level of achievement (MLA) must be met?	• Grade of "B" or higher in Cognitive Theory and Cognitive Bases of Behavior Review assignment – COUN 530 (or the equivalent graduate level course transferred in upon syllabus and content review) • Grade of "B" or higher in Team-Based Case Conceptualization and Treatment Plan component of the Midterm Examination – COUN 530 (or the equivalent graduate level course transferred in upon syllabus and content review)

Knowledge Area:	***Developmental Aspects of Behavior***
How does the program ensure that students possess this knowledge?	Completion of Graduate level Lifespan Development course – COUN 507 (or the equivalent graduate level course transferred in upon syllabus and content review)
How does the program assess students' knowledge in this area?	How outcomes are measured: • Grade in Class (COUN 507 or the equivalent graduate level course transferred in upon syllabus and content review) Evaluation tool and location: • Final Grade in Class at the end of Coun 507 class (See Syllabus)
For each outcome above, what minimum level of achievement (MLA) must be met?	Grade of "B" or higher in COUN 507 (or the equivalent graduate level course transferred in upon syllabus and content review)

Knowledge Area:	***Social Aspects of Behavior***
How does the program ensure that students possess this knowledge?	Completion of Graduate level Group Counseling & Process course (COUN 518 or the equivalent graduate level course transferred in upon syllabus and content review)
How does the program assess students' knowledge in this area?	How outcomes are measured: • Grade in Class (COUN 518 or the equivalent graduate level course transferred in upon syllabus and content review) Evaluation tool and location: • a. Final Grade in Class at the end of Coun 518 class (See Syllabus)
For each outcome above, what minimum level of achievement (MLA) must be met?	Grade of "B" or higher in COUN 518 (or the equivalent graduate level course transferred in upon syllabus and content review)

Knowledge Area:	***Research Consumption and Interpretation***
How does the program ensure that students possess this knowledge?	Completion of Graduate level Methods of Research course (COUN 515 or the equivalent graduate level course transferred in upon syllabus and content review)
How does the program assess students' knowledge in this area?	How outcomes are measured: • Grade in Class (COUN 515 or the equivalent graduate level course transferred in upon syllabus and content review) Evaluation tool and location: • Final Grade in Class at the end of Coun 515 class (See Syllabus)
For each outcome above, what minimum level of achievement (MLA) must be met?	Grade of "B" or higher in COUN 515 (or the equivalent graduate level course transferred in upon syllabus and content review)

Knowledge Area:	***Psychometrics***
How does the program ensure that students possess this knowledge?	Completion of Graduate level Assessment in Counseling course (COUN 514/517 or the equivalent graduate level course transferred in upon syllabus and content review)
How does the program assess students' knowledge in this area?	How outcomes are measured: • Grade in Class (COUN 514/517 or the equivalent graduate level course transferred in upon syllabus and content review) Evaluation tool and location: • Final Grade in Class at the end of Coun 514/517 class (See Syllabus)
For each outcome above, what minimum level of achievement (MLA) must be met?	Grade of "B" or higher in COUN 514/517 (or the equivalent graduate level course transferred in upon syllabus and content review)

Knowledge Area:	***Research Related to Practice***
How does the program ensure that students possess this knowledge?	• Completion of the Formal Presentation Assignment for COUN 584/7/8 course (Community Mental Health/Addictions/Rehabilitation Counseling Internship) • Completion of Graduate level Counseling Internship course
How does the program assess students' knowledge in this area?	How outcomes are measured: • Grade in the Formal Presentation Assignment in COUN 584/7/8 course • Grade of "B" or higher in COUN 584/7/8 Evaluation tool and location: • Completion of Formal Presentation Assignment for COUN 584/7/8 course (See Syllabus) • Final Grade in Class at the end of COUN 584/7/8 class (See Syllabus)
For each outcome above, what minimum level of achievement (MLA) must be met?	• Grade of 80% or higher in COUN 584/7/8 formal presentation and informal presentation assignments • Grade of "B" or higher in COUN 584/7/8

Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in:

Competency:	***(i) Integration of psychological science and practice***
Elements associated with this competency from IR C-8 M	• Demonstrate the ability to understand and critically evaluate research and other scholarly works (e.g., peer-reviewed review articles). • Utilize research methods to support quality improvement of individual treatment outcomes. • Demonstrate knowledge that issues of equity, diversity, and inclusion should be considered when critically evaluating psychological research.
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	The elements of "ability to understand and critically evaluate research and other scholarly works," "utilize research methods to support quality individual treatment outcomes," and "considering issues of equity, diversity, and inclusion when critically evaluating psychological research" are integrated into the following training/experiential activities: 1. COUN 510 (Methods of Counseling) 2. COUN 515 (Methods of Research) 3. COUN 530 (Theories of Counseling, Personality, & Development)
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: 1. Satisfactory completion of COUN 510 course 2. Satisfactory completion of COUN 515 course 3. Satisfactory completion of COUN 530 course Evaluation tool and self-study location: 1. Final Grade in Coun 510 (See Syllabus) 2. Final Grade in Coun 515 (See Syllabus) 3. Final Grade in Coun 530 (See Syllabus)

Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	**"Ability to understand and critically evaluate research and other scholarly works," "utilize research methods to support quality individual treatment outcomes," and "considering issues of equity, diversity, and inclusion when critically evaluating psychological research" MLAs include:** **Grade of "B" or higher in COUN 510 course (Methods of Counseling)** **Grade of "B" or higher in COUN 515 course (Methods of Research)** **Grade of "B" or higher in COUN 530 course (Theories of Counseling, Personality, & Development)**

Competency:	***(ii) Ethical and legal standards***
Elements associated with this competency from IR C-8 M	Be knowledgeable of and act in accordance with each of the following: • The current version of the APA Ethical Principles of Psychologists and Code of Conduct; • Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and • Relevant professional standards and guidelines. • Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas. • Conduct self in an ethical manner in all professional activities.
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	The elements of "Knowledge and Action of ethics code, laws and regulations", "recognition of ethical dilemmas and application of ethical decision-making", and "ethical conduct" are integrated into the following training/experiential activities: 1. Ethics course (COUN 501) 2. COUN 580 (counseling practicum) 3. COUN 584/7/8 (internship – cmhc/addictions/rehab) 4. Research activities and program involvement

How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	**How outcomes are measured:** **1. Grade of "B or higher in Ethics course (final grade)** **2. Supervisors' Practicum Evaluations of Ethics elements** **3. Supervisors' Internship Evaluations of Ethics elements** **4. Annual Evaluation for Ethics** **Evaluation tool and self-study location:** **1. Final Grade COUN 501 (See Syllabus).** **2. Supervisor's Practicum Evaluation (SPE) of Ethics elements (See Practicum Evaluation)** **3. Supervisor's Internship Evaluation (SPE) of Ethics elements (See Internship Evaluation)** **4. Annual Evaluation of ethics elements (See Annual Evaluation)**
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	"Knowledge and Action of ethics code, laws and regulations", "recognition of ethical dilemmas and application of ethical decision-making", "ethical conduct" MLAs include: a. Final Grade in Ethics Course is a "B" or higher. b. Supervisor's on-site practicum evaluation of ethics indicates "readiness for internship" (average rating of 4 or higher). c. Supervisor's on-site internship evaluation of ethics indicates "readiness for entry to practice" (rating of 4 or higher). d. Annual evaluation of ethics indicates "readiness for entry to practice" (rating of Satisfactory or better).

Competency:	***(iii) Individual and cultural diversity***
Elements associated with this competency from IR C-8 M	• Demonstrate ongoing engagement through critical self-reflection an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. • Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. • Demonstrate the ability to integrate awareness and knowledge of individual, historical, and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose identities, group membership, demographic characteristics, and/or worldviews are different from and create conflict with their own. • Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work. • Demonstrate knowledge of factors that may impact equity and inclusion such as oppression, privilege and institutional prejudice, and intersectionality. • Demonstrate knowledge of the role of social justice, including racial justice, in increasing equitable access to behavioral health care. • Demonstrate the ability to function as an advocate to address social inequities and injustices impacting one's patient population.

Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	**The elements of "understanding own personal identity and impact", "theoretical and empirical knowledge regarding ICD and diversity", "integration and application of knowledge and awareness" and "ICD knowledge, articulation, and application" are integrated throughout, most especially in these training/experiential activities:** a. **COUN 532 (Multicultural Counseling)** b. **Research activities and program involvement**
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: a. Successful completion of COUN 532 (Multicultural Counseling) b. Supervisors' Practicum Evaluations--ICD c. Supervisors' Internship Evaluations--ICD d. Annual Evaluation--ICD Evaluation tool and self-study location: a. Final Grade in Coun 532 (See Syllabus) b. Supervisor's Practicum Evaluation form ICD Elements (See Practicum Evaluation) c. Supervisor's Practicum Evaluation form ICD Elements (See Practicum Evaluation) d. Annual Evaluation indicates ICD knowledge, sequential growth, and appropriate action (See Annual Evaluation)
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	a. Grade of "B" or higher in COUN 532 (Multicultural Counseling). b. Supervisor's on-site practicum evaluation of ICD Elements (average rating of 4 or higher). c. Supervisor's on-site internship evaluation of ICD Elements (rating of 4 or higher). d. Annual evaluation of ICD Elements (rating of Satisfactory or better).

Competency:	*(iv) Professional values, attitudes, and behaviors*
Elements associated with this competency from IR C-8 M	• Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, commitment to integration of science and practice, lifelong learning, and concern for the welfare of others. • Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. • Actively seek and demonstrate openness and responsiveness to feedback and supervision.
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	The elements of "behavior reflects values and attitudes of psychology," "engages in self-reflection," and "openness and Responsiveness to Supervision," are all integrated into the following training/experiential activities: a. COUN 580 (counseling practicum) b. COUN 584/7/8 (internship – cmhc/addictions/rehab) c. Research activities and program involvement
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: a. Supervisors' Practicum Evaluation of professional values, attitudes and behaviors. b. Supervisors' Internship Evaluation of professional values, attitudes and behaviors. c. Annual Evaluation -- Professionalism Evaluation tool and self-study location: a. Supervisor's Practicum Evaluation of Professionalism Elements. (See Practicum Evaluation) b. Supervisor's Internship Evaluation of Professionalism Elements. (See Internship Evaluation) c. Annual Evaluation indicates professional values, attitudes, and behaviors. (See Annual Evaluation)

Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	a. **Supervisor's Practicum Evaluation indicates professional values, attitudes and behaviors are "ready for internship" (average rating of 4 or higher).** b. **Supervisor's Internship Evaluation indicates professional values, attitudes and behaviors are "readiness for entry to practice" (rating of 4 or higher).** c. **Annual Evaluation indicates Professional values, attitudes, and behaviors are "readiness for entry to practice" (rating of Satisfactory or better)**

Competency:	***(v) Communications and interpersonal skills***
Elements associated with this competency from IR C-8 M	• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. • Produce and comprehend oral, nonverbal, and written communications that are respectful, accessible, informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. • Demonstrate effective interpersonal skills and the ability to manage difficult communication well. • Communicate in culturally responsive ways that respect the diversity of perspectives and communication styles of others (e.g., marginalized, privileged, individualist, collectivistic, generational).
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	The elements of "effective relationships," "effective and culturally responsive communication," and "effective interpersonal skills and conflict management" are all integrated into the following learning activities: a. COUN 580 (counseling practicum) b. COUN 584/7/8 (internship – cmhc/addictions/rehab) c. Research activities and program involvement

How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: a. Supervisors' Practicum Evaluation Form (Communication and Interpersonal Skills elements). b. Supervisors' Internship Evaluation Form (Communication and Interpersonal Skills elements). c. Annual Evaluation Form (Communication and interpersonal skills elements). Evaluation tool and self-study location: a. Supervisor's Practicum Evaluation of elements related to communication and interpersonal skills (See Practicum Evaluation) b. Supervisor's Internship Evaluation of elements related to communication and interpersonal skills (See Internship Evaluation) c. Program Annual Evaluation of elements related to communication and interpersonal skills (See Annual Evaluation)
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	a. Supervisor's Practicum Evaluation form indicates communication and interpersonal skills are "ready for internship" (average rating of 4 or higher). b. Supervisor's Internship Evaluation form indicates communication and interpersonal skills are "readiness for entry to practice" (rating of 4 or higher). c. Annual Evaluation indicates communication and interpersonal skills, including written communication, are "readiness for entry to practice" (rating of Satisfactory or better)

Competency:	*(vi) Assessment*
Elements associated with this competency from IR C-8 M	• Demonstrate current knowledge of diagnostic classification systems across different contexts and settings (e.g., schools), functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. • Demonstrate understanding of human behavior within its relevant context (e.g., family, educational/school, social, societal, historical, and cultural). • Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. • Critically evaluate, select, and apply assessment methods consistent with the aims of the program that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. • Understand assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. • Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	The elements of “Diagnostic Knowledge”, “Knowledge of Contextual Factors”, “application of knowledge related to functional and dysfunctional behaviors,” “Best practices in assessment selection and application,” “best practices in test interpretation” and “accurate and sensitive communication of test results” are integrated into the following training/experiential activities: a. COUN 514/517 (Assessment in Counseling) b. COUN 520 (Diagnosis and Prevention)

How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: a. Satisfactory completion COUN 514/517 (Assessment in Counseling) b. Satisfactory completion of COUN 520 (Diagnosis and Prevention) Evaluation tool and self-study location: a. Final Grade, COUN 514/517 (See Syllabus) b. Final Grade, COUN 520 (See Syllabus)
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	a. Grade of "B" or Higher in COUN 514/517 b. Grade of "B" or Higher in COUN 520

Competency:	***(vii) Intervention***
Elements associated with this competency from IR C-8 M	• Establish and maintain effective relationships with the recipients of psychological services in settings and context appropriate to meet program aims. • Develop evidence-based intervention plans specific to the service delivery goals. • Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, cultural efficacy and appropriateness, and contextual variables. • Evaluate intervention outcomes, and adapt as needed, as part of ongoing progress monitoring; and • Demonstrate the ability to apply the relevant research literature to clinical decision making. • Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking, • Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation. • Use information relevant to equity, diversity, and inclusion to educate stakeholders about the determinants of health, about effective strategies for promoting health and well-being outcomes, and about ways to access health care and other psychological services.

Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	**The elements of "effective therapeutic relationship," "evidenced based intervention plans," "science-based interventions," "application of research in decision-making," "modifying evidenced-based approaches," and "evaluating and attempting interventions" are integrated into the following training/experiential activities:** a. **COUN 580 (counseling practicum)** b. **COUN 584/7/8 (internship – cmhc/addictions/rehab)**
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: ▪ a.1. Successful completion of COUN 580 (counseling practicum). ▪ a.2. Supervisor's Practicum Evaluation of intervention skills ▪ b.1. Successful completion of COUN 584/7/8 (internship – cmhc/addictions/rehab). ▪ b.2. Supervisor's Internship Evaluation of intervention skills ▪ c. Annual Evaluation Form (intervention skills component) Evaluation tool and self-study location: ▪ a.1. Final Grade COUN 580 (see Syllabus) ▪ a.2. Supervisors practicum evaluation form, intervention skills component (see Practicum Evaluation) ▪ b.1. Final Grade COUN 584/7/8 (see Syllabus) ▪ b.2. Supervisors internship evaluation form, intervention skills component (see Internship Evaluation) ▪ c. Annual Evaluation form, interventions skill component. (see Annual Evaluation)
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	a.1. Grade of Satisfactory Progress (SP) in COUN 580 (counseling practicum) a.2. Supervisor's practicum evaluation indicates elements of interventions skills are "ready for internship" (average rating of 4 or higher). b.1. Grade of Satisfactory Progress (SP) in COUN 584/7/8 (internship – cmhc/addictions/rehab). b.2. Supervisor's internship evaluation indicates elements of interventions skills are "readiness for entry to practice" (rating of 4 or higher). c. Annual Evaluation indicates interventions skills are "readiness for entry to practice" (rating of Satisfactory or better)

Competency:	***(viii) Supervision***
Elements associated with this competency from IR C-8 M	• Demonstrate knowledge of supervision roles, models and practices. • Demonstrate an understanding of relevant supervision requirements for one's level and form of practice.

Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	**The elements of "Knowledge of supervision models and practices" and "ability to provide supervision" are integrated into the following training/experiential activities:** a. **COUN 560 (Supervision and Consultation)**
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: b. Satisfactory completion of COUN 560 (Supervision and Consultation) Supervision Course Evaluation tool and self-study location: c. Final Grade in COUN 560 (see Syllabus)
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	a. Grade of "B" or higher in Coun 560 (Supervision and Consultation)

Competency:	***(ix) Consultation and interprofessional/interdisciplinary skills***
Elements associated with this competency from IR C-8 M	• Demonstrate the ability to work as part of integrative teams with members from diverse backgrounds, such as other types of mental health professionals, client family members, or others from different backgrounds. • Demonstrate knowledge and respect for the roles and perspectives of other professionals.

Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	The elements of “knowledge of consultation roles and perspectives” and “knowledge of consultation models and practices” are integrated into the following training activities: a. COUN 560 (Supervision and Consultation)
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: a. Satisfactory completion of COUN 560 (Supervision and Consultation) Consultation Assignment. Evaluation tool and self-study location: a. Final grade on COUN 560 Consultation Assignment (See syllabus)
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	a. Grade of “B” or higher in COUN 560 (Supervision and Consultation Course) Consultation Assignment.

Emphasis Options

The MA in Counseling Program (on-campus) offers four emphasis areas: Addiction Counseling, Community Mental Health Counseling, Child and Adolescent Counseling, and Rehabilitation counseling. Under special circumstances, your emphasis can be changed after you have completed 12 credits in the Program. To do so, you must present a written petition the Program faculty and have this petition approved. Consult with your advisor if you are considering such a change.

Addiction Counseling Emphasis (63 credits)

In addition to the core curriculum (41 credits), students pursuing the Addiction Counseling Emphasis (22 credits) must complete the following courses, consistent with state licensure requirements for addiction counselors in North Dakota. **Note:** The COUN 576 course is required for the highest addictions counseling credential in ND. It is offered through the Online Master's Counseling Program on a course carousel sequence or through a Readings course.

Remaining Required Courses: Addiction Counseling	Credits	Typically offered*
COUN 501: Ethics: Counseling and Counseling Psychology, and Professional Issues	4	F
COUN 517: Assessment in Counseling	3	S
COUN 576: Psychopharmacology for Counseling and Addictions Studies or COUN 593: Readings in Counseling	3	F, S, Su
COUN 587: Internship in Addiction Counseling (2 sem)	6 per sem	F, S

*The internship occurs within an approved addiction training consortium. This curriculum satisfies the academic requirements for Addictions Counseling Licensure in North Dakota.

Community Mental Health Counseling Emphasis (60 credits)

In addition to the core curriculum (41 credits), students pursuing the Community Mental Health Emphasis (19 credits) must complete the following courses:

Remaining Required Courses: Community Mental Health	Credits	Typically offered*
COUN 501: Ethics: Counseling and Counseling Psychology, and Professional Issues	4	F
COUN 517: Assessment in Counseling	3	S
COUN 584: Internship in Comm. M.H. Counseling (2 sem)	6 per sem	F, S

This curriculum satisfies the academic requirements for Counseling Licensure in the state of North Dakota (visit the National Board of Certified Counselors for licensure requirements in other states- nbcc.org).

