Counseling Psychology and Community Services

Student Handbook

2025 – 2026

Online Counseling Graduate Programs:
Master of Arts in Counseling & K-12 School Counseling Certificates

Introduction

Welcome to the UND Department of Counseling Psychology and Community Services! We are happy to have you join us as a new online student in the Master of Arts Counseling Program and Certificate Programs and we look forward to working with you!

The M.A. Program and Certificate Programs in Counseling reflect 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, K-12 schools, 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.

Counseling Psychology and Community Services (CPCS) is also 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 and K-12 Certificate 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.

Accreditation

The University of North Dakota is fully accredited by the [North Central Association of Colleges and Schools (NCA)](). Therefore, students are pursuing a M.A. degree at an accredited institution.

The M.A. Counseling K – 12 School Counseling Track Emphasis is approved by the North Dakota Education and Standards Practices Board (ND ESPB). The ND ESPB approves Counseling M.A. programs and specialty areas, of which School Counseling is one such specialty area. The ND ESPB standard and competencies for M.A. Counseling Programs and specialty areas, are closely aligned with the Council for Accreditation of Counseling and Related Educational Programs Organizations (CACREP). More information on the ND ESPB standards, competencies, and requirements for M.A. Counseling program and specialty areas can be found at this [North Dakota Standards and Practices Board page]() by searching, "counseling."

The M.A. and Graduate Certificate Programs in Counseling (School Counseling Emphasis) are accredited by the Council for the Accreditation of Educator Preparation (CAEP). As the American School Counseling Association (ASCA), which is the national organization for Professional School Counselors, has a professional relationship with CAEP, we are proud to have our M.A. and Graduate Certificate Programs in Counseling (School Counseling Emphasis) CAEP accredited. For more information on CAEP standards, competencies, and requirements, visit the [Council for the Accreditation of Educator Preparation website](). In addition, the School Counseling Emphasis in the Department is accredited through the National Council for the Accreditation of Teacher Education (NCATE).

No other program emphases (i.e., Addictions, Community Mental Health Counseling, or Rehabilitation) are currently accredited, although we are currently pursuing accreditation as a Master of Counseling Program by the Master's in Psychology and Counseling Accreditation Council (MPCAC). There is no guarantee that our program will be accredited by the time a student finishes the Program or any time in the future. Students will be updated by the Counseling Faculty of progress toward accreditation in other program emphases. Although our program is currently not accredited, students from our Master of Arts in Counseling program have successfully been licensed in the state of North Dakota, amongst many other USA states and Canadian Provinces. As such, be sure to check with the state licensing board of the state you wish to get licensed in, and carefully review their licensing criteria and our program components to determine if our program will meet the licensure requirements which you need or desire. made Our program faculty and staff have compiled a comprehensive listing of licensure disclosures for each track of the program and each USA state and territory; this is available through the [UND State Authorization & Licensure Map webpage](#).

Counseling Programs

The Counseling offers several programs:

- On-Campus M.A. in Counseling (Addictions Counseling, Community Mental Health Counseling, Child and Adolescent Counseling, and Rehabilitation Counseling emphasis areas), accredited by the American Psychological Association (APA)
- Online M.A. in Counseling; Part-Time Program (Addictions Counseling, Community Mental Health Counseling, Rehabilitation Counseling and K-12 School Counseling emphasis areas)
- Online Graduate Certificate School Counseling Re-Specialization
- Online Graduate Certificate School Counseling for Educators
- On-Campus Ph.D. in Counseling Psychology, accredited by the American Psychological Association (APA)

Program Faculty, Associated Faculty, Adjunct Faculty, & Staff

The faculty in the Counseling Program, referred to in this Handbook as the "Counseling Faculty", is comprised of the following members:

Online Program Faculty
- Dr. Cerynn Desjarlais, Clinical Assistant Professor, Director of Online Counseling Programs
- Dr. Katherine Nelson, Assistant Professor, Clinical Assistant Professor, Track Coordinator of K-12 School Counseling Emphasis and K-12 School Counseling Certificate Programs
- Dr. Steevie Bailey, Clinical Assistant Professor, Director of On-Campus Master of Arts in Counseling Program
- Dr. Charmeka Newton, Clinical Assistant Professor
- Dr. Cecilia Butler, Clinical Assistant Professor

➤ Dr. Kara Wettersten, Full Professor, Ph.D. Counseling Program Co-Director

Associated Faculty in Counseling
➤ Dr. Tamba-Kuii Bailey, Associate Professor, Associate Vice President and Advisor to the President for Community and Belonging, VP Student Affairs
➤ Dr. Ethan Dahl, Assistant Professor
➤ Dr. Karla Fehr, Associate Professor
➤ Dr. Ryan Flinn, Assistant Professor
➤ Dr. Rachel Navarro, Professor, Associate Chair CEHD
➤ Dr. Akorde Teriba, Assistant Professor, Ph.D. Counseling Program Co-Director
➤ Dr. Melissa Quincer, Assistant Professor, Co-Director of Northern Prairie Community Clinic

Adjunct Faculty
➤ Dr. Tammy Lynn Blahy, Adjunct Professor
➤ Dr. Emily Brinck, Adjunct Professor
➤ Dr. Lauren Chapple-Love, Adjunct Professor

Staff Members
➤ Karen Harrie – Online Administrative Support, Admissions Secretary, Online Counseling Student Success Coach
➤ Ben Shapiro – Placement and Licensure Coordinator

This Handbook contains information that we believe will help students progress through the Online Master's in Counseling Program and Certificate Programs successfully. We have provided information on Program issues, tips from returning students, campus resources, and Graduate School paperwork. In addition, students need to familiarize themselves with the Graduation Checklist. Please note that students should check this graduation checklist closer to when they plan to apply for graduation to check for updates.

This Online Counseling Program Handbook is a "living document" that is subject to change, enhancements, and edits at the discretion of the faculty. We hope to continually improve our program and program materials to enhance clarity, organization, and quality. In that spirit, the counseling faculty have also included a sheet at the very back of the handbook, which asks students for their suggestions for improvements to this document. If ever you believe additional information should be added, please inform us. If there is something that students need to know, but cannot locate here, please let the faculty know. The Handbook is updated and revised at least once every year, if not more frequently, 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 place that students search should any program questions arise.

If students cannot find the answer in the handbook or have any clarifying questions about what the handbook says, do not hesitate to ask an advisor, other faculty members, returning students, student success coaches, enrollment advisors, and Graduate School personnel for further support and information.

Again, welcome to the department! You have taken a great step forward on the path towards helping improve the lives of others through your education, training, and future services. We hope this is an enjoyable and productive experience and will strive to help you in your graduate school journey and thereafter in our time together!

Signature Page

*Please read, complete, and sign this signature page and upload it into Blackboard for our records **within the first week that classes begin in your first semester.** This form may be signed in a number of ways that are acceptable; you may print the form, sign with ink, and scan this in; or you may insert a hand-written signature which you have digitized; or you may use a typed signature.*

I, _____ , have read and have a good basic understanding of the contents of this Online Counseling Programs Student Handbook. I agree to meet with my academic faculty 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 frequently, and that I will be notified via e-mail or Blackboard announcement of changes made to it. The electronic version contains many useful internet links; however, 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 Department the job title, employer name and address, and full-time/part-time status of my first job in the field after I graduate.

This form must be completed in entirety and submitted onto Blackboard in the Program Orientation Course. This completed form (including name, signature, and date) must be submitted no later than the first week of class in the first semester of your program.

_____   _____
Signature   Date

Section 1: Program Requirements and Information

The Part-Time, Online, 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.

In addition to the Department requirements, all students must be familiar with the Academic Policies and Degree requirements established by the Graduate School. These are located in the [UND Online Academic Catalog](). Please read all of these Graduate School requirements closely. Students are responsible for being familiar with and understanding all of this information.

The core curriculum for all online counseling students including certificate and master's students is listed in this section below, in addition to coursework that students in each specialty emphasis area are required to take. Hereafter, the emphasis areas may be referred to in abbreviated forms; Community Mental Health Counseling (CMHC), Rehabilitation Counseling (Rehab), Addictions Counseling (Addictions), K-12 School Counseling (SC). Also listed is the number of credits for each course and the semester during which the course is typically offered.

Delivery of Instruction

The Part-time Online M.A. and Graduate Certificate Programs in Counseling are primarily asynchronous online programs, with some synchronous components where students meet online via Zoom for regularly scheduled classes (for practicum/internship/lab requirements), and with face-to-face clinical work in practicum/internship settings in your geographical areas.

Asynchronous Coursework: Most courses will be taught asynchronously; where students watch pre-recorded lectures at a time that is convenient to them. However, students must still complete weekly assignments as per the schedule set forth by the instructor of the course they are in and complete the course in the semester it is taken. Students in asynchronous classes will also be expected to engage in class activities and homework assignments each week as noted by their instructors by the deadlines that the instructors set; for instance, students may be expected to respond to weekly discussion board posts, engage in peer review of the assignments of classmates to provide feedback, and/or engage in other interactive components with students enrolled in their course. Instructors may also have scheduled exams, and other course components which students must submit or review by particular course deadlines.

Synchronous Coursework: Students will also be expected to attend some specific classes which are synchronous in nature, meaning that they take place at regularly scheduled times each week via Zoom for ethical and practical reasons. Students must participate as full class members by listening, responding, and interacting with peers and instructors in real time via Zoom. Courses based in practical application including practicum, internship, and clinical lab components such as diagnostic skills labs will be delivered synchronously online via Zoom. Synchronous online courses are delivered via Zoom to create an interactive classroom at a regularly scheduled weekly time to ensure that students have the opportunity to obtain recurrent feedback, consultation, and support from instructors and peers.

Face to Face Program Components: Students are expected to engage in field experience work with real clients at external clinical sites in their geographic area. As such, students are expected to physically be present at these external clinical sites, where they will be supervised by a licensed site supervisor who is on-site with them. In some cases, students are expected to attend and work at their clinical site for several days each week, which represents a considerable time commitment. Students will be provided with more information about field experiences as listed in this handbook, in their Blackboard Orientation, and will be provided to them as they progress in the program.

Communication: Students are expected to regularly check their UND e-mail once every 24-48 hours. Students are expected to meet live via videoconferences such as Zoom or TEAMS if their GTA, professor, advisor, or program director requests such a meeting at any time. New students are expected to have an initial advising meeting with their faculty advisor which will take place via videoconferencing. Students are also expected to meet with their advisor for annual student evaluations, and at any time their advisor requests as needed. Students may also attend live videoconferencing office hours of their advisors, professors, or other faculty and staff as needed. Students are encouraged to meet with and schedule meetings with their GTA's, professors, or others if a conversation would be beneficial, as opposed to an e-mail thread. Students are expected to engage in professional etiquette when attending meetings and be responsive to communicates to schedule meetings.

Regardless of the platform and format, all courses will require significant time and commitment outside of class meetings and/or class lecture time at a graduate level (e.g., reading textbook materials, and/or journal articles, watching and reviewing media videos and sources such as counseling videos, watching pre-recorded instructor lectures, or guest lectures, writing assignments, engaging in review of supplementary journal articles to cite within papers, preparing for class meetings and activities, posting on Blackboard discussion threads, meeting with peers online for small group work/presentations, peer review of classmate assignments, etc.). A flexible guideline is that graduate students should expect to spend approximately three to four hours of work outside of class (or viewing lecture recordings) for every credit hour they are enrolled in; meaning that if you are enrolled in a three credit graduate course, you should expect to spend about nine to twelve hours weekly on that graduate course outside of attending zoom class and/or watching recorded class lectures; please note, however, that this may differ for each student depending on their study-style. If you are enrolled in a 5-credit course, you should expect to engage in about 15-20 hours of work outside of attending class and/or watching pre-recorded course lecture materials. Depending on individual learning and studying styles, this out of class time may be more or less than anticipated.

Students are expected to attend and participate in all class meetings (for synchronous classes), and watch, review, and take notes for each pre-recorded class lecture (for asynchronous classes) and engage in and complete all class-related activities and assignments noted on syllabi, just as they would if they were taking an on-campus class.

As a graduate student, you are expected to come to all synchronous class sessions having completed and studied the readings and prepared to actively engage. For asynchronous classes, you are also expected to read and review all course materials listed on the syllabi for each week

prior to reviewing pre-recorded lecture materials, and prior to engaging in class activities and assignments such as Blackboard discussion boards, peer-review of assignments, posting interactive discussions or responses, etc. Students may be evaluated in part based on demonstration of content and knowledge from course materials including textbooks and lectures, and students are expected to engage in professional discussion and interaction with one another in a manner that clearly and efficiently demonstrates in-depth knowledge and articulation of topics covered in all course materials.

The Office of Extended Learning assists distance students with the logistics associated with participation in their graduate program. They provide information related to registration, financial aid, technology, library access, and textbook orders) for students on the UND Online webpage.

Expectations and Etiquette

There is an expectation that online classroom behavior reflects the same behavior as if students are in a physical on-campus classroom at the university. While in synchronous classes, students are expected to avoid disrupting their own and other's learning by planning to minimize disruptions and distractions. Students are expected to avoid rude, distracting, or disruptive behaviors during class like having personal conversations with others in their physical space, performing childcare duties, using personal portable devices, cell phones, surfing the web, writing or correcting other work, reading/writing email, using social media, sending private chat messages to other students, answering cellphone calls, etc. If you would not engage in a behavior while attending an on-campus class, you should not engage in such behavior during synchronous online classes.

If a student needs to be excused from synchronous class to take care of an emergency, they should let the instructor know that they will be stepping away, and it is the responsibility of that student to reach out to their instructor and other peers in class to get information about what they missed while they are away. Given that many practical courses are a required part of supervision for licensure; students may also need to attend make up classes if they are available, and it is imperative that students miss only a very minimal number of classes if absolutely needed and that this be approved by the instructor in advance. In the event that students believe that they cannot attend a synchronous class, or if they believe that they will have any disruptions to completing online coursework and assignments, students must communicate this in advance to instructors prior to missing any deadlines or coursework. It is up to the discretion of the professor if late work will be accepted; please review individual course syllabi for more information as per late policies or policies pertaining to missing work or class attendance.

Students are expected to be respectful, kind, and professional towards instructors, advisors, administrators, peers, guests, graduate teaching assistants, staff, or lecturers at all times throughout the program. Students are expected to being fully present and ready to participate in program activities (e.g., preparing for class ahead of time taking notes on the material being covered during class, asking questions, further application of material). Faculty members recognize that this takes an extra amount of self-discipline because the classroom is virtual and

may be asynchronous. However, students are expected to exhibit the same professionalism and respect that they would during an on-campus graduate level course and program.

When students are enrolled in asynchronous coursework, it is their responsibility to eliminate distractions within their learning environment; diligently take notes throughout the recorded lecture; and reach out to peers, graduate assistants, and instructors when they have questions or comments about information presented in the lecture which they do not comprehend. It is the responsibility of the student to review and fully understand all materials provided by their instructor in order to facilitate their learning. As such, students are expected to put due time and effort into their studies which occur asynchronously and are expected to readily demonstrate this knowledge in class activities, discussions, assignments, and exams.

All students are expected to be respectful of the online classroom, online program activities, and their peers and instructors in the same manner you would if attending a physical on-campus classroom. Students are meant to become a culturally responsive and social justice oriented professional counselors who recognize and adhere to the confidential nature of the counseling profession; this includes respecting the privacy and/or confidentiality that is necessary for training. It is the ethical responsibility of students to therefore ensure the privacy and confidentiality of others, as such, students will need to ensure no other people are in their physical space while attending/reviewing class sessions and materials, and while participating in group supervision. Part of the journey to becoming a culturally responsive counselor is actively engaging in difficult dialogues and courageous conversations both in synchronous coursework, and in asynchronous discussions and activities such as Blackboard discussion boards. As such, it is expected that students be sensitive and mindfully aware of their responsibility to keep training activities and contents confidential.

Emails and Other Written Communication

All students and faculty in Counseling Psychology and Community Services are expected to have a UND email address, to be a member of the UND Online Student listserv (which we will invite you to), and to check email every 24-48 hours. Sometimes there are important e-mail announcements about events taking place, items due, and important communications, so be sure to check your email daily. 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. 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. Please note that students are expected to use their UND e-mail for all programmatic communications as opposed to a personal e-mail. The University assigns email accounts to students automatically upon course registration. If you have questions, call the UND Help Desk at 701-777-2222 or visit the University IT webpage.

Please be aware that UND has an open records system as such, that means that it qualifies as state record which could be subpoenaed at any time. As such, students should be cognizant of what personal information they choose to include in their e-mail communications. Students should by no means utilize e-mail to discuss client concerns or information. Client information should only be discussed in group supervision with a faculty member qualified to teach such a

course. In the event of a client emergency, students should contact their on-site supervisor, or send an e-mail to their faculty group supervision instructor, requesting an immediate phone call. All students are expected to demonstrate respectful verbal and written communication to instructors, teaching assistants, and peers. Emails sent by students must be professional and mannerly regardless of disagreement and possess several characteristics.

- First, emails must contain a short but <u>meaningful subject line</u>. This allows emails to grab a recipient's attention in a meaningful way that communicates the reason for contact.
- Second, emails must be addressed properly to the correct individual. This means that students who check their syllabi carefully to ensure they are contacting the correct instructor or GTA for the correct course name and number they are enrolled in. When writing to a professor, opening with "Hello Dr. _____" or "Hello Professor _____" may be the most appropriate approach. Some staff and graduate assistants may be addressed as "Mr.," "Mrs.," "Ms.," or "Mx." depending upon identity and status. First names may be used if an individual has explicitly given consent to do so. Failing to utilize proper names communicates a lack of respect and consideration.
- Third, students must keep emails concise. Many individuals are busy and may not have time to read a lengthy email. Writing a brief but informative email allows faster communication and saves substantial time for all members of the exchange.
- Fourth, students should not use slang. Professional emails are different than text messages and other informal types of communication. Formal language is expected. Slang, emojis, multiple colors, and fancy fonts are not to be included in professional emails. Professional emails are not to be written in all capital letters.
- Fifth, students must use an appropriate signature when ending an email and provide their name. Respectful closings may include phrases such as, "Thank you," "Best regards," or "Respectfully" followed by a first and last name.
- Sixth, be certain to re-read the email before sending. Grammatical and spelling errors may be perceived as unprofessional and careless. Students should re-read for tone of the e-mail. E-mails that are perceived as rude, hostile, derogatory, or condescending may be flagged for follow up given professionalism concerns, and this may be included at the student's annual evaluation. Specifically, students who have not engaged in professional e-mail etiquette may have this addressed formally or informally on student evaluations, learning plans, remediation plans, or informational letters of concern to address unprofessional communication.
- Seventh, students must be careful not to accidentally click the "reply all" option when responding to the Counseling Listserv; please reply only to the named individual who sent the listserv message; this will help to ensure that they receive your message and can attend to it. If you are currently receiving Online Counseling listserv messages, please contact Karen Harrie (karen.harrie@und.edu) so you can be added to the mailing list. The listserv communicates important program and career related information including due dates for graduation forms, so it is imperative that students read these emails.
- Eighth, professionals are expected to engage in respectful, kind, considerate, and collegial communication at all times that helps to build a positive academic and programmatic community. E-mails that convey rudeness or hostility may actively harm professional relationships and degrade others, which is unethical in nature. A good rule of

thumb is that if you would not say it aloud to someone's face be sure not to send it in an email.

- Ninth, students must thoughtfully consider the tone of individuals when reading emails. Ill intentions from others should never be assumed. If a student is uncertain of the tone or meaning of an email, respectful clarification is needed and strongly encouraged to be sought by the recipient.
- The previous email characteristics ensure constructive communication and help the academic and career success of all individuals.

Online Program Orientation

All students are expected to complete an Online Program Orientation course located on the University of North Dakota Blackboard page under their school account and are strongly encouraged to complete this Program Orientation prior to their first week of classes. The Orientation requires students to complete four mandatory modules that contain readings, videos, short assignments, and activities for submission. This program Orientation will help students learn more about UND, the Online Counseling Program, technology platforms we utilize, student supports and resources offered by UND, etc. All Program orientation materials and an FBI background check should be completed no later than mid-semester (week 7) of student's first semester in the program. The results from the FBI background check must be submitted by students to our administrative support officer Karen Harrie (karen.harrie@und.edu) before the end of the first semester of the program. Students who do not submit all orientation materials and an FBI background check by mid-semester of their first semester in the program will receive a course registration hold on their Campus Connection account. The hold will prevent registration and enrollment for future courses until all Program Orientation materials and the FBI background check results are received by the department. Step by step instructions for completing the FBI background check can be found in Module 3 of the orientation.