Child and Adolescent Counseling Emphasis (60 credits)
In addition to the core curriculum (41 credits), students pursuing the Child and Adolescent Counseling Emphasis must complete the following courses:

Remaining Required Courses: Community Mental Health	Credits	Typically offered*
COUN 501: Ethics: Counseling and Counseling Psychology, and Professional Issues	4	F
COUN 517: Assessment in Counseling	3	S
COUN 584: Internship in Comm. M.H. Counseling (2 sem)	6 per sem	F, S

This curriculum satisfies the academic requirements for Counseling Licensure in the state of North Dakota (visit the National Board of Certified Counselors for licensure requirements in other states- nbcc.org).

Rehabilitation Counseling Emphasis (61 credits)
In addition to the core curriculum (41 credits), students pursuing the Rehabilitation Counseling Emphasis (20 credits) complete the following courses. Please note, RHS 350 – Overview of Disabilities (3 cr), or its equivalent, is a prerequisite of this emphasis. Note: The COUN 536 and COUN 539 courses are offered through the Online Master's Counseling Program on a course carousel sequence or through a Readings course option.

Remaining Rehabilitation Counseling Required Courses	Credits	Typically offered*
COUN 506: Rehab Counseling: Foundations and Ethics, and Professional Issues	4	F
COUN 514: Rehab Counseling: Assessment and Evaluation	3	S
COUN 536: Medical & Psychosocial Aspects of Disabilities	3	Online, Su
COUN 588: Internship in Rehabilitation Counseling (2 sem)	3 per sem	F, S
COUN 539: Case Management and Community Partnership in Rehabilitation (2 sem)	2 per sem	F, S

Practice Sequence

You will complete a series of practice training experiences in the Program, including COUN 510, COUN 580, and COUN 584/7/8 (2 semesters). With faculty approval, you may enroll in the counseling practicum (COUN 580) after you have satisfactorily completed COUN 510: Counseling Methods (COUN 510) and the associated lab component. Ethics in Counseling (COUN 501) or Rehabilitation Counseling Foundations and Ethics (COUN 506), Theories of Counseling, Personality and Development (COUN 530), Multicultural Counseling (COUN 532), and Child, Family, and Couples Counseling (COUN 535) are prerequisite or co-requisite courses for Counseling Practicum (COUN

580). Practicum is a very exciting component of training, but also one that generates a lot of questions from new students. Therefore, a separate Practicum Handbook has been developed. You will receive the Handbook at the start of Counseling Practicum. If a student does not pass Practicum, they will be required to develop a remediation plan with their advisor (which requires faculty approval), before proceeding to Internship.

After successfully completing practicum, with faculty approval, you can enroll in COUN 584/7/8: Internship in Counseling, which is a two-semester, 6 credit per semester supervised counseling experience at an external site (3 credits per semester for the Rehab track, which is supplemented with a coinciding 2 credit per semester Case Management course). Internship will typically be completed during the second year in the program for full-time students. Between the Counseling Practicum and Internship experiences, you must complete a total of 700 hours with 240 direct service hours (800 hours for Addictions emphasis students). Similar to all track areas requiring specific hours completed in an hours log during time in the course, the rehabilitation track requires certain hours to be completed per CRC licensure requirements. More information on Internship can be found in *Section 3* of this Handbook. Finally, to receive a passing grade in the practicum and internship courses, all outstanding assignments and work, which includes all site-related paperwork such as case notes and intake note/forms, must be completed and submitted to the instructor.

Research Sequence

In terms of research requirements, you will have to complete a course in research methods (COUN 515). While in the course, you will begin developing your Scholarly Project (SP)/Independent Study (IS)/Thesis. More information on the SP can be found in *Section 3* of this Handbook. Special permission is needed to complete an IS or Thesis.

Ethical Expectations, Self-Disclosure, Counseling for Students, and Scholastic Dishonesty

Codes of Ethics

All students are required to be familiar with the American Counseling Association (ACA) and American Psychological Association (APA) Code of Ethics. Training in ethics will be provided in several of your courses. Students must uphold and abide by the standards of the ACA Code of Ethics

Addiction counseling students must abide by and be familiar with the NAADAC - The Association for Addiction Professionals (National Association for Alcoholism and Drug Abuse Counselors) Code of Ethics

Rehabilitation counseling students must abide by and be familiar with the Code of Professional Ethics for Rehabilitation Counselors, published by the Council on Rehabilitation Counselor Certification (CRCC).

If at any point a student is uncertain about his or her role in an ethically relevant situation, the student must speak with a supervisor and/or faculty member as soon as the situation is recognized.

Self-disclosure

Self-disclosure and the respectful and confidential handling of material self-disclosed by students play a central role in your education here. As indicated in the UND Catalog:

The Counseling faculty conducts periodic reviews of students' progress in the M.A. and Ph.D. programs, including their academic performance, counseling and psycho-educational skills, professionalism, and ethics. An interview may be required as part of the review. Consistent with Standard F.9 in the 2014 ACA Code of Ethics, deficits identified through faculty review may result in either a requirement that the student engage in remedial work or the removal of the student from the program.

As noted in Standard 7.04 of the 2017 Ethics Code of the American Psychological Association (APA), students may need to disclose personal information if that information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training or professionally related activities in a competent manner or posing a threat to the students or others.

The practice of counseling requires significant self-disclosure for the person receiving counseling. Counseling students must become very familiar with this process. Therefore, it is an essential training component of the Counseling Program to provide assignments and classroom experiences that call for student self-disclosure of a personal nature, in an atmosphere of respect and confidentiality, to an extent not expected in other academic disciplines. The nature or extent of expected self-disclosure is specified in each course syllabus.

Students Seeking Counseling or Psychotherapy

For various reasons, often prompted by the significant self-disclosure and self-reflection required of students in the Program, students choose to seek counseling or psychotherapy while obtaining the master's degree. The training philosophy in the Counseling Program endorses the value of counseling for students in the field. All UND students pay mandatory student fees and are therefore eligible for services at the University Counseling Center (UCC). Receiving services at the UCC, however, may limit a student's eligibility for placement as an intern (COUN 584/7/8) at that site. See the section on the University Counseling Center at the beginning of the Student Services portion of *Section 5* of this Handbook. Counseling students may be eligible for counseling services on a sliding fee scale at other local agencies, such as the Village Family Services and Northeast Human Service Center (NEHSC). Due to the relatively small size of this community, however, students should be aware that the Program faculty and doctoral students have affiliations with most such agencies. As mental health professionals, in accordance with our codes of ethics, we strive to work through

any dual relationships that arise when students seek or obtain mental health services from settings where we have affiliations.

Scholastic Dishonesty

Scholastic dishonesty is an issue that all students should become familiar with during their undergraduate years, but it is equally important as a graduate student. Cheating on a test, plagiarism, and collusion are among the topics covered in the Scholastic Dishonesty section of the UND Code of Student Life. Since we have found that plagiarism is a topic that some graduate students are not yet fully informed about, that subsection is reprinted here:

"Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work."

Instructors may choose to treat cases of scholastic dishonesty as a scholastic matter or a disciplinary matter. Consequences depend on the severity of the case and may include a failing grade and even termination from the program. Due to the seriousness of these issues, students are encouraged to consult faculty for clarification whenever they are unsure if their work in progress is meeting academic standards.

All students recognize by signing the handbook that they are solely responsible for their own work and responsible for knowing and abiding by scholarly standards of citation and quotation.

Student Supervisory Support, Remediation, and Disciplinary Action:

When students struggle to meet academic or skill development expectations, engage in unethical behavior, or are involved in an unethical situation, the Program has several options for responding to the situation. These include but are not limited to: (a) the requirement of additional supervision before assigning a passing grade, (b) requiring additional study of ethics, and/or other assignments deemed appropriate by the faculty, (c) placing the student on Program probation, or (d) in extreme instances, dismissal from a course and/or the Program. However, our goal is to make sure we provide adequate training and remediation (if necessary) in counseling skills and ethical understanding, not to punish students for making a mistake.

Gatekeeping is an ethical responsibility of all faculty and supervisors to ensure that both the public and the field of counseling are protected from harm. As such, faculty and supervisors who have concerns about a student's ethics, multicultural competence, other competencies, knowledge, skills, or abilities may take action to remediate or terminate the counseling work of students including but not limited to the following: failure of an assignment, failure of a course or lab, administrative withdrawal from semester courses, academic withdrawal, termination or suspension of practicum or internship, the creation of informal and formal program remediation/learning plans, failure of summative and formative evaluations, or suspension or dismissal of the program.

All students will struggle at times with the academic and personal demands of the Program. Through the formal process of student evaluation, faculty might determine that additional support or disciplinary action is needed for a student to progress. If this occurs, a written remediation plan is implemented. The remediation plan is coordinated by the student's advisor and is developed in consultation with other faculty and, as appropriate, other clinical supervisors.

Additional supervision is often a component of the remediation plan and is typically provided by a doctoral student in Counseling Psychology, who in turn is closely supervised by a Program faculty member.

Dismissal Policy: Dismissal from the program occurs when a student has demonstrated, after appropriate feedback and due process, that they cannot meet the academic or clinical requirements of the program; or if they engage in behavior (criminal or otherwise) that is considered grievously harmful to others or disqualifying to engage in clinical work. The majority
vote of the core faculty of the counseling program will be utilized as advisory to the graduate school for recommendation of dismissal. More specifically, there are five primary reasons that a student may be dismissed from the program:

1) Failure to maintain adequate GPA,
2) Failure to complete the program in a timely manner,
3) Failure to complete a remediation plan,
4) A grievous violation of the American Counseling Association Code of Ethics and American Psychological Association Ethical Principles of Psychologists and Code of Conduct
5) Criminal Conviction that precludes a student from doing the clinical work necessary for completing the degree.

1. If a student fails to maintain an adequate GPA: In accordance with Graduate School Policy, students must maintain a GPA of 3.0 to be considered a student in good standing. If a student falls below a 3.0, they are placed on probation for a semester or 9 credits hours. Failure to raise their GPA to a 3.0 or higher results in a recommendation for dismissal.

2. If a student fails to complete the program in a timely manner: The School of Graduate Studies has identified 7 years as the period in which a master's degree is expected to be complete. As students complete the 7-year deadline, they are notified that their program requirements must be completed promptly. If students are enrolled for over 7 years, there are several potential consequences. Courses that are more than 7 years old must be re-validated, and students will potentially need to complete coursework or clinical placements in an additional time to remain current. Students matriculating beyond 7 years will need to file a plan for completion of the degree that is approved by the faculty and the School of Graduate Studies. Failure to submit or implement such a plan may result in dismissal.

3. If a student struggles academically or clinically, engages in inappropriate but not grievous professional behavior, or violates the ethics code of the American Counseling Association but does not cause grievous harm, and due process has been engaged, they will be placed on a remediation plan. The remediation plan (described above) will include specific goals and expectations regarding the behaviors or competencies, and specific dates and deadlines for meeting those goals and expectations. Failure to complete the remediation plan will result in a recommendation for dismissal.

4. If a student commits a grievous violation of the American Counseling Association and American Psychological Association Code of Ethics, they will be recommended for dismissal from the program. Grievous violations of the code of ethics include behaviors that cause significant harm to clients, colleagues, or themselves (for example, inappropriate sexual or dual relationships with clients; threats or perpetration of violence against clients or colleagues; significant breaches of confidentiality; hate crimes).

5. If a student, while in the program, is convicted of a crime that precludes them from working with vulnerable populations/clinical work, they will be recommended for dismissal from the program.

If a majority of core faculty vote for dismissal of student, the student may grieve that decision through the graduate school (for academic grievances; see Academic Grievance), or through the College (see College of Education and Human Development Policy at CEHD Student Grievances Policy.). More on grievance procedures and policies can be found in the next section.

Student Grievance Procedures and Policies

The Counseling program faculty is committed to providing quality professional training for our students, in an atmosphere of respect, acceptance, mutual feedback, and in accordance with the ACA and APA Ethical Principles. Acceptance of and respect for diverse identities and individual differences are of the utmost importance. If occasions arise where students feel aggrieved, both the department and the University provide grievance procedures, which are outlined below. While every effort will be made to resolve grievances informally, violations of student rights will not be tolerated.

Discrimination and Sexual Harassment Grievances: Any grievance based upon alleged discrimination, report of gender or sexual harassment, or gender- or sexually based assaults must be filed with due diligence in accordance with guidelines of the Affirmative Action office (http://und.edu/affirmative-action/).

College of Education & Human Development Academic Concerns and Grievance Process Policy: The grievance process can be found on the web at CEHD Student Grievances Policy. Graduate students should follow the CEHD Grievance Policy for decisions made at the course or program level and should follow the School of Graduate Studies Grievance Policy for decisions made by the School of Graduate Studies. It is the student's responsibility to initiate and advance the grievance. Please

contact Dr. Jared Schlenker, the Associate Dean for Student Success, for more information and assistance with the CEHD grievance process.

Informal Grievance Options: Any faculty or student with a non-grade related grievance is asked to try to resolve it at the program and Department level.

A. The grievant shall discuss the grievance first with the person(s) involved to resolve the situation.

b. After initial contact, the grievant may attempt to use either negotiation or mediation, or both, before initiating a formal grievance. In most instances, the grievant should attempt to resolve the grievance through negotiation by discussing the concern with their colleague with whom they have the grievance and/or the Program Chair.

c. The grievant may initiate mediation by requesting assistance from any person or entity appropriate to provide mediation. If the person or entity requested to mediate the concern agrees to do so, that mediator shall contact the instructor and/or the Program Chair and proceed with mediation if that party agrees.

Sequence of Procedures and Forms

NOTE: All suggested semester numbers (e.g., "Semester 3," "Semester 4") assume a full-time schedule. See your advisor for clarification if you are pursuing your degree part time.

NOTE for Transferring

It is important for students to be aware that while there are two modalities of the M.A. Counseling Program, online and on-campus, and the programs are meant to mirror one another, significant differences exist concerning the curriculum delivery, independent study format, and course offerings and credit amounts. Specifically, the online program follows a course carousel where courses are not offered at the same time every year. Additionally, the on-campus program requires a four-year bachelor's degree with twenty semester credits of coursework in the behavioral sciences at the undergraduate level, which must include theories of personality, abnormal psychology, developmental psychology, and statistics.

As such, it is vital that you remain with the program in which you applied and enrolled for the duration of your program. In the instance that you find yourself in extenuating circumstances to where you may need to transfer into either program, you must notify your program director and faculty advisor immediately of your intent as the faculty advisor, online program director, and on-campus program director engage in a vetting process to determine if the transfer is possible. This should happen as soon as possible; ideally prior to your beginning the program, as transferring after you have begun will lead to a delay in your academic progress. Any transfers must occur prior to beginning your second semester in the programs pending extenuating circumstances. Please be aware that students who transfer programs may be required to apply to the other program format and pay an associated program application fee. Faculty members

reserve the right to approve or deny all programmatic applications including those of internal applicants.

Beginning of First Semester

Email
All students and faculty in Counseling Program are expected to have an email address, to be a member of the UND MA Student listserv, and to check email at least weekly (and between every class session for classes that meet more than once per week). Sometimes there are important e-mail announcements about events taking place within the next 24 hours, so check your email daily whenever possible. The purpose of this set of expectations is to facilitate program and course-related information. If you are even temporarily not a part of the email system, you will miss out on important information. Computers in our lab and throughout campus may be used for reading and sending email, as well as academic use of the Internet. As part of the expectation for students to become technologically proficient, students must know how to send and receive email attachments, and how to password protect documents.

You can easily obtain an email address through the Computer Center. In fact, the University assigns email accounts to students automatically upon course registration. If you have questions, call the Help Desk at 777-2222.

Human Subjects Training
All students should complete the online modules of CITI's Course in The Protection of Human Research Subjects (https://about.citiprogram.org/en/homepage/) prior to engaging in any IRB approved research. Therefore, you should complete this training and give a copy of your certification of completion to the Program coordinator by the end of your first semester in the Program. IRB proposal for new student research projects MUST be submitted to the Institutional Review Board. No research data may be collected until the IRB form showing that the study has been approved has been received, so allow sufficient time for this process.

Liability Insurance
All students are responsible for obtaining practice liability insurance before the start of COUN 580: Practicum. Students typically become a student member of either the American Counseling Association (www.counseling.org) or the American Psychological Association (www.apa.org) and apply for insurance at a discounted student rate (ACA coverage: by joining the ACA as a student, The ACA will automatically provide liability insurance. Students can also obtain student liability insurance from the American Professional Agency, Inc, (https://www.americanprofessional.com/), or The Trust (https://www.trustinsurance.com/Insurance-Programs/Student-Liability). You may seek coverage from another insurer; however, no matter which provider you select, your policy must cover you for at least $1,000,000 per occurrence/annual aggregate. After purchasing the insurance, the student submits documentation of coverage. This document is typically just one page, which must show these four components: (a) name of the insuring company, (b) student name, (c) dates of coverage, and (d) dollar amount

covered. Submit coverage verification (do not submit a copy of the entire policy) to the Program coordinator, who will then place it in your student file. It is your responsibility to renew this coverage annually when you are providing counseling services as a student. Failure to maintain coverage will result in not being allowed to enroll in COUN 580: Counseling Practicum, COUN 584/7/8: Counseling Internship, and other courses at the faculty's discretion.

FBI Identity History Check
All students must complete a background check PRIOR to starting COUN 580 practicum. Background Check procedures (see Appendix B) must be completed by December 1st of your first fall or prior to the start of the fall semester for summer starters. You will not be permitted to begin any clinical activities, particularly seeing clients, without a completed background check. The identity check may take several weeks, so it is vital all students apply for their background check with the FBI as soon as they enter the Program. You will make the results from the FBI background check available to the Program director using liquidFiles (https://campus.und.edu/campus-services/uit/_files/docs/liquidfiles8.2025.pdf). Having done a previous background check for other work or immigration obligations does not excuse a student from this requirement.

HIPAA Training
In preparation for advancing to the Counseling Practicum, students must complete an online quiz on the Health Insurance Portability and Accountability Act (HIPAA) by Nov 1st, and hand in a copy of their passing score to the Counseling Program. (https://about.citiprogram.org/en/homepage/).

End of Semester 1

Progress Reports/Evaluation
Master's student evaluations are completed during the middle of every academic year in your Program. The faculty meets and discusses the progress, strengths, and growing edges of each student near the end of each fall semester. Faculty comments will be recorded, and you will receive written and oral feedback from your advisor during the Spring or Summer semester in your first year, and during the Spring semester in your second year. You are expected to meet with your advisor, review the feedback, and sign the evaluation during the meeting with your advisor in the Spring. This evaluation will become part of your official file. See *Appendix A* for a copy of this evaluation form.