An optional 5th module is offered on the Online Counseling Orientation Blackboard page. This module consists of several additional trainings that award Digital Badges. Digital Badges recognize additional training that students can take, and which can be listed on their Curriculum Vitae (C.V./Resume). Digital Badges can be used on LinkedIn and on curriculum vitaes to document skills for future employment applications which go above and beyond taking coursework. The fifth module is not required for the completion of the Online Program Orientation; however, students are strongly recommended to view these additional resources as they may benefit them as they progress throughout the program. It is the responsibility of students to complete the Online Program Orientation to avoid a registration hold being placed on their UND Campus Connection account at the end of their first semester of the program.

Practicum and Internship Orientation

The Practicum and Internship Orientation located on Blackboard prepares students for practical clinical work. Students will discover a general overview and orientation of field work during several video presentations from faculty and staff in the program. This orientation will also walk students through the process of finding, applying, approving, and securing placement sites. Students will meet with the Placement and Licensing Coordinator to secure and approve a site.

This orientation needs to be completed prior to engaging in practicum and internship. <u>Students will gain access to this orientation after they have completed the program orientation</u>. Students are encouraged to get an early start on this material, as finding and securing a placement site may be a lengthy and time-consuming process. Students should plan to complete this orientation, no later than the semester before they start practicum or internship. As such, students are expected to have completed all orientation materials, including having reviewed videos and submitted all documents by the following deadlines prior to their intended practical/clinical work start date/semester:

Practicum/Internship Intended Start Date/Semester	Due Dates for Completing Practicum/Internship Orientation Materials
Fall Practicum	June 15
Fall Internship	June 1
Spring Practicum	October 15
Spring Internship	October 1
Summer Practicum	March 15
Summer Internship	March 1

Some sites may have different internal deadlines for accepting students for practicum or internship. It is the student's responsibility to know internal application deadlines of prospective sites they are interested in completing their practical work at and understand the requirements in the respective state(s) they are interested in being licensed.

Please be aware the clinical/placement sites may have different internal processes for accepting practicum/internship students. In some cases, students may need to apply to a site, complete an interview, and if accepted, UND will need to approve the site and create an affiliation agreement with that organization to formally partner with them. Meanwhile, other sites may be already serving as the student's employer or may know them in another capacity and may accept the student as a practicum student/intern without a formal application, interview, or other requirements, however, in these cases, UND must still approve the site, and both must sign the affiliation agreement. Once a student has been accepted by the site, which UND's Placement Coordinator has approved, and an affiliation agreement has been signed by both UND and the placement site, the student is considered to have "secured a placement site."

Students will need to have secured a practicum or internship site by the following dates:

Practicum/Internship Intended Start Date/Semester	Due Dates for Securing a Practicum/Internship Site
Fall Practicum	July 15
Fall Internship	July 1
Spring Practicum	November 15
Spring Internship	November 1
Summer Practicum	April 15
Summer Internship	April 1

Receiving and Giving Feedback

Receiving feedback is an essential component of development for competent therapists. As such, the counseling programs at the University of North Dakota work to infuse feedback into the academic and clinical work required of its students. It is important for students to respectfully accept this feedback and use it constructively to maximize their growth. To do so, students are expected to demonstrate three fundamental abilities when receiving verbal or written feedback.

- First, students must actively listen without interruption. Interrupting a person is a sign of disrespect and prevents potentially useful messages from being heard.
- Second, students must be aware of responses. Words, tone of voice, and body language all send messages that can facilitate or prevent constructive communication.
- Third, students must be open to feedback. Being receptive to new ideas and different opinions optimizes personal and professional growth.

Giving feedback is another important element incorporated into the work of counseling students at the University of North Dakota. To maximize personal and professional growth of students and faculty members, it is crucial to give feedback in an appropriate, respectful, and professional manner. There are several characteristics of feedback that can optimize usefulness for the receiver.

- First, when providing feedback, students must focus on a behavior or action. It is more beneficial to concentrate on actions that can change rather than a person's inherent qualities or personalities that may be difficult or impossible to change.
- Second, students should be specific and concrete when giving feedback to others. Vague comments do not allow for enhanced performance through directed action and may lead to confusion.
- Third, students must take a courteous approach when providing feedback. Manners must be used regardless of disagreement. The purpose of feedback is to support the growth and development of all individuals not to criticize or shame others.

For more information on how to give and receive feedback respectfully in a way that is expected of future counselors, please visit the Counseling Student Community Center – "Professionalism" Tab which is located on Blackboard under courses. Students should be aware that in the event that concerns about giving or receiving feedback arise, this may result informal or formal professionalism concerns being raised.

Please be aware that professors and faculty will provide evaluative feedback to students, as is required by the graduate school. Please know that faculty provide feedback not to criticize students, but instead to help support students in becoming aware of areas that they can improve to meet or exceed professional standards in the field. Faculty invest significant time and effort in providing feedback to students in the hopes of nurturing their professional talents, skills, and abilities. As such, students should be aware that feedback is provided in the spirit of helpfulness to support them becoming the best professional version of themselves that they can be.

Students should be providing non-evaluative feedback to one another and to faculty throughout their time in the program. *Non-evaluative feedback* refers to giving feedback in a manner that is non-judgmental, and non-comparative. *Non-evaluative* feedback is informative with specific, helpful, and grounded in observation-based facts. For instance if a peer were reviewing another

assignment a peer created, or the performance of a faculty member teaching a course, someone might comment about important concepts discussed, information that was helpful, and information that was interesting, and/or commenting on things that made a presentation or lecture engaging, but **NOT** commenting in general that someone did "very good" or "did poorly" as these are "*Evaluative Feedback"* comments which are vague, non-specific, and not very helpful in terms of letting the student or professor know what to do in order to enhance their future performance. When students provide non-evaluative feedback, it helps those who are receiving the feedback to understand what parts of their presentation/lecture, assignment, or interactions were useful, and what they can improve on without feeling judged; ex: "I noticed that you forgot to include the citation for the Barnes (2021) article in your ethics paper." Comments provided to others should also support a caring growth-oriented atmosphere of support within the program, where we help others (students and faculty alike) to recognize both strengths and areas of continued growth to make future interactions, assignments, and courses even better. All members of the program should continually strive to engage in life-long learning as professionals and future professionals in the field.

Growth Mindsets

All students are encouraged to foster a growth-oriented mindset during enrollment in the counseling program. Such a mindset entails believing talents and abilities can be developed and improved over time with hard work and dedication. Mistakes and flaws are viewed as opportunities for growth and therefore are valuable assets to learning. In contrast to this, people who have an achievement-oriented mindset may have an over-emphasis on the outcome of a situation as opposed to being invested in the learning process itself. For instance, a student may have strong focus on their numerical grade on a paper as opposed to acknowledging that there is room for growth and improvement and that 'perfection' may not be possible. Students are encouraged to focus on improvements they make over time and celebrate those, while striving for growth and progress as opposed to perfection (which does not exist). Students are expected to have academic, clinical, professional, and personal areas in need of considerable improvement for becoming a competent counselor. Consistent feedback throughout the program allows students to optimize their learning. As such, feedback provided from instructors, GTA's, and follow students should be embraced thoughtfully.

To learn more about having a growth-oriented mindset as opposed to an achievement-based mindset, please view the "Tips for Graduate Student Success" tab of the Blackboard Counseling Student Community Center.

Lifelong Learning

Counseling demands a commitment to lifelong learning. Even after obtaining a professional degree and license, counselors are required to earn continuing education credits (also known as CE's). Each state licensing board establishes its own set of continuing education requirements. However, all states require credits to ensure counselors are up to date on career-related developments and providing the best care possible given update empirical research. Lifelong learning also occurs outside of formalized requirements and courses. Counselors are expected to strive toward continuous learning in various forms, such as reading psychological literature and

books, attending conferences and cultural events, and obtaining consultation and supervision to expand areas of competence.

To learn more about having lifelong learning opportunities in the field of counseling, please view the "Professional Development Opportunities" tab of the Blackboard Counseling Student Community Center.

Accountability

All students must demonstrate personal accountability for their choices, actions, and behaviors. Graduate school demands effective time management and persistent hard work. Faculty, staff, and teaching assistants are not responsible for providing reminders to complete coursework or obligated to give good grades that are not earned. By taking responsibility for choices, actions, and behaviors, students can build healthy relationships with instructors, teaching assistants, and peers, who will be professional colleagues in the future. Personal accountability may then provide opportunities for career growth and success.

Students should be aware that as a rule of thumb, graduate courses typically require 3-4 hours of study per week for every 1 credit hour they are enrolled in. As such, a 3-credit course may require 9-12 hours of work in addition to time spent watching lectures. Students should therefore carefully consider their work-life balance to ensure they have adequate time to devote to school. If students have workload difficulties, students should consider slowing down their plan of study. Please note that the graduate school will allow graduate students up to 7 calendar years to complete a graduate degree, as such, if students would prefer to take one course per semester this is possible, and students should speak with their faculty advisor to plan accordingly. Students having difficulty with work-life balance concerns or financial concerns, should strongly consider meeting with the Program Success Coach to discuss these concerns, as the Success Coach can offer helpful suggestions, resources, and ideas on how to manage this.

To learn more about work-life balance, please view the "Financial Resources" tab and the "Self-Care Resources" tab of the Blackboard Counseling Student Community Center page.

Please be aware that while students (or those supporting them) may be paying monetary funds to take part in a graduate degree program, completing a graduate degree takes considerable time and effort on the part of a student, and an exchange of funds does not warrant the provision of a degree. As such, students who join the program are not merely "consumers" of an educational service. Funds paid by students (or others supporting them) provide the opportunity to acquire the competencies of the profession of counseling through our educational program. As such, students are expected to devote considerable time and effort to acquire the attitudes, knowledge, and skills required of the profession to earn a degree and to apply to become competent future counselors.

Self-care

Counseling is a rewarding but demanding profession. It is critical that all students engage in self-care throughout the program and their career. Self-care is a personal endeavor that can look

different for each individual, however, there are common characteristics. For instance, self-care is not a selfish act. It not only mitigates personal stress and burnout but protects those receiving counseling services. Self-care is then an ethical mandate and a professional expectation of the program. Work-life balance is also an important aspect of self-care that should be established by graduate students and counselors to reduce the likelihood of burnout, vicarious traumatization, and other negative consequences. For example, a clinician who is burnt out may not be cognitively present during a client session and may miss important information pertaining to a client's safety which requires assessment and safety planning.

The following six domains should be considered when creating a balanced self-care practice that attends to the whole person: Physical, mental, emotional, environmental, financial, social, recreational, and spiritual (this may be religion, spirituality, or an awareness of one's own belief system such as agnosticism or atheism). Examples of self-care may include things including but not limited to; exercise, meditation, engaging in hobbies, seeking social support, attending one's own counseling, engaging spiritual ceremonies, etc. Please be aware that self-care also includes attending to basic needs, including obtaining a sufficient amount of sleep, taking care of one's health and eating needs, engaging in regular hygiene, as well as attending to personal mental and emotional wellbeing.

To learn more about self-care, and work-life balance, please view the "Financial Resources" tab and the "Self-Care Resources" tab of the Blackboard Counseling Student Community Center.

Blackboard Student Support Resources

All students will receive access to the Counseling Student Community Center page on Blackboard under their student account upon admission into the counseling program. This page includes valuable resources on various topics such as tips for graduate school success, self-care resources, scholarship resources, information on licensure, networking advice, and professional development opportunities. Students are encouraged to visit this page often as it is constantly being updated and improved for supporting academic, professional, and personal success.

The Counseling Student Community Center can be found by clicking the "Courses" tab on the lefthand side page of Blackboard. It is located at the bottom of the page under the "Assorted Dates" section.

Gatekeeping

The American Counseling Association's (ACA) Code of Ethics (2014) defines gatekeeping as "the initial and ongoing academic, skill, and dispositional assessment of students' competency for professional practice, including remediation and termination as appropriate." Gatekeeping is required in the counseling profession to protect individuals, the public, and the profession. Such an endeavor is accomplished by The University of North Dakota's counseling program through numerous assessment methods, including academic coursework, student evaluations, and supervision. These methods ensure students are obtaining a level of competency and professionalism that is required for counseling work. Students who fail to reach competency criteria and professional dispositions at expected rates will receive low scores and/or a learning

support plan or a remediation plan (depending on the severity of the concern). Counseling educators do not give these plans with malicious intent but to fulfill their responsibility as a gatekeeper for protecting the safety of all individuals and fostering the career growth of future counselors.

Student Evaluations

Given the gate-keeping practices listed above, all students will be continuously evaluated on an annual basis. Multiple sources of information may be utilized to contribute to student evaluations. As such, students can expect information to be provided by faculty, adjunct faculty, graduate assistants, and staff members within the program, stakeholders including on-site supervisors, and other university personnel the student has interacted with. Moreover, students should be aware that any peer interactions that transpire may be subject to evaluation as well, particularly if they are of a concerning nature. Students are expected to treat all individuals they encounter throughout their time in graduate school with the utmost respect, which includes peers within their classes, faculty, staff, and the program overall. Please be aware that monitoring of student progress in the program, academic success, and professional endeavors and behaviors are ongoing, constant, and regular, as such, students should be aware that all interactions and activities are liable to scrutiny and may be discussed at any time particularly if concerns arise. This is important to ensure that students are attaining competence in relevant areas which is for their benefit as future counselors, and to maintain the professional integrity of the program and the field.

The academic rigor of students in the program is carefully assessed frequently, including at and before annual evaluation periods as well as intermittently as needed. Students should be aware that to remain in good standing with the graduate school and the program, they must obtain a cumulative GPA of at least 3.0 or higher. This translates roughly to having at least a "B" letter grade or higher in each class. Please be aware that UND only provides letter grades and does not utilize a "plus/minus system". As such a "A" letter grade represents 4.0 on a 4.0 scale, "B" represents 3.0, "C" represents 2.0, "D" represents 1.0, "F" represents 0.0. As such, students who obtain a "D" or "F" letter grade must retake the course that they have failed if they wish to remain in the program; with only the second (repeated) course grade to appear on their transcript. Students who obtain a "C" letter grade are strongly recommend to retake coursework as well, particularly if that course grade is contributing to a low GPA. Students with a GPA lower than 3.0 will be placed on academic probation by the graduate school, and in some cases may be dismissed from the graduate school, particularly if it is deemed that they cannot recover from academic probation with the time frame provided by the graduate school based on their policies. Please note that students who are on academic probation with the graduate school will hence not be considered to be "in good standing" in the program which may impact their ability to obtain or retain provisional licensure and/or take part in practicum and internship activities.

Students are regularly assessed throughout their time in the program by faculty and staff who meet frequently to assess student progress. Students who appear to require additional assistance and/or who appear to be having significant performance, professional, or ethical concerns will be contacted and notified of related concerns as soon as possible. Students may be issued informational letters, student support letters, and/or remediation plans via e-mail at any time

which will also be placed in internal student folders for records retention reasons. Faculty advisors may also arrange to meet with students via videoconferencing meetings to discuss their performance in the program in the event that there are concerns. Students are therefore provided with formal notification of concerns (if present), in addition to time to engage in due process to amend related concerns prior program reprimands or dismissal. Please note that in the event of an egregious ethical, professional, or performance concern, students may be dismissed immediately. Students who are graduating from the program must meet with their faculty advisor receive a copy of a final summative written evaluation of their performance throughout the program prior to graduation. This summative program evaluation will remain in their student file to serve as a copy for future reference information reasons. Students are welcome to meet with their advisor at any time during the program to request informal feedback on program performance, however, a formal summative evaluation will not be provided until the student's graduating semester.

Students' performance is recurrently assessed in the program on a regular basis; students will therefore also receive a formal written evaluation documenting their program performance and progress on an annual basis. Information included within this evaluation may be provided by faculty, staff, and/or GTA's. Faculty advisors will provide written evaluations for students to review, and students are welcome to arrange meetings with them and/or attend their office hours to discuss the evaluations further. This is considered a summative formal evaluation and will be included in the student's academic file. This information stays in that file indefinitely, and in the event that professors leave their positions, this information may be utilized by future professors to write references letters for students in the program. Students will receive a copy of their written evaluation. Students who wish to appeal what is included in their evaluation may do so by first broaching the topic with their faculty advisor, who may then confer with other faculty about this request. If concerns cannot be remediated informally at the program level, then students should request to speak to the Chair of the Department about the appeal.

Students are formally evaluated in a number of domains which are important to the field, including the following:

- Academic Coursework
    - Ex: Performance on formal coursework, including content-based course, elective courses, and clinical courses. This includes timeliness of work, depth and complexity of work, knowledge, skills, attitudes in the field.
- Practitioner Skills
    - Ex: This includes skills that will be used for future clinical practice. These skills are learned, practiced, and demonstrated in several courses, including Counseling Methods, Group Counseling, Child, Family, and Couples Counseling, Diagnostic Skills Lab, and more, where their role-plays take place. These skills will also be demonstrated and evaluated throughout clinical courses such as Practicum and Internship.
- Professional Activities

- o Ex: Counseling Student Association, programmatic meetings, professional organization memberships [American Counseling Association (ACA), American Psychological Association (APA)], etc.
- Professionalism
  - o Ex: Professional demeanor in interactions with faculty, peers, supervisors, etc., including respectful, considerate, and kind interactions with others. This includes respectful communication at all times, being open to feedback and integrating it readily, completing work in a timely manner, attending appointments and meeting requests from faculty, GTA's, peer group work, etc. Adherence to ethical and professional values of the field.
- Writing Skills
  - o Ex: Utilization of proper American Psychological Association (APA) formatting, grammatical and mechanical writing skills, review of grammar, spelling, punctuation, capitalization, etc. Organization of thoughts in an effective manner, flow of writing, parsimony, effective communication at the level of a graduate student.
- Independent Study/Thesis Progress
  - o Advisors include on the written summative evaluations progress of work completed for the independent study. The final evaluation specifically details the progress and summaries of the work completed below:
  - o Ex: Research Project: Students will engage in a thorough literature review, conceptualize a viable and ethically sound research design, create a sound methodological design for a prospective research study, and discuss hypothetical anticipated results, and evaluate their study to list potential limitations. This will be documented and presented in research poster format in the COUN 515 course.
  - o Ex: Students who wish to complete a thesis project must petition the faculty to receive permission to conduct their research project, work with their advisor to obtain IRB approval for research, and engage in subsequent data collection, analysis, interpretation, and manuscript preparation for publishing.
  - o Ex: COUN 997 Independent Study Course: Students should demonstrate passing scores on all CPCE practice examinations, complete in-depth exam wrappers to review study progress and create study plans, well executed assignments, and discussion boards to demonstrate preparation for licensure and for post-graduation employment or doctoral program application progress.
- Overall Progress
  - o Ex: Any exceptional activities going above the requirements listed here. The collective summation of the student's progress in the program to that date.

Faculty, graduate teaching assistants, staff, faculty supervisors, site supervisors, and stakeholders provide information that is collectively summarized into these formal evaluations. As such, students should be aware that any and all interactions are being evaluated and may appear on these evaluations.

The following rating scale is utilized to evaluate students:

- "E" for exceptional – Student is performing at a level that is higher than expected for their developmental level in the program. Please note that this score is in comparison to peers at their same level of education and experience in the field, and not in comparison to seasoned counseling professionals in the field.
- "S" for satisfactory – Student is performing at a level that is expected for a graduate student in the field. This is the score that most students will receive where students "should" be at developmentally.
- "U" for unsatisfactory – Student is not performing at the expected level of a graduate student in the field. Please be aware that students who are not meeting expectations may be required to have a learning plan or remediation plan in place and may have already received formal informational letters documenting expected changes to be made to meet standards in the field.

Annual student evaluations are a faculty-initiated process, and students can expect their advisor to arrange these meetings for them on an annual basis. Students are expected to attend these meetings at their advisor's request and be flexibly available to schedule these meetings. During these meetings advisors will share the written evaluation with students for review and discuss feedback accordingly. Students should be aware that faculty, staff, and stakeholders collectively provide information for these evaluations, and therefore these evaluations do not merely represent the opinions of the student's faculty advisors, or professors, but represent the collective summation of all information provided about the student and their interactions from all relevant sources. Students are expected to meet with their advisor, review the feedback, and sign the evaluation within one month after its completion. Please see Appendix A to view this evaluation in advance to know what is expected of students.

Please note that students in the School Counseling emphasis track, will additionally be provided with "Dispositions Assessments" and "Key Assessments" which evaluate student professionalism and competence. These evaluations are a structured part of Counsel for the Accreditation for Educator Preparation (CAEP accreditation) for that emphasis track area and are therefore required for accreditation reasons in North Dakota. Please visit Part C of the Appendix for more information and to review these additional student assessment materials. Students in the School Counseling emphasis track are strongly encouraged to review and become familiar the CAEP "Dispositions" and "Key assessment" materials in Appendix A to learn more about how they will be evaluated in addition to the above programmatic evaluation measures.

Student Support, Remediation, and Disciplinary Action

When students struggle to meet academic, professional, or clinical skill development expectations, engage in an unethical behavior, or are involved in an unethical situation, the Department has a number of 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, other content areas, and/or other assignments deemed appropriate by the faculty
(c) placing the student on Program probation,
(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.

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.

Faculty will typically attempt to verbally discuss student academic, professional, or clinical concerns informally, prior to creating any sort of a written record of concerns. Please note that faculty may have concrete suggestions for students to help support and benefit their professional growth in the hopes that they can work through any professional concerns that arise. This may include creating a written document with recommendations which can be a helpful strategy to ensure students and faculty have clear goals and expectations.

Please be aware that students may receive any one of the following written letters throughout their time in the program:

1) Informational Letter – This is a supportive letter (which is not necessarily punitive) written by faculty or staff detailing a concern, or area of growth, they have noticed which is important for the student to attend to. In some cases, faculty will also provide a supportive informational letter to students when they feel a need to support students to overcome challenging areas of professional development despite a student having other areas of strength. When a student receives an informational support letter, concerns may be present within the domains of professionalism (including communication, interpersonal style, work-life balance, and self-care etc.), ethical rigor, academic concerns, clinical concerns, or any other concerns they may notice. These concerns are expected to present a barrier to the future success of a student, may negatively impact student well-being, or have the potential to transgress programmatic and professional standards. Please note that informational letters will not be included in student records, however information may appear in some form within annual student evaluations.

    Ex) A student who is engaged in rude or concerning e-mail communications towards others may have an informational letter written if this becomes a pattern, as this is likely to impact the future success of this student as professional in the field.

    Ex) A student who has not complete their program orientation after multiple reminders may receive an informational letter indicating the importance of completing this task, as neglecting to do so may be perceived as unprofessional. Furthermore, the student may be lacking the necessary information and skills to continue in the program successfully.

    Ex) A student who exhibits very low self-confidence, and self-efficacy that does not match their clinical or academic skills, may be recommended to review informational resources including articles and videos to help them grow in these areas.

2) Learning Support Plan – Students on academic probation with the graduate school will have a learning support plan created for them by the faculty. This learning support plan will include a list of required tasks the student should engage in, such as retaking relevant coursework, meeting with their student success coach, or faculty advisor on a monthly basis, and may include a list of recommended readings, videos, trainings, or other resources to review in order to help facilitate student learning, and to mitigate the chance of the student remaining on probation for future semesters or being dismissed from the program or graduate school.

3) Remediation Plan – Egregious unethical behaviors or substantial professionalism concerns exist. 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.

Course Sequencing

Courses are typically offered in a pre-determined sequential order, and as such, it is imperative that students take the courses in the specified order in which they are set in the program of study provided to you as per your faculty advisor's instruction. There may be some variation in the timing of course offerings, so use this information below as a general guideline only. Unlike many undergraduate programs there is no enrollment cap or 'wait-list' on our courses. As such, we will always hold a virtual seat for students that we admit into the program. Students should therefore register for courses as per the UND Academic Calendar, but need not worry that they have to enroll the day that registration opens to secure a "seat" in a course. Please see the UND Academic Calendar and reference the "Online 14-Week" calendar. Our semesters run on a 14-week time period, and students are expected to take courses on an ongoing basis, throughout Spring, Summer, and Fall semesters.

Important Course Sequencing Facts for Students to Be Aware Of:

Students who have NOT taken both Abnormal Psychology and Developmental Psychology at the undergraduate level MUST take the COUN 504: Foundations of Counseling Course as a prerequisite PRIOR TO taking the other courses in the program. Students cannot take other coursework while taking COUN 504. This is an intensive 5 credit course that is meant to prepare students for the remainder of the counseling graduate program. In particular, students who may not have a psych undergrad degree may benefit strongly from taking this course. Students who take this course will take 65 credits total as opposed to 60 credits. Alternatively, students can also take either of these undergraduate courses at an alternate university or through UND SPEA (Self-Paced Enroll Anytime) courses online prior to completing coursework in the program. COUN 504 is offered every semester. At times, student may also choose to take or be recommended to take COUN 504 due to their state requiring additional coursework in Abnormal Psychology, Developmental Psychology, and/or both.

- Students who have taken COUN 504 or have been approved by the admissions committee to "waive 504" should enroll in the following foundational courses in the

program: COUN 501: Ethics/COUN 506: Rehabilitation Ethics, COUN 510: Counseling Methods, and COUN 530: Theories of Counseling. These courses provide foundation information to the field of counseling, which other courses in the program build upon.

- Please be aware that 'advanced' content courses are only offered once every 5 semesters on a rotating basis. These include: COUN 520, 532, 535, 519, 537, 536, 507, 529, 522, 517/514, 518, 515. As such, this means that these courses are only offered approximately once every year and a half. Students taking these courses should plan carefully with their faculty advisor and follow their recommend plan of study that their advisor approves to ensure they take these courses in the semesters that they are offered. The semesters that these courses are offered will be available on both Campus Connection and will also be listed on each student's personalized plan of study that they discuss with their faculty advisor at the start of the program.

- All students are required to successfully complete the COUN 521: Diagnostic Skills Lab, a 1 credit course which is predominantly a gate-keeping course to ensure that students have the skills, attitudes, and knowledge to successfully be approved by the faculty to go on to take practicum and internship. This course is graded on a "S/U" basis, meaning that students have earned a "Satisfactory" or "Unsatisfactory" grade for the class. Only students with a "Satisfactory" grade may go on to enroll in practicum and internship. Students can only retake this course two times if an "Unsatisfactory" grade is obtained. This course is offered every Spring and Fall semester but is not offered in the Summer.

- All students are required to successfully complete one semester of Practicum (4 credits):
    o Community Mental Health Track students should enroll in COUN 580.
    o Addictions Counseling Track students should enroll in COUN 580.
    o Rehabilitation Counseling Track students should enroll in COUN 580.
    o School Counseling Track students should enroll in COUN 581.

- All students are required to successfully complete two consecutive semesters of Internship (5 credits each semester for two semesters, totaling 10 credits of internship):
    o Community Mental Health Track students should enroll in COUN 584.
    o Addictions Counseling Track students should enroll in COUN 587.
    o Rehabilitation Counseling Track students should enroll in COUN 588.
    o School Counseling Track students should enroll in COUN 589.

- Practicum and Internship classes are the only synchronous courses the program offers. This means that students will be expected to meet live via Zoom with their course instructor and fellow students at the same time each week throughout these semesters. During this course students consult with others to discuss clinical work, and this course fulfills the requirements for "group supervision" and "faculty supervision" that most licensure boards expect.

- All students in the Master of Arts in Counseling Program must complete either an Independent Study Course, a Scholarly Project, or an Independent Research Study/Thesis as a final 'capstone' course or research project to complete their master's degree. Please note that graduate certificate students DO NOT need to complete a "capstone" course or research project.
    o COUN 997: Independent Study Course: Students are strongly encouraged to take this course which helps students prepare to take and pass their Master's Comprehensive Examinations which are required of all students to complete their master's degree. The Master's Comprehensive Examination is a cumulative exam

that tests the knowledge of advanced master's level students in counseling and is comparable in content to many licensing exams that students are likely to take post-graduation.

- o COUN 995: Scholarly Project: A small group of students forms a group to conceptualize a research study, which is submitted for approval to an IRB board, and subsequently carried out via the processes of data collection, analysis, manuscript creation, and manuscript submission for research publication. Please also note that students who are planning to apply to doctoral programs such as a Psy.D. programs should strongly consider completing a Scholarly Project.
- o COUN 995/998: Independent Research Study/Thesis: A student individually conceptualizes a research study, which is submitted for approval to an IRB board, and subsequently carries out via the processes of data collection, analysis, manuscript creation, and manuscript submission for research publication. Please note that in order to complete an Independent Research Study or a Thesis, a student must obtain special permission from their faculty advisor and must petition the online faculty to be allowed to complete a research project as opposed to engaging in the independent study course. Please also note that students who are planning to apply to research intensive Ph.D. programs, and students in Canada hoping to continue to doctoral studies should strongly consider completing a Thesis or Independent Research Study.
- o Students should discuss future career goals and doctoral program aspirations with their faculty advisor during their initial advising meeting (or subsequent meetings) to ensure they take coursework that is conducive with their career goals.

Students are strongly encouraged to look up the licensing information for the state(s) or province(s) that they wish to become licensed in to determine if they should be taking additional coursework as elective courses that are required above and beyond UND's recommended plan of study for their emphasis track. Your enrollment advisor, student success coach, academic faculty advisor, and other staff are available to help you plan your coursework according to your specific needs and licensure requirements. If there is a course that we do not offer through UND that you may require for licensure in your state, we may be able to assist you in locating a course elsewhere that may meet your specific licensure needs.

To learn more about what states our program can get students licensed in, please review the UND State Authorization & Licensure Map. This is an interactive map that students can use to discover where we can and cannot get them licensed. Please be aware that students should click either "Counselor" (for Community Mental Health Counseling, Addictions Counseling, and Rehabilitation Counseling Track students) or "Counselor (K-12)" (for School Counseling Track students) as appropriate.

Students entering the program with an undergraduate GPA (below 2.75) are considered by the graduate school to be "provisionally admitted" into the program. As such, these students must demonstrate their ability to earn grades in graduate school above the minimum 3.0 GPA which is required of all UND graduate students. Provisionally admitted students are required to obtain a letter grade of a "B" or "A" in the following courses to ensure that they are not dismissed from the graduate school and that they can continue their designated programmatic course sequence:

- COUN 504: Foundations of Counseling (if required)
- COUN 501: Ethics: Counseling and Counseling Psychology or COUN 506: Rehabilitation Counseling Ethics
- COUN 510: Counseling Methods
- COUN 530: Theories of Counseling, Personality and Development

Individuals who do not meet these academic standards will be required to retake each course in which they did not earn at least the letter grade of a "B." This admission policy applies to all students who are enrolled into an online counseling program with a provisional acceptance. Students will be notified of a provisional status in a formal acceptance letter. This policy exists to ensure graduate student success, and to prevent students from investing additional time, money, and efforts into a program they are unlikely to graduate from.

Plan of Study and Course Offerings

The Plan of Study is a document provided by each student's faculty advisor during their initial advising meeting that includes a list of courses that a student will need to take to complete the requirements of their specific track emphasis area to complete their graduate degree. This plan will include the course name, course number, credit amount, and the future dates that the course will be offered. This Plan of Study includes a recommended course sequence that is designed for a part-time graduate student.

During the initial advising meeting, students can discuss with their advisor if they wish to "lengthen out" their plan of study by taking fewer courses than is recommended per semester, or request to "accelerate" their plan of study by taking more courses than is recommended per semester. The graduate school allows students up to 7 calendar years to complete a graduate degree, as such, if students would prefer to take one course per semester this is possible, and students should speak with their faculty advisor to plan accordingly. Advisors understand that many students are working professionals, who may have dependents and other life demands, and are more than willing to work with students to lengthen out a plan of study to support students with work-life balance. Accelerated programs can only be developed after a student has earned high grades during the first term of graduate enrollment. The student must maintain a cumulative GPA of at least 3.0 or higher. This translates to having at least a "B" letter grade, but ideally a student will earn an "A" letter grade before accelerating their program of study. Meeting this requirement allows students to finish their degree in shorter than 9-10 terms, which is the standard period it takes to complete an online counseling master's program at the University of North Dakota.

As such, a Plan of Study is adjustable. Student may be able to complete their graduate degree in as little as 2 years if they accelerate their plan, however, students should be aware that permission is needed from their faculty advisor to do so. Students who accelerate their plan of study should be aware that advisors may ask about work-life balance, and competing demands for their attention to help students determine if this is a wise decision for them to take more courses than is typically recommended for a part time program. Students should also be aware that advanced courses are only offered once every 5 semesters, and depending on when courses are offered, it may be difficult if not impossible to accelerate a Plan of Study.

In the event that a student desires to take a Leave of Absence from the program, fails coursework (obtaining a "D" grade or less) or wishes to retake coursework where performance was not optimal ("C" grade), students should meet with their faculty advisor to adjust their Plan of Study. Students who require their plan of study to be "lengthened out" for any reason should be aware that this will likely push back their intended graduation date. Students may occasionally wish to take additional courses that are not required by their graduate degree plan, out of interest, such as taking a course that another emphasis track offers, in this case, students should also meet with their advisor to adjust their plan of study to include this. Students who wish to adjust their Plan of Study must meet with their faculty advisor to update their plan of study to ensure a new plan is on file for them internally for the program. Please note that the addition or deletion of course requirements in the Plan of Study should be reflected by a change in a student's Program of Study which is filed with the UND Graduate School and is described in the section below.

This form is utilized by program faculty, staff, licensing and placement coordinators, and student success coaches for a multitude of internal planning reasons and for external reasons such as licensure verifications, financial aid documentation, and more. As such, it is imperative that students meet with advisors before making any changes to this plan. Whether lengthening or accelerating a program of study, students must first consult with their assigned faculty advisor. Meetings allow faculty members to determine the feasibility of academic adjustments and discuss whether such a change is the best choice for the student.

Students can login to Campus Connection to view the UND Course Catalog which they can use to search for and review course descriptions, semesters courses are offered, and locate other important course enrollment information. Please review the course information below and be sure to discuss your plan of study (intended course sequence) with both your student success coach, and your faculty advisor. Typically, your plan of study will be discussed in depth during your very first initial advising meeting with your faculty advisor.

Students are strongly discouraged from deviating from the recommend plan of study. This is important given that the course sequence provided on those plans has been created specifically for each specialty emphasis track area. Moreover, these sequences have been constructed with course pre-requisite criteria in mind and shaped into a pedagogical sequence that makes sense for a part-time program in the field. As such, students must meet with their success coach or faculty advisor prior to adjusting their plan of study and taking coursework outside of the sequence listed on the plan of study provided to them during their initial advising meeting. Please note that it is during advising meetings that students can ask their faculty advisor about the possibility of "accelerating" or "slowing down" their plan of study, in addition to taking breaks, or taking additional coursework that is not typically included for their emphasis track area.

Please be aware that some courses, particularly advanced courses are only offered once every 5 semesters, as such, careful planning is required on the part of students to ensure they complete all coursework in a timely fashion. This is particularly important in the event that students must re-take a course or take a break from coursework throughout their degree.

Pre-Requisite Curriculum (5 credits)

Course Name and Number	Credits	Semester Offered
COUN 504: Foundations of Counseling	5	Every Semester

Core Curriculum (33 credit total)

Course Name and Number	Credits	Semester Offered
COUN 507: Lifespan Development in Counseling	3	Spring 2027 Fall 2028 Summer 2030
COUN 510: Counseling Methods	3	Every Semester
COUN 515: Methods of Research	3	Spring 2026 Fall 2027 Summer 2029
COUN 518: Group Theory and Process	4	Spring 2026 Fall 2027 Summer 2029
COUN 519: Career Counseling	3	Fall 2026 Summer 2028 Spring 2030
COUN 520: Diagnostic and Prevention Strategies in Counseling	3	Summer 2026 Spring 2028 Fall 2029
COUN 521: Diagnostic and Therapeutic Skills Lab	1	Every Fall and Spring Semester
COUN 530: Theories of Counseling, Personality and Development	3	Every Semester
COUN 532: Multicultural Counseling	4	Summer 2026 Spring 2028 Fall 2029
COUN 535: Child, Family, and Couples Counseling	4	Fall 2026 Summer 2028 Spring 2030
COUN 997: Independent Study OR COUN 995: Scholarly Project OR COUN 998: Thesis *COUN 995 or 998 can only be taken with special permission from the faculty*	2	Every Semester
Total Core Credits	*33*	

**Please note: If changes to credit allotments or term are required for any reason, the faculty will update you.

Coursework Required for Each Specialty Emphasis Area

The Part-Time Online MA in Counseling Program offers four emphasis areas: Addiction Counseling (Addictions), Community Mental Health Counseling (CMHC), Rehabilitation Counseling (Rehab), and K-12 School Counseling (SC). Please see the required coursework for each emphasis area below. Please note that if there is a course which is not included in your emphasis area, which you would like to take as an elective to further your education, you may discuss this with your faculty advisor.

Please note that it may be exceptionally difficult to change specialty emphasis areas once you have started the program. Under special circumstances changes in emphasis area may be possible, but to do so, you must present a written petition to the Program faculty and have this petition approved. Consult with your advisor if you are considering such a change.

Addiction Counseling Emphasis (60 credits total)

In addition to the core curriculum (33 credits), students pursuing the Addiction Counseling Emphasis must complete the following courses (27 credits), consistent with state licensure requirements for addiction counselors in North Dakota.

Remaining Required Courses:

Course Name and Number	Credits	Semester Offered
COUN 501: Ethics: Counseling and Counseling Psychology	4	Every Semester
COUN 517: Assessment in Counseling	3	Summer 2027 Spring 2029 Fall 2030
COUN 529: Dynamics of Addiction	3	Summer 2027 Spring 2029 Fall 2030
COUN 537: Trauma and Crisis Counseling	3	Spring 2027 Fall 2028
***May also need as per licensure:** COUN 576: Psychopharmacology for Counseling and Addictions Studies ***	3	Summer 2030
COUN 580: Counseling Practicum	4	Every Semester
COUN 587: Addictions Counseling Internship *(This course is taken two times, as 5 credits over two semesters)*	10	Every Semester
Total Credits Addiction Counseling Emphasis Courses:	**27**	

Please note that the Addictions Counseling internship occurs within an approved addictions site, which may include a training consortium consisting of multiple sites.

Community Mental Health Counseling Emphasis (60 credits)

In addition to the core curriculum (33 credits), students pursuing the Community Mental Health Counseling Emphasis must complete the following courses (27 credits):

Remaining Required Courses: Community Mental Health   Credits   Semester offered

Course Name and Number	Credits	Semester Offered
COUN 501: Ethics: Counseling and Counseling Psychology	4	Every Semester
COUN 517: Assessment in Counseling	3	Summer 2027 Spring 2029 Fall 2030
COUN 529: Dynamics of Addiction	3	Summer 2027 Spring 2029 Fall 2030
COUN 537: Trauma and Crisis Counseling	3	Summer 2025 Spring 2027 Summer 2030 Fall 2028
COUN 580: Counseling Practicum	4	Every Semester
COUN 584: Community Counseling Internship *(This course is taken two times, as 5 credits over two semesters)*	10	Every Semester
Total Credits CMHC Counseling Emphasis Courses:	**27**	

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

Rehabilitation Counseling Emphasis (60 credits)

In addition to the core curriculum (33 credits), students pursuing the Rehabilitation Counseling Emphasis must complete the following courses (27 credits):

Course Name and Number	Credits	Semester Offered
COUN 506: Rehab Counseling: Foundations and Ethical Issues	4	Every Semester
COUN 514: Rehab Counseling: Assessment and Evaluation	3	Summer 2027 Spring 2029 Fall 2030
COUN 529: Dynamics of Addiction	3	Summer 2027 Spring 2029 Fall 2030
COUN 536: Medical & Psychosocial Aspects of Disabilities	3	Spring 2027 Fall 2028 Summer 2030
COUN 539: Case Management and Community Partnership in Rehabilitation *(This course is taken two times, as 2 credits over two semesters)*	4	Every Semester
COUN 580: Counseling Practicum	4	Every Semester
COUN 588: Rehabilitation Counseling Internship *(This course is taken two times, as 3 credits over two semesters)*	6	Every Semester
Total Credits Rehabilitation Counseling Emphasis Courses:	**27**	

K-12 School Counseling Emphasis (60 credits)

In addition to the core curriculum (33 credits), students pursuing the School Counseling Emphasis must complete the following courses (27 credits):

Course Name and Number	Credits	Semester Offered
COUN 501: Ethics: Counseling and Counseling Psychology	4	Every Semester
COUN 517: Assessment in Counseling	3	Summer 2027 Spring 2029 Fall 2030
COUN 522: School Counseling and Program Management	3	Summer 2027 Spring 2029 Fall 2030
COUN 537: Trauma and Crisis Counseling	3	Spring 2027 Fall 2028 Summer 2030
COUN 581: School Counseling Practicum	4	Every Semester
COUN 589: School Counseling Internship *(This course is taken two times, as 5 credits over two semesters)*	10	Every Semester
Total Credits K-12 Counseling Emphasis Courses:	**27**	

Practice Sequence

Students will complete a series of courses which include practical training experiences in the Program, including COUN 510, COUN 521, COUN 580, and COUN 584/587/589/588 & 539 (2 semesters). Please also note that additional courses such as COUN 518, COUN 535, and/or COUN 537, and possibly others, may also include practical lab components for skills applications. Please be aware that engaging in practical work including practicum, internship, and other clinical experiences is an important component that is required for all state licensing boards. As such, these courses are a core part of the program, that students must complete successfully.