Students also receive evaluative feedback on their practitioner skills in both Practicum (COUN 580) and Internship (COUN 584/7/8). The course instructor, group supervisors, individual program supervisors, and practicum/internship on-site supervisors will complete this evaluation. These reports will also become part of your file.

Semester 2

Program of Study

The Program of Study is an outline of the courses and activities each student needs to complete to be awarded the master's degree. Download the form and the instructions for it (two separate documents) from the Graduate School Forms webpage. The form is completed by you after consultation with your advisor and filed with the Graduate School. The Program of Study must be reviewed and signed by your advisor and the Program Director (or all members of the Faculty Advisory Committee if you are completing a thesis instead of a scholarly project) and completed during the second semester of enrollment in the Program. You may not take the comprehensive examinations or advance to candidacy until this form is filed and approved.

Semester 2/3

Topic Proposal Form
To propose your scholarly project, independent study or thesis, this form must be approved. You may not take the comprehensive examinations or advanced to candidacy until this form is filed. Typically, students will register for the scholarly project with partners or independent study. The research paper students complete in the COUN 515 course can satisfy the scholarly project or independent study requirement if the paper is approved by the student's advisor and the student receives a minimum grade of "B" on the paper in the course. Thus, students will submit the topic proposal form while in these courses.

For those students opting to complete a thesis, they will need to have this form approved by the Faculty Advisory Committee on the same day as their proposal meeting; however, corrections may be needed for it to be finalized.

Those students working on an independent study and collecting participant data will complete the Topic Proposal Form and have it signed by their advisor prior to obtaining IRB approval.

Scholarly project students and independent study students not collecting participant data will complete this form once the topic and work have been agreed upon between the advisor, scholarly project leader, and team. The Topic Proposal Form must be completed no later than the beginning of the semester in which you graduate. You will need to attach a one-page document to the form containing the following information and sections when you submit the form: 1) Disclaimer: "This prospective research study has not included actual participant recruitment or data collection.", 2) Title of Study, 3) Brief description of the problem or study (roughly 1 paragraph with in-text citations), 4) Anticipated Procedure or methodology (roughly 1 paragraph), and 5) Anticipated results written in hypothetical language (roughly 1 paragraph).

IRB Research Project Forms
If you are using human subjects in your research, IRB approval must be obtained before you begin any research/data collection. For directions on how to submit an IRB at UND follow this link: How to Submit an IRB Protocol in Novelution.

IRB Research Project Termination Form
You must file a *Research Project Termination Form* with IRB prior to graduation, upon completion of your SP, IS, or Thesis (go to https://und.edu/research/resources/human-subjects/ files/docs/termination-form.pdf).

Semester 4

Comprehensive Exams
During the second year in the Program, after completing most of the coursework for the degree and filing a Program of Study, students are eligible to take the master's Comprehensive Examination (Comps).

The Counselor Preparation Comprehensive Examination (CPCE) is the examination used for the Counseling Program comprehensive examination (comps exam). Students have until March 31st to take and pass the comps exam.

Passing: To pass the comprehensive examination, a student must obtain a total score that is greater than or equal to an 85. Students will have 3 opportunities to pass the comps exam.

Failure: A student fails the comprehensive examination if their total score is equal to an 84 or lower.

If a student fails the comps exam the first time, they will retake it. If a student fails the comps exam for a second time, the student will develop and implement an approved study plan and must enroll in a comps prep course approved by the faculty such as the AATBS preparation course online (https://aatbs.com/counseling/cpce) prior to taking the exam for a third time. A student who fails the comps exam on the third attempt will be dismissed from the program.

The examination must be passed prior to graduation. It currently costs $150.00, which is paid directly to the Center for Credentialing and Education (CCE) at www.cce-global.org. This is a national exam developed by the CCE. MA students in the Counseling Program take the Counselor Preparation Comprehensive Examination (CPCE) for comps.

Study materials for the National Counselor Examination (NCE), upon which the CPCE is based, are available. Check out https://www.nbcc.org/exams/examprep for more details regarding study material. UND also provide free study materials through Mometrix. You may follow these instructions to access the study guides, practice questions, and interactive practice tests: 1) Click the link to access the UND Library Resource Guides: https://libguides.und.edu/az/smhs, 2) Click the letter "M," 3) Scroll to the bottom and click the link to "Mometrix," 4) Click to login using your UND Student/Employee credentials, and 5) Locate your graduate comprehensive exam/licensure exam. For the NCE/CPCE: Click "Counseling and Social Work," then "NCE."

Apply to Graduate

At the beginning of your final semester, check the Dates and Deadlines page of that semester's Academic Calendar (https://und.edu/one-stop/academic-calendar/graduate.html) to find out the due date form applying for graduation. The steps for "How to Apply for Graduation" can be found here: https://und.edu/academics/commencement/apply-for-graduation.html. To apply for graduation, you must have previously completed and filed your Program of Study and Topic Proposal Forms with the Graduate School.

Final Report on Candidate
In the middle of your final semester, again check the Dates and Deadlines page of that semester's Course Schedule to find out when the final report is due and check with your advisor to make sure that all paperwork has been completed for you to meet this deadline. A form must be completed by your advisor, which can be found here for non-Thesis students: Non-Thesis, DPT, Specialist Diploma. This form is for students who complete a Thesis: Thesis, Dissertation, and MFA Professional Exhibition.

Graduation Checklist
A draft of the checklist is included in *Appendix A.* Its primary purposes are to ensure that you have properly filed your research data and IRB forms and that we have a post-graduation e-mail address and home address for you. It is important to have this contact information for follow-up purposes. Specifically, to provide the highest quality education for students, we are required to report educational outcomes. Therefore, it is important to let us know the job title, employer name and address, and full-time/part-time status of your first job in the field after you graduate. The graduation checklist is submitted to the MA Program Director.

Semester 5 and Beyond

Students who have attended part-time or who have not completed their scholarly project (SP. independent study (IS), or thesis by the end of their fourth semester may graduate during a semester in which they are not taking any courses (i.e., the only remaining requirement is to complete the SP/IS or thesis). If you are in this situation, you must register for a *continuing enrollment* credit (COUN 996) during the semester you graduate. This bears repeating: students will ***not*** be allowed to graduate unless they are enrolled in a course or continuing enrollment credit during their final semester.

Summary: Sequence of Procedures and Forms
NOTE: For quick review. Thorough familiarity with the details above is expected.
REMINDER: All suggested semester numbers (e.g., "Semester 3," "Semester 4") assume a full-time schedule.

Throughout the Program

Ethical Expectations, Self-Disclosure, and Scholastic Dishonesty: Familiarity with and adherence to the ethical standards of the professional association for your program emphasis (ACA, APA, NAADAC, or CRCC). Familiarity with program expectations for self-disclosure and UND policies on Scholastic dishonesty.

Semester 1: Beginning
Have an e-mail address, be a member of the UND MA Student listserv, and check email often. Also check your mail slot regularly. Get the FBI background check started. Complete the Human Subjects and HIPAA training.

Middle of Semester 1

Obtain practice liability insurance prior to the start of COUN 580: Practicum.
Complete and submit FBI Background Check. This also must be done before you can see clients.

End of Semester 1
Evaluations are completed during the end of fall semester, meet with your advisor at the end of the Spring semester to review and sign your annual evaluation.

Semester 2
Program of Study: Submit this form with proper signatures to the Graduate School.

Semester 2 or 3
Institutional Review Board (IRB) Submission: If you are using human subjects in your research, IRB approval must be obtained before you begin any research/data collection.

Topic Proposal Form: Submit this form to the Graduate School after obtaining IRB approval (if needed) for your SP/IS or Thesis.

Semester 3 or 4
Comprehensive Exams: After you are advanced to Candidacy for the MA degree, you are eligible to take Comps. Check out the preceding link and/or https://www.nbcc.org/exams/examprep for study tips. Be familiar with the policies and procedures for retaking Comps.

Semester 4 or 5
Apply to Graduate: Take note of the early deadline for this process: https://und.edu/academics/commencement/apply-for-graduation.html.

Final Report on Candidate: Check with your advisor to ensure all paperwork is completed to meet this deadline.

IRB Research Project Termination Form: This form must be filed with IRB prior to graduation.

Graduation Checklist: Complete this form located in Appendix A with your advisor.

Semester 6 and Beyond
Students will not be allowed to graduate unless they are enrolled in a course or continuing enrollment credit (COUN 996) during their final semester.

If students take off any fall or spring semester prior to graduating, they must fill out a Leave of Absence (LOA) from Graduate Study form. Prior to returning they must complete a Readmission form, which is the same form as the LOA.

Summary: Important Milestones and Forms for MA Students

Whereas the preceding summary was organized chronologically, this summary is indexed topically (and not strictly chronologically).

FBI Background Check	Get fingerprinted and apply, background check to Program Coordinator by Dec 1st
Human Subjects and HIPAA Trainings (CITI)	Complete during the first semester in the Program
Program of Study	File during 2nd semester, 1st year (submit to Graduate Studies)
Topic Proposal Form	Submit while in the COUN 515 course (submit to Graduate Studies)
Institutional Review Board	Apply for approval to conduct research AFTER topic is approved, and BEFORE beginning data collection. IRB approval must be obtained before you begin any research/data collection.
Comprehensive Exam	Take by March 31st of the year that you intend to graduation.
Apply to Graduate	Watch for the posted deadline under Dates and Deadlines and submit through Campus Connection.
IRB Research Project Termination Form	You must file a project termination with IRB prior to graduation, upon completion of your IS or Thesis.
Final Report on Candidate	Check with your advisor during your final semester to ensure that you have completed all the paperwork on time for you to graduate as planned.
Graduation Checklist	Complete this form with your advisor and submit it to the Program Director a week or two before graduation.
Thesis Requirements	In addition to the deadlines posted above, there are deadlines particular to the process of completing a thesis. If you choose the Thesis option, it is essential that you check

with your advising committee to stay on top of these deadlines.

NOTE: Whenever you need to complete a Graduate School Form, download it from the Graduate School Forms webpage. These forms have changed frequently over the years and filling out an obsolete form could result in an inconvenient delay in your progress toward graduation.

Further information on Graduate School requirements is published in the *UND Academic Catalog.* Be sure that you understand all the information provided there, as **you** are responsible for meeting Grad School deadlines. Some students have found themselves stuck when they forgot to read the catalog; don't let this happen to you.

Section 2: Advising Relationships

Upon admission, students are assigned an academic advisor, who will be responsible for working with you on the following program advising issues.

Advising Meetings

Typically, you should arrange meetings with your advisor at least twice each semester. Use these meetings to confirm progress throughout the Program and to determine which courses to take in the upcoming semester. In addition, several issues need to be addressed with your advisor at specific times during your program such program of study, internship, scholarly project, and graduation.

Evaluation Feedback: This meeting will occur each year. The faculty will review each student's progress at the end of the fall semester after completion of the first semester and annually thereafter. Your advisor will meet with you to communicate feedback from that evaluation and further discuss it with you.

Effective use of Advising Time

You will want to consider the following in planning your use of advising time.

1) It is your responsibility to set up advising meetings and to make sure that you are "on track" regarding your progress in the Program. Don't make the mistake of missing deadlines because you were waiting for your advisor to schedule a meeting.

2) Advisors differ in the frequency, length, and content of advising meetings. During orientation, you will have a chance to find out how your advisor structures the advising relationship. However, you may also want to clarify that as you get to know your advisor better and get a better idea of what you expect from advising.

3) Often students feel that they are "using too much time" in their advisor's hectic schedule. However, advising is a crucial role for all faculty. In fact, being "under-advised" can lead to mistakes that cost everyone a lot of time. Again, be sure to ask your advisor what they think is a reasonable amount of time for advising activities. Second, use meetings efficiently – come prepared with questions or concerns so that you can get your needs met without using unnecessary time. The MA Program Requirements Checklist in *Appendix A* of this Handbook is helpful in this regard. Finally, when you schedule your meeting, specify the length of the meeting, and adhere to that established boundary.

4) Read this Handbook and the *Graduate Student Handbook* before asking your advisor about questions that are answered therein. After you have carefully read these materials, faculty and staff can help clarify any questions you may have.

Other Advising Issues

If you think that you may want to switch your program emphasis, talk with your advisor the differences in those emphases and the potential impact on certification or licensure. Students must petition the Counseling Faculty and have this petition approved to switch program emphasis.

If your advisor does not have the information you need, he/she/they can usually get it from the Graduate School, the Placement and Licensure Coordinator, or the MA Program Director. Occasionally, an issue or question may come up which must be addressed by the entire faculty. When this happens, please be patient. It can take a little time to get a final answer.

Switching advisors: Students occasionally wish to switch advisors, due to different interests, work styles, and other valid reasons. IF possible, it is important to speak with your current advisor prior to requesting a switch in advisors.

Section 3: Information on Internship and Scholarly Project

Program faculty and staff work closely with students to identify and develop the most appropriate internship sites available, based on the interests and skill level of students as well as the quality of training and supervision that an internship site can offer. The number of existing and potential sites in our rural region, however, is limited. As the internship represents a significant commitment for the student, the training site, and the academic program, students must be willing to apply to a variety of sites to maximize the probability of a successful placement. Therefore, a program expectation is that students apply to all appropriate sites within a 90-minute to two-hour radius of Grand Forks and agree to accept an internship offer that may entail a commute of that distance.

Internship and the Scholarly Project are the two Program requirements that trigger the most questions for most MA students. Therefore, in this section, several tips, suggestions, and guidelines are provided with the intent of minimizing anxiety about completing these challenging, but rewarding, activities.

All students in the Counseling Programs are expected to follow UND College of Education and Human Development Policies regarding mask requirements and social distancing when on campus. Additionally, students are required to follow COVID, and other public health protocols implemented by their practicum and internship sites.

Internship

Overview

COUN 584/7/8: Internship in Counseling is a two-semester, supervised counseling experience at an external site, typically completed during the second year in the program. Internship (COUN 584 for the Community Agency Emphasis, COUN 587 for the Addictions Emphasis, and COUN 588 for the Rehabilitation Counseling Emphasis) is taken after COUN 580: Practicum is completed. Internship for Community Agency, Child and Adolescent, and Rehabilitation students requires 20 hours per week on-site over two semesters, or a total of 600 hours. Addictions students require a total of 700 hours. Rehabilitation track students are required to obtain hours in specific areas, as denoted on this form: http://crccertification.com/wp-content/uploads/2020/10/InternshipVerificationForm_Category_2.pdf. Students should plan to work at their internship site at least three days per week. The breakdown of hours tends to vary significantly by site and final approval of activities is determined by the Internship instructor. However, as a guideline, for a 600-hour Internship, students are expected to spend at least 7 to 9 hours each week in direct client contact, for a minimum of 240 direct client contact hours. This contact can include counseling sessions, assessments/intakes, outreach, and a variety of other activities involving clients. In addition, all students must receive weekly supervision by an on-site supervisor. The supervisor must have a master's degree in Counseling or a closely related field.

In addition to seeing clients and participating in on-site supervision, interns also participate in weekly small group supervision at UND, attend seminars on-campus and online, and complete a Learning Contract developed as part of the Internship course requirements each semester. The Learning Contract includes a variety of activities designed to enhance the development of counseling skills. At the end of each semester of Internship, each student completes a portfolio that outlines how the components of the Learning Contract were met, as well as other requirements specified in the course syllabus.

On site, students may participate in group, individual, couples and family counseling, individual supervision, case conferencing, administrative activities, outreach services, advocacy, and professional consultations, to name several possible opportunities.

Gatekeeping is an ethical responsibility of all faculty and supervisors to ensure that both the public and the field of counseling are protected from harm. As such, faculty and supervisors who have concerns about a student's ethics, multicultural competence, other competencies, knowledge, skills, or abilities may take action to remediate or terminate the counseling work of students including but not limited to the following: failure of an assignment, failure of a course or lab, administrative withdrawal from semester courses, academic withdrawal, termination or suspension of practicum or internship, the creation of informal and formal program remediation/learning plans, failure of summative and formative evaluations, or suspension or dismissal of the program.

Internship Placement

Internship placements are competitive and dependent on a variety of factors out of the program's control, including, but not limited to, the student's overall performance and performance during individual application interviews with sites and the willingness of the student to apply to many sites and travel to our rural placements. Therefore, the Program does not make any guarantees that students receive a placement of their choice. In general, students who have acquired good counseling skills and professional behavior are able to secure an internship site. The Counseling Programs' Director and Placement and Licensure Coordinator must provide permission to students to apply to individual sites.

In fall semester, the Program will provide an informational meeting on Internship sites and the process of applying to internship sites. After this meeting, prior to submitting internship applications, students submit their site preferences to the MA Program Director. This process involves a careful balance of resources and student needs. Occasionally, it can take some time for everyone to be placed. It is on-going process and often requires significant patience on students' part. However, the Program is committed to your training, and you will be placed in a site that is at least a reasonably good match for you.

All Internship sites have some type of an interview, but the goal and process vary significantly. Some sites have a competitive application process, in which they meet

with all interested students and select only some number of those applicants as interns. Other sites hold more of an informational interview, wherein a student meets with the supervisor or site representatives after being selected, to “get acquainted” and obtain more first-hand information about the site.

Internship Sites
Sites where students have completed Internship in recent years include:

UND University Counseling Center	NDSU Counseling Center
Northern Prairie Community Clinic	Dakota Prairie School System
Community Violence Intervention Center	The Village Family Services
Addiction Training Consortium Sites*	Lake Region State College
Grafton Public Schools	Alluma

(This list is not exhaustive, and new sites are added frequently.)

*For Addiction Counseling Students only. The application process is more formalized for this program emphasis. Consult with the Program Director for details.

Students in the program should be aware that there may be special requirements for their clinical placements, professional liability insurance, medical insurance, immunizations, and completion of criminal background checks. These requirements must be met prior to any clinical contact with clients. The student will also be responsible for travel, housing, and food costs, in addition to the payment of tuition and fees, during the full-time clinical experience semesters. The majority of these experiences will be completed in and around geographical locations of the City of Grand Forks, East Grand Forks, Fargo, and surrounding areas, but could also include areas in Western ND.

If you are looking for an internship site outside of Grand Forks, you will need to discuss this with your advisor and the Program Director during the fall semester, prior applying to internship. Students wishing to pursue an internship outside the Grand Forks/Fargo areas (90 minutes travel time) must complete most of their coursework, with only 1 or 2 didactic class(es) remaining in the fall and spring. This situation usually requires more “legwork” and set-up on your part, but all placements must be reviewed and approved by the Program. Of particular concern is the assurance that a qualified supervisor is available. However, when a student is proactive and takes responsibility for securing a placement away from our placement area, this can be a great situation for a student who seeks more specialized experiences or has family obligations in a different region. Students who anticipate such circumstances should contact their advisor and Program Director as soon as possible. Finally, students must receive final approval to apply for and accept an internship of this type.

Students who receive prior permission to pursue an internship outside of the 90-minute driving radius of UND may be permitted to take their remaining 1 or 2 didactic course(s) at a distance. It is the responsibility of the student to inform the instructor of the classes

impacted prior to start of the semester for that course. Students pursuing internship need to ensure their internship site allows time off for taking courses at the scheduled time (see Campus Connection for course schedules). Students also need to ensure they have access to an adequate computer system and wired Internet access to log into the University's online learning system.