Students will enroll in a COUN 521 Diagnostic Skills Lab only after the successful completion of COUN 501/506, COUN 510, COUN 530. Students are also recommended to take COUN 532 Multicultural Counseling and COUN 520 Diagnosis and Prevention before taking the COUN 521 Skills Lab. This is important given that diagnosis and multicultural skills are helpful for many of the role-plays comprised within this lab. This skills lab will include both synchronous and asynchronous components for which students should make themselves available and represents an additional opportunity for counseling skills evaluation and feedback from faculty. This course acts as an additional opportunity for gate-keeping practices wherein students must demonstrate counseling skills applications. Only students who successfully pass this skills lab may progress to counseling practicum work. If a student does not satisfactorily pass this course, they will be required to retake this skills lab at a later time in their program, and/or may be placed on a remediation plan to enhance skills, knowledge, and abilities prior to practicum, and/or in particularly concerning situations, may be dismissed from the program at this juncture. This lab is typically offered only in the Spring and Fall semesters of the program and is not offered during the Summer.

Practical experiences including practicum and internship are very exciting components of training, however, these experiences also generate a lot of questions from new students. Therefore, a Practicum and Internship Orientation is located on Blackboard for students to complete which includes a great amount of information including videos, PowerPoints, and assignments that will help students to understand the requirements of these practical experiences and how to go about researching and applying to work at an approved counseling site in their local area. Please know that counseling sites will need to go through a formal program approval process to ensure that sites, supervisors, and students have all necessary resources, credentials, and supports in place to provide a quality practical learning experience for students. Please see the Practicum and Internship Orientation section of this document for more information.

Practicum represents yet another important gate-keeping juncture, where students will have the opportunity to work with real clients in their respective geographic areas under the supervision of an on-site supervisor, a faculty instructor, and sometimes a Graduate Assistant who is an advanced doctoral student. As such, students are expected to enroll in a practicum course that is primarily synchronous for weekly supervision in addition to the on-site supervision that they receive while they spend time at their practicum site completing clinical hours. During practicum, students must complete a total of 100 clinical hours on-site, of which no less than 40 hours must be direct service hours (working directly with clients). Students should be aware that

their state may require more hours than this or require various types of client hours to meet state licensure requirements, and should therefore review state licensure criteria in advance to ensure they create and obtain a practicum site experience that is conducive to their future licensing needs. More information will be provided throughout your coursework and throughout the Practicum and Internship Orientation as to how to log hours and correctly categorize hours based on the services provided or tasks being completed. In the event that a student does not satisfactorily pass this practicum course, they will be required to retake it, and/or may be placed on a remediation plan to enhance skills, knowledge, and abilities prior to internship, and/or in particularly concerning situations, may be dismissed from the program at this juncture.

After successfully completing practicum, with faculty approval you can enroll in internship credits, such as COUN 584, 587, 588, or 589. Internship is a primarily synchronous, two-semester, 5 credit per semester course which includes supervised counseling experience at a site in your geographical area that meets the requirements of your specialty emphasis area. Please note that in some states, and for some school counseling certifications, students may be required to enroll in 6 credits of internship as opposed to 5, this is an option that we allow on Campus Connection, please consult your faculty advisor for more information. Internship is typically completed during your final year in the program. During internship, students must complete a total of 600 hours (CMHC, SC, Rehab) or 700 hours (Addictions), of which no less than 240 hours must be direct service hours (working directly with clients). Students should be aware that their state may require more hours than this or require various types of client hours to meet state licensure requirements and should therefore review state licensure criteria in advance to ensure they create and obtain a practicum site experience that is conducive to their future licensing needs. More information will be provided throughout coursework and your Practicum and Internship Orientation as to how to log hours and correctly categorize hours based on the services provided or tasks being completed. In the event that a student does not satisfactorily pass internship, they may be required to retake it, and/or may be placed on a remediation plan to enhance skills, knowledge, and abilities prior to graduation, and/or in particularly concerning situations, may be dismissed from the program at this juncture.

Please note that students are given full access to the Practicum and Internship Orientation on Blackboard, only after they have completed the Counseling Program Orientation on Blackboard. Students should start their Practicum and Internship Orientation during their second semester of the program. This will be important so that students have plenty of time to start locating potential counseling sites for Practicum and Internship early on, as locating a site, completing approvals to vet sites, and completing affiliation agreements between UND and new counseling sites, can be a lengthy process. As such, students are strongly encouraged to start this process early. Please also be aware that some sites may have applications and interviews scheduled up to a year in advance before a practicum/internship experience commences, as such, in some cases, applying very early will be required for a student to obtain the practical experience they are pursuing. Students are responsible for completing the Practicum and Internship Orientation early, and locating a site, and approved supervisor, that will meet their needs for the requirements of the program and for future licensure in the state(s) they intend to be licensed and/or credentialed in.

Important Clarifications Related to UND Supervision

Please note that UND faculty and staff do not clinically supervise students who are not actively enrolled in our UND internship or practicum courses. UND only provides faculty supervision for work done at sites that we have approved specifically for internship and practicum; and only while the student is actively enrolled in that course for that specific term. UND does not supervise paid or unpaid work outside of these structured program experiences and courses. In addition to this, student must complete practicum and internship work only throughout the semesters that they are formally enrolled in these courses. As such, students do not complete practicum and internship work before the semester formally starts, or after the semester formally ends. Moreover, students are expected to work under the license of their on-site supervisor while completing practicum and internship work. As such, their on-site supervisor takes ethical and legal responsibility for students formally during this time, and students work under their license.

UND faculty and staff are NOT responsible for the work of graduate students who are engaging in client work in their other work or volunteer contexts, or as a part of another program or academic endeavor.

- Ex) A graduate student who is not actively enrolled in an UND internship/practicum course, such as a 3rd semester graduate counseling student, who works at a K-12 school as behavior interventionist and/or school counselor for their part-time job; UND DOES NOT supervise this work and is not responsible for overseeing the work of this graduate student or the welfare of their clients. The student is expected to have their own licensed supervisor at their place of work whose license they are working under. As such, this student should not ask UND faculty to consult with them about any of their client work, or provide information about their clients to UND faculty, or ask for clinical guidance about these clients.
- Ex) Even if a student is actively enrolled in a practicum or internship course, the UND faculty and staff are not responsible for that student's client work at any site that is not their approved UND practicum or internship site. For instance, if a student works at an outpatient community clinic for their UND approved internship, and they are also doing paid work at a K-12 school as a behavior interventionist, UND is not responsible for supervising the work the student does at their K-12 work site, but they are responsible for supervising their internship work at the community clinic. As such, the student should by no means confer with UND faculty about their K-12 student clients and should only consult about work done at the outpatient community clinic that is their approved internship site.
- Ex) A student is actively enrolled in a UND practicum course, they work part-time as an inpatient psychiatric aide at a local hospital and have been approved by UND to complete their new practicum work at the same inpatient unit they have a part-time job at. In this case, UND is only responsible for the work the student does at the hospital while in their practicum role, and not the work they complete at the hospital that is related to their tech role.

UND faculty only supervise the clinical work completed for the requirements of practicum and internship. In the event that a student is employed in a school counseling role and completes practical/internship work at that same school; UND only supervises the work completed for

practical/internship requirements. If your workplace has asked you to complete work with students/clients without a licensed supervisor physically present at your place of work, please feel free to reach out to your faculty advisor for suggestions as to how to advocate for yourself in your work role to get the supervision that you require. It is not the responsibility of your faculty advisor or UND faculty to ensure that you obtain this supervision, but we may be able to offer suggestions as to how to discuss this with your workplace.

Please be aware that students should only consult about client work with their practicum/internship small group faculty supervisor. As such, students should not discuss clinical cases or client information with other UND faculty or staff who are not the instructors of their practicum or internship courses. This is important given HIPAA and FERPA regulations and is important from an ethical and legal standpoint.

Please note that practicum and internship are synchronous online courses which take place live via zoom. As such, when students are enrolled in this advanced portion of their degree, they must be available to meet weekly with their UND faculty supervisor and a small group of peers, at the same time each week for class. During this class time, clinical cases will be discussed, students will engage in client presentations, discuss treatment plans, ethical dilemmas, and receive feedback from supervisors and peers. This may also include accessing video footage from the Supervision Assist platform our program uses to review their counseling sessions to receive feedback from the small group and their UND faculty supervisor. This is a very important part of training, and attending practicum and internship class therefore counts as "small group supervision" hours on student's clinical hours logs, which is a licensure requirement. Therefore, students must attend practicum and internship class on a weekly basis. Students will be contacted when enrolling in these courses by the faculty instructor to select a time to meet each week that works best for the instructor and other students.

Ethical Expectations of Students

All students are required to thoroughly read and be familiar with the [American Counseling Association (ACA) Code of Ethics](). Understanding the American Counseling Association (ACA) Code of Ethics is imperative, as the profession relies on counselors to engage in ethical and professional behaviors that do no harm to others while facilitating the wellbeing of clients. Training in ethics will be provided explicitly during the COUN 501/506 Ethics in Counseling course, and throughout your other courses. Please be aware that ethics not only helps to protect the public, and the reputation of the field, but those who do not engage in ethical behavior risk losing their license, their job, career, and may also face legal consequences in some cases. As such, students should comprehensively understand ethical codes, and engage in due diligence to follow and abide by these codes, not only for their own welfare but also that of others. Students must always uphold and abide by the standards of the American Counseling Association (ACA) Code of Ethics throughout the program and throughout future practice.

Addiction Counseling students must read, abide by, and be familiar with the [National Association for Alcoholism and Drug Abuse Counselors (NAADAC) Code of Ethics]() in addition to reading the American Counseling Association (ACA) Code of Ethics. This is imperative as

individuals who have substance related concerns and addictions require specialized support. Please also be aware that laws pertaining to substance use, confidentiality, and mandated reporting differ widely between states, and additional laws pertaining to these topics may be factors in clinical work.

Rehabilitation Counseling students must read, abide by, and be familiar with the Code of Professional Ethics for Rehabilitation Counselors, published by the Commission on Rehabilitation Counselor Certification (CRCC) in addition to reading the American Counseling Association (ACA) Code of Ethics. This is imperative given that Rehabilitation Counselors are required to know a great deal of federal laws pertaining to their work, and individuals with disabilities may represent a vulnerable population wherein additional reporting laws take effect.

School Counseling students must read, abide by, and be familiar with the American School Counselor Association (ASCA) Code of Ethics. This is imperative given that School Counselors work predominantly with minors wherein additional reporting laws come into effort. Moreover, the scope and practice of a School Counselor may differ compared to a Community Mental Health Practitioner, as such, it is important for School Counseling Professionals to be aware of these expectations and differences.

Please be aware that students who plan to continue into a doctoral Counseling Psychology or Clinical Psychology program should also become familiar with the American Psychological Association (APA) Code of Ethics. This is imperative as there are slight differences between the American Counseling Association (ACA) ethical codes and the American Psychological Association (APA) ethical codes.

If at any point a student is uncertain about their role in an ethically-relevant situation, the student must speak with a site supervisor or course instructor as soon as the situation is recognized. This is important to safeguard clients, the public, and ensure that no harm is done, including harm that can take place inadvertently through negligence or the lack of action that should be taken.

Moreover, students should regularly seek feedback from supervisors about ethical situations in which they believe they have taken the proper steps to ensure that they have not accidentally "missed" an integral component of the situation in which they should address. While students will be provided foundational knowledge in ethics, they are not expected to know how to manage every ethical situation that arises, as this can take years of experience. Even the most experienced clinicians still regularly consult with others to ensure that clinical matters have been addressed comprehensively from an ethical standpoint. Moreover, all clinicians have "areas of ignorance" in which they simply "do not know what they don't know." This Johari Window concept is constantly at play. Therefore, it is important for clinicians to regularly engage in consultation with others to ensure that they have acted ethically and have not accidentally missed a step they should have taken regarding the incident.

Given that students are just starting their counseling work journey, they should be particularly aware of their knowledge limitations, and regularly seek supervision, consultation, and refer to ethical codes. This is important to ensure they have taken action that supports the wellbeing of their clients, while also safeguarding the license of the supervisor they are working with. Site

supervisors take ethical and legal responsibility for the students they are supervising. As such, any ethical or legal infractions that the student makes has the potential to negatively impact the supervisor's license, and therefore their career and position in the field. Students should listen diligently to any advice or direction that their supervisor's provide. They should acknowledge and respect that they are working under the license of another professional and follow their guidance accordingly.

Self-disclosure

Self-disclosure and the respectful and confidential handling of material self-disclosed by students play a central role in your education.

As indicated in the UND Catalog:

The Counseling faculty conducts periodic reviews of students' progress in the MA and PhD 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 American Counseling Association (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 areas 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. Please keep in mind that counselors should engage in meaningful self-reflection and self-awareness as these are imperative skills to have in the profession. Counselors bring their whole selves into the counseling room, and as such, it is imperative for counselors be self-reflective and engage in metacognitive thinking and processing. This is helpful as counselors are asked to engage in reflection of their own knowledge, skills, and abilities. It is up to students to determine the extent to which they wish to share personal information.

Please be aware that site and faculty supervisors may occasionally ask students to provide information to help support them in evaluating their clinical competence. This is important to be cognizant of given that students are working under the license of their supervisor(s). Supervisors are acting in the best interests of their clients and supervisees, and may ask students to be self-reflective, and/or self-disclose information that may help to evaluate their clinical competence. Please keep in mind that clinical competence can shift from day to day based on what a

counselor is experiencing. For instance, a counselor who loses a loved one, might not be competent to practice the day after this loss, or perhaps for several weeks depending on the circumstances. Supervisors can play a supportive role in helping supervisees determine their clinical competence and the extent to which it is safe for them to practice. Furthermore, supervisees may experience other unexpected life events, such as medical illness, or injury that might also prevent them from practicing ethically. As such, students are strongly encouraged to engage in critical self-reflection to determine their own clinical competence, while also consulting with their supervisors to help make these decisions. These actions will help to support the supervisor-supervisee relationship, while also safeguarding the public they are serving, and protecting the license of the supervisor.

Students should also be aware that there are some university and financial aid forms that also require some student self-disclosure in term of personal information. For instance, if a student were to apply for a special circumstances course withdrawal (retroactive withdrawal form) they may need to disclose some information to help University staff determine if they qualify for special circumstances, including life-changed events, significant medical concerns, and so forth. Financial aid may also require student advisors to complete and sign Satisfactory Academic Progress (SAP) forms for students, which include reasons why students may have struggled academically in a given semester, and their plans to get back on track academically. Furthermore, students who ask professors for extensions should be prepared to provide at least some information to the professor to help them determine the extent to which an assignment deadline should be granted. This is important to ensure the student's reason for needing the extension is "reasonable" in nature (such as a significant medical concern, family concern, etc.).

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 of the Counseling Programs endorses the value of counseling for students in the field. Depending on the state or province which students reside, they may be eligible for services at or through the UND University Counseling Center (UCC) in person or via telehealth counseling. Please note that all UND UCC services are free of cost to students, as these services are a part of student fees that all students pay. Receiving services through the UND UCC, however, may limit a student's eligibility for placement as a practicum student, intern, or future employee at that particular site. The UCC has a number of counselors who are licensed in both North Dakota and additional states/provinces. As such, students who do not reside in North Dakota may still be eligible for telehealth services and should contact the UND UCC to determine if they have a counselor who can serve them. If the UND UCC does not have a counselor who is licensed in your state/province, students can request "case management" services in which a clinician will help the student locate free or low-cost service referrals for their area. Counseling students near Grand Forks, North Dakota, may also be eligible for counseling services on a sliding fee scale at other local agencies, such as the Northern Prairie Community Clinic (NPCC), the Village Family Service Center, or Northeast Human Service Center (NEHSC). Due to the relatively small size of this counseling community, however, students should be aware that faculty and doctoral students have affiliations at most such agencies. As mental health professionals, in accordance with our codes of ethics, we strive to

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

Please note that counseling and psychotherapy is not merely for individuals with significant distress and may be a proactive and preventative process which can help support self-care, healthy work-life balance, and self-reflective growth. Students who seek counseling for preventative reasons, or to manage mental health concerns will not by any means be stigmatized for seeking such services and should not be concerned that disclosure of mental health related concerns will negatively impact their academic progress.

As previously mentioned, students should be engaging in meaningful self-reflection to determine the extent to which they are clinically competent including when mental health concerns or considerations are present. Supervisors and faculty avoid dual relationships and do not counsel students. Supervisors and faculty may supportively assist students through supervision and consultation to help them determine the extent to which they are competent to practice, on an as per needed basis to provide aid in decision making pertaining to clinical work.

To learn more about how to assess clinical competency, please review the additional optional training in Module 5 of the Online Counseling Program Orientation titled "Determining Clinical Competence". This training is comprised of 2 videos and a quiz. Students who take this additional training will be provided with a "digital badge" to show completion of the training which will appear on their professional "LinkedIn" accounts (if students have one). To learn more about "LinkedIn" please see the following URL: https://www.linkedin.com/. Students can also learn more about LinkedIn via the Counseling Student Community Center on Blackboard.

Scholastic Dishonesty

Scholastic dishonesty is an issue that all students should become familiar with during their undergraduate years but 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."

Please be aware students may inadvertently engage in plagiarism, collusion, or other forms of academic dishonestly, simply because they are not fully aware of what all counts as these infractions. As such, students are strongly encouraged to learn more about these topics and can do so by reviewing information on the Blackboard Counseling Student Community Center, under "Academic Policies."

Some of the more common ways that students may engage in academic dishonesty include the following:

- Forgetting to include the American Psychological Association (APA) citation for a reference (in-text, and on reference pages). Please be aware that American Psychological Association (APA) citation standards change over time, as such, students are encouraged to be aware of what the most recent American Psychological Association (APA) formatting and citation standards are. Students should keep in mind that American Psychological Association (APA) citations differ from MLA or Chicago formatting and so forth. Students can learn more about American Psychological Association (APA) citations and formatting by visiting the Blackboard Counseling Student Community Center under the "Academic Resources" Tab.
- Forgetting to explicitly use quotation marks when quoting an author or source verbatim.
- Paraphrasing the words of another author or person too closely, and without providing a citation or reference.
- Utilizing the tutoring services of another student (or alumni) who then provides completed assignments to the student.
- Utilizing ChatGPT or similar generative AI tools of artificial intelligence for the completion of assignments, research, and examinations, unless permission is explicitly stated and specified in the corresponding course syllabus. Given that Generative AI is an emerging area, UND faculty may wish to incorporate it into some assignments to teach students how to ethically use it in a multiculturally competent manner. As such, in assignments where it is allowed to be used, there will be explicit information indicating that it may be used. Outside of this domain, Generative AI cannot be used and may be considered 'unauthorized collusion' (see below) which is a serious academic integrity issue which may result in the failure of an assignment, a class, and could even result in a remediation plan and/or dismissal from the program. Recall that counselors cannot use AI when taking licensure exams, or if subpoenaed to court, as such, students should aim to organically learn all information.
- Unauthorized collusion. Please note that this may differ from class to class and as per each professor's expectations. For example, one professor might be supportive of student's editing each other's papers and find this to be a helpful strategy for students to engage in to get meaningful feedback. Meanwhile other professors may not approve of this paper exchange. As such, check with the professor before looking at or discussing another student's work.
- Submitting an assignment on "Safe Assign" with a high score; this could be an indication that more paraphrasing is needed and that the wording of the paper is too close to the original text. Please be aware that "Safe Assign" will always have some percentage appear as being "plagiarized" but the lower the percentage the better. For this reason, it is important to carefully review more information about your work to determine the reason that your work is being flagged to check this information over before submitting your 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. Please be aware that students who engage in academic integrity concerns may be issued an "Informational Letter" or a "Remediation Plan"

from the program based on the nature and egregiousness of the infraction. Students who are on academic probation, may also have recommendations on the "Learning Support Plan" that will help students to learn more about academic integrity. 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. The Online Counseling Program Orientation includes a training on Academic Integrity which included a quiz. Students are strongly encouraged to complete this training and receive a high score on the accompanying quiz. In the event that students not fully understand this material or receive a low score on the quiz, they are strongly encouraged to retake this training and quiz to obtain a higher score.

Sequence of Procedures, Import Programmatic Software, and Forms

Campus Connection
Campus Connection provides a secure and convenient access point to your personal campus information. Once you claim your NDUS Account, you can use Campus Connection to register for classes and update your personal information. Campus Connection can also be used to monitor academic progress, "manage" classes (search for, register, or withdrawal as needed), access academic records, check your financial account, and review financial aid offers. UND eForms (including FERPA releases, withdrawal notices, and legal name change requests) are also accessed through Campus Connection. If you do not have your username and password or have forgotten them, please visit the Online Help Center for assistance managing your NDUS Account.

In event that a student is not in good academic standing, has not completed required programmatic components, or has not paid their tuition and fees on time, Campus Connection may display a registration "hold." This means that students will not be able to register or enroll in any coursework until relevant account holds have been cleared. When a "hold" is placed on Campus Connection, students are encouraged to reach out to their student success coach to determine the reason for the hold to manage this accordingly.

Blackboard
Blackboard is UND's Learning Management System connecting students, faculty, graduate assistants, student success coaches, and staff both inside and outside of the classroom. It is used for courses, organizations, committees, departments, and groups. Faculty will use Blackboard to post class announcements, syllabi, course materials, lectures, assignments, and examinations for the online counseling programs. Grades for assignments and classes are accessed through Blackboard. However, final course grades will also be submitted and available through Campus Connection which will then appear on student transcripts. Blackboard is also available for download as a mobile application to improve accessibility to the learning environment.

Please be aware that student success coaches have access to all student courses in Blackboard, and periodically review student grades. This access begins as soon as students register in the

program until the end of their time in the program. If students appear to be struggling with coursework, or not logging in regularly to Blackboard, a student success coach might reach out to offer support to the student. Students are expected to professionally respond to success coach messages, e-mails, phone calls, and/or text messages, to provide updates, and to receive support being offered. Students may proactively reach out to the success coach for any reason but should also be aware that the success coach will likewise proactively reach out to students who they notice may benefit from additional support. Students are expected to respond kindly to these efforts and communications in a respectful manner.

Hawk Central
Hawk Central is an academic tracking tool located on the UND website that provides an efficient way to quickly offer coordinated support to all students ensuring they receive the right type of assistance/intervention to keep them on track. It gives instructors a way to report if a student is struggling academically via creating an academic alert on the system to indicate that there are academic course concerns. This information can be viewed by the academic advisor of the student, the program director, and the success coach. Please also be aware that significant behavioral concerns on the part of students can also be raised as flags in this system. Faculty advisors and success coaches will also be able to view the cumulative GPAs of their advisees on this system to help advise them accordingly. Hawk Central may also be used by some instructors to schedule appointments with students. When instructors do utilize Hawk Central for appointment scheduling, they will include this information in their course syllabi or on Blackboard so that students are aware they use this scheduling system.

Supervision Assist
Supervision Assist (SA) is a comprehensive, HIPAA-secure application that integrates tools that allow for recording of counseling sessions, receiving, and giving feedback from faculty and site supervisors. As such, SA can be accessed by site supervisors, faculty supervisors, graduate teaching assistants, and program coordinators. SA can also be used for effortlessly tracking, reviewing, and approving hours logged towards training requirements. You will be charged a one-time fee of $197.00 for your unlimited use of SA throughout your graduate training. You will use SA for COUN 510 (Counseling Methods), COUN 580/581 (Practicum), and COUN 584/587/588/589 (Internship), COUN 535 (Child, Couples, and Family Counseling). You will not need to pay any additional fees for SA usage throughout your graduate training to be a culturally responsive, data and evidence-based driven, social justice oriented professional counselor.

It is imperative that students use SA when recording client sessions given HIPAA-secure nature of this platform. Personal computers can easily be hacked, and data can be breached, which would count as a HIPAA infraction and need to be reported. These are serious concerns that students should avoid at all costs. As such, utilizing SA will substantially help to protect private and sensitive information of clients and mock-clients, and ensure that a data breach and HIPAA infraction does not occur. Students should not e-mail client or mock-client videos to supervisors, instructors, or GTAs, or others. This is imperative given that North Dakota has an open records e-mail system, and as such, any information sent over this communication means, can technically be subpoenaed to a court, or accessed upon request by others. Sending client data via e-mail to anyone may incur a HIPAA infraction which could have serious legal and ethical consequences.

Skillsetter

Throughout the semester in COUN 510, you will video-record your responses to mock-client clinical vignettes through the software Skillsetter. In the beginning of the semester, the instructor will send you an invitation to your und email (e.g., first.last@und.edu) for you to sign up for Skillsetter. You are to purchase Skillsetter for the course, through a 'textbook model', which would allow you to use the software for the semester to complete the associated assignments. As of Summer 2021, the cost for Skillsetter is US$ 59.00 for the semester.

Other Platforms Available and Utilized by Students

CircleIn

CircleIn is a free software platform for UND to students that helps them connect with peers in their online courses. CircleIn is meant to be a positive online study space where students can chat with another, share class/lecture notes, and discuss group assignments, and other course related information. CircleIn is a respectful online space where students can positively interact with one another without the presence of the instructor. Please be aware that CircleIn chats are monitored for content by external reviewers from the CircleIn organization, as such, concerning topics which are discussed will be reported to UND personnel. As such, CircleIn should not be utilized in a disrespectful or unprofessional manner. This means that students should not engage in inappropriate conduct with their peers, use the platform to engage in slander or defamation of professors or graduate assistants, etc. Furthermore, this platform is not HIPAA-compliant, and students should not utilize this platform to discuss or transmit client information. Students should not attempt to utilize this platform in a manner congruent with academic dishonesty, such as cheating, or colluding.

Yuja

Yuja is a free platform for UND students that many online instructors utilize. This platform allows individuals to create and record lecture videos. Students should get familiar with this platform as it often expected that they will utilize this to complete assignments, which could include recording presentations. To learn more about how to use Yuja, please review the Counseling Orientation and the Blackboard Counseling Student Community Center.

VoiceThread

VoiceThread is a free platform for UND students that many online instructors utilize. This platform allows individuals to create and record lecture videos. Students should get familiar with this platform as they will be expected to become proficient enough to upload PowerPoints and record their own presentations on this platform. To learn more about how to use VoiceThread, please review the Counseling Orientation and the Blackboard Counseling Student Community Center.

Microsoft Office

UND students have access to free downloads for Microsoft 365 which is typically used for most assignments throughout the program Microsoft 365 includes a number of programs students are expected to be able to utilize, including Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Outlook (calendar), Microsoft TEAMS (video calling). Students will

need to access their UND e-mail to download this content. Students can view the [UND Install Microsoft Office 365 Apps page](#) or the [UND Microsoft 365 Apps](#) page to learn more and to access this software.

Zoom

Zoom is video and audio calling platform available to UND students for free and is often used within synchronous clinical courses such as practicum and internship. Some professors may also utilize zoom to meet virtually with students for office hours or other meetings. Students can sign up for a UND Zoom account for free. Students can access Zoom here: https://und.zoom.us. Please note that instructors and faculty may student a Zoom link for a particular meeting or class that they can use recurrently to access their virtual meeting space. Please be aware that students may have to download Zoom software to utilize this platform.

Other Platforms

Students should be aware that their clinical practicum/internship sites may require them to utilize an array of software programs for scheduling, creating secure HIPAA compliant notes, and for submitting case reports. Students should not have to pay funds for use of these programs but should be aware that learning how to efficiently utilize such programs may be required of them by their practicum/internship sites and supervisors.

Watermark/VIA

Watermark/VIA is a platform that Counsel for the Accreditation of Educator Preparation (CAEP) in North Dakota requires school counseling students to utilize for programmatic evaluation purposes. This platform is free of cost to students. Students will utilize this platform to store "key assessments" and "disposition assessments" for school counseling that are required of them throughout the program. Students who are in the School Counseling emphasis track will be provided with information from administrators on how to download and access this software shortly after their admittance into the program. These CAEP assessments are in [Appendix F](#).

Textbooks and Costs

For an approximate cost breakdown of textbooks for the UND online counseling programs, visit the "Financial Resources" tab on the Counseling Student Community Center page under your student Blackboard account. Students in general are not expected to purchase their textbooks from the University Bookstore and may purchase these textbooks from any vendor that they see fit. The textbooks in the University Bookstore may or may not reflect the least expensive price for items. Please be aware that some students who utilize financial or who receive certain scholarships, bursaries, and so forth may be required to purchase textbooks from the UND University Bookstore. Please be sure to educate yourself on your loan/scholarship/bursary stipulations accordingly. Please note that the Blackboard Counseling Student Resource page has a number of resources that can help students discern how best to select textbook options, including the possibility of obtaining used texts, e-books, etc. Students should be able to obtain textbooks prior to the start of classes each semester via the University Bookstore website: https://www.bkstr.com/northdakotastore/shop/textbooks-and-course-materials

Student Responsibility for Knowing How to Use Program-Related Software
Please be aware that all students are responsible for learning how to navigate the previously listed platforms. If students find themselves struggling with how to operate software, they should set aside time to independently engage in additional self-education and training in this area. Additional information can be accessed in Module 5 of the Blackboard Orientation course or on the Counseling Student Community Center under the "Technology Help Resources" tab. If you experience continued difficulty navigating these platforms, visit the [UND Tech Support Help Center](#) or contact UND's [University Information Technology (UIT)](#) via 24/7 phone support at (701)-777-2222 or via email at [und.techsupport@und.edu](#).

Human Subjects Training, Research Topic Proposals, IRB Proposals
Students who wish to volunteer for research teams, help complete research on internship/practicum sites (if available), or complete a research thesis or scholarly project (with permission of the department) should complete the online modules of [CITI's Course in The Protection of Human Research](#) prior coming in contact with any IRB approved research. Therefore, you should complete this training and submit this training certificate on your Blackboard Orientation course. Please be aware that some professors may require this training to be complete to engage in some assignments for their courses such as COUN 515: Research Methods. As such, it is in the best interest of students to complete this training early on. Counselors are expected to have a strong understanding of research ethics, and related policies, which they may be tested on during licensing exams, comprehensive examination, and so forth. Therefore, students are expected to know this information as future counselors in the field.

Students in COUN 515 will complete an 'Independent Study' research poster project in the which they will attach on the 'Topic Proposal' docu-sign form for the Graduate School to demonstrate research design and conceptualization competence. This research design project is a hypothetical prospective project and therefore students will not be collecting participant data and do not need to submit an IRB proposal. When preparing Topic Proposal submissions, the wording on the research poster must very clearly reflect that the research project designed is a prospective project, (not a project that has actually been carried out). Please see below:
- Wording on the poster must reflect proper spelling, grammar, punctuation
- All **citations** (literature review) must be included in APA format throughout the poster, and a reference section must be included, etc.
- Phrasing must describe a **prospective research study design in future-tense,** Ex: "Data from 100 participants will be obtained." As opposed to: "Data from 100 participants has been obtained."

The reason for that future-tense wording is needed, is because data that is actually collected or analyzed would of course require a Human Subjects IRB submission and approval, and any topic proposal without that approval would of course then not be approved and would be considered an ethical issue and a liability for the university. As such, it will be imperative for all students to review their COUN 515 Research Capstone Poster very carefully to ensure language on the poster is in the future-tense only.

- Ex: "100 participants *would be* asked to participate in the study. (Instead of: 100 participants *have been* included).

- Ex: "*Prospective* Study Design" (Instead of: Design).
- Ex: "*Anticipated* Results" (Instead of: Results).
- Ex: "*Hypothetical* Analysis" (Instead of: Analysis).
- Ex: "I believe that this study *would likely yield* themes of X, Y, and Z. (Instead of: This study *showed that* X, Y, and Z occurred).

As such, students should paste the disclaimer below on COUN 515 research posters to overtly affirm that no actual human subjects have been involved in the COUN 515 Independent Study and that no data for the study has been collected. Pasting this disclaimer on COUN 515 posters will help to make it overt that your Research design project is purely hypothetical and no one has worked with human subjects without IRB approval, thus expediting the process of graduate school administrator review and approval to ensure graduation timelines stay on track.

Disclaimer: "This prospective research study has not included actual participant recruitment or data collection."

In some cases, students may desire to take COUN 995 or COUN 998; or a different version of COUN 997 whereby they complete a research project where they collect and use participant research data; students who take these course versions are typically those who wish to pursue a doctoral program in the future which requires previous research experience. Students may only take these courses or course versions with special permission from faculty and should therefore broach this conversation with their faculty advisor should they wish to pursue this option. Students who take these courses or course versions must propose and successfully complete a scholarly project, independent research study, or thesis. Thus, students will also submit a "Topic Proposal Form" and have it signed by their advisor only do so once IRB approval is obtained for the study they are proposing. IRB proposals for research projects where data is being collected or used such as a Scholarly Project/Thesis MUST be submitted to the Institutional Review Board. No research data may be collected for any projects until the IRB form showing that the study has been approved has been received, so allow sufficient time for this process. Students should only engage in research with the explicit permission of their faculty advisor. If you complete a research study as a part of your degree, you must file a *Research Project Termination Form* with IRB prior to graduation, upon completion of your Independent Study or Thesis.

Liability Insurance
It is the responsibility of all students to obtain practice liability insurance prior to the start of COUN 580/581: Practicum. Please be aware that counseling liability insurance is different than other forms of professional liability insurance. This insurance covers professional liability concerns pertaining to client assessment, diagnosis, treatment, and other counseling-specific responsibilities. As such, while some students may have professional liability insurance for other work that they engage in, such as teaching, psychiatric aid duties, or social work, it is imperative that counseling-specific liability insurance be purchased to cover counseling responsibilities.

Students in the Community Mental Health Track, Addictions Track, and Rehabilitation Track must purchase counseling liability insurance through the American Counseling Association (ACA). Students the School Counseling Track must purchase liability insurance from the American School Counselor Association (ASCA). Students who join the ACA as a student

member may be able to apply for counseling liability insurance at a discounted student rate, or even for free, through that same platform (American Counseling Association (ACA). Students who obtain student liability insurance from the American School Counseling Association (ASCA) can become a student member and search within that platform for the option to purchase liability insurance at a discounted or free rate for students. Students are strongly encouraged to join these organizations as a student member at the beginning of their graduate school journey, as it is important for students to join organizations that represent their professional identity. Joining such organizations may also benefit students not only with the ability to apply for liability insurance coverage, but with access to online trainings, journal articles, and a professional community to network with.

Students must obtain an insurance policy must cover them 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. Students must submit liability insurance coverage verification (do not submit a copy of the entire policy) prior to their practicum and internship courses to the Placement Coordinator Ben Shapiro. Students must also submit this to their practicum and internship course instructor(s) each semester. It is your responsibility to carefully monitor expiry dates and renew this coverage **annually** as long as you are providing counseling services as a student. Failure to maintain coverage will result in not being allowed to enroll in COUN 580/581: Practicum, COUN 584/587/588/589 or COUN 539: Case Management, and other courses at the discretion of the faculty. Students may be asked at any time prior to or during Practicum and Internship to produce their liability insurance documents, and should be prepared to submit these documents accordingly.

UND also obtains risk management insurance for additional coverage in order to allow students to take part in practicum and internship. Students should be aware that this additional insurance coverage is only active during semesters students are actively enrolled in practicum and internship coursework. As such, this is one more reason why students cannot start practicum or internship work prior to formal academic semester start dates, or complete practicum and internship work after the semester has formally ended as per the UND calendar.

FBI Identity History Check
Given that students work with vulnerable client populations, including children, elderly adults, and vulnerable adults, all students must complete an FBI background check. This background check completes a national (and sometimes international) search of information. Students are expected to complete the FBI background check during their first semester of the program and should have this underline{completed by the midterm point in their semester (Week 7 of the 14 Week Semester). Students who do not have the results of their FBI background check submitted by the midterm point of their first semester may not be allowed to enroll in subsequent coursework in the program}. This background check is also imperative to complete early, as some courses in the program integrate work with volunteers and others in the community for which a background check may be needed. Students must absolutely have their background check completed and the results submitted to the program prior to starting practicum and working with clients. The FBI Background Check procedures must be completed no later than the end of the first term of your

graduate program. You will not be permitted to begin any clinical activities, particularly seeing clients, without a completed FBI background check.

Detailed instructions for how to complete this background check and submit results can be found in the Counseling Program Orientation. It is the responsibility of students to complete the necessary steps to complete this process in a timely manner. It is the responsibility of students to locate a fingerprinting service that provides approved FBI background check fingerprinting. Students must mail these fingerprints to the FBI for processing as per the steps in Module 3 of the Counseling Program Orientation on Blackboard. It may take several weeks for the results of the background check to be e-mailed or mailed to you from the FBI. Once students obtain their FBI background check results, they can e-mail the results to Karen Harrie (karen.harrie@und.edu) for program records reasons. Students should not have the FBI send their results directly to UND or to Karen Harrie. Students should first obtain their results from the FBI, and then personally send them to the program thereafter. The FBI background identity check may take several weeks, so it is vital all students apply early for their background check with the FBI as soon as they enter the Program. Having done a previous background check for other work purposes or immigration obligations does not excuse a student from this requirement. Canadian students must also complete this FBI background check, which is also available to obtain from Canada. Sometimes students will ask if they can submit the results of a background check from another agency, or one that was done within the last year. Students must complete an updated FBI background check.

In the event that the FBI background check suggests that a record is present, students will be contacted by their faculty advisor, and the Online Counseling Program FBI Background Check Committee to meet to discuss these record results. This committee has the responsibility of reviewing these records in detail, collecting additional information from the student that is pertinent to these matters, and engaging in any gate-keeping processes or professional recommendations that are necessary. The committee may ask students to provide additional information to better understand the circumstances, context, and history surrounding the record. In particular, the committee hopes to gain clarity as gatekeepers in the field, to determine the extent to which the student may successfully move forward in the field. The committee has the duty of protecting the public and ensuring that any students who we allow to move forward with their education and training in the field do not present a harm, or risk of harm, to the public, in particular to vulnerable client populations. As such, the committee will ask questions to ascertain the extent to which matters are past-oriented as opposed to that which represents an ongoing or long-standing pattern of concern. The committee will also attempt to understand related risk factors, and the potential for harm to the public including vulnerable others were the student to complete their training and have access to clients in a position of power and authority. Given the program's focus on helping students to become licensed, the committee may also determine the extent to which the student is likely to become licensed in the field in the future given that licensing boards complete their own background check and gatekeeping processes. Students who would like more information about these processes and how student program status decisions and gate-keeping processes are enacted, can ask their faculty advisor or program director to meet to discuss these matters further. Students should be aware that their ongoing status in the program will be determined shortly after this committee meets with the student.

For more information about the FBI Background Check please see Appendix I.

HIPAA Training
In preparation for advancing to the Counseling Practicum, students must complete an online training on the Health Insurance Portability and Accountability Act (HIPAA). This training is located on the Blackboard Orientation site in Module 3 and instructions are provided for students to complete registration for this training. This training course is provided by the "CITI" organization and is titled: "Group 1: HIPAA Researchers & Clinicians". This is imperative training so that students are aware of how to create and maintain protected health information related to future client work. Students must submit proof of the completion certificate of this course by taking a screen shot of it and submitting this onto the Orientation for review.

Program of Study
The Program of Study is list of the courses and activities each student needs to complete to be awarded the master's degree or certificate for their specific emphasis track which is filed with the UND Graduate School. As such, this graduate school docu-sign document will list each course the student has taken or plans to take to complete the requirements of their graduate degree. This form also lists transfer course credits that have been reviewed and approved by faculty if students are transferring from another master's level counseling program into this program. This form is due to the graduate school prior to the "Advancement to Candidacy" deadline for the semester the student wishes to graduate in. These deadlines are often very early, and students are <u>encouraged to complete this form during their second to last semester at the latest</u> to ensure they are on track for a smooth graduation.

Download the form and the instructions for it (two separate documents) from the [Graduate School Forms](#) webpage. The Program of Study must be reviewed and signed by your faculty advisor, and the Program Director (or all members of the Faculty Advisory Committee if you are completing a thesis or a scholarly project). This form will be used by the Graduate School in conjunction with student transcripts to determine that students have in fact taken and passed all the required courses they need to in order to successfully apply for graduation. Please note that the addition or deletion of course requirements in the Program of Study should be reflected by a change in a student's internal Plan of Study for the program and is described in the section above.
On occasion, students wish to shift from one emphasis track to another, such as switching their specialty area from Community Mental Health Counseling to Addictions Counseling, or from School Counseling to Community Mental Health Counseling. Students wishing to shift emphasis areas should be aware that these changes may not be possible, particularly if practicum and internship coursework has been completed. In some circumstances a change of emphasis track can be made, but students should consult with their advisor to determine if this is possible. After faculty consultation and approval, students must complete a "Change Form" to update their Program of Study with the graduate school. This form is located on the "Forms for Graduate Students" page. Click the Education & Human Development" tab. The link to the "Change Form" will be found under the heading "Advance to Candidacy" heading underneath the title "Other Candidacy Forms." Do not submit a new program of study unless there are major changes.

Leave of Absence
Students may take a leave of absence from their studies. A leave of absence allows graduate students to postpone their studies for a definite period, normally not to exceed two years in the event of unavoidable circumstances (e.g., documented medical reasons, active military duty, etc.).

To apply for a leave of absence at the University of North Dakota, students must complete a dual-purpose "Readmission or Leave of Absence – Cert/Degree Seeking - CEHD" form." This form requires the student's signature, as well as the approval by the Graduate Director/Chair of the program and the School of Graduate Studies. This form also included the specific semesters that students plan to take their leave, and when they plan to return to their studies. Submission of the form does not automatically drop classes. Students must log into Campus Connection to manually drop classes by submitting a "Withdrawal to Zero Credits" form located under the eForms tile. Prior to returning, students must complete another "Readmission or Leave of Absence – Cert/Degree Seeking - CEHD" form" and meet with their faculty advisor. These meetings are mandatory. Students and faculty members work together to update programs of study and establish systems of support for the student upon their return.