Only students who received permission and are living or participating in an internship outside the 90-minute driving radius of UND are allowed to take classes from a distance. The following are examples that are not sufficient reasons for taking classes from a distance:

- Living in Fargo, not wanting to drive to campus
- Having an internship less than 1.5 hours away
- Not having access to transportation

Students in the professional program should be aware that there are special requirements for clinical placements, professional liability insurance, medical insurance, immunizations, and completion of criminal background checks. These requirements must be met prior to any clinical contact with clients. The student will also be responsible for travel, housing, and food costs, in addition to the payment of tuition and fees, during the full-time clinical experience semesters. The majority of these experiences will be completed in and around geographical locations of the City of Grand Forks, East Grand Forks, Fargo, and surrounding areas, but could also include areas in Western ND.

In terms of attending classes during the winter and inclement weather, while we believe that student safety in paramount, students are responsible for attending classes during winter. If the University is open, then students are responsible for attending classes and may be penalized for missing class.

All students in the Counseling Programs are expected to follow UND College of Education and Human Development Policies. Additionally, students are required to follow COVID, and other public health protocols implemented by their practicum and internship sites.

Scholarly Project/Independent Study

Scholarly Projects/Independent Studies are designed to give students in the Counseling Program guided introduction to academic research. Students will initiate the scholarly project/independent study in the COUN 515 Research course. However, you will complete it outside of these courses. You must discuss your scholarly projects/independent study with your advisor. Scholarly projects are completed as a part of a group scholarly experience with other students in the Counseling Program. This means that you must make sure that all advisors approve of the scholarly project. Independent studies are individual experiences carried out by one student. Scholarly projects or independent studies can consist of scholarly literature reviews and research

study proposals, qualitative or quantitative research studies, creative scholarly projects, program manuals, or program evaluations.

Students will use the COUN 515 Research course as the time to develop ideas for their scholarly projects/independent study. **When developing your scholarly project/independent study, you will meet with your advisor to discuss the expected structure, format, and length of your final product.** After developing ideas for a scholarly project or independent study, you will schedule another meeting with your advisor to discuss aspects of the scholarly project/independent study and obtain final approval for your work. You and your advisor should have a clear understanding of the expected and agreed-upon structure, format, and length of your final product. You will only receive a passing grade for the scholarly project/independent study when your advisor indicates that the final product has met the agreed-upon structure, format, and length. There is no one format or look for a scholarly project/independent study. Therefore, scholarly projects and independent studies will look different from one another.

If your work involves human subjects, then you must file an Institutional Review Board (IRB). The IRB is a university committee that reviews all studies involving human subjects (including surveys). Approval by the IRB is mandatory and must be received before any portion of the study can begin. You cannot begin to collect data before the IS or Thesis proposal has been approved by your advisor and the IRB. The Human Subjects Review Form Packet and similar forms are available at the Office of Research Development and Compliance (RD&C).

Once the IRB proposal is approved, the next step is to file a Topic Proposal with the Graduate School. As detailed in *Section 2*, this form is available online at the Grad School website. This form must be filed with the Graduate School and approved by the end of the semester preceding the semester in which you plan to graduate.

It is important to note that within all scholarly projects/independent studies, unless otherwise indicated by your advisor, you must include a section on research methods. Meaning, regardless of whether your scholarly project/independent study is an empirical study, you are required to discuss a research method. This means that you must discuss how you would go about collecting the data and the type of analyses that you would use to examine the data collected.

Student must complete their scholarly projects/independent study by the end of the fourth month of the semester that which they intend to graduate. Thus, for those students intending to graduate in the spring or the summer, they must complete their scholarly projects by April 30th. For those students intending to graduate in the fall, they must complete their projects by November 30th. Most students will complete the majority of their projects during COUN 515 and will finish final edits of their projects in subsequent summer or fall semesters.

<u>Additional notes</u>

Part time students will need to decide in consultation with their advisor during the first fall in the program whether they plan on taking their Research course during the first year and complete the scholarly project/independent study that year, or whether they will postpone the scholarly project/independent study for the second year, meaning students would take their Research course in the spring or summer semester of their 2nd year and complete the scholarly project at time.

The program expectation is that all terminal master's students will complete a scholarly project as described above. Students wishing to pursue a **Thesis** need to demonstrate a clear rationale (e.g., an international student who needs a thesis to be recognized in their home country or a clear plan to publish a study before exiting the program). Students who decide to pursue a thesis are usually exceptional students with clear research interests and goals, who have a strong research interest and recognize the additional demands a thesis requires of the student and advisor. Students should expect to produce work of publishable quality for their thesis, with the goal of submitting their scholarly work to an appropriate outlet. Assuming the advisor supports the request, the student will develop a one-page proposal/rationale letter with a timeline to be submitted to their advisor. The advisor will give final approval of a thesis.

Master of Arts Thesis

International students whose home countries require a thesis, or students with clear plans to publish a study before exiting the program, can request to write a master's thesis in lieu of a scholarly project. This needs to be requested as described above. Faculty will approve this request only for students who are demonstrating considerable skill and potential in research and writing, as evidenced by completed coursework in the Program. Students who decide to pursue a thesis are usually exceptional students with clear research interests and goals, who have a strong research interest and recognize the additional demands a thesis requires of the student and advisor. Students should expect to produce work of publishable quality for their thesis, with the goal of submitting their scholarly work to an appropriate outlet. Assuming the advisor supports the request, the student will develop a one-page proposal/rationale letter with a timeline to be submitted to their advisor. The advisor will give final approval of a thesis.

The thesis option requires that you establish a Faculty Advisory Committee, made up of three members of the Graduate Faculty, at least two of these faculty members must be core faculty in the Counseling Program. Your advisor will typically serve as the Chair of the Committee. Unlike the Independent Study, a thesis requires an oral and written proposal to the Committee as well as an oral defense. Another difference from the Independent Study is that the thesis is submitted to the Graduate School and must be approved by the Dean. Therefore, there are more deadlines involved in completing a thesis, and the final deadline is earlier in the semester than the Independent Study deadline. Thesis proposals and/or defenses are not held during the summer semester except with prior arrangement with the Committee and when drafts of proposals or theses have been submitted to the Committee prior to the end of the Spring Semester.

The link to the thesis outline form is on this Graduate School web page: https://und.edu/academics/graduate-school/academic-career-support/forms.html. While the thesis option may be useful for some students, it is a more rigorous scholarly endeavor that can also become more complicated and time-consuming. If you are interested in this option, be sure to discuss the advantages and disadvantages with your advisor within the first two semesters of your program.

The quality and format of every SP, IS, or Thesis, while different, must adhere to the standards detailed in the American Psychological Association's *Publication Manual of the American Psychological Association, 7th Edition.* Examples of previous Scholarly Projects, Independent Studies, and Theses are available in the Department Library. Talk to your faculty advisor about reviewing these that can be used as models for your own project. Every study, however, is unique. You should consult with your advisor about aspects of your own project that will differ from the models you select.

Additional notes on the Thesis process

Students are encouraged, while taking their COUN 515 Research course during their first year in the program, to begin considering research topics of interest to them. Working with faculty, they study these topics and ways to design research about them. Near the end of the first year, students should select a Faculty Advisory Committee (FAC) Chair, who will typically also serve as thesis advisor. Working with their Chair, students write a thesis proposal and complete the "Topic Proposal" form, which must be signed by all committee members and then filed with the Graduate School. The Proposal consists of the first two portions of the thesis: (1) Introduction and Literature Review, and (2) Methods. The Proposal is presented to the committee at a formal proposal meeting. **For full-time students on a two-year schedule, this meeting must occur by September 30th.**

Upon Committee approval of the full proposal, the student may finalize the Institutional Review Board (IRB) application for any research conducted with human or animal subjects. Only after obtaining IRB approval can data collection begin. After the data have been collected and analyzed, the next step is Preliminary Approval of a draft of the completed thesis manuscript. The "Preliminary Approval" form is signed by all FAC members and is filed with the Graduate School. Preliminary approval assures the student that no major changes will be required in the final copy of the thesis. After this, the final examination (oral thesis defense) is scheduled and conducted by the student's FAC. Thesis proposals and/or defenses are not held during the summer semester except with prior arrangement with the FAC and when drafts of proposals or theses have been submitted to the FAC prior to the end of the Spring Semester.

Section 4: Program Climate and Activities

Due to the intense and interpersonal nature of counselor preparation, students come to know each other well and often develop strong ties to each other and to members of the faculty. The Program is small enough to resemble an extended family in some respects. As with any close group of people, there will be feelings of comfort as well as instances of conflict. As experts in human relations, mental health professionals recognize the importance of group cohesion. In the Counseling Program, several formal events, procedures, and informal traditions have been established to help facilitate a productive and respectful climate for growth and learning. The degree to which each student is willing and able to become involved in the activities listed below will vary, but we encourage you to become familiar with them and do your best to be contributing citizens of the Program.

Student Organization

Counseling Student Association: The Counseling Student Association is a graduate student-run organization that promotes the values of positive mental health and social justice advocacy through events and activities on the UND campus and in the Grand Forks community. They are passionate about Counseling Psychology and Social Justice and are motivated to pursue projects on campus, regionally, and nationally to help better our field and our world! MA and doctoral students can join, and it is student-led, with a faculty representative present to facilitate discussion and assist with self-direction and adherence to the Program's mission as needed. Periodic emails are sent out throughout the year via the Counseling email listservs related to joining the organization, attending events, and more.

Student Representatives: Elections are held in September and as needed, at other times. Elected student representatives are integral to operations in the following activities:

Faculty Meetings: There are faculty meetings one or two times a month during the fall and spring semesters. MA students and doctoral students share a vote at these meetings. Student representatives serve as a liaison between the faculty and the full student body.

Annual Program Activities (subject to public health restrictions):

- Student/Faculty Town Halls
- Student Orientation (August)
- Holiday Celebration (December or January)
- Student Recruitment and Admissions (most active December through April)
- Ad Hoc Program Activities (may or may not occur each year, depending on priorities set by student and faculty leadership and subject to public health restrictions):
- Brown Bag Lunches

- Potluck Meals
- Research Fair

Finally, **Comment Boxes** will be provided in the mailroom where you may leave anonymous compliments, complaints, and other constructive feedback. Program support staff periodically collects the contents of the boxes and forwards them to the Faculty.

Section 5: Helpful Tips from Former MA Students

These tips are observations, opinions, and pet peeves expressed by previous students in the Master of Counseling program, so please consider the source!

- Keep your eyes and ears open, and if you see or hear anything that you do not understand, **please ask questions!!!!**
- Don't wait for information to get to you; it's not someone else's responsibility to keep you informed. Watch out for yourself and take responsibility to get your own needs met.
- Keep in mind that the format for the independent study is different from the thesis. Be sure to check with your advisor before trying to follow any guidelines for writing up your thesis or independent study. It will make life a lot easier!
- Study groups can be invaluable to help you understand, clarify, and remember important material, and are also great support when you encounter tough times. Just to know some people care about you does wonders for emotional health.
- Network, network, network – whether it is with your peers or with professionals with whom you come in contact. You never know when you may need their help, or they may need yours.
- Don't get too uptight about things and try to go with the flow. This helps conserve your energy and gives you peace of mind.
- Have confidence in yourself and remember you already have valuable skills that can be applied to counseling.
- If you don't know something, read the handbooks first, then reach out to find out the information. Remember to send follow-ups, as faculty and staff can get very busy. Not receiving an immediate response doesn't mean they're ignoring you.
- Start early with your Independent Study or Scholarly Project!!!
- Join professional organizations that have to do with your counseling interests. Start by identifying ways of being involved in program-related experiences. It's also important to join the American Counseling Association (ACA) and the North Dakota Counseling Association (NDCA) affiliated with it.
- Participate in the Brown Bag meetings and Town Halls and ask questions or voice concerns about the program. If you find it difficult to do this during the meeting, jot your idea/opinion/concern (anonymously if necessary) and leave it in one of the Comment Boxes so that it can be addressed at the next meeting. YOU can make a difference, and believe it or not, your fellow students and faculty want to hear from you!!!

Section 6: Financial Resources

Applications for graduate awards in the form of Fellowships, Tuition Waivers, and Scholarships are accepted throughout the year. The applicant must be admitted to a graduate program and be in good academic standing. The application form for funds available through the Graduate School may be downloaded from their website. Contact the Graduate School directly about annual awards listed below and also posted at: https://und.edu/academics/graduate-school/current-students/financial-aid/index.html.

1. **Tuition Waivers ***
2. **Scholarships**
3. **Cultural Diversity Tuition Waivers** *

Graduate Service Assistantships (GSAs) are occasionally available in various academic and student service offices. Assistantships typically provide a full tuition waiver and a stipend. There is no type of guarantee that positions will be available now or during the next year.

Two forms of employment are available through the UND's Student Employment (777-3226), located in Twamley Hall Rm 409: (a) the Federal Work Study (FWS) awarded to students who demonstrate financial need, and (b) Institutional Employment available to students enrolled at least half time and not based on financial need. You may also want to investigate paid employment through Cooperative Education opportunities at www.career.und.edu.

* Tuition Waivers cannot be applied to course fees.

The Federal Educational Loans through One-Stop Student Services include the Federal Carl D. Perkins Loan awarded to students who have financial need, the Federal Robert T. Stafford Loan of low interest and made with a lender to the student who shows financial need, and the Federal Unsubsidized Stafford Loan which financial need is not required for eligibility. A listing of commercial educational loan programs is also available through One-Stop.

The CEHD offers 800+ scholarships with a clearinghouse of all available scholarships for the coming year. Applications open October 1st of every year with a deadline of March 1st in the spring semester: https://education.und.edu/about/scholarships.html.

Additional information about Student Financial Aid at UND is available at the following website: https://und.edu/one-stop/financial-aid/.

EHBS Department and Other Counseling Grants and Scholarships

BHWET Grant

Given the mission of the program to try and serve rural communities, our Counseling Programs now offers the Behavioral Health Workforce Education and Training

(BHWET) grant program. This program aims to develop and expand the behavioral health workforce through improved training and by providing stipends to graduate level students in UND behavioral health programs. Priority status will be given for trainees choosing placement sites that are in North Dakota and that serve rural populations. Stipends are delivered via monthly direct deposit. Here is a list of eligible training sites: https://und.edu/npcc/bhwet-training-sites.html.

Eligible students must have full-time field placements that are no less than six months and no more than 12 consecutive months at approved sites that meet the HRSA BHWET program requirements to serve rural and/or underserved populations. Additional sites can be submitted for approval and are encouraged. Part-time students and interns are allowed to receive stipends prorated at one-half of the fixed amount for no more than 24 consecutive months. Students receiving a stipend or students in paraprofessional programs receiving tuition support in the BHWET Program must be a citizen of the United States, a non-citizen national of the United States, or a foreign national who possesses a visa permitting permanent residence in the United States. Individuals on temporary or student visas are not eligible to participate.

Each BHWET stipend recipient is required to: (a) complete assigned activities in clinical placements with rural, vulnerable, and/or medically underserved communities, (b) complete training and clinical work in telepsychology services (as applicable), (c) complete didactic training in interprofessional healthcare (if not already demonstrated as part of the selection process), (d) participate in practice activities that integrate behavioral health and primary care, (e) participate in the two-hour Interprofessional Consultation Team sessions via online videoconference sessions in the evening, once a month throughout placement, (f) demonstrate cultural and linguistic competency as measured by program competency assessments, and (g) complete BHWET program evaluation and participate in an interview with BHWET program staff upon completion of the clinical experience.

For more information and how to apply, follow this link: https://und.edu/npcc/npcc-bhwet-program.html. REMINDER: Your placement at one of the sites associated with this grant is contingent upon the internship process as denoted previously.

NDCA Scholarship

The North Dakota Counselor Association (NDCA) offers a scholarship to an M.A. student in a counseling program in North Dakota. The deadline for applying is usually in November: https://www.ndcounseling.org/graduate-scholarship.

Section 7: Campus Resources

This section of the Handbook provides you with information about a variety of resources and opportunities available to you at UND. Including information on libraries, athletic events, and housing, to name just a few, it's a way to help you become oriented to what UND can offer students. A detailed campus map is available as a downloadable PDF.

University Libraries

The University Libraries consist of the Chester Fritz Library (777-4644), the main library on the UND campus, and its two branches of Music (Gordon Erickson Music Library) and Geology (F.D. Holland Geology Library). There are also two autonomous libraries associated with the Schools of Law and Medicine:

- Thormodsgard Law Library (777-2204) located in the Law Building
- School of Medicine and Health Sciences (777-3993) located digitally.

A Graduate Liaison Librarian is available in the Reference area to help graduate students with their needs. Privileges that graduate students have at the Chester Fritz Library include permission to check out journals and a graduate student Interlibrary Loan search that extends nationwide instead of just regionally. When materials needed are not available in the University Library system, an Interlibrary Loan will search other systems to get the material for you.

University Bookstore

The University Bookstore (407-0448) is where you purchase textbooks, general interest books, supplies, computers and software, magazines, candy, drug store items, and UND clothing. Sometimes, textbooks are available at a lower cost at other stores or online. It is located at 2600 Jarrett Way, Suite 3, just off Columbia Road.

Computer Resources

The closest computer lab to the Program's home base is in Gillette, Room 1. There are Computer Learning Labs across campus with a multitude of services available: https://library.und.edu/services/computers-technology.html.

Print Center

The Print Center (777-5088) is located at 3791 Campus Rd Rm 8008 with hours from 8am to 4:30pm. The cost for photocopies at Duplicating Services is **much** less than at commercial services off campus. You may also place a printing or copying order online by obtaining an order form through this link: https://campus.und.edu/campus-services/print-mail-center/print-center/index.html.

Copying services are available in the Chester Fritz Library and various locations across campus and off-campus locations such as OfficeMax and FedEx/Kinko's.

University Website

The UND website is: www.und.edu. In the upper right-hand corner, you may select "Logins" to access quick links to Blackboard, Campus Connection, and Email. Information on Academic Course Offerings, Computing, Student Life & Services, Directories, Employment and Careers, Libraries, Publications, Research, Culture, Calendar/News, Athletics, Financial Aid, Events, and much more is readily available online. Course registration is conducted through *Campus Connection*, where you can also check your grades, view and print your class schedule, check financial aid resources, and many other features.

Student Services

The University Counseling Center: (777-2127) is on the second floor of McCannel Hall. Their operating hours are from 8 am – 4:30 pm. Services offered include individual counseling and therapy, crisis counseling sessions, group counseling and workshops, personal evaluations (referred by OSRR), and case management. They also provide services for examining substance use through evaluations, outpatient treatment, peer support groups, and consultation. The UCC is also a training center for graduate students who are in the Counseling Programs. To avoid dual relationships, students who have received therapeutic counseling from the UCC during the two years prior to the start of internship are typically not selected as interns. Students are welcome to request exceptions to this guideline, which may or may not be granted by UCC staff, based on individual circumstances. Interns are also expected to sign a waiver that states they will go off-site for their own personal counseling services. It is possible that an exception to this policy could be granted; contact your advisor or the Program Director about this issue as needed.

Career Services Center: (777-2117) is on the first floor of McCannel hall and assists students in planning and carrying out job searches. It provides a résumé service and a credential file for a small fee. This office also coordinates on-campus interviews, hosts an annual Career Fair, provides job referral information to employment openings with Job Service North Dakota, and distributes a weekly vacancy list that advertises job openings.

Student Health Service: (777-4500) is on the first floor of McCannel Hall and is a full-service medical clinic. It is an appointment-based clinic for all enrolled students. Clinic hours are Monday-Friday 8am-4:30pm. They are closed on all legal holidays and campus closures. For more information about billing and services, visit their site.

The UND Writing Center: (777-2795) is in the Chester Fritz Library Rm 321. Check their website for their current hours, as they change based on the semester. The Writing Center is a free writing service that gives help with brainstorming, organizing, developing, revising, or documenting papers. Course instructors and advisors in the Counseling Program frequently refer students to the Writing Center. Some of their staff have special training and experience working with graduate students and dealing with issues of confidentiality that frequently arise in the writing you do as a counseling

student. You may find it helpful to ask for an appointment with a staff member familiar with working with Counseling students.

The University Children's Learning Center: (777-3947) on 525 Stanford Rd provides full-day childcare every weekday for children ages 18 months to 12 years.

Community Standards & Accessibility for Students: The University of North Dakota is committed to providing equal access to students with documented disabilities. To ensure access to this class and your program, please contact Accessibility for Students to engage in a confidential discussion about accommodations for the classroom and clinical settings. Accommodations are not provided retroactively. Students are encouraged to register with Accessibility for Students at the start of their program. More information can be obtained by email UND.communitystandards@UND.edu or by phone at 701.777.2664.

Student Involvement

UND's has over 250 officially recognized Student Organizations, including recreational, religious, and political groups as well as over a dozen cultural and language organizations and centers. Check out their directory to see which ones you might want to join.

The Hilyard Center: The Hilyard Center is in the Memorial Union Rm 201, and provides support and advocacy for students of color and LGBTQ+ students through advisement, education, and success initiatives. Their work promotes awareness and understanding of diversity, equity, and inclusion through education and learning opportunities. They focus on creating an equitable, inclusive, and welcoming campus for all students. Through this space, students can engage in various diversity, equity, and inclusion education. This includes participating in cultural and identity events, attending speaker presentations, engaging in identity-specific discussion groups, or developing skills and knowledge in workshops and trainings. They have additional identity spaces for students.

International Center: The International Center (777-4231) is in the Memorial Union Rm 300, and provides education abroad opportunities for domestic students and services for international students and scholars at UND.

Housing & Residence Life Office

The University provides many options where graduate students live and maintains several hundred apartments for families and single students. Applications and information about the specific types of apartments and current rates are available from the Housing Office (777-4251), located at 3 Strinden Rd.

There are several property management companies in Grand Forks that rent apartments throughout Grand Forks and East Grand Forks. In addition, the North Dakota Apartment Association lists available apartments in Grand Forks area.

Memorial Union

The Memorial Union is one of the hubs of student life on campus. As offices and services change from time to time, you may also call the Info-Center (777-4321) for current information.

Dining Services

There are several locations at UND to obtain dining services while on-campus. These include the Memorial Union, Wilkerson Dining Center, Conveniences Stores, Coffee, and Vending.

Recreational Facilities
On-Campus

The Wellness Center: A state-of-the-art, comprehensive facility on the north end of campus. The physical fitness facilities include racquetball, handball, basketball, and volleyball courts, a track, a climbing wall, a dance/aerobic exercise room, as well as many aerobic exercise machines and free-standing weights. Personal training sessions may be scheduled. Cooking and nutritional classes are also available. Intramural recreational sports, offered through the RecSports program, include aerobics, basketball, beach volleyball, flag football, golf, hockey, racquetball, softball, tennis, and volleyball. Weekly schedules of open times to use these facilities are posted on bulletin boards throughout the center and on their website daily.

The Chester Fritz Performing Arts Center: Has a wide variety of local and national events, including concerts, plays, dance recitals, and musicals. August and December UND Commencement Ceremonies are held here. The box office is open every weekday. For information call 777-3076.

The North Dakota Museum of Art: (777-4195) provides the campus and area with exhibits of local and national artists as well as two annual art auctions. Special university events are also held here.

Off-campus

The Greater Grand Forks area offers a wide variety of recreational facilities. The Grand Forks Park District (746-2750) maintains the city parks, playgrounds, and sports facilities, operates two major health and fitness centers, and sponsors activities and programs for people of all ages. The Park District publishes Fall/Winter and Spring/Summer activity calendars. There are also several privately run fitness clubs throughout the city.

Information on many local events can be accessed at https://visitgrandforks.com/event-calendar.

The Alerus Center: (792-1200) hosts many sporting events, conventions, the circus, and conventions and occasional concerts from major performers. This is also the site of the May commencement ceremony for UND.

Section 8: New Professional Issues

Licensure/Certification

Although it may be far from your mind now, licensure or certification is likely to be very important to you shortly after graduation. To prepare for the time you apply for licensure or certification, be sure to keep all your course syllabi and track your clinical hours. Specifically, keep detailed records of the number of clients you see and the number of hours you spend in each clinical activity, such as individual counseling, group counseling, supervision, case conferences, and so forth. You may also want to keep track of the number of clients and clinical hours by demographic category (e.g., age, gender, racial/ethnic group, and so on) and diagnosis or presenting problem. These records, of course, must not include client names or other information that could be traced back to reveal your client's identity.

If you are applying for counselor licensure in North Dakota, the standard core of the UND MA Program in Counseling will meet the requirements for eligibility. Other states may have different requirements, so you will want to explore that possibility early in your program if you plan to practice elsewhere. You can visit the universities' interactive State Licensure Disclosure Map for information concerning whether our program can get you licensed in the state you are interested in living/practicing in upon graduation. Each state has a link to the state's licensure board website, which will have more detailed and accurate information on the state's requirements and contact information for the board.

Provided below are the addresses for licensure/certification information in North Dakota and Minnesota. The addresses for other states can be found at: https://www.nbcc.org/search/stateboarddirectory.

North Dakota

NORTH DAKOTA – Counselor Licensure Law Passed 1989
Ms. Marge Ellefson, Executive Secretary
North Dakota Board of Counselor Examiners
2112 10th Avenue SE
Mandan, ND 58554
Phone: (701) 667-5969
Fax: (701) 667-5969
e-mail: ndbce@btinet.net
Website: www.ndbce.org
Exam: NCE / NCMHCE
State credential: LPC or LPCC

The North Dakota Board of Counselor Examiners (NDBCE) administers the licensure process for the three levels of credentialed counselors in North Dakota, namely:
LAPC - Licensed Associate Professional Counselor

LPC - Licensed Professional Counselor
LPCC - Licensed Professional Clinical Counselor

Addiction Counselor Certification	ND Board of Addiction Counseling Examiners 1601 N 12st St Suite 609 Bismarck, ND 58501 (701) 255-1439

North Dakota State Law is published in the Century Code. The current version is the result of the 2025 legislative session and is available at https://www.ndlegis.gov/general-information/north-dakota-century-code. Certain sections are particularly relevant to counseling licensure, including Title 43, Occupations and Professions, Chapter 43-47, Counselors and Chapter 43-47.1, Counseling Compact, which comprises *Appendix D.*

Minnesota

The first Professional Counselor licenses in Minnesota were issued in January 2004. Two counseling licensure classifications (Licensed Professional Counselor and Licensed Alcohol and Drug Counselor) in Minnesota are administered through the Minnesota Board of Behavioral Health and Therapy (https://mn.gov/boards/behavioral-health/).

The Minnesota Counseling Association (MNcA) website has other useful information about being a counselor in Minnesota: https://www.mnca.org/.

Job Search Information

Another important task that awaits the new professional is that of finding a job. While there is no question that this can be a difficult process, there are a few resources that can make the search a bit easier.

First, you can ease the job search process by getting used to "networking" early in your program. Often, people get leads on positions through friends, colleagues, or people working in the field. It's important to meet people who are active in the field of counseling and talk with them about professional issues such as employment. You never know when a casual comment can turn into a job lead. Part of this includes your internship site, as internship sites may often provide job offers to their trainees.

Second, Career Services on campus can provide a variety of useful services for the career search. Career Services maintains a variety of online career directories and job listings and subscribes to vacancy listings from around the country. The counselors there can also give you advice on resume writing, interviewing skills, and self-presentation.

Third, pay close attention to the MA student listserv as faculty and staff will often post job openings from local and non-local agencies, hospitals, and additional mental health settings that have been sent from alumni, former faculty/staff, or folks in the community employed in these settings.

Fourth, join the American Counseling Association (ACA). ACA Membership will allow you better opportunities to network, and the membership fees include a subscription to *Counseling Today* (*CT*), the professional newspaper of ACA, and the *Journal of Counseling and Development* (*JCD*). You may find jobs via ACA's Career Center. Membership in a state counseling association is also a good networking strategy, for example, the North Dakota Counseling Association (NDCA) and the Minnesota Counseling Association (MnCA).

Fifth, especially if you are willing to relocate, read the Chronicle of Higher Education, a weekly publication that lists a wide variety of positions open in higher education. This can be a valuable tool, especially for positions in student affairs and such.

Finally, talk with your advisor about other ideas and options. While no one can make the process "easy," advisors can often be a helpful source of information, helping to make it manageable at least.

Section 9: Suggestion Sheet and Notes

Suggestion Sheet

1. I would like to see more information in this Handbook about...

2. One question that I have not been able to find a definite answer for is...

3. I have the following suggestion(s) for an Orientation activity for next August:

4. I have the following suggestion(s) for an MA group activity:

5. One thing that I need from the MA Program materials that I don't have yet is...

6. This Handbook would be better if....

7. Other comments

If you would like to address any of the above questions, or others not represented here, please fill this out and email it to the Program Coordinator. Your suggestions are appreciated!

Notes

APPENDIX A

MA Program Requirements Checklist

Name: _____Entry Year: _____ Advisor: _____

Today's Date: _____ Anticipated Date:_____ Date completed: _____

Requirements for Removal from Qualified Status _____ _____

Advanced to Approved Status _____ _____

MA Program Curriculum Requirements

Required Core Courses

507	Life-Span Development in Counseling	3 cr
510	Counseling Methods	3 cr
515	Methods of Research	3 cr
518	Group Theory and Process	3 cr
519	Career Counseling	3 cr
520	Diagnostic and Prevention Strategies	3 cr
529	Dynamics of Addiction	3 cr
530	Theories of Counseling, Personality and Development	3 cr
532	Multicultural Counseling	4 cr
535	Child, Family, and Couples Counseling	4 cr
560	Supervision and Consultation	3 cr
580	Counseling Practicum	4 cr
995/997/998	Scholarly Project, Independent Study, Thesis	2 cr
	Sub-Total….	**41 cr**

Plus, One of the Following Emphasis Areas:

1. Addiction Counseling Emphasis

501	Ethics: Counseling and Counseling Psychology	4 cr
517	Assessment in Counseling	3 cr
576/593	Psychopharmacology of Counseling	3 cr
587	Addiction Counseling Internship (two semesters; 6 cr/sem)	total 12 cr

2. Community Mental Health/Child & Adolescent Counseling Emphasis

501	Ethics: Counseling and Counseling Psychology	4 cr
517	Assessment in Counseling	3 cr
584	Comm. M. H. Internship (two semesters; 6 cr/sem)	total 12 cr

3. Rehabilitation Counseling Emphasis (*program pre-requisite RHS 350 or equivalent*)

506	Rehabilitation Counseling: Foundations of Ethical Issues	4 cr
514	Rehabilitation Counseling: Assessment and Evaluation	3 cr
536	Medical & Psychosocial Aspects of Disabilities	3 cr
539	Case Management & Community Partnership in Rehabilitation (two semesters; 2cr/sem)	total 4 cr

588	Rehabilitation Internship (two semesters; 3 cr/sem)	total 6 cr
TOTAL CREDITS (core + elective courses)		**60cr+**

	Anticipated Date:	Date Completed:
Advancement to Candidacy Components		
Advisor or Advisory Committee Filed w/ Grad School	_____	_____
Program of Study Completed and Filed	_____	_____
IRB Human Subjects Proposal Approved if needed	_____	_____
Topic Proposal of SP, IS, or Thesis Filed	_____	_____
Other Requirements		
Human Subject course completed	_____	_____
FBI Background Check	_____	_____
Diversity Statement	_____	_____
Ethics Agreement	_____	_____
Liability Insurance	_____	_____
HIPAA Training	_____	_____
First Year Review	_____	_____
Comprehensive Exams	_____	_____

Comments/Notes:

MA Counseling Program at UND – Annual Student Evaluation
Revised August 1, 2023

Name _____ Entry Year _____ Date _____

Scale: E = exceptional, S = satisfactory, U = unsatisfactory

1. Academic Coursework _____
2. Practitioner Skills _____
3. Professional Development _____
4. Professional Activities _____
5. Professionalism / Interpersonal Functioning _____
6. Writing Skills _____
7. Independent Study / Thesis Progress _____
8. Preparedness for Independent Practice _____
9. Overall Progress _____

Comments:

1. Academic Coursework:

2. Practitioner Skills:

3. Professional Development (ethical rigor, ICD/multicultural competency, etc.)

4. Professional Activities (involvement, meetings, professional organization membership, etc.):

5. Professionalism & Interpersonal Functioning (professional demeanor in interactions and communication with peers, faculty, supervisors, etc.):

6. Writing Skills:

7. Independent Study/Thesis Progress:

8. Preparedness for Independent Practice:

9. Overall Progress: Also, note any exceptional activities (going beyond the requirements) here.

Student	Date
Advisor	Date
Program Director	Date

ETHICS AGREEMENT

The profession of counseling has a long tradition of striving for ethical conduct and activity from each individual practitioner. Guidelines for ethical practice and behavior have been developed and published by the professional associations in the counseling field. Each student in the UND Master's Program in Counseling will become familiar with the guidelines in their program emphasis through a variety of sources, including classroom instruction and applied practice with clients and in role-play situations. Student knowledge of ethics will be assessed through completion of the coursework in ethics, the Ethics Quiz (in COUN 580), and the ethics portion of the Comprehensive Examination.

Ethical standards protect the client, and protect you as a student, by setting out expectations for behavior by practitioners, professors, and researchers. As you prepare to see clients for the first time in Practicum, it is important that you are familiar with the relevant code of ethics (American Counseling Association, American Psychological Association, Council on Rehabilitation Certification, or the National Association of Alcoholism and Drug Abuse Counselors) that you agree to act according to the guidelines set forth in that code.

Print your name here: _____

Please read the following statements and sign as appropriate.

YES NO I have read the _____ Code of Ethics and understand its application to my work as a counseling student.

_____ _____
Student Date

_____ _____
Witness Date

YES NO I agree to adhere to the standards of conduct put forth by the _____ Code of Ethics.

_____ _____
Student Date

_____ _____
Witness Date

MA Graduation Checklist

Student Name: _____

Name upon entering program (if different): _____

EMPLID: _____

Start date of program: _____ Completion date of program: _____

Program Emphasis: _____

Contact Information

Mailing address: _____

_____

E-mail address (non-UND): _____

Phone number: _____

Scholarly Project: _____ Independent Study: _____ Thesis: _____

Project Title: _____

Thesis Research Data Stored and Filed via ProQuest by Graduate School Date:

Location: _____

Hard Copy: _____ Electronic Copy: _____

IRB Termination Form Filed: _____

Two copies of Thesis bound (one personal and one for program): _____

SP/IS/Thesis saved as PDF file & submitted electronically to Program Director: _____

Job or academic program placement information on file: _____

Non-UND email given for addition to alumni listserv: _____

Practicum and internship hours filed: _____

Practicum and internship evaluations filed: _____

Practicum Site Information:

Site name: _____Dates: _____Total hours: _____

Supervisor(s): _____Phone: _____

Internship Site Information (complete for each site, use back side if necessary):

Site name: _____Dates: _____Total hours: _____

Supervisor(s): _____Phone: _____

APPENDIX B

THE COUNSELING PROGRAM'S CRIMINAL BACKGROUND CHECK POLICY AND PROCEDURES

The following policy aligns with the College of Educational and Human Development's policy and covers the entire program, including the following areas: Counseling Psychology, Counseling, Rehabilitation, and Recreation & Tourism.

All students must submit the results of a Criminal Background Check by the end of the first semester in the program and/or prior to any field experience. The criminal background check must be accomplished by the Federal Bureau of Investigation. The cost of a background check is the responsibility of the student, and the report will remain the property of the student. Students are encouraged to follow the guide created by the Program to facilitate the FBI criminal background check application process. Students who do not comply with this requirement will not be allowed to continue with their program.

Criminal background check reports and other submitted information are confidential and may only be reviewed by officials and designated representatives of affiliated field partners in accordance with the Family Educational Records and Privacy Act and other applicable state and federal law. A faculty committee from the Program (comprised of the student's advisor, program director, and additional faculty) will review any criminal background checks that contain information of concern. Criminal background check information for UND students will be kept pursuant to the University of North Dakota's records retention policy.

How to Make an FBI Identification Record Request

NOTE: Confusion often exists with the terminology used regarding a check of one's criminal history record whether on file with the State of North Dakota, another state, or the FBI. Therefore, avoid using the term "background check" when making criminal history records inquires. A background check in many jurisdictions (including the FBI) consists of several parts including a criminal records check, credit report, education verification, and driving records. This type of background check is NOT required by students enrolled in CEHD and our Program. Therefore, the following official titles should apply when making inquiries: "FBI Identity History Summary" request (such requests are based upon your fingerprints only).

Students should use the following procedures when applying for FBI Identification Record Request:

- Complete an Identity History Summary check. Visit (https://www.edo.cjis.gov/#/) and follow the steps under "How to complete a request." Currently, the FBI website is only supported by Firefox or Explorer (not Chrome or Safari).

- Submit electronically as it takes less time.
- Complete the online request using your own email or mailing address (not UND).
- Pay the fee of $18.
- Print the confirmation letter that will be generated after you pay.
- Go get fingerprinted – which may mean a trip to your local police station or UND's UPD: https://campus.und.edu/safety/police/. Be sure to attain a hard copy of your prints.
- Send fingerprints and confirmation letter to the FBI – be sure to use the exact address on the confirmation letter!
- The FBI will send you and electronic version of your "background" (Identity History Summary) check about a week after they receive the fingerprints.

SPECIAL CONSIDERATIONS REGARDING OBTAINING A FINGERPRINT CARD

1. Fingerprints may be obtained at most local, county, and state law enforcement agencies (fee amounts or no-fee policies vary widely by each agency).

2. Some private printing services or private fingerprinting agencies may exist in your area and are usually listed online or in the yellow pages (fees vary widely).