Students who do not wish to be readmitted to the program at the end of leave must complete either another "Readmission or Leave of Absence – Cert/Degree Seeking - CEHD" form to extend their leave of absence or the "Withdraw from Graduate Program/Change Program Form – CEHD" to formally withdrawal from the program. Failure to complete mandatory paperwork results in an "ambiguous status," which may require students to reapply to the program and increases the likelihood of a rejected application.

Counseling students will find the previously mentioned forms on the University of North Dakota "Forms for Graduate Students" page. Individuals will need to scroll down and select the "Education and Human Development" tab. "Graduate Student Status Forms" will be located here.

Students who wish to take an academic leave during a summer term **do not** need to complete a "Leave of Absence Form." Summer academic leaves are not technically classified as leaves of absence and are referred to as "taking the summer off." Despite this difference, students must still communicate their intentions for academic leave with their faculty advisor and update their Plan of Study accordingly. These students should also meet with their faculty advisor prior to commencing Fall courses for an advising meeting.

Students should be aware that when they take a leave of absence the time that a student takes off, is considered a part of 7-year time frame that the Graduate School provides for degree completion. As such, if a student takes a 2-year leave of absence, that means that they have a total of 5 calendar years to complete their graduate degree. Similarly, if a student starts their degree in Spring, then takes a summer off, they have 6 years plus 1 semester to complete the remainder of their work for their graduate degree.

Comprehensive Examinations

After completing the majority of coursework for the degree, and successfully passing the COUN 997 - Independent Study Course, or Independent Research Course, Thesis, or Scholarly Project, students are eligible to take the Master's Comprehensive Examination (Commonly referred to as "Comps"). Having a "comps" exam which students must successfully pass prior to graduation allows Master's Counseling Programs to determine the extent to which students have meaningfully gained and mastered the cumulative material they need to successfully move forward in the field. As such, students must successfully pass comps prior to being able to apply for graduation.

The Counselor Preparation Comprehensive Examination (CPCE), is the examination used for the UND Counseling Program comprehensive examination. Students will be provided with more information about this examination in the COUN 997 Independent Study Course, and students may also access Appendix G of this handbook to learn more information beyond what this section offers. Students should also be sure to read the Blackboard Counseling Student Community Center page under "Courses" in Blackboard, which has an entire tab of "Comprehensive Examinations (Comps)" information for students to learn more about this exam.

This exam is typically administered through either a Pearson Vue Testing Center (which has many locations nationally) or through an at-home Pearson proctored testing browser. More information about testing formats can be found on the "Comprehensive Examinations (Comps)" tab in the Blackboard Counseling Student Community Center page under "Courses" in Blackboard. The Program Director will also send out information on the program listserv reminding advanced students who have completed the COUN 997 course to register for their Comps exam.

Students must inform the Online Counseling Program Director of their intentions to take the CPCE prior to relevant deadlines, typically 30 days ahead of the date when they would like to take the exam. The Director will require some additional information from students to ascertain how they would like to take the exam (at home or at a Pearson Testing Center) and if a student requires any testing accommodations. Students should carefully follow the steps located in the director's comps exam e-mail to register effectively for this exam.

Students are responsible for ensuring that they have taken and successfully passed this exam prior to the UND Graduate School graduation application deadline for their intended graduation semester. Students should be aware that the deadline to apply for graduation is often several months prior to their intended graduation ceremony date. As such, students should carefully check the UND Academic Calendar to plan out these requirements well in advance, and ensure they are successfully completed well before graduation application deadlines. Students typically take the CPCE exam immediately after taking the COUN 997 Independent Study course. Typically, students will take COUN 997 during the semester they take practicum, and then write their CPCE exam early their first semester of Internship.

The CPCE examination must be passed prior to graduation. It currently costs $150.00 USD which is paid directly to the Center for Credentialing and Education (CCE). Students should be

aware that they have up to 3 opportunities to pass this exam; Students must pay the $150.00 USD fee for each attempt at the exam.

The CPCE is a national exam developed by the CCE which many Master's Counseling Programs use nationally to determine if students can successfully graduate. The content of the CPCE closely mirrors the content of the National Counselor Examination (NCE) which many state licensing boards will use to vet counseling licensing applicants. As such, a strong performance on the CPCE is likely to garner a strong performance on the NCE which many students will take post-graduation in their licensing pursuits.

It is the responsibility of students to study and prepare accordingly to take and pass the CPCE exam. Students will have the opportunity to engage in studies (COUN 997 – Independent Study) to prepare for this examination. During this course, students will purchase a AATBS CPCE study software program (listed as a textbook cost which student financial aid can cover) which will provide them with access to practice examinations, flashcards, coaching sessions, and 2 textbook volumes that serve as study guides containing CPCE related content. Students may use this COUN 997 course to prepare for the comps exam, however, students should be aware that it is their responsibility to ensure they have the knowledge needed, and have put in the work necessary, to successfully prepare themselves to pass the exam. As such, students may need to spend considerable time outside of the context of this course, and after or before this course is completed to prepare to pass the CPCE exam.

Students can check out the National Board for Certified Counselors for more details regarding study materials. Study materials will also be discussed in the COUN 997 Independent Study course. Students may also benefit from searching for additional study materials, as there are a number of books, apps, resources, and study programs that are specifically created to help prepare counseling students for the CPCE. Moreover, students are encouraged to review their own class notes from previous courses, review past textbooks or lecture materials, and create their own study guides, and flashcards as needed.

The outcome of Master's Comps can be pass, fail, or additional examination required.

A student passes comps if they score 85 or higher on the exam. The exam has a total of 160 questions, however only 136 of these questions are scored, as the remaining items are comprised of items the exam provider is "testing out" for future CPCE exam versions. The Online Program Director will receive student results and will notify students if they have successfully passed this exam.

Students who fail to obtain 85 points or higher on their first exam attempt will fail the exam and will need to pay for it again and select another testing date. Students may complete 2 exam attempts within a 6-month registration window, and students are eligible to re-register after 30 days of taking the exam.

If students fail the exam a second time, they will need to contact the Program Director for approval and obtain a new authorization to take the exam. If students do not pass the second time, they must meet with their academic advisor and create an approved study plan. Students

must enroll/re-enroll in the AATBS CPCE prep program (used in COUN 997), complete all practice examinations, and the take the exam a third time, which they must also pay for.

Students who fail the exam for a third time will have their entire academic program performance and CPCE exam performance reviewed and evaluated by the faculty. The faculty have the sole discretion to determine if a student should be dismissed from the program at this time, or if they should be allowed to engage in alternative forms of testing, course remediation efforts, or to graduate the student after a multi-exam score and academic program performance review. As such, faculty may review the entirety of the student's record to engage in gate-keeping efforts accordingly. This will help the faculty to determine the extent to which this student has the knowledge, skills, attitudes, and disposition to eventually become a competent counselor in the field. This review process may include, but not be limited to, reviewing academic performance in coursework, clinical work performance, professionalism, and other contextual factors pertaining to the student's overall performance in the program. As such, these instances will be evaluated on a case-by-case basis to utilize and apply sound judgement and enact important gate-keeping processes where needed.

In the event that students struggled in 1-2 particular content domains of the exam, the faculty may require the student to complete an essay-based comps process where the student must demonstrate sufficient knowledge of the content domain where they struggled. This is done via written essay format, as opposed to using a multiple-choice test format. These essay questions will be created and reviewed by faculty to determine if the student meets their expectations of required knowledge in these content domains. At least two faculty members will read and grade each question. If these two faculty members disagree in whether a student has passed or failed the content area, a third faculty member will read the question and break the tie. It is the sole discretion of the faculty to determine if they believe students should pass or fail these written essay exams. Students who pass these essays will be allowed to apply for graduation. Students who fail these essays will be dismissed from the program.

In the event that a student appears to have struggled in multiple content domains of the exam, they may be immediately dismissed from the program without the opportunity to engage in essay-based questions or course-based remediation efforts. Dismissal from the program at this stage is up to the discretion of the faculty. In particular, students who have an academic record demonstrating periods of academic probation, course failure, the need to retake coursework, and those who have received information letters of concern, learning support plans, or remediation plans, may be dismissed from the program. In these cases, an academic and professional record with concerns, combined with multiple failures of the CPCE exam in multiple content areas, demonstrates that the student does not possess the knowledge or disposition necessary to be a competent counselor in the field, and faculty must enact gate-keeping processes to protect the public.

In some rare cases, students may be able to have their comps performance across the three exam attempts reviewed, and the highest scores amongst each content domain may be amalgamated to determine if a cumulative passing score above 85 can be obtained. This option is typically reserved only for students who have demonstrated a consistently strong positive academic record in the program by obtaining exceptionally high grades in almost all coursework, combined with

strong positive professional, programmatic, and clinical evaluations. This pathway may support students who highly likely to become competent counselors in the field, but who may struggle with considerable test-anxiety or other testing concerns pertaining to test-format and other contextual factors.

Compared to the national averages, UND students have consistently scored above the mean in all eight categories of the exam. We are delighted with these results and proud of the students who have accomplished them. Situations where students fail the exam after 3 attempts are very rare and must therefore be evaluated on a case-by-case basis for gate-keeping purposes, and faculty have the ability to determine relevant outcomes of these instances.

It is imperative that students who fail the exam 3 times be aware that they might have an extraordinarily difficult time becoming licensed. Many licensing boards also require examinations that test cumulative knowledge, and also have limits on the number of times a licensing exam may be taken and passed. As such, graduation from this program does not necessarily mean that a student will be able to get licensed in the field, or in their desired state or region. It is the sole responsibility of students to prepare to take and successfully pass their licensure exams.

Applying to Graduate
As you approach the final year of your degree be sure to reach out and book and appointment with your faculty advisor and success coach. They can help you plan accordingly for your intended graduation semester. This is important given that there are a number of forms that need to be completed for the graduate school, in addition to important program components that need to be completed in advance of early deadlines. For example, the deadline to apply for graduation in December 2023 is September 29th. As such, graduation deadlines come early, and students need to have completed a number of items and filed them for the graduate school before they can formally apply to graduate; therefore, early planning is essential. Advanced students should pay close attention to the Online Counseling listserv for e-mails from the Program Director reminding them of important dates and deadlines to submit important forms for graduation. Please note that sometimes forms are sent back to students if they have incorrect or insufficient information. As such, students are encouraged to submit graduation related forms and documents well in advance of deadlines provided.

A few of the major forms and components that students will need complete include the following:

> *Topic Proposal Form*.
> This form is a DocuSign form that is filed by students with the graduate school prior to applying for graduation. To complete the Topic Proposal Form, click the previously embedded link.
> - o Students taking COUN 997: Independent study (study course) should use this form to record the title of their research capstone project, which is embedded in COUN 515, a research methods course. Students are not expected to complete an IRB or carry out this research. Students are expected to have conceptualized and designed a prospective research project, including completing a literature review,

designing research methodology, and discussing hypothetical expected results of the prospective study. Students complete this capstone project during their COUN 515 course. When completing the Topic Proposal form, students can simply attach to the form a PowerPoint slide containing their poster from that class as documentation of completion of this graduate requirement.

- o Students who complete a Thesis, Independent Research Study, or Scholarly Project are expected to include the title of their research, and IRB number. The form will also ask students to create a one-page summary of their research design, methodology, and results after collecting and interpreting their research data, and upload that to the form. Please note that students who collect research data for a formal study must also complete a Research Termination Form to formally end their research study.
- o School Counseling Certificate students **do not** have to complete a Topic Proposal Form, or a Research Methods capstone project, or Independent Study, Scholarly Project, or Thesis of any sort.

Program of Study Form.
This form is a DocuSign form that is filed by students with the graduate school prior to applying for graduation which documents all courses they are required to take for their degree program and specialty track emphasis area. This form has been described in the section "Program of Study" above.
- o Masters Program of Study Form
- o Certificate Program of Study Form

Successful Passing of Master's Comprehensive Examination.
- o All master's students must successfully pass the Master's Comprehensive Examinations prior to applying for graduation.
- o Please see the section above titled "Comprehensive Examinations" and Appendix G for more information.

Internship Nearing Successful Completion.
- o All students should be well on their way to completing internship prior to applying for graduation. Any students who have concerns about completing the minimum hours requirements should speak with their faculty supervisor, on-site supervisor, and faculty advisor accordingly.

Final Report on Candidate.
- o All students will need to verbally confirm with their faculty advisor that they have completed the "Final Report on Candidate Form" prior to the graduation application deadline. This is a simple DocuSign checklist that faculty advisors complete, and program director's sign to verify that a student has completed all aspects of their degree.

Other Important Components.
- o Please be aware that students might also need to complete additional university, departmental, or other requirements. Students are encouraged to review the

"Graduation" tab of the Blackboard Counseling Student Community Center to ensure that all other requirements are completed. This may include ensuring that all balances have been paid, all graduation checklist items are completed, contact information is updated to receive diploma documents, and exit loan counseling is completed for those on financial aid.

    o It is important that we have a post-graduation e-mail address and home address for you on file. Please be sure to add this information to Campus Connection and send an e-mail to your faculty advisor with this information. 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.

- ***Login to Apply for Graduation on Campus Connection.***
    - o Students who have completed the above components can formally login to apply for graduation on Campus Connection. Be sure to check the Academic Calendar for your graduation application deadline. These due dates come several months prior to commencement. Please visit the UND Apply for Graduation page for more information.

In some cases, due to the timing of course offerings, or if you have chosen to extend your degree, take a leave of absence, or require additional clinical hours, you may have semesters where you do not have any courses to take, if you are in this situation, you must register for a *continuing enrollment* credit (COUN 996) in order to 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. Furthermore, in some cases you must also enroll in COUN 996 to remain 'actively enrolled' in the program. Students who require continuing education credits should discuss this and have this approved by their advisor.

Graduation Ceremonies and Celebrations

Online students are welcome to attend the in-person graduation celebration and commencement ceremony at the University of North Dakota. Please see Counseling Student Community Center under the "Graduation" tab for more information, and may check out the following links for more information: https://und.edu/academics/commencement/index.html; https://und.edu/academics/commencement/ceremony-protocol.html; https://und.edu/academics/commencement/apply-for-graduation.html Students can expect at least one online faculty representative from the program to attend these in-person ceremonies.

The Online Counseling Program also hosts a more intimate graduation celebration virtually via zoom for all graduating students each semester. All faculty, staff, graduate assistants, and fellow students are invited to attend, and a zoom link for the celebration will be sent out via the program listserv. Graduating students are able to invite friends, family, supervisors, and others to attend this online celebration and will be provided with invitation information closer to their graduation date. Graduating students can expect a program representative to reach out to them via e-mail to

obtain information in advance which will be included in a PowerPoint presentation to celebrate each graduating student. Students will have the opportunity to say a few words to anyone they would like to thank and will have the opportunity to hear from faculty and staff who wish to celebrate their achievements.

Summary: Program Milestones, Procedures, and Forms:
- **Obtain UND E-mail Address:** follow admissions instructions, and check email every 24-48 hours. – Due immediately after accepting admissions to the program
- **Meet with Your Faculty Advisor:** Students should e-mail their assigned faculty advisor listed within their admissions acceptance letter to obtain an initial advising meeting – Due prior to the first semester starting so that advisor can discuss which courses to enroll in
- **Complete Online Counseling Program Orientation on Blackboard (all modules)**. Note important orientation components below, all due week 7 of first semester in program:
  - **FBI Background Check**: Complete and submit results to Karen Harrie
  - **Familiarity with Program Expectations:** Includes information on self-disclosure and UND policies on scholastic dishonesty
  - **HIPPA and FERPA trainings**
  - **Review Ethical Standards** to gain familiarity with them and adhere to them. Students should review the standards that align with the professional association for your program emphasis:
    - All Students Should Review: American Counseling Association (ACA) Code of Ethics
    - Addictions Counseling Students Should Review: National Association for Alcoholism and Drug Abuse Counselors (NAADAC)
    - Rehabilitation Counseling Students Should Review: Commission on Rehabilitation Counselor Certification (CRCC) Code of Ethics
    - School Counseling Students Should Review: American School Counselor Association (ASCA) Code of Ethics
- **Counseling Student Community Support Blackboard Page**: Visit this program resource site to learn more about how to succeed during graduate school.
- **Complete Practicum and Internship Orientation on Blackboard** (access provided after completion of Online Program Orientation – Due prior to searching for a practicum/internship site
- **Obtain Liability Insurance**: This is required for Practicum and Internship Purposes – Due prior to commencing practicum and internship semesters
- **Annual Evaluations:** Be mindfully prepared that you will be recurrently evaluated by faculty at least once annually; students are expected to meet to discuss evaluations if questions arise and/or if appealing information therein.
- **Program of Study:** Complete and file a Program of Study docu-sign form with the Graduate School – Due prior to 'Advancement to Candidacy' deadline the semester of intended graduation. View links for more info:
  - https://und.edu/academics/graduate-school/academic-career-support/forms.html#d65e251--4

- - https://und.edu/one-stop/academic-calendar/online-14-week.html
  - **Leave of Absence Form:** If students take off any semester prior to graduating, they must fill out a Leave of Absence from Graduate Study form. Prior to returning they must complete a Readmission Form. These forms are available on the Graduate School webpage. View link for more info:
    - https://und.edu/academics/graduate-school/academic-career-support/forms.html#d65e251--4
  - **Complete COUN 515: Independent Study Project:** This must be successfully completed so that research poster projects can be attached to the Topic Proposal Form (see below for more information).
  - **Institutional Review Board (IRB) Forms:** This must be completed prior to collecting data if you are approved to engage in a research study as a part of your degree. If you are completing a research Thesis, IRB Approved Independent Research Study, or Scholarly Project, students require special permission from faculty to go this route and engage in research in the Online Counseling Programs.
  - **Topic Proposal Form**: Master's students must submit this docu-sign form to the Graduate School. Certificate students do not need to complete this form. Students should review listserv e-mails for additional information about how to complete this document. – Due prior to 'Advancement to Candidacy' deadline the semester of intended graduation. View links for more info:
    - https://und.edu/academics/graduate-school/academic-career-support/forms.html#d65e251--4
    - https://und.edu/one-stop/academic-calendar/online-14-week.html
  - **IRB Research Project Termination Form:** This form must be filed with IRB prior to graduation if you engage in IRB approved research as a part of your program. – Due prior to 'Final Report on Candidate' deadline the semester of intended graduation. View links for more info:
    - https://und.edu/academics/graduate-school/academic-career-support/forms.html#d65e251--4
    - https://und.edu/one-stop/academic-calendar/online-14-week.html
  - **Complete COUN 997- Independent Study Course:** Students must pass this course which prepares students to take the CPCE exam and prepares them for professional licensure processes and post-graduate-degree career preparation. Students must pass this course in order to be approved to sit for the Comprehensive Examinations (see below for more information).
  - **Comprehensive Exams ("comps"):** Counseling Education Preparation Examination (CPCE Exam) must be completed and passed by master's students with a score of 85 or higher. Certificate students do not need to complete comprehensive examinations. Detailed information about the comps process will be sent out on the student listserv each semester; be familiar with the policies and procedures for taking and retaking comps if needed. Comprehensive examinations must be successfully passed prior to the 'Final Report on Candidate' Deadline the semester of the intended graduation. View links for more info:
    - https://und.edu/academics/graduate-school/academic-career-support/forms.html#d65e251--4

- https://und.edu/one-stop/academic-calendar/online-14-week.html
  - o **Apply to Graduate on Campus Connection**: Students must formally apply for graduation on Campus Connection. Only students who have been 'Advanced to Candidacy' by the Graduate School can apply for graduation. Students should have completed their CPCE exam prior to this date. Beware of the early deadline for this application during your intended graduation semester. View link below for more info:
    - https://und.edu/one-stop/academic-calendar/online-14-week.html
  - o **Final Report on Candidate:** Check with your advisor to make sure that all paperwork has been completed for you to meet this deadline. View links for more info:
    - https://und.edu/academics/graduate-school/academic-career-support/forms.html#d65e251--4
    - https://und.edu/one-stop/academic-calendar/online-14-week.html
  - o **Graduation Checklist:** Submit this form with your advisor at the end of your final evaluation meeting during your graduation semester. Students are encouraged to complete this form throughout the program to track program milestones. See Program Handbook Appendix C for more details.
    - Students must be actively taking coursework in order to be allowed to graduate unless they are enrolled in a continuing enrollment credit (COUN 996) during their final semester.

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. Please note that special permission is required from the department if going this route, and the faculty may not approve this request. Students who might choose to complete a Thesis are typically those students who are planning to get licensed or attend doctoral studies in Canada, or those who are applying for competitive research-based doctoral programs, or who wish to pursue a career in academia.