3. Regardless of the source, verify that your fingerprint impressions are being taken from a qualified/trained fingerprinting technician.

4. Fingerprints are usually placed on the FBI's standard fingerprint form (FD-258). This form can be downloaded at their website. However, agencies may prefer to use a fingerprint card on their standard card stock which is acceptable by the FBI.

5. Fingerprint cards must include rolled impressions of all ten fingerprints and impressions of all ten fingerprints taken simultaneously (a.k.a. plain or flat impressions).

6. The fingerprint card must be the original card and must include your name and date of birth.

NOTE REGARDING PROCESSING YOUR REQUESTS

1. It can take on average 2 to 3 weeks to process a request from the date of receipt by the FBI.

2. Based upon the volume of requests and time of the year as well as other factors (e.g., use of credit card method of payment), it is reasonable to anticipate at least 4-6 weeks from time of receipt.

ONCE YOU'VE RECEIVED YOUR FBI NOTIFICATION

1. Make a copy of the letter.

2. Handwrite or type the following statement on the bottom: “I give permission to the Counseling Program to keep a copy of this statement for their records.” Sign your name after the above statement.

3. Email the signed copy to your program director and department secretary. We will store it in a secure file - separate from your student file and accessible only by faculty of the Counseling Program.

4. If the report reveals information of concern, the student will be given the opportunity to provide a written description and explanation of the information. A faculty committee from the Program (comprised of the student’s advisor, program director, and Counseling Programs Liaison) will review all available information and determine whether a student will be allowed to advance in the program.

5. Students may challenge the accuracy of any criminal history reports ordered and will be afforded a reasonable time to correct or complete the record, however, they will not be able to advance in the program until the matter is favorably resolved.

APPENDIX C

Comprehensive Examination Information

As a reminder, you must have already taken most of your coursework, including COUN 515 Methods of Research, and have filed a Program of Study to take the exam.

There are three sections of this Appendix:

1) Brief statements about the Counselor Preparation Comprehensive Examination (CPCE) and study materials for national examinations.
2) Information from Pearson VUE, the company that establishes testing centers for the exam and coordinates testing and scoring, and about the CPCE.

For students, the CPCE can serve as a baseline to ensure that their knowledge of counseling topics is developed before registering and sitting for the NCE. The CPCE allows students to understand their strengths and weaknesses when taking an examination of this nature so that preparation for the NCE can be highly focused. In addition, students taking the CPCE have the opportunity integrate the disparate material learned throughout their graduate program when responding to assessment questions.

At the university level, the CPCE can help counseling educators assess their curriculum and ensure that counseling students are making adequate progress through departmental expectations. This standardized assessment provides data for program improvement and self-study, particularly for programs that are seeking CACREP (Counsel for Accreditation of Counseling and Related Programs) approval. A counseling program may also use it to evaluate the progress of individual students.

The Center for Credentialing & Education (CCE), who offers the CPCE does not offer an official study guide to the exam. However, there are some testing materials available for purchase online. Additionally, the CCE does provide a list of textbooks that may be helpful in preparing for the CPCE.

The eight knowledge areas represented on the CPCE and the NCE:

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation & Ethics

The NCE is a requirement in most states for licensure as a counselor. As the CPCE is modeled after the NCE, studying for the NCE will help you to pass the CPCE. Sample questions are available through the NBCC. In addition to the resources on the following

pages, the NBCC provides a list of study materials for the NCE: http://www.nbcc.org/exams/examprep.UND also provides free study materials through Mometrix. You may follow these instructions to access the study guides, practice questions, and interactive practice tests: 1) Click the link to access the UND Library Resource Guides: https://libguides.und.edu/az/smhs, 2) Click the letter "M," 3) Scroll to the bottom and click the link to "Mometrix," 4) Click to login using your UND Student/Employee credentials, and 5) Locate your graduate comprehensive exam/licensure exam. For the NCE/CPCE: Click "Counseling and Social Work," then "NCE."

Finally, the following study guides for the NCE may help you prepare for the CPCE:

Encyclopedia of Counseling: Master Review and Tutorial for the National Counselor Examination and State Exams
by Howard G. Rosenthal

Study Guide for the National Counselor Examination and CPCE 7th Edition
by Andrew A. Helwig (March 2015)

NCE Flashcard Study System: NCE Test Practice Questions & Exam Review for the National Counselor Examination (Cards)
By NCE Prep Team

EXAMINATION CONTENT

The Counselor Preparation Comprehensive Examination (CPCE) is designed to measure a student's level of mastery of the requisite knowledge and skills identified by the Council for Accreditation of Counseling and other Educational Professions (CACREP) for the preparation of professional counselors.

There are 160 total questions with 20 questions for each of the eight areas and all of them will be based on industry professionals' standards. However, only 17 of the 20 sections on each section will be scored.

The remaining three are unscored questions which are used for statistical purposes and/or are considered for inclusion on future versions of the test. You won't know which three questions are the unscored ones, though, so make sure to do your best on all questions in every section.

The following is an outline of the eight CACREP domains on which the examination questions are based:

1. Human Growth and Development — Studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. Social and Cultural Diversity — Studies that provide an understanding of issues and trends in a multicultural and diverse society.

3. Counseling and Helping Relationships — Studies that provide an understanding of counseling and consultation processes.
4. Group Counseling and Group Work — Studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5. Career Counseling — Studies that provide an understanding of career development.
6. Assessment and Testing — Studies that provide an understanding of individual and group approaches to assessment and evaluation.
7. Research and Program Evaluation — Studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
8. Professional Counseling Orientation and Ethical Practice — Studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing.

The following is an outline of the five work behavior domains derived from a job analysis of professional counselors. The descriptions of the work behaviors are intended to be broad examples and are not exhaustive.

1. Fundamental Counseling Issues — Theory and application of counseling clients with conditions that may be a focus of clinical attention, and clients with various disorders including but not limited to neurocognitive, personality, anxiety, and depressive disorders.
2. Counseling Process — Assessing a client's course of development or one's appropriateness for working with a specific client. Conducting diagnostic interviews, distance counseling and school/community outreach.
3. Diagnostic and Assessment Services — Assessing clients' educational preparation and potential for harm to self and others. Conducting biopsychosocial interviews, initial assessments, and custody evaluations.
4. Professional Practice — Advocating for client needs and the profession of counseling. Applying career counseling interventions, current counseling, and multicultural counseling models.
5. Professional Development, Supervision and Consultation — Communicating with credentialing boards and consulting with the justice system, peers or other professionals, prescribers of medications, and professional organizations.

NBCC has developed a preparation guide for the NCE that includes general information about the exam, a practice test, tips, and strategies for test-taking, and additional references. This is the only guide that includes actual retired test items. This guide can be purchased at www.nbcc.org.

PREPARING FOR THE EXAMINATION

Developing an effective study plan is essential for successfully passing the CPCE. A good study strategy includes preparation. To prepare, first determine what you need to learn by reviewing the content areas for the NCE (CACREP areas and work behavior

areas). Choose your study materials and select a quiet, comfortable place that allows you to focus. Before you begin, check to make sure you have everything you need. Try to avoid interruptions. Developing a study plan will allow you to learn the most as you study. Include setting goals in your study plan. Review what you have studied as often as possible. Study guides are available online.

TAKING THE EXAMINATION

The CPCE is administered as a computerized exam, unless a student has a disability that requires pencil-and-paper administration. To take the test you must register with the Program Director during the semester prior to the semester you take the exam. Upon registering with the Program Director, you will then receive information for registering for the examination. Students who fail the CPCE typically have an opportunity to re-take the examination.

You will have two options to take the exam:

1. Option 1: At a Pearson VUE testing location. This option is appealing because it allows students more flexibility. Students may find the closest Pearson VUE testing location here: https://find-seats.pearsonvue.com/clients/CCE/testcenters. Please follow their directions and requirements concerning identification, time of arrival, completion, and additional policies and procedures they may have set in place. More information about what to expect can be found here and below: https://www.pearsonvue.com/content/dam/VUE/vue/en/documents/pearson-professional-center-exam-check-in-process.pdf.
2. Option 2: The OnVue administration is delivered conveniently at home or another secure location. A live Pearson Vue proctor will monitor the exam administration through the webcam on your laptop or desktop computer to provide a secure exam delivery. A systems test is required before signing on to register for the online proctored exam. The OnVue mode provides additional flexibility with scheduling and location options. Information about the online testing requirements can be found here: https://www.pearsonvue.com/us/en/cce/onvue.html.

IDENTIFICATION

You are required to present two forms of original (no photocopies), valid (unexpired) IDs:

1. A primary ID (government issued with name, photo, and signature), and
2. A secondary ID (with name and signature or name and recent photo).

The first and last name that you used to register must match exactly the first and last name on the ID that is presented on test day. All IDs required must be issued by the country in which you are testing. If you do not have the qualifying ID issued from the country you are testing in, a passport from your country of citizenship is required, along with a secondary ID. If you have any questions or concerns about the ID you are

required to bring with you to the testing center for admittance for your exam please contact Pearson VUE customer service.

SECURITY

Pearson VUE and the CCE maintain examination administration and security standards so that all candidates have the same opportunity to demonstrate their abilities. The testing location is manned by an examination administrator and a proctor.

The following security procedures apply during the examination:

No cameras, notes, tape recorders, personal digital assistants (PDAs), pagers or cellphones are allowed in the examination room.

No calculators are permitted.

No guests, visitors or family members are allowed in the examination.

Except for keys and wallets, no personal items, valuables, or weapons should be brought to the examination room. NBCC is not responsible for items left outside the examination room.

EXAMINATION RESTRICTIONS

Writing materials will be provided during check-in. You must return the writing materials to the proctor at the completion of testing, or you will not receive a score report. No documents or notes of any kind may be removed from the examination room.

No questions concerning the content of the exam may be asked during the examination.

You may take a break when you wish, or as indicated by the testing center, but you will not be given additional time to test.

MISCONDUCT

Individuals who engage in any of the following conduct will be dismissed from the examination and will forfeit their scores and fees:

Creating a disturbance or being abusive or otherwise uncooperative;

Displaying and/or using electronic communications equipment such as pagers, cellphones or PDAs;

Giving or receiving help or being suspected of doing so;

Attempting to record examination questions or make notes;

Attempting to take the examination for someone else; or

Being observed with notes, books, or other aids.

COPYRIGHTED EXAMINATION QUESTIONS

All examination questions are the copyrighted property of the CCE. It is forbidden under federal copyright law to copy, reproduce, record, distribute or display these examination questions by any means, in whole or in part. Those who do so will be subject to severe civil and criminal penalties.

EXAMINATION PROCESS

After your identification has been confirmed, you will be directed into the examination room.

Following the examination instructions, you will begin the timed examination.

You will have four hours to complete this examination. You may take periodic breaks, although you will not receive extra time for the exam.

FOLLOWING THE EXAMINATION

Upon completion of your exam, you will receive a printed score report from the testing center with your photo that includes your individual section scores and your overall exam score. This score report you will have access to is an unofficial score report for your records. This score report must be emailed immediately to the program director and your advisor to determine whether you passed.

CANCELLATION AND RESCHEDULING POLICY

If you are unable to sit for your scheduled exam, you must cancel with Pearson VUE at least 24 hours prior to your scheduled testing session. You may reschedule your appointment at the time of your cancellation, or later for a fee of $50. You are only permitted to reschedule for a date that falls within your authorization window. If you do not reschedule your appointment at least 24 hours prior to your scheduled appointment or within your authorization window, you forfeit all examination fees. Exam fees will not be refunded under any circumstance.

EXAMINATION REREGISTRATION

If you were unsuccessful in your examination attempt, you must follow the same process for registering for an exam as indicated by the Program Director to take the exam a second time. Your initial registration provides for up to 6 months to pass the exam before the registration expires.

APPEALING EXAMINATION RESULTS

Examinees may appeal exam score results. The CCE reviews all Examination Appeals in the order in which they are received in accordance with the Examination Appeals Policy. CCE must receive this information within one week of sitting for the exam. Only valid challenges submitted in a timely, complete, and accurate manner will be considered for review.

To properly review and address this challenge, you must submit information in a complete and accurate manner via the form on this site: https://www.cce-global.org/assessmentsandexams/examappeals.

APPENDIX D

This appendix consists of the main portion of the North Dakota Century Code that regulates the profession of counseling. This document is part of Title 43, Occupations and Professions.

CHAPTER 43-47
COUNSELORS

43-47-01. Definitions.

As used in this chapter, unless the context otherwise requires:

1. "Board" means the board of counselor examiners.
2. "Counseling" means the application of human development and mental health principles in a therapeutic process and professional relationship to assist individuals, couples, families, and groups in achieving more effective emotional, mental, marital, family, and social or educational development and adjustment. The goals of professional counseling are to:
    a. Facilitate human development and adjustment throughout the lifespan;
    b. Prevent, assess, and treat emotional, mental, or behavioral disorder and distress which interferes with mental health;
    c. Conduct assessments for the purpose of establishing treatment goals and objectives; and
    d. Plan, implement, and evaluate treatment plans using professional counseling strategies and interventions.
3. "Counselor" means a person who has been granted either a professional counselor or associate professional counselor license by the board.
4. "Licensed associate professional counselor" means a person who has been granted an associate professional license by the board to offer and conduct counseling under the supervision of a licensed professional counselor or such other person meeting the requirements of supervising professional set by the board.
5. "Licensed professional counselor" means a person who is trained in counseling or a related human service field and has been granted a professional counselor license by the board.

43-47-02. Board of counselor examiners - Qualifications - Appointment - Term of office - Compensation.

1. The governor shall appoint the board of counselor examiners which consists of five members, including two practicing counselors, one counselor educator, and two members of the public.
2. Members of the board are appointed for terms of three years, except of those first appointed, one must be appointed for a term of one year, two must be appointed for terms of two years, and two must be appointed for terms of three years. Each member holds office until the member's successor is duly appointed. The governor may remove any member for misconduct, incompetency, or neglect of duty after providing the member with a written statement of the charges and an opportunity for a hearing.

3. The board shall annually select a chairman from among its members. The board shall meet at least twice a year. Additional meetings may be held at the discretion of the chairman or upon written request of any three members of the board.
4. Each member shall serve without compensation but is entitled to receive expenses as provided in section 54-06-09 and per diem as must be fixed by the board.

43-47-03. Duties and responsibilities of board.
In addition to the duties set forth elsewhere in this chapter, the board shall:
1. Publish an annual list of the names and addresses of all persons licensed under this chapter.
2. Approve and administer an examination for counselors.
3. Set, by rule, and collect a fee for the filing of each application for a license under this chapter and set, by rule, and collect a fee for the renewal of a license under this chapter.
4. Deposit and disburse all fees and moneys collected by the board in accordance with section 54-44-12.
5. Establish continuing education requirements for license renewal.
6. Issue provisional or probationary licenses.
7. Establish a code of ethics for the practice of counseling.

43-47-03.1. Authority to appoint or employ.
The board may appoint or employ persons to assist the board in carrying out its duties under this chapter.

43-47-04. Representation to the public.
Only persons licensed under this chapter may use the title "professional counselor" or "associate professional counselor", or the abbreviations "LPC" or "LAPC". The license issued by the board must be prominently displayed at the principal place of business of the counselor.

43-47-05. Counseling practice - Exceptions.
1. This chapter does not prevent any person licensed by the state from doing work within the standards and ethics of that person's profession, if that person does not represent to the public that the person is a professional counselor or associate professional counselor.
2. This chapter does not apply to the activities, services, or use of an official title on the part of a person employed as a counselor by any federal, state, or local political subdivision or by a private or public educational institution, if the person is performing counseling within the scope of employment.
3. This chapter does not prevent students or trainees who are enrolled in programs leading to counseling degrees from interning within the limitations set by the rules adopted by the board under chapter 28-32.
4. This chapter does not prevent a licensed attorney from providing services within the scope of the practice of law.
5. This chapter does not prevent a member of the clergy of any religious denomination from providing services within the scope of ministerial duties.

6. This chapter does not prevent the employment of, or volunteering by, individuals in nonprofit agencies or community organizations if these persons do not hold themselves out to the public as professional counselors or associate professional counselors.

43-47-06. Licenses - Qualifications - Reciprocity.

1. Except as otherwise provided in this chapter, a person may not engage in counseling in this state unless that person is a licensed professional counselor or licensed associate professional counselor.
2. The board shall issue a license as a licensed professional counselor to each applicant who files an application upon a form and in a manner the board prescribes, accompanied by the required fee, and who furnishes evidence to the board that the applicant:
    a. Has a master's degree from an accredited school or college in counseling or other program that meets the academic and training standards adopted by the board;
    b. Provided personal and professional recommendations that meet the requirements adopted by the board and satisfied the board that the applicant will adhere to the highest standards of the profession of counseling;
    c. Has two years of supervised experience, at least fifty percent of which must have been under a licensed professional counselor, or its equivalent as determined by the board, and the additional supervised experience may have been with other qualified professionals designated by the board which are competent in the area of practice being supervised, if barriers due to geographical location, disability, or other factors determined by the board to create a hardship exist for the applicant. The qualified professional must be registered or otherwise qualified as a clinical supervisor by the board that licenses the other professional;
    d. Provided a statement of professional intent to practice in this state describing the applicant's proposed use of the license, the intended client population, and the counseling procedures, as defined by the board, the applicant intends to use in serving the client population; and
    e. Has demonstrated knowledge in the field of counseling by successful completion of an examination prescribed by the board.
3. The board shall issue a license as a licensed associate professional counselor to each applicant who files an application upon a form and in a manner the board prescribes, accompanied by the required fee, and who furnishes sufficient evidence to the board that the applicant:
    a. Has a master's degree from an accredited school or college in counseling or other program that meets the academic and training standards adopted by the board;
    b. Provided personal and professional recommendations that meet the requirements adopted by the board and satisfied the board that the applicant will adhere to the standards of the profession of counseling; and
    c. Provided a written plan for supervised experience which meets the requirements adopted by the board.

4. The board may waive the formal examination requirements for a professional counselor license if the applicant has been licensed or certified to practice counseling in another state under standards and qualifications similar to or greater than those set by the board.
5. A professional counselor shall renew the license every two years. The board shall renew a license upon payment of a fee set by the board and upon demonstration by the licenseholder of completion of continuing education requirements set by the board.
6. An associate professional counselor initially licensed under this chapter may be licensed for no more than two years. The associate professional counselor's license may not be extended beyond two years, except upon recommendation of the associate professional counselor's supervisor and three other counselors, at least one of whom must be a professor from the associate professional counselor's training program.

43-47-06.1. Board may establish specialty licenses.
The board may provide a counselor specialty license to any licensed professional counselor who meets the standards established by the board for that particular specialty. The board shall adopt standards for specialty licenses equal to or greater than those established by the national board of certified counselors, which governs the standards for particular specialties. The board may not create a specialty license for which the scope of practice is defined under any other chapter in this title.