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. The graduate school typically employs DocuSign for most signing endeavors, which means that you should likely not have to print and sign materials.

Further information on Graduate School requirements is published in the *UND Academic Catalog.* Be sure that you understand all of 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; do not let this happen to you. Plan your graduation early and be sure to know the application deadlines for your intended graduation semester.

Section 2: Advising Relationships

Upon admission, students are assigned a faculty academic advisor, who has specialized knowledge in the field of counseling, 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 once each semester. Use these meetings to confirm progress throughout the Program and to determine which courses to take in the upcoming semester if you make any changes to your plan of study or need to retake coursework. It is the responsibility of the student to reach out to arrange these meetings. Please note that some advisors use Hawk Central to schedule meetings, while others respond to e-mail requests for such meetings. Some faculty also have drop-in office hours which students can use to provide updates and engage in planning as well.

Evaluation Feedback

Faculty advisors will reach out to meet with students to provide feedback of a summative and formative nature. The faculty will review each student's progress at the end of their first year and annually thereafter. Your advisor will meet with you to communicate feedback from that evaluation and further discuss it with you. Please see the handbook section titled "Student Evaluations" for more information. Please also note that a faculty advisor may reach out to a student at any time to discuss their progress or performance in the program for any reason. Students are expected to respond to these communications respectfully and professionally and to meet with their advisor accordingly.

Please note that your assigned student success coach can also help you with a large variety of tasks outlined in your Blackboard Orientation. Please read the role definitions below to help you understand the differences in how a Student Success Coach can help you, and how an Academic Faculty Member (Professor/Instructor/Advisor) can support you.

Student Success Coach

Upon beginning your degree, you will be in communication with a Programmatic Student Success Coach, Karen Harrie (karen.harrie@und.edu). You will meet with your student success coach before meeting with your faculty advisor. Your coach will support you prior to courses starting through to your graduation. Your Success Coach's goal: your success! You can think of your Success Coach as your "navigator" during your online learning experience. They are your main point of contact and will be there for you to champion your success through good times and challenging times as you add school to the existing demands of family, work, and other responsibilities. If you are unsure of whom to contact or where to seek assistance, you are encouraged to call or e-mail your Success Coach, as they will point you in the best direction. Student success coaches are the first person you should reach out to about questions and can direct you to the right departmental or program contact accordingly.

Examples of how your Success Coach might assist you:
- Navigating your online spaces
- Connecting you to university/program resources
- Recommending/discussing study and time management strategies
- Sharing email etiquette and classroom communication guidance
- Providing schedule information and advisement regarding changes
- Addressing course registration questions
- Locating/purchasing course materials
- Communicating pertinent deadlines
- Anticipating obstacles to success

In addition to the examples above, Student Success Coaches may help with other university/program related tasks; including but not limited to the following:

- Enrolling in course credits
- Helping students to understand how Blackboard works
- Answering questions about how to get a student ID, e-mail, etc.
- Answering questions about how to make tuition payments, reminding students to pay tuition if needed
- Helping students use the tuition calculator
- Answering questions related to financial aid
- Helping students to navigate Campus Connection to view and/or order transcripts
- Answering questions about the number of course credits, semesters, required for their program track
- Connecting students with Community Standards & Accessibility, or finding a location which can help them be assessed for accommodations if needed
- Connecting students with the Writing Center as needed
- Connecting students with personnel at the Library/online Library systems, helping locate a departmental/programmatic librarian to help them locate and utilize data bases
- Connecting students with One-Stop Student Services
- Connecting students with UND student organizations and clubs as desired
- Helping students find scholarship resources should they ask for these
- Connecting students with resources to learn/understand American Psychological Association (APA) formatting
- Connecting students with the Career Services Center
- Connecting students with the Indigenous Student Center
- Connecting students with the Pride Center
- Connecting students with IT resources when technical issues arise
  - E-mail concerns
  - Blackboard submission errors
  - Yuja problems
  - VoiceThread problems
  - Other tech issues

*Students should not be speaking with student success coaches about clients or clinical work. * This is imperative given that Student Success Coaches are not trained in Counseling and do not identify as clinicians. Students should only discuss their clinical work with their faculty

supervisor of their Practicum and Internship Courses, and their peers who are formally enrolled in their small-group supervision class. Furthermore, students should not e-mail any client information. All client information should be de-identified for assignments and uploaded directly onto Blackboard or Supervision Assist platforms for HIPAA reasons.

Faculty Member

A UND Counseling Program Faculty Member helps students with university and program related tasks requiring ethical, clinical, professional, and advanced academic knowledge and experience in the field of Counseling; including but not limited to the following:

- Making admissions decisions (along with graduate department staff)
- Evaluating student's interpersonal functioning
- Evaluating student's intrapersonal functioning
- Evaluating student's capacity to be an ethically practicing student and future clinician
- Assessing fitness for clinical practice and distress levels
- Creating remediation plans in the event that this is needed
- Creating informational letters in the event that this is needed
- Creating learning plans in the event that this needed
- Evaluating student's clinical performance with clients (with help of on-site supervisor, and practicum/internship small group supervisors)
- Evaluating student's clinical performance as an organizational team member (with help of on-site supervisor and practicum/internship small group supervisors)
- Grading assignments and tests; offering extensions as needed for assignments based on communications from the student for extenuating circumstances (as needed)
- Discussing practicum/internship attendance issues when hours log appears concerning/ when on-site supervisor or practicum/internship small group supervisors have concerns
- Evaluating quality of student's academic and clinical work; including sending practicum/internship evaluations to students, site-supervisors, small group supervisors, and having subsequent meetings with students to discuss results
- Evaluating student credentials and scope of practice related to licensure or future licensure
- Offering information about licensure requirements based on track/specialization area
- Signing forms for graduate department related to graduation or other program needs
- Evaluation of student need for a leave of absence (as needed)
- Answering ethical questions students have as a student/professional in the program
- Answering ethical questions students have as a clinician about clients/supervisors
- Faculty Advisors/Director/Instructors (Faculty, advanced GTA's, Adjunct Faculty) will communicate academic concerns to students, including concerns about lack of responsibility, gatekeeping, cheating/plagiarism/academic integrity, and concerns related to multicultural competence
- Managing Title IX concerns with the student; please note Title IX Coordinator is likely to be involved too
- Managing the application of ability and accessibility accommodations to coursework/program requirements

- Assessing background check concerns, and following up with the student as needed for related concerns should they arise
- Managing peer to peer concerns if they arise
- Managing student to faculty concerns if they arise
- Managing student to supervisor concerns if they arise

Licensing & Placement Coordinator (Staff Member)

A UND Counseling Program Staff Member, Ben Shapiro (benjamin.s.shapiro@und.edu), serves in the role of Licensing & Placement Coordinator for the program and helps students with university and program related tasks including the following:

- Monitoring the completion of the Practicum and Internship Orientation
- Approving sites and supervisors for students to complete practicum and internship with
- Ensuring that approved sites have a UND Affiliation Agreement in place so that students can legally and ethically complete practicum and internship work there
- Evaluating student credentials and scope of practice related to licensure or future licensure
- Offering information about licensure requirements based on track/specialization area that the student has not already discuss with their faculty advisor
- Hosting informational nights where students can discuss practicum and internship questions prior to obtaining a counseling placement

Graduate Teaching Assistant

A UND Counseling Graduate Teaching Assistant is a doctoral student who serves the program and who assists Faculty with the oversight of courses including gradings. Graduate Assistants may engage in the following tasks or provide help including the following:

- Grading academic coursework
- Clarifying instructions for assignments
- Answer content related questions about coursework
- Providing information about course materials or structures
- Consulting about ethical considerations or concerns
- Providing additional feedback that is requested

Graduate Program Assistants

A UND Doctoral Counseling students is assigned the role of Graduate Online Program Assistant, who serves the online program and who assists the director in program tasks. The Online Counseling Program Graduate Assistant engages in the following tasks and may be able to provide help with the following:

- Grading Counseling Program Orientation materials and answering related questions
- Sending out reminders to student who have not completed Counseling Program Orientation
- Updating Counseling Program Orientation materials
- Answering questions about program structure and requirements

- Updating the Counseling Student Community Center (Blackboard program resource page)
- Sending reminders to students about Counseling Student Resources
- Updating Counseling Program Handbooks
- Co-hosting and organizing student information events
- Co-hosting and organizing Online Program Virtual Graduation Celebration

Program Administration (Staff)

A UND staff member, Karen Harrie, serves as the Online Program Administrator who serves the online program by engaging in the following tasks, and may be able to help with the following:

- Answering questions about admissions applications and decisions
- Directing students to speak with the right University, departmental, or program contact when they are unsure who to address a question to
- Providing course registration approvals and permission numbers
- Providing information or clarification about FBI background checks
- Manages the student listserv, including contacts on the listserv

Program Director: Cerynn Desjarlais (Ph.D. Counseling Psychology)

A UND Counseling Program Faculty Member serves as the director of the Online Counseling Programs, Dr. Cerynn Desjarlais engages in the following tasks and may be able to help with the following:

- Reviewing all FBI background check concerns and convening the committee to meet with students as per needed to discuss concerns
- Reviewing student admissions applications and interviewing students as needed
- Reviewing internal students records to ensure completion and accuracy
- Providing information and resources to students about important dates and deadlines for the program via listserv
- Providing information for students pertaining to programmatic events and resources via listserv
- Creating student resources and supervising the GTA who oversees the Blackboard Counseling Student Community Center and Program Orientation
- Hosting or co-hosting student informational events
- Managing the structure of the program including course offerings and teaching assignments
- Engaging in recurrent quality control meeting to enhance programmatic structures, processes, procedures, etc.
- Signing departmental forms for students, including undersigning after their faculty advisor has signed off on accordingly
- Providing approval for students to take their master's comprehensive examinations on the CPCE examination portal, notifying students of official results, sharing petitions with faculty to take alternative versions of the comps exam if needed, proctoring comps exams, etc.

- Reviewing student progress when student concerns arise, including meeting with students as needed, assisting faculty to create informational letters, learning plans, remediation plans, and meet with students and faculty for consultation as needed
- Offering zoom office hours to all students in the program to attend as per needed
- Managing programmatic concerns
- Signing off on licensure verification forms and applications as needed (*please note that some of these verification forms may also be completed by the Placement and Licensure Coordinator, Internship Instructors, Track Coordinators, depending on the instructions of the licensing board that request them etc.)
- Serving as a programmatic reference for students as needed for scholarship applications, doctoral program applications, job applications, and licensure applications
- Creating and reviewing programmatic accreditation reports, evaluating student and program outcomes and procedures

Effective use of Advising Time

You will want to consider the following in planning your use of faculty 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. Be sure not to make the mistake of missing deadlines because you were waiting for your advisor to reach out to schedule a meeting. Students take responsibility for understanding the contents of this handbook and their degree requirements and should be proactive about completing all items prior to graduation. Students should therefore reach out early to their faculty advisor if they have questions prior to program and graduate school deadlines.

2) Advising meetings differ in the frequency, length, and content. Advising meetings may occur individually or as group advising meetings with fellow peers. Please feel free to reach out to your advisor if ever you want additional time, assistance, or support from them. Please be aware that some faculty advisors utilize Hawk Central to schedule appointments, while other offer "drop-in" office hours each week which students can attend via zoom, while others schedule appointments via e-mail and send out a video link to meet thereafter.

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 and an important service for students. 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. Finally, when you schedule your meeting, specify the length of the meeting, and stick to it. Faculty often have busy schedules and may need to transition from one meeting to another on the hour or half hour, and therefore it is important not to go over-time that has been scheduled.

4) Read this Handbook and the *Graduate Student Handbook* before asking your advisor about questions that are answered therein and use your student success coach as a resource as well. Your student success coach should be the first person you reach out to for questions about the program, and about other graduate school requirements before reaching out to others. After you

have carefully read these materials or consulted with your student success coach (as appropriate), faculty members can help clarify any questions you may have.

5) At times faculty advisors may reach out to schedule an appointment with an advisee. This may be to provide annual student evaluation feedback, or to check on progress in the program or in classes, or to address other concerns. It is imperative that students reply promptly to their advisor and arrange to meet with them for a video or phone call as soon as possible. When a meeting is requested, it is in support of the students, and students are expected to professionally respond to these requests and attend all requested meetings.

Other Advising Issues

Counseling faculty and staff reach out to students to book meetings for a number of reasons. Some of the reasons include providing additional support, needing to discuss course concerns, academic progress concerns, and future program and career planning. Faculty and staff may also reach out when there are student registration issues, licensure verification concerns, or when a learning plan, remediation plan, or informational letter content needs to be discussed. As such, students are not permitted to decline meeting requests from faculty and staff members. While students have a say in when a meeting is scheduled, avoiding the invitation from a program staff or faculty member altogether is a professional concern. A meeting must be arranged when it is requested. Declining requests is unprofessional and signals disrespect. Faculty and staff are invested in the progress of students, including providing important gate-keeping functions int eh field, and are attempting to help students achieve academic and career goals. Therefore, students are expected to comply with professional requests in a timely fashion.

If you believe that you may want to switch your program emphasis, talk with your student success coach first about potential differences in those emphases in terms of coursework and other requirements. Then meet to talk with your faculty advisor about the potential impact on certification or licensure and timing/sequencing of the program. Prior to this advising appointment, students should have researched the licensure process of the new emphasis area they wish to pursue to determine if our program meet criteria for licensure in their state. Students must receive approval from their faculty advisor to change their program emphasis area. If this is approved, the advisor and the student will work to update their plan of study to add additional courses where needed to fulfill track requirements. Students may also have to complete a "Change form" for their Plan of Study that is filed with the Graduate School.

If your advisor does not have the information you need about any concern, they will usually reach out to request additional faculty consultation, or reach out to the Graduate School, Chair, or Dean. 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. Faculty meetings are typically held once per month, and therefore decisions can take time.

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Students occasionally wish to switch advisors, due to different interests, work styles, and other valid reasons. Students are encouraged to work with the advisor they are assigned to, as the

faculty carefully assign students to advisors during acceptance into the program. If you have concerns about your advisor, is important to speak with them to determine if you can professionally work through any concerns in your professional relationship to build a stronger advisee-advisor dynamic. If you have tried to work through advising issues and still wish to switch advisors, please discuss this with your current advisor first. It may be important to transparently communicate that your current needs for advising are not being met, or that your communication styles or interests differ significantly and that you are hoping to be paired with an advisor that may be a better match. This is important so there is transparency and fidelity in the relationship and that this is being address in an ethical manner. Your advisor may be able to discuss this with other faculty and connect you with a new advisor as soon as possible. Please let your advisor know if you have a preference to work with any faculty member, but please be aware that you may not be paired with the faculty member of your choice, given that other factors including their workload is considered in these decisions.

Section 3: Additional Information on Internship

Students are expected to take responsibility for to locating, identifying, applying for, and securing a practicum and internship which meets the programmatic expectations and licensure requirements for their state and emphasis track. Students are provided with a Practicum and Internship Orientation on Blackboard which helps them learn the expectations of the program and leads them through a research process to discover their state licensing criteria. After completing the initial documents required in that orientation course, students meet with the Placement and Licensure Coordinator to discuss their goals, and to engage further in processes to individually locate and secure placement for practicum and internship.

Students are welcome to reach out to program faculty and staff to help them discuss ideas for practicum and internship placement, as per their career goals. However, it is not the responsibility of faculty to identify, locate, or secure placement sites for students.

The Placement and Licensure Coordinator will vet sites, and supervisors that students wish to partner with to check that the site can offer the student the type of hours that they require for licensure, in addition to the supervisor education, credentials, and training that their supervisor requires.

Please be aware that the number of existing and potential sites in many areas, particularly those in rural regions are, however, limited. As the internship/practicum represent 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. In some cases, this may include applying for sites that are not the student's "first choice" option. For instance, while a student may wish to work at a University Counseling Center, students will be encouraged to apply for a variety of sites, including hospitals, family clinics, domestic violence shelters, Veterans Affairs Offices, Behavioral Health Sites, or private practices as well to 'cast a wide net' and provide options for their training. Students are expected to reach out to a high number of sites, keeping in mind that many sites may not have formal internship programs, and many sites may not have supervisors with the right credentials who are available to supervise them. Therefore, the program expectation is that students apply to all appropriate sites within a 90-minute to two-hour radius of their home location until they secure a practicum or internship and agree to accept an internship/practicum offer that may entail a commute of that distance. In some cases, students may need to secure a placement site outside of that distance. Furthermore, students may be expected to apply to sites that include virtual schools, or telehealth counseling to fulfill their hours, if their state board is amenable to accepting these hours. This is important given that telehealth and virtual schools are an emerging area and may be able to offer placements when in-person options are not available.

Internship and Practicum are the two Program requirements that trigger the most questions for most M.A. 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. Furthermore, students are encouraged to start the Practicum and Internship Orientation early (immediately after completion of the Counseling Program Orientation) and start searching for placements several semesters before Practicum starts. Students are also

encouraged to attend Programmatic Practicum and Internship Information Sessions (offered via zoom at least once per semester) and discuss ideas for Practicum and Internship early on with their faculty advisor.

Practicum and Internship

COUN 580/581: Counseling Practicum (580) or School Counseling Practicum (581) is a one-semester, supervised counseling experience at an external site, typically completed during the third to last semester in the program. Practicum requires a minimum of 10 hours per week on-site over one semester, or a total of 100 clinical hours, where no less than 40 of these hours include direct client contact. Students should plan to work at their practicum site at least two days per week. The breakdown of hours tends to vary significantly by site and final approval of activities is determined by the practicum instructor.

Direct client contact can include individual, couples, group, or family counseling sessions, client assessments/intakes, outreach efforts, and a variety of other activities involving clients. Please speak with your practicum faculty instructor for final say and approval of what counts as direct hours. Please be aware that for School Counseling students "classroom-based hours" will not count as "direct hours" during practicum, given that practicum is an opportunity for students to focus on micro-level skills in counseling. School Counseling students can however count classroom-based hours as direct hours during internship.

In addition, all students must receive a minimum of 1 hour of individual weekly supervision by an approved on-site supervisor. The supervisor must have a master's degree and active license status in Counseling or a closely related field. Most of the time, approved supervisors will have a degree, specialized experiences, and licensure that corresponds with the student's emphasis track area. In some cases, students may have supervisors who identify as psychologists, psychiatrists, family therapists, school counselors, addictions counselors, rehabilitation counselors, or social workers. Each state has differing requirements on who they allow to supervise, therefore students should research their state criteria carefully. Furthermore, some states require that supervisors be "approved" in advance by the state board, and that only those who are approved can supervise students. Other states do not have these criteria and leave it up to the discretion of the University Training Program. In some cases, supervisors may also be required to have additional education, training, supervising, or professional experience. Supervisors should also have at least 2 years of post-graduate clinical experience. Students will work with their internship/practicum coordinator to review the requirements for the state and emphasis area in which they wish to become licensed to ensure that supervision and site requirements are met accordingly.

Students will complete formal paperwork which will be submitted to the internship/practicum coordinator who will approve sites and supervisors at their discretion. In addition to seeing clients and participating in on-site supervision, practicum students also participate in online synchronous weekly small group supervision through UND. As such, students meet weekly via zoom for 2 hours at a time, with a UND faculty instructor, along with several other peers who are also completing practicum/internship work. During these small group class sessions, students discuss ethical concerns, client treatment plans and case conceptualizations, amongst other client related and site-related matters. Students must also complete relevant assignments for this course

component, which may include completing case presentations, submitting client notes, and other documents as required by their course syllabi and instructor expectations. Students must attend these sessions given that this counts as the "group supervision" requirement of most state licensing boards.

Students may also be required to record client sessions (with informed consent from clients and sites/site-supervisors) to submit for review and feedback from UND instructors and small group supervisors. Please review the section on [Supervision Assist](#) to learn more about the HIPAA compliant software that UND uses to record these client sessions. Students who are at sites that do not allow recording will be provided with alternative role-play assignments for the course requirements so that students can still obtain valuable feedback on their clinical skills from supervisors.

COUN 584/587/588/589: Internship in Counseling is a two-semester, supervised counseling experience at an external site, typically completed during the final year (last two semesters) in the program. Internship (COUN 584 for the Community Mental Health Counseling Emphasis, COUN 587 for the Addictions Counseling Emphasis, and COUN 588 for the Rehabilitation Counseling Emphasis, and COUN 589 School Counseling) is taken after COUN 580/581: Practicum is successfully completed.

Internship for Community Mental Health Counseling, Rehabilitation Counseling, and School Counseling students requires 20+ hours per week on-site over two semesters, or a **total of 600 hours** where no less than **240 of these hours are direct client contact hours**. Student should plan to work at their internship site at least three days per week. Students in the Addictions Counseling Track are required to **complete 700 hours**, where a total of **240 of these hours must be direct client contact hours.** The breakdown of hours tends to vary significantly by site, emphasis area, and final approval of activities is determined by the Internship instructor. Please be aware that each state licensing board may have their own hours requirements that students required to complete, which may go above and beyond the hours requirements of the program. For example, to become a licensed addictions counselor in Minnesota students must complete a total of 880 hours. As such, students should be aware of their state licensing criteria and plan their practicum and internship hours accordingly.