43-47-06.2. Payment of delinquent license fees - Reinstatement.
A person who has been licensed under this chapter, and whose license has not been renewed because of the failure to pay the annual license fee, must be reinstated and the license renewed if within one year from the date of nonrenewal the person pays to the secretary of the board the amount of the annual license fee in default and a late fee to be determined by rule of the board.

43-47-06.3. Criminal history record checks.
The board shall require an applicant for licensure under subsections 2, 3, and 4 of section 43-47-06 and section 43-47-06.1 to submit to a statewide and nationwide criminal history record check and may require a licensee to submit to a statewide and nationwide criminal history record check. The nationwide criminal history record check must be conducted in the manner provided in section 12-60-24. All costs associated with obtaining a background check are the responsibility of the applicant or licensee.

43-47-07. Disciplinary proceedings.
The board may deny, refuse to renew, suspend, or revoke any license issued under this chapter upon finding by a preponderance of the evidence that the applicant or license holder:
1. Has been convicted of an offense determined by the board to have a direct bearing upon the individual's ability to practice counseling and is not sufficiently rehabilitated as determined by the board in accordance with section 12.1-33-02.1;
2. Has been grossly negligent in the practice of counseling and has injured a client or other person to whom the individual owed a duty; or
3. Has violated any rule of the board.

43-47-07.1. Costs of prosecution - Disciplinary proceedings.
The board may impose a fee against any person subject to regulation under this chapter to reimburse the board for all or part of the costs of administrative actions resulting in disciplinary action, including the amount paid by the board for services from the office of administrative hearings, attorney's fees, court costs, witness fees, staff time, and other expenses.

43-47-08. Complaints - Investigations.

1. A person aggrieved by the actions of a counselor licensed under this chapter may file a written complaint with the board citing the specific allegations of misconduct by the counselor. The board shall notify the counselor of the complaint and require a written response from the counselor. Neither the initial complaint nor the counselor's response is public record. The counselor's response must be made available to the complainant.
2. A counselor who is the subject of an investigation by the board shall cooperate fully with the investigation. Cooperation includes responding fully and promptly to any reasonable question raised by or on behalf of the board relating to the subject of the investigation, and providing copies of patient records when reasonably requested by the board and accompanied by the appropriate release.
3. In order to pursue the investigation, the board may subpoena and examine witnesses and records, including patient records, and copy, photograph, or take samples. It may require the counselor to give statements under oath, submit to a physical or psychological examination, or both, by a physician or physicians or other qualified evaluation professionals selected by the board if it appears to be in the best interest of the public that this evaluation be secured. A written request from the board constitutes authorization to release information. Patient records that are released to the board are not public records.
4. After review of the complaint, the counselor's response, and information obtained in the investigation, the board shall determine if there is a reasonable basis to believe that the allegations are true and that the allegations constitute a violation of this chapter or the rules of the board. If the board determines that there is a reasonable basis to believe that the allegations are true and that the allegations constitute a violation of this chapter or the rules of the board, the board shall take appropriate action. If a reasonable basis is not found by the board, the board shall so notify the complaining party and the counselor in writing.
5. Unless there is a patient release on file allowing the release of information at the public hearing, patient records acquired by the board in its investigation are confidential and closed to the public. All portions of board meetings wherein patient testimony or records are taken or reviewed are confidential and closed to the public. If no patient testimony or records are taken or reviewed, the remainder of the meeting is an open meeting unless a specific exemption is otherwise applicable.

43-47-09. Confidentiality.

Except as authorized by law, no person licensed under this chapter may be required to disclose any information acquired in rendering counseling services without the consent of the person who received the counseling services.

43-47-10. Penalty.
Any person who violates this chapter is guilty of a class B misdemeanor.

CHAPTER 43-47.1
COUNSELING COMPACT

43-47.1-01. Counseling compact.

ARTICLE I - PURPOSE

1. The purpose of this compact is to facilitate interstate practice of licensed professional counselors with the goal of improving public access to professional counseling services.
2. The practice of professional counseling occurs in the state where the client is located at the time of the counseling services. The compact preserves the regulatory authority of states to protect public health and safety through the current system of state licensure.
3. This compact is designed to:
    a. Increase public access to professional counseling services by providing for the mutual recognition of other member state licenses;
    b. Enhance the states' ability to protect the public's health and safety;
    c. Encourage the cooperation of member states in regulating multistate practice for licensed professional counselors;
    d. Support spouses of relocating active duty military personnel;
    e. Enhance the exchange of licensure, investigative, and disciplinary information among member states;
    f. Allow for the use of telehealth technology to facilitate increased access to professional counseling services;
    g. Support the uniformity of professional counseling licensure requirements throughout the states to promote public safety and public health benefits;
    h. Invest all member states with the authority to hold a licensed professional counselor accountable for meeting all state practice laws in the state in which the client is located at the time care is rendered through the mutual recognition of member state licenses;
    i. Eliminate the necessity for licenses in multiple states; and
    j. Provide opportunities for interstate practice by licensed professional counselors who meet uniform licensure requirements.

ARTICLE II - DEFINITIONS

As used in this chapter, and except as otherwise provided, the following definitions apply:

1. "Active duty military" means full-time duty status in the active uniformed service of the United States of America, including members of the national guard and reserve on active duty orders pursuant to 10 U.S.C. chapters 1209 and 1211.

2. "Adverse action" means any administrative, civil, equitable, or criminal action permitted by a state's laws which is imposed by a licensing board or other authority against a licensed professional counselor, including actions against an individual's license or privilege to practice, such as revocation, suspension, probation, monitoring of the licensee, limitation on the licensee's practice, or any other encumbrance on licensure affecting a licensed professional counselor's authorization to practice, including issuance of a cease and desist action.
3. "Alternative program" means a nondisciplinary monitoring or practice remediation process approved by a professional counseling licensing board to address impaired practitioners.
4. "Continuing competence and education" means a requirement, as a condition of license renewal, to provide evidence of participation in, and completion of, educational and professional activities relevant to practice or area of work.
5. "Counseling compact commission" or "commission" means the national administrative body which membership consists of all states that have enacted the compact.
6. "Current significant investigative information" means:
    a. Investigative information that a licensing board, after a preliminary inquiry that includes notification and an opportunity for the licensed professional counselor to respond, if required by state law, has reason to believe is not groundless and, if proved true, would indicate more than a minor infraction; or
    b. Investigative information that indicates the licensed professional counselor represents an immediate threat to public health and safety regardless of whether the licensed professional counselor has been notified and had an opportunity to respond.
7. "Data system" means a repository of information about licensees, including continuing education, examination, licensure, investigative, privilege to practice, and adverse action information.
8. "Encumbered license" means a license in which an adverse action restricts the practice of licensed professional counseling by the licensee and the adverse action has been reported to the national practitioner data bank.
9. "Encumbrance" means a revocation or suspension of, or any limitation on, the full and unrestricted practice of licensed professional counseling by a licensing board.
10. "Executive committee" means a group of directors elected or appointed to act on behalf of, and within the powers granted to them by, the commission.
11. "Home state" means the member state that is the licensee's primary state of residence.
12. "Impaired practitioner" means an individual who has a condition that may impair the individual's ability to practice as a licensed professional counselor without some type of intervention and may include alcohol and drug dependence, mental health impairment, and neurological or physical impairments.
13. "Investigative information" means information, records, and documents received or generated by a professional counseling licensing board pursuant to an investigation.
14. "Jurisprudence requirement", if required by a member state, means the assessment of an individual's knowledge of the laws and rules governing the practice of professional counseling in a state.

15. "Licensed professional counselor" means a counselor licensed by a member state, regardless of the title used by that state, to independently assess, diagnose, and treat behavioral health conditions.
16. "Licensee" means an individual who currently holds an authorization from the state to practice as a licensed professional counselor.
17. "Licensing board" means the agency of a state, or equivalent, responsible for the licensing and regulation of licensed professional counselors.
18. "Member state" means a state that has enacted the compact.
19. "Privilege to practice" means a legal authorization, which is equivalent to a license, permitting the practice of professional counseling in a remote state.
20. "Professional counseling" means the assessment, diagnosis, and treatment of behavioral health conditions by a licensed professional counselor.
21. "Remote state" means a member state other than the home state, where a licensee is exercising or seeking to exercise the privilege to practice.
22. "Rule" means a regulation promulgated by the commission which has the force of law.
23. "Single state license" means a licensed professional counselor license issued by a member state which authorizes practice only within the issuing state and does not include a privilege to practice in any other member state.
24. "State" means any state, commonwealth, district, or territory of the United States of America which regulates the practice of professional counseling.
25. "Telehealth" means the application of telecommunication technology to deliver professional counseling services remotely to assess, diagnose, and treat behavioral health conditions.
26. "Unencumbered license" means a license that authorizes a licensed professional counselor to engage in the full and unrestricted practice of professional counseling.

ARTICLE III - STATE PARTICIPATION IN THE COMPACT

1. To participate in the compact, a state currently:
    a. Shall license and regulate licensed professional counselors;
    b. Shall require licensees to pass a nationally recognized exam approved by the commission;
    c. Shall require licensees to have a sixty semester-hour, or ninety quarter-hour, master's degree in counseling or sixty semester-hours, or ninety quarter-hours, of graduate course work, including the following topic areas:
        i. Professional counseling orientation and ethical practice;
        ii. Social and cultural diversity;
        iii. Human growth and development;
        iv. Career development;
        v. Counseling and helping relationships;
        vi. Group counseling and group work;
        vii. Diagnosis and treatment; assessment and testing;
        viii. Research and program evaluation; and
        ix. Other areas as determined by the commission;
    d. Shall require licensees to complete a supervised postgraduate professional experience as defined by the commission; and

e. Must have a mechanism in place for receiving and investigating complaints about licensees.

2. A member state shall:
    a. Participate fully in the commission's data system, including using the commission's unique identifier as defined in rules;
    b. Notify the commission, in compliance with the terms of the compact and rules, of any adverse action or the availability of investigative information regarding a licensee;
    c. Implement or use procedures for considering the criminal history records of applicants for an initial privilege to practice. These procedures must include the submission of fingerprints or other biometric-based information by applicants for the purpose of obtaining an applicant's criminal history record information from the federal bureau of investigation and the agency responsible for retaining that state's criminal records;
        i. A member state shall implement fully a criminal background check requirement, within a time frame established by rule, by receiving the results of the federal bureau of investigation record search and shall use the results in making licensure decisions.
        ii. Communication between a member state, the commission, and among member states regarding the verification of eligibility for licensure through the compact may not include any information received from the federal bureau of investigation relating to a federal criminal records check performed by a member state under Public Law No. 92-544.
    d. Comply with the rules of the commission;
    e. Require an applicant to obtain or retain a license in the home state and meet the home state's qualifications for licensure or renewal of licensure, as well as all other applicable state laws;
    f. Grant the privilege to practice to a licensee holding a valid unencumbered license in another member state in accordance with the terms of the compact and rules; and
    g. Provide for the attendance of the state's commissioner at the counseling compact commission meetings.
3. Member states may charge a fee for granting the privilege to practice.
4. Individuals not residing in a member state shall continue to be able to apply for a member state's single state license as provided under the laws of each member state; however, the single state license granted to these individuals may not be recognized as granting a privilege to practice professional counseling in any other member state.
5. This compact does not affect the requirements established by a member state for the issuance of a single state license.
6. A license issued to a licensed professional counselor by a home state to a resident in that state must be recognized by each member state as authorizing a licensed professional counselor to practice professional counseling, under a privilege to practice, in each member state.

ARTICLE IV - PRIVILEGE TO PRACTICE

1. To exercise the privilege to practice under the terms and provisions of the compact, the licensee:
    a. Shall hold a license in the home state;
    b. Must have a valid United States social security number or national practitioner identifier;
    c. Must be eligible for a privilege to practice in any member state in accordance with subsections 4, 7, and 8;
    d. May not have not had any encumbrance or restriction against any license or privilege to practice within the previous two years;
    e. Shall notify the commission that the licensee is seeking the privilege to practice within a remote state;
    f. Shall pay any applicable fees, including any state fee, for the privilege to practice;
    g. Shall meet any continuing competence and education requirements established by the home state;
    h. Shall meet any jurisprudence requirements established by the remote state in which the licensee is seeking a privilege to practice; and
    i. Shall report to the commission any adverse action, encumbrance, or restriction on license taken by any nonmember state within thirty days from the date the action is taken.
2. The privilege to practice is valid until the expiration date of the home state license. The licensee shall comply with the requirements of subsection 1 to maintain the privilege to practice in the remote state.
3. A licensee providing professional counseling in a remote state under the privilege to practice shall adhere to the laws and regulations of the remote state.
4. A licensee providing professional counseling services in a remote state is subject to that state's regulatory authority. In accordance with due process and that state's laws, a remote state may remove a licensee's privilege to practice in the remote state for a specific period of time, impose fines, and take any other necessary actions to protect the health and safety of its citizens. The licensee may be ineligible for a privilege to practice in any member state until the specific time for removal has passed and all fines are paid.
5. If a home state license is encumbered, the licensee shall lose the privilege to practice in any remote state until the following occur:
    a. The home state license is no longer encumbered; and
    b. The licensee has not had any encumbrance or restriction against any license or privilege to practice within the previous two years.
6. Once an encumbered license in the home state is restored to good standing, the licensee shall meet the requirements of subsection 1 to obtain a privilege to practice in any remote state.
7. If a licensee's privilege to practice in any remote state is removed, the individual may lose the privilege to practice in all other remote states until the following occur:

a. The specific period of time for which the privilege to practice was removed has ended;
b. All fines have been paid; and
c. The licensee has not had any encumbrance or restriction against any license or privilege to practice within the previous two years.

8. Once the requirements of subsection 7 have been met, the licensee shall meet the requirements in subsection 1 to obtain a privilege to practice in a remote state.

ARTICLE V - OBTAINING A NEW HOME STATE LICENSE BASED ON A PRIVILEGE TO PRACTICE

1. A licensed professional counselor may hold a home state license, which allows for a privilege to practice in other member states, in only one member state at a time.
2. If a licensed professional counselor changes primary state of residence by moving between two member states:
   a. The licensed professional counselor shall file an application for obtaining a new home state license based on a privilege to practice, pay all applicable fees, and notify the current and new home state in accordance with applicable rules adopted by the commission.
   b. Upon receipt of an application for obtaining a new home state license by virtue of a privilege to practice, the new home state shall verify that the licensed professional counselor meets the pertinent criteria outlined in article IV via the data system, without need for primary source verification except for:
      i. A federal bureau of investigation fingerprint-based criminal background check if not previously performed or updated pursuant to applicable rules adopted by the commission in accordance with Public Law No. 92-544;
      ii. A criminal background check as required by the new home state; and
      iii. Completion of any requisite jurisprudence requirements of the new home state.
   c. The former home state shall convert the former home state license into a privilege to practice once the new home state has activated the new home state license in accordance with applicable rules adopted by the commission.
   d. Notwithstanding any other provision of this compact, if the licensed professional counselor cannot meet the criteria in article IV, the new home state may apply its requirements for issuing a new single state license.
   e. The licensed professional counselor shall pay all applicable fees to the new home state to be issued a new home state license.
3. If a licensed professional counselor changes primary state of residence by moving from a member state to a nonmember state, or from a nonmember state to a member state, the state criteria must apply for issuance of a single state license in the new state.
4. This compact may not interfere with a licensee's ability to hold a single state license in multiple states; however, for the purposes of this compact, a licensee must have only one home state license.
5. This compact may not affect the requirements established by a member state for the issuance of a single state license.

ARTICLE VI - ACTIVE DUTY MILITARY PERSONNEL OR THEIR SPOUSES

Active duty military personnel, or their spouse, shall designate a home state where the individual has a current license in good standing. The individual may retain the home state designation during the period the service member is on active duty. Subsequent to designating a home state, the individual shall change only the individual's home state through application for licensure in the new state, or through the process outlined in article V.

ARTICLE VII - COMPACT PRIVILEGE TO PRACTICE TELEHEALTH

1. Member states shall recognize the right of a licensed professional counselor, licensed by a home state in accordance with article III and under rules promulgated by the commission, to practice professional counseling in any member state via telehealth under a privilege to practice as provided in the compact and rules promulgated by the commission.
2. A licensee providing professional counseling services in a remote state under the privilege to practice shall adhere to the laws and regulations of the remote state.

ARTICLE VIII - ADVERSE ACTIONS

1. In addition to the other powers conferred by state law, a remote state must have the authority, in accordance with existing state due process law, to:
    a. Take adverse action against a licensed professional counselor's privilege to practice within that member state; and
    b. Issue subpoenas for both hearings and investigations that require the attendance and testimony of witnesses as well as the production of evidence. Subpoenas issued by a licensing board in a member state for the attendance and testimony of witnesses or the production of evidence from another member state must be enforced in the latter state by any court of competent jurisdiction, according to the practice and procedure of that court applicable to subpoenas issued in proceedings pending before the court. The issuing authority shall pay any witness fees, travel expenses, mileage, and other fees required by the service statutes of the state in which the witnesses or evidence are located.
2. Only the home state has the power to take adverse action against a licensed professional counselor's license issued by the home state.
3. For purposes of taking adverse action, the home state shall give the same priority and effect to reported conduct received from a member state as the home state would if the conduct had occurred within the home state. In so doing, the home state shall apply its state laws to determine appropriate action.
4. The home state shall complete any pending investigations of a licensed professional counselor who changes primary state of residence during the course of the investigations. The home state also has the authority to take appropriate action and promptly shall report the conclusions of the investigations to the administrator of the data system. The administrator of the coordinated licensure information system promptly shall notify the new home state of any adverse actions.

5. A member state, if otherwise permitted by state law, may recover from the affected licensed professional counselor the costs of investigations and dispositions of cases resulting from any adverse action taken against that licensed professional counselor.
6. A member state may take adverse action based on the factual findings of the remote state, provided that the member state follows its procedures for taking the adverse action.
7. Joint investigations:
    a. In addition to the authority granted to a member state by its respective professional counseling practice act or other applicable state law, any member state may participate with other member states in joint investigations of licensees.
    b. Member states shall share any investigative, litigation, or compliance materials in furtherance of any joint or individual investigation initiated under the compact.
8. If adverse action is taken by the home state against the license of a licensed professional counselor, the licensed professional counselor's privilege to practice in all other member states must be deactivated until all encumbrances have been removed from the state license. All home state disciplinary orders that impose adverse action against the license of a licensed professional counselor must include a statement that the licensed professional counselor's privilege to practice is deactivated in all member states during the pendency of the order.
9. If a member state takes adverse action, the member state promptly shall notify the administrator of the data system. The administrator of the data system promptly shall notify the home state of any adverse actions by remote states.
10. This compact does not override a member state's decision that participation in an alternative program may be used in lieu of adverse action.

ARTICLE IX - ESTABLISHMENT OF COUNSELING COMPACT COMMISSION

1. The compact member states hereby create and establish a joint public agency known as the counseling compact commission.
    a. The commission is an instrumentality of the compact states.
    b. Venue is proper and judicial proceedings by or against the commission must be brought solely and exclusively in a court of competent jurisdiction where the principal office of the commission is located. The commission may waive venue and jurisdictional defenses to the extent the commission adopts or consents to participate in alternative dispute resolution proceedings.
    c. This compact may not be construed to be a waiver of sovereign immunity.
2. Membership, voting, and meetings.
    a. Each member state must have and be limited to one delegate selected by that member state's licensing board.
    b. The delegate must be either:
        i. A current member of the licensing board at the time of appointment, who is a licensed professional counselor or public member; or
        ii. An administrator of the licensing board.
    c. Any delegate may be removed or suspended from office as provided by the law of the state from which the delegate is appointed.

d. The member state licensing board shall fill any vacancy occurring on the commission within sixty days.
e. Each delegate is entitled to one vote with regard to the promulgation of rules and creation of bylaws and otherwise must have an opportunity to participate in the business and affairs of the commission.
f. A delegate shall vote in person or by such other means as provided in the bylaws. The bylaws may provide for delegates' participation in meetings by telephone or other means of communication.
g. The commission shall meet at least once during each calendar year. Additional meetings must be held as set forth in the bylaws.
h. The commission shall establish by rule a term of office for delegates and may by rule establish term limits.

3. The commission has the following powers and duties to:
    a. Establish the fiscal year of the commission;
    b. Establish bylaws;
    c. Maintain its financial records in accordance with the bylaws;
    d. Meet and take such actions as are consistent with the provisions of this compact and the bylaws;
    e. Promulgate rules that are binding to the extent and in the manner provided for in the compact;
    f. Bring and prosecute legal proceedings or actions in the name of the commission, provided that the standing of any state licensing board to sue or be sued under applicable law must not be affected;
    g. Purchase and maintain insurance and bonds;
    h. Borrow, accept, or contract for services of personnel, including employees of a member state;
    i. Hire employees, elect or appoint officers, fix compensation, define duties, grant the individuals appropriate authority to carry out the purposes of the compact, and establish the commission's personnel policies and programs relating to conflicts of interest, qualifications of personnel, and other related personnel matters;
    j. Accept any and all appropriate donations and grants of money, equipment, supplies, materials, and services, and to receive, utilize, and dispose of the same; provided that at all times the commission shall avoid any appearance of impropriety or conflict of interest, or both;
    k. Lease, purchase, accept appropriate gifts or donations of, or otherwise to own, hold, improve, or use, any property, real, personal, or mixed; provided that at all times the commission shall avoid any appearance of impropriety;
    l. Sell, convey, mortgage, pledge, lease, exchange, abandon, or otherwise dispose of any property, real, personal, or mixed;
    m. Establish a budget and make expenditures;
    n. Borrow money;
    o. Appoint committees, including standing committees composed of members, state regulators, state legislators or their representatives, and consumer

representatives, and such other interested persons as may be designated in this compact and the bylaws;

p. Provide and receive information from, and cooperate with, law enforcement agencies;
q. Establish and elect an executive committee; and
r. Perform such other functions as may be necessary or appropriate to achieve the purposes of this compact consistent with the state regulation of professional counseling licensure and practice.

4. The executive committee.
    a. The executive committee has the power to act on behalf of the commission according to the terms of this compact.
    b. The executive committee is composed of up to eleven members, including:
        i. Seven voting members who are elected by the commission from the current membership of the commission; and
        ii. Up to four ex-officio, nonvoting members from four recognized national professional counselor organizations.
    c. The ex-officio members will be selected by their respective organizations.
    d. The commission may remove any member of the executive committee as provided in bylaws.
    e. The executive committee shall meet at least annually.
    f. The executive committee has the following duties and responsibilities to:
        i. Recommend to the entire commission changes to the rules or bylaws, changes to this compact legislation, fees paid by compact member states such as annual dues, and any commission compact fee charged to licensees for the privilege to practice;
        ii. Ensure compact administration services are appropriately provided, contractual or otherwise;
        iii. Prepare and recommend the budget;
        iv. Maintain financial records on behalf of the commission;
        v. Monitor compact compliance of member states and provide compliance reports to the commission;
        vi. Establish additional committees as necessary; and
        vii. Execute other duties as provided in rules or bylaws.
5. Meetings of the commission.
    a. All meetings must be open to the public, and public notice of meetings must be given in the same manner as required under the rulemaking provisions in article XI.
    b. The commission or the executive committee or other committees of the commission may convene in a closed, nonpublic meeting if the commission or executive committee or other committees of the commission must discuss:
        i. Noncompliance of a member state with its obligations under the compact;
        ii. The employment, compensation, discipline or other matters, practices or procedures related to specific employees, or other matters related to the commission's internal personnel practices and procedures;

iii. Current, threatened, or reasonably anticipated litigation;
iv. Negotiation of contracts for the purchase, lease, or sale of goods, services, or real estate;
v. Accusing any person of a crime or formally censuring any person;
vi. Disclosure of trade secrets or commercial or financial information that is privileged or confidential;
vii. Disclosure of information of a personal nature where disclosure would constitute a clearly unwarranted invasion of personal privacy;
viii. Disclosure of investigative records compiled for law enforcement purposes;
ix. Disclosure of information related to any investigative reports prepared by or on behalf of or for use of the commission or other committee charged with responsibility of investigation or determination of compliance issues pursuant to the compact; or
x. Matters specifically exempted from disclosure by federal or member state statute.

c. If a meeting, or portion of a meeting, is closed pursuant to this subsection, the commission's legal counsel or designee shall certify that the meeting may be closed and shall reference each relevant exempting provision.
d. The commission shall keep minutes that fully and clearly describe all matters discussed in a meeting and shall provide a full and accurate summary of actions taken, and the reasons therefore, including a description of the views expressed. All documents considered in connection with an action must be identified in the minutes. All minutes and documents of a closed meeting must remain under seal, subject to release by a majority vote of the commission or order of a court of competent jurisdiction.

6. Financing of the commission.
   a. The commission shall pay, or provide for the payment of, the reasonable expenses of its establishment, organization, and ongoing activities.
   b. The commission may accept any and all appropriate revenue sources, donations, and grants of money, equipment, supplies, materials, and services.
   c. The commission may levy and collect an annual assessment from each member state or impose fees on other parties to cover the cost of the operations and activities of the commission and its staff, which must be in a total amount sufficient to cover its annual budget as approved each year for which revenue is not provided by other sources. The aggregate annual assessment amount must be allocated based upon a formula to be determined by the commission, which shall promulgate a rule binding upon all member states.
   d. The commission may not incur obligations of any kind before securing the funds adequate to meet the obligations, nor may the commission pledge the credit of any of the member states, except by and with the authority of the member state.
   e. The commission shall keep accurate accounts of all receipts and disbursements. The receipts and disbursements of the commission must be subject to the audit and accounting procedures established under its bylaws; however, all receipts

and disbursements of funds handled by the commission shall be audited yearly by a certified or licensed public accountant, and the report of the audit must be included in and become part of the annual report of the commission.

7. Qualified immunity, defense, and indemnification.
    a. The members, officers, executive director, employees, and representatives of the commission are immune from suit and liability, either personally or in their official capacity, for any claim for damage to or loss of property or personal injury or other civil liability caused by or arising out of any actual or alleged act, error, or omission that occurred, or that the person against which the claim is made had a reasonable basis for believing occurred within the scope of commission employment, duties, or responsibilities, provided that nothing in this subdivision may be construed to protect any such person from suit or liability, or both, for any damage, loss, injury, or liability caused by the intentional, willful, or wanton misconduct of that person.
    b. The commission shall defend any member, officer, executive director, employee, or representative of the commission in any civil action seeking to impose liability arising out of any actual or alleged act, error, or omission that occurred within the scope of commission employment, duties, or responsibilities, or that the person against which the claim is made had a reasonable basis for believing occurred within the scope of commission employment, duties, or responsibilities; provided that nothing herein may be construed to prohibit that person from retaining that person's own counsel; and provided further, that the actual or alleged act, error, or omission did not result from that person's intentional, willful, or wanton misconduct.
    c. The commission shall indemnify and hold harmless any member, officer, executive director, employee, or representative of the commission for the amount of any settlement or judgment obtained against that person arising out of any actual or alleged act, error, or omission that occurred within the scope of commission employment, duties, or responsibilities, or that such person had a reasonable basis for believing occurred within the scope of commission employment, duties, or responsibilities, provided that the actual or alleged act, error, or omission did not result from the intentional, willful, or wanton misconduct of that person.

ARTICLE X - DATA SYSTEM

1. The commission shall provide for the development, maintenance, operation, and utilization of a coordinated database and reporting system containing licensure, adverse action, and investigative information on all licensed individuals in member states.
2. Notwithstanding any other provision of state law to the contrary, a member state shall submit a uniform data set to the data system on all individuals to whom this compact is applicable as required by the rules of the commission, including:
    a. Identifying information;
    b. Licensure data;
    c. Adverse actions against a license or privilege to practice;
    d. Nonconfidential information related to alternative program participation;

e. Any denial of application for licensure, and the reason for such denial;
f. Current significant investigative information; and
g. Other information that may facilitate the administration of this compact, as determined by the rules of the commission.

3. Investigative information pertaining to a licensee in any member state will only be available to other member states.
4. The commission promptly shall notify all member states of any adverse action taken against a licensee or an individual applying for a license. Adverse action information pertaining to a licensee in any member state will be available to any other member state.
5. Member states contributing information to the data system may designate information that may not be shared with the public without the express permission of the contributing state.
6. Any information submitted to the data system which is subsequently required to be expunged by the laws of the member state contributing the information must be removed from the data system.

ARTICLE XI - RULEMAKING

1. The commission shall promulgate reasonable rules to effectively and efficiently achieve the purpose of the compact. Notwithstanding the foregoing, in the event the commission exercises its rulemaking authority in a manner beyond the scope of the purposes of the compact, or the powers granted under this compact, then such an action by the commission is invalid and has no force or effect.
2. The commission shall exercise its rulemaking powers pursuant to the criteria set forth in this article and the rules adopted under this article. Rules and amendments become binding as of the date specified in each rule or amendment.
3. If a majority of the legislatures of the member states rejects a rule, by enactment of a statute or resolution in the same manner used to adopt the compact within four years of the date of adoption of the rule, the rule has no further force and effect in any member state.
4. Rules or amendments to the rules must be adopted at a regular or special meeting of the commission.
5. Before promulgation and adoption of a final rule or rules by the commission, and at least thirty days in advance of the meeting at which the rule will be considered and voted upon, the commission shall file a notice of proposed rulemaking:
    a. On the website of the commission or other publicly accessible platform; and
    b. On the website of each member state's professional counseling licensing board, other publicly accessible platform, or the publication in which each state would otherwise publish proposed rules.
6. The notice of proposed rulemaking must include:
    a. The proposed time, date, and location of the meeting at which the rule will be considered and voted upon;
    b. The text of the proposed rule or amendment and the reason for the proposed rule;
    c. A request for comments on the proposed rule from any interested person; and

    d. The manner in which interested persons may submit notice to the commission of their intention to attend the public hearing and any written comments.
7. Before adoption of a proposed rule, the commission shall allow persons to submit written data, facts, opinions, and arguments, which must be made available to the public.
8. The commission shall grant an opportunity for a public hearing before the commission adopts a rule or amendment if a hearing is requested by:
    a. At least twenty-five persons;
    b. A state or federal governmental subdivision or agency; or
    c. An association having at least twenty-five members.
9. If a hearing is held on the proposed rule or amendment, the commission shall publish the place, time, and date of the scheduled public hearing. If the hearing is held via electronic means, the commission shall publish the mechanism for access to the electronic hearing.
    a. All persons wishing to be heard at the hearing shall notify the executive director of the commission or other designated member in writing of their desire to appear and testify at the hearing not less than five business days before the scheduled date of the hearing.
    b. Hearings must be conducted in a manner providing each person that wishes to comment a fair and reasonable opportunity to comment orally or in writing.
    c. All hearings will be recorded. A copy of the recording will be made available on request.
    d. This article may not be construed as requiring a separate hearing on each rule. Rules may be grouped for the convenience of the commission at hearings required by this article.
10. Following the scheduled hearing date, or by the close of business on the scheduled hearing date if the hearing was not held, the commission shall consider all written and oral comments received.
11. If no written notice of intent to attend the public hearing by interested parties is received, the commission may proceed with promulgation of the proposed rule without a public hearing.
12. By majority vote of all members, the commission shall take final action on the proposed rule and shall determine the effective date of the rule, if any, based on the rulemaking record and the full text of the rule.
13. Upon determination that an emergency exists, the commission may consider and adopt an emergency rule without prior notice, opportunity for comment, or hearing, provided that the usual rulemaking procedures provided in the compact and in this article must be retroactively applied to the rule as soon as reasonably possible, in no event later than ninety days after the effective date of the rule. For the purposes of this subsection, an emergency rule is one that must be adopted immediately to:
    a. Meet an imminent threat to public health, safety, or welfare;
    b. Prevent a loss of commission or member state funds;
    c. Meet a deadline for the promulgation of an administrative rule that is established by federal law or rule; or
    d. Protect public health and safety.

14. The commission or an authorized committee of the commission may direct revisions to a previously adopted rule or amendment for purposes of correcting typographical errors, errors in format, errors in consistency, or grammatical errors. Public notice of any revisions must be posted on the website of the commission. The revision is subject to challenge by any person for a period of thirty days after posting. The revision may be challenged only on grounds that the revision results in a material change to a rule. A challenge must be made in writing and delivered to the chair of the commission before the end of the notice period. If no challenge is made, the revision will take effect without further action. If the revision is challenged, the revision may not take effect without the approval of the commission.

ARTICLE XII - OVERSIGHT, DISPUTE RESOLUTION, AND ENFORCEMENT

1. Oversight.
    a. The executive, legislative, and judicial branches of state government in each member state shall enforce this compact and take all actions necessary and appropriate to effectuate the compact's purposes and intent. The provisions of this compact and the rules promulgated under this compact have standing as statutory law.
    b. All courts shall take judicial notice of the compact and the rules in any judicial or administrative proceeding in a member state pertaining to the subject matter of this compact which may affect the powers, responsibilities, or actions of the commission.
    c. The commission must be entitled to receive service of process in the proceeding and must have standing to intervene in the proceeding for all purposes. Failure to provide service of process to the commission renders a judgment or order void as to the commission, this compact, or promulgated rules.
2. If the commission determines a member state has defaulted in the performance of its obligations or responsibilities under this compact or the promulgated rules, the commission shall:
    a. Provide written notice to the defaulting state and other member states of the nature of the default, the proposed means of curing the default or any other action to be taken by the commission, or any combination of these requirements; and
    b. Provide remedial training and specific technical assistance regarding the default.
3. If a state in default fails to cure the default, the defaulting state may be terminated from the compact upon an affirmative vote of a majority of the member states, and all rights, privileges, and benefits conferred by this compact may be terminated on the effective date of termination. A cure of the default does not relieve the offending state of obligations or liabilities incurred during the period of default.
4. Termination of membership in the compact must be imposed only after all other means of securing compliance have been exhausted. Notice of intent to suspend or terminate must be given by the commission to the governor, the majority and minority leaders of the defaulting state's legislature, and each of the member states.

5. A state that has been terminated is responsible for all assessments, obligations, and liabilities incurred through the effective date of termination, including obligations that extend beyond the effective date of termination.
6. The commission may not pay any costs related to a state that is found to be in default or that has been terminated from the compact, unless agreed upon in writing between the commission and the defaulting state.
7. The defaulting state may appeal the action of the commission by petitioning the United States district court for the District of Columbia or the federal district where the commission has its principal offices. The prevailing member must be awarded all costs of the litigation, including reasonable attorney's fees.
8. Dispute resolution.
    a. Upon request by a member state, the commission shall attempt to resolve disputes related to the compact which arise among member states and between member and nonmember states.
    b. The commission shall promulgate a rule providing for both mediation and binding dispute resolution for disputes as appropriate.
9. Enforcement.
    a. The commission, in the reasonable exercise of its discretion, shall enforce the provisions and rules of this compact.
    b. By majority vote, the commission may initiate legal action in the United States district court for the District of Columbia or the federal district where the commission has its principal offices against a member state in default to enforce compliance with the provisions of the compact and its promulgated rules and bylaws. The relief sought may include both injunctive relief and damages. In the event judicial enforcement is necessary, the prevailing member must be awarded all costs of the litigation, including reasonable attorney's fees.
    c. The remedies provided under the compact are not the exclusive remedies of the commission. The commission may pursue any other remedies available under federal or state law.

ARTICLE XIII - DATE OF IMPLEMENTATION OF THE COUNSELING COMPACT COMMISSION AND ASSOCIATED RULES, WITHDRAWAL, AND AMENDMENT

1. The compact becomes effective on the date on which the compact statute is enacted into law in the tenth member state. The provisions, which become effective at that time, are limited to the powers granted to the commission relating to assembly and the promulgation of rules. Thereafter, the commission shall meet and exercise rulemaking powers necessary to implement and administer the compact.
2. Any state that joins the compact subsequent to the commission's initial adoption of the rules must be subject to the rules existing on the date on which the compact becomes law in that state. Any rule previously adopted by the commission has the full force and effect of law on the day the compact becomes law in that state.
3. Any member state may withdraw from this compact by enacting a statute repealing the compact.
    a. A member state's withdrawal may not take effect until six months after enactment of the repealing statute.

b. Withdrawal does not affect the continuing requirement of the withdrawing state's professional counseling licensing board to comply with the investigative and adverse action reporting requirements of this compact before the effective date of withdrawal.

4. This compact may not be construed to invalidate or prevent any professional counseling licensure agreement or other cooperative arrangement between a member state and a nonmember state which does not conflict with the provisions of this compact.
5. This compact may be amended by the member states. An amendment to this compact may not become effective and binding upon any member state until the amendment is enacted into the laws of all member states.

ARTICLE XIV - CONSTRUCTION AND SEVERABILITY

This compact must be liberally construed so as to effectuate the purposes of the compact. The provisions of this compact must be severable and if any phrase, clause, sentence, or provision of this compact is declared to be contrary to the constitution of any member state or of the United States of America or the applicability thereof to any government, agency, person, or circumstance is held invalid, the validity of the remainder of this compact and the applicability of the compact to any government, agency, person, or circumstance may not be affected thereby. If this compact is held contrary to the constitution of any member state, the compact must remain in full force and effect as to the remaining member states and as to the member state affected as to all severable matters.

ARTICLE XV - BINDING EFFECT OF COMPACT AND OTHER LAWS

1. A licensee providing professional counseling services in a remote state under the privilege to practice shall adhere to the laws and regulations, including scope of practice, of the remote state.
2. Nothing herein prevents the enforcement of any other law of a member state that is not inconsistent with the compact.
3. Any laws in a member state in conflict with the compact are superseded to the extent of the conflict.
4. Any lawful actions of the commission, including all rules and bylaws properly promulgated by the commission, are binding upon the member states.
5. All permissible agreements between the commission and the member states are binding in accordance with the terms of the agreements.
6. In the event any provision of the compact exceeds the constitutional limits imposed on the legislature of any member state, the provision must be ineffective to the extent of the conflict with the constitutional provision in question in that member state.