Students should also be aware that some licensing boards have expectations about in what setting hours are accumulated in. For instance, students in the School Counseling track should be aware that states may require a certain number of hours to be completed at the elementary school, middle school, and high school levels, and should therefore plan their practicum and internship to meet those requirements. Students in the Addictions Counseling track should be aware that some states require them to complete hours at a state approved "consortium site" which may have clinical rotations in a variety of settings, including inpatient work, partial hospitalization work, outpatient work, and drug court experience. Rehabilitation Counseling track students should be cognizant that they may need to obtain a clinical site that incorporates the use of Adult Rehabilitation Mental Health Service (ARMHS) language in their note take systems so that they learn this important skill.

Please also note that some states require additional hours for licensure, and as such students are highly encouraged to look up the requirements of their state for licensure, and work with their internship/practicum coordinator to create a plan to meet their needs. In some cases, this could mean budgeting time to complete significantly more hours than what the program requires, and what their peers in other states may be required to complete. Students may also reach out to their advisor prior to internship to discuss this further. 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 direct client contact can include counseling sessions (individual, couples, families, group), client assessments/intakes, client consultation (such as providing psychoeducation to a parent), outreach, and a variety of other activities involving clients. Indirect hours will consist of all the non-client-facing work that students complete at their placement sites. This may include things such as note writing, report writing, case conceptualization and treatment planning, supervision, staff meetings, case conferences, session preparation, consultation, observation of recordings, and so forth.

In addition, all students must receive a minimum of 1 hour of individual weekly supervision by an approved on-site supervisor. During supervision students will discuss client concerns, ethical considerations, review notes and make edits their supervisor suggests. Supervision may also be used to review session recordings with supervisors, engage in client role-plays, or to demonstrate counseling skills and techniques the supervisor wishes to provide feedback on. Students who engage in full-time internship work (due to internship employment arrangements or due to a desire to complete more hours) should strive to obtain at least 2 hours of supervision from their on-site supervisor per week. This is important for licensure reasons, as many boards will require a minimum ratio of supervision to clinical hours. This also ensures that students are receiving appropriate amounts of supervision to create a quality internship experience.

In addition to seeing clients and participating in on-site supervision, interns also participate in online synchronous weekly small group supervision via UND 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. This portfolio also includes a detailed hours log (which students are provided in class) that documents the number of direct hours and indirect hours that they completed during practicum and internship. This hours log is reviewed by both their on-site supervisor and their faculty supervisor and signed by them to verify the number of hours completed each week and overall. This hours log document must be retained by students indefinitely as it will likely be used for licensure verification reasons after graduation. Students should be aware that if they pursue licensure in a different state in the future, they may be asked to submit this information again; therefore, students should never lose or throw out this document.

Students should ensure that their site will agree to allow them to audio tape or videotape a minimum of one client session per week. Clients will be asked to provide written consent/assent for services recording for taping to take place in an ethical manner. These sessions will be recorded and stored via Supervision Assist, which the on-site supervisor, faculty supervisor, and student will have access to for feedback and review purposes. These tapes will be presented

during class supervision and the graduate student will receive feedback from the university supervisor and the supervision group. All information will be handled professionally and will remain confidential, and tapes will be erased after they have been reviewed in supervision.

**Note: Students should be aware that licensing boards can change their criteria for licensing frequently and without notice. As such it is the responsibility of students to review their state board's licensing criteria to check this information at least once per calendar year to ensure that they are meeting the course requirements, hours requirements, supervision, and placement criteria needed to meet their future licensure goals.

Students in the K-12 School Counseling Emphasis Tracks should also note the following about practicum and internship experiences:

- The M.A. in Counseling with a K-12 School Counseling Emphasis is a 60-65 credit program that prepares graduates to work as elementary, middle, and high school counselors. As an important component of their training, students complete at least two distinct school-based experiences while enrolled in the program.
- Student must complete placements (between internship and practicum): (1) at least 150 hours at the elementary school level, and (2) at least 150 hours at the middle school or high school level. The remainder of the needed hours can be spent at the elementary, middle, or high school level. Students must complete their internship placements over the course of two academic semesters. Students should be aware that the state that they are getting licensed in may have additional hours or experience requirements at various school levels (elementary, middle, high school) for licensure reasons. It is the responsibility of students to ensure their practicum and internship has been designed to meet their needs for future licensure requirements.
- The school counseling program that students enter into for practicum and internship should be built upon the tenets of the American School Counselor Association (ASCA)'s National Model and, if located in North Dakota, the North Dakota Standards and Practices School Counselor (ESPB) Competencies. Sites will provide students with a primary school counseling supervisor who is actively credentialed/licensed in North Dakota (or the state the school is located) as a School Counselor. This credentialed/licensed school counselor agrees to provide the graduate student with a minimum of one hour of face-to-face individual supervision per week. Students will work under the School Counseling license/credential of this on-site supervisor. On-site supervisors will have a master's degree or higher in School Counseling, an active license/credential in school counseling, and at least 2 years of post-graduate experience in the school counseling field. Students who are working full-time in their school counseling role are required to meet with their on-site supervisor for 2 hours of supervision per week to ensure a quality placement with sufficient supervision over-sight. This may also be an important requirement for some licensing boards as well. Students are encouraged to review licensure information accordingly to ensure they are obtaining sufficient amounts of supervision as per the state they wish to be licensed in, as some states may require more supervision than what the program requires.
- Sites agree to allow graduate students to audio tape or videotape a minimum of one student meeting per week, after written consent and assent for taping have been provided

by the student and his, her, or their guardian. These tapes will be recorded via Supervision Assist and presented during class supervision and the graduate student will receive feedback from the university supervisor and the supervision group. All information will be handled professionally and will remain confidential, and tapes will be erased after they have been reviewed in supervision.

Each school counseling placement should provide students with opportunities to observe, co-facilitate, and lead various school counseling activities.

Sample elementary and middle school counseling activities:
- Collaborating with Parents/Guardians, Teachers, School Administrators, and Community Stakeholders
- Developing, Implementing, and Evaluating Core Curriculum Lessons or small group activities
- Working with Students in Individual Counseling (academic, career, and personal/social-emotional) Facilitating Group Counseling Sessions
- Researching, preparing for, and Implementing School-wide Programming
- Participating in Peer Mediation or Conflict Mediation Programs
- Participating in District-Wide School Counselor Meetings
- Participating in School-Based Assessment Team Meetings (e.g., RTI, IEP, 504)
- Evaluating the Effectiveness of School-Based Programming

Sample high school counseling activities:
- Collaborating with Parents/Guardians, Teachers, School Administrators, and Community Stakeholders
- Developing, Implementing, and Evaluating College/Career Preparation Lessons or Activities
- Developing, Implementing, and Evaluating all Core Curriculum Lessons or small group activities
- Working with Students in Individual Counseling (academic, career, and personal/social-emotional) Facilitating Group Counseling Sessions
- Researching, preparing for, and Implementing School-wide Programming
- Participating in Peer Mediation or Conflict Mediation Programs
- Participating in District-Wide School Counselor Meetings
- Participating in School-Based Assessment Team Meetings (e.g., RTI, IEP, 504)
- Facilitating Career Development Programming and Interpreting Career-Focused Assessments
- Implementing Peer Mentoring Programs
- Evaluating the Effectiveness of School-Based Programming

*Students in the school counseling track should be aware that "classroom-based hours" are considered an "indirect hour" during practicum, and a "direct hour" during internship. The reason for this is that practicum is meant to supply students with the opportunity to build foundational and preliminary counseling skills in individual and small-group contexts. As such, the 40 direct hours required in the practicum semester should focus on building these skills in individual and group settings. Internship requires 240 direct hours, and therefore represents an

opportunity for a more advanced level of counseling skills to be demonstrated. As such, classroom based hours can count as "direct" client contact hours at that time. *

Locating and Establishing Internship and Practicum Placements

Students will receive some preliminary information about practicum and internship expectations in the Counseling Program Orientation on Blackboard. After students have completed the Online Counseling Program Orientation, they will be given access to a second orientation course on Blackboard which pertains specifically to Practicum and Internship. This Practicum and Internship Orientation will delineate the process in which students research, identify, locate, and establish appropriate placement sites in the student's geographical area, and subsequently reaching out to establish partnerships and/or to apply for already existing placement opportunities at such sites. The Program will also provide an informational zoom meeting on Practicum and Internship once per semester which students are strongly encouraged to attend. This meeting will be advertised via the Online Counseling Program listserv.

The Practicum and Internship Orientation on Blackboard contains a number of informational videos and trainings which students must review prior to searching for a placement. Students will also review the state licensing information for their specific emphasis area and state(s) in which they wish to become licensed or credentialled within in the future. This will help students to research and understand the criteria and requirements their state needs pertaining to practicum and internship, and therefore help students locate placement(s) that meet their licensure/credentialling needs. Students will complete and submit some required forms via this orientation course and then meet with the Placement and Licensure Coordinator for a meeting to review this information and discuss next steps in locating a placement site. After this meeting, students will start the practicum/internship research process, and submit their site preferences to the Placement Coordinator. The placement coordinator will then give students permission to send an initial e-mail to the sites requesting an internship/practicum interview.

Many students will initiate the process of locating a placement by completing an internet search of organizations in their geographical area that provide counseling services in their emphasis area. Students should always first become aware of their state requirements prior to searching for potential placement sites, as their state board may limit or restrict the types of settings they can apply to or partner with for placement.

Community Mental Health students may search for placements at but not limited to the following types of organizations: Community mental health centers, behavioral health centers, university counseling centers, veterans' offices, incarceration settings, inpatient hospitals, outpatient hospitals, outpatient medical centers, partial hospitalization settings, family counseling centers, private practices, domestic violence shelters, etc.

Rehabilitation Counseling students may search for placements at but not limited to the following types of organizations: Veterans offices, vocational rehabilitation settings, senior citizen centers, nursing homes, youth guidance organizations, behavioral health centers, incarceration settings, inpatient hospitals, outpatient hospitals, outpatient medical centers, partial hospitalization settings, etc.

School Counseling students may search for placements at but not limited to the following types of organizations: Elementary schools, middle schools, high schools, mixed PreK-12 schools, including private schools, public schools, charter schools, virtual schools, etc. *Please note that depending on the state the student is wanting to get licensed in, some school counseling students may be able to complete practicum in a community mental health setting; see above for more info.

Addictions Counseling students may search for placements at but not limited to the following types of organizations: Consortium sites (those in which several organizations partner together to offer clinical rotation experiences to students to provide inpatient and outpatient experience and drug court experience), community settings with addictions groups and clients, inpatient hospitals with addictions units, partial hospitalization settings, outpatient settings, behavioral health settings, outpatient medical settings, incarceration settings with addictions groups and clients, private practice settings, drug court settings, forensic counseling settings, etc.

In many cases, students will need to review website materials, and reach out to the site contacts of sites they are interested in partnering with to learn more about the services they offer, the client populations they work with, the professionals who work there who have the proper education, training, and licensure to supervise them, and so forth. This will help students to identify and select and create a placement that will meet their professional interests, career goals, licensure requirements, and program requirements. Some students may already be working full time or part time with the organization they wish to partner with and may work with the placement coordinator to establish a placement partnership with their work organization.

In some cases, the organization that students wish to be partner with may not have had a counseling practicum student or intern before. In these cases, students may have to reach out to the site to work with them to create a placement opportunity for themselves. In other cases, the organization may have a long history of having counseling students or other professional students work with them, and they may have their own internal processes set up for prospective students to apply to. Some placements may be competitive and dependent on a variety of factors out of the program's control. Placement sites may request information from the student, including cover letters, a C.V., references, and require interviews. Some placement sites may also reach out to inquire about the student's overall performance in the program when they reach out for references.

Students are encouraged to engage in professional communications when reaching out to, or interviewing at a site, as this may also influence their changes of obtaining a placement. Not all mental health organizations have formal practicum or internships available, and students may need to reach out to sites to initiate one, as such, it is important for students to make a strong positive first impression whether they are reaching out via phone, e-mail, or at a local networking event. Students may request that their Placement Coordinator provide them with an e-mail template they can use to reach out to sites to initiate contact, and to determine if they would be interested in creating a placement for them at their organization for practicum and internship work.

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Students are therefore encouraged to reach out to and apply to many sites to obtain a placement. Furthermore, students should be prepared to travel or commute to sites as needed. Please note that sites that students apply to may not be able to accommodate having an intern present, and/or may host interns from other schools. Therefore, the Program does not make any guarantees that students receive a placement of their choice. In general, students are able to secure a placement site with persistence reaching out to multiple sites. The Counseling Programs' Internship and Placement Coordinator must give permission for students to apply and reach out to individual sites prior to students initiating contact. Students who have difficulty locating a site should book a meeting with the Placement Coordinator to review their efforts thus far, and to discuss alternative avenues to research and reach out to.

If a student and their internship site wish to solidify a placement at the site, the student will complete internship/practicum application forms and submit these to the placement coordinator who will review them and approve the site and site supervisor accordingly at their discretion. In some cases, sites may not be approved due to supervisors lacking appropriate credentials, license, training, experience, or education, or due to a lack of clients or resources at the site to provide a quality student field experience, or alternatively, due to the site not being able to provide the specialty experiences that the student requires. This process involves a careful balance of resources and student needs. It can take some time to locate and secure a placement, which is why students are encouraged to complete their Practicum and Internship Orientation early to start researching appropriate practicum and internship sites. It is an on-going process and often requires significant patience on students' part.

Internship and practicum sites may have some type of an interview; however, the goal and process may vary significantly from site to site. Some sites have a competitive application process, in which they meet with all interested students applying for a field experience 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. Other sites may immediately offer a position as a practicum or internship student upon reaching out, as many sites require and would greatly appreciate additional help. Meanwhile others may not have the capacity (time, resources, space, or appropriate supervisors) to host a practicum or internship student.

Ultimately, it is the responsibility of students to locate a practicum and internship that will meet their goals for licensure and fulfill program requirements. Students should engage in the Practicum and Internship Orientation early to get this process started, as this can be a time consuming and lengthy process. Students who are having difficulty with this process should meet with the Placement Coordinator and their Faculty Advisor to review their efforts and attempts to secure a site and may be asked to track this activity to determine what follow up recommendations should be made to help the student secure a site.

Section 4: Department Climate and Activities

Due to the intense and interpersonal nature of counselor preparation, students may come to know each other well and often develop strong ties to each other and to members of the faculty. 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, and will do our utmost to enhance this throughout the program.

Faculty Meetings

Faculty meetings are held at least once per month, if not twice per month during the fall and spring semester. MA students and doctoral students vote on a student representative from their cohort who will serve as a liaison between the faculty and the full student body. This student liaison will attend all scheduled faculty meetings but may be asked to leave when sensitive issues arise which only the faculty members should be privy to. It is the role of the student representative to bring up student concerns in the faculty meetings and to communicate updates from faculty meetings to the students in their year.

Program Webinars and Trainings

The Program may occasionally host webinars or trainings to help enhance the skills, knowledge, and abilities of students. Such trainings may take place online at a scheduled time, may be recorded for future reference, and or may be recorded asynchronously for later student viewing. Online webinars and trainings may focus on a variety of topics, including licensure information for various tracks, how to complete a C.V./resume for the field, or how to engage in a particular clinical skill. Moreover, guest lecturers, including professionals in the field, advanced doctoral students, and/or other faculty members may record webinars describing their research, professional topics of interest, and diversity trainings.

One program event that is imperative for students to attend is the Online Counseling Program Practicum and Internship Information Night. During this event, the Program Director, Placement Coordinator, and a faculty member who teaches practicum/internship will present a 30-minute PowerPoint with information pertinent for practicum and internship, followed by a 30-minute questions and answer period. This zoom event is typically offered once per semester and is usually scheduled during a week-night evening. This event will be advertised on the program listserv so that students can plan to attend. Students should attend at least one of these sessions prior to commencing practicum and internship.

Students can access a very large variety of additional trainings on both the Counseling Student Community Center on Blackboard, and on the Online Counseling Program Orientation on Blackboard. Students are strongly encouraged to invest in their education and training and complete additional trainings to enhance their professional identity in the field and expand their knowledge base as they work towards their career goals in the field.

Other Opportunities to Connect, Build Support, and Offer Suggestions for Change

Students are encouraged to utilize platforms and opportunities previously discussed throughout this handbook to connect with one another to build a positive, supportive, and respectful program environment and atmosphere.

- Students can utilize Circle-In to connect and study with one another in virtual study spaces and are encouraged to engage in respectful academic discussions via Blackboard in courses.
- Students will be invited to attend virtual program graduation events each semester via the Online Counseling listserv to celebrate the achievements and successes of one another.
- Students will be invited to participate in trainings each semester which will be advertised on the Online Counseling listserv; these events can be a good place for students to get to know and interact with one another, along with faculty and staff.
- Students are encouraged to utilize the office hours of the faculty members, adjunct instructors, and GTA's to reach out to them for any course-related help and support that they need.
- Students are encouraged to attend the office hours of their faculty advisor, and program director to discuss any concerns, ideas, or thoughts that they have pertaining to program improvement, and to gain support or help when needed throughout their degree.
- Students are encouraged to utilize the services of their student success coach, placement and licensure coordinator, and support staff in the program to get their needs met throughout the degree.
- Students have access to a wide variety of university resource offices and are encouraged to seek help via those resources as well.
- Students have the opportunity to engage in the Counseling Student Association (CSA) amongst many other UND student organizations which may also be a great opportunity for volunteer engagement and connecting with other students.
- Any other programmatic student events that take place will be advertised via the Online Counseling Listserv which students are encouraged to attend.
- Students will also receive e-mails from the Graduate School and UND which denote other events and ways to become involved in the community.
- Students are encouraged to use the Counseling Student Community Center and Online Counseling Program Orientation to access additional trainings provided by the program to help support student goals, education, training, and community efforts.
- Students are encouraged to join professional associations to help them build a strong counselor identity in the field, and their respective track areas, to connect and network with professionals and fellow students in the field.

Section 5: Helpful Tips from Former MA Students, and UND Alumni

These tips are observations, opinions, and pet peeves expressed by previous students in the Master of Counseling program:

- 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.

- 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, call to find out the information and keep pestering until you get what you need.

- Join professional organizations that have to do with your counseling interests. Start by identifying ways of being involved on Program related experiences. It's also important to join the American Counseling Association (ACA) and the North Dakota Counseling Association (NDCA) affiliated with it.

Section 6: Financial Resources

Funding a graduate degree can be difficult, and our program has a number of helpful suggestions and tips to help you along the way.

Students are encouraged to research scholarships and waivers that they may be eligible for. Scholarship through UND or through outside organizations may be available to you depending on your interests, experiences, specialization, and identity statuses. Students may also be eligible for financial aid resources. If you would like assistance in locating scholarship or financial aid services, please review the following resources, and reach out to your student success coach for assistance:

- UND Scholarship Central
- UND One Stop Student Services; Scholarships
- UND Financial Aid
- UND Tuition Calculator

For additional information on financing a graduate degree and an approximate cost breakdown of UND online counseling programs, visit the "Financial Resources" tab on the Counseling Student Community Center page under your student Blackboard account. This Blackboard page has an immense amount of information about financing a graduate degree including a list of scholarships both internal and external to UND, and information about student financial aid. Students should be aware that in many cases in the counseling field students can complete a work agreement to work for an organization for several years after graduation in exchange for the organization repaying their loans. This Blackboard page also has information about loans, loan forgiveness, and other funding opportunities, options, and strategies. The Blackboard page also includes information pertaining to textbook costs, and program costs in general so that students can get a better sense of the costs anticipated throughout the program and budget accordingly.

Students are more than welcome to ask their faculty advisor, or program instructors to be references for scholarship applications. Students should ask for help far in advance of deadlines to ensure these materials are submitted on time. Furthermore, students may require the help of faculty advisors to complete student aid forms including SAP forms and other petitions for financial aid. Students should consult early about these forms to ensure they are completed and submitted prior to deadlines and meet with their faculty advisor to discuss these items before sending them along for completion and signing. Many of these forms need to be completed via discussion and planning of both the student and faculty advisor and therefore a meeting should take place in the event that these need to be completed and submitted.

In some cases, students may have financial funding constrictions that lead them to want to drop out of the program. In those cases, students are strongly encouraged to speak with both their student success coach and faculty advisor as there may be options and funds that students are not aware of that can be discussed. Having been through the rigors and costs of graduate school, faculty understand the costs associated personal and financially and want to support students but

have limited options aside from providing information. In some cases, in the event that alternative access to funding resources is not available for a student, students may be encouraged to take a Leave of Absence to work and save finances as a last resort. Please note that there is more information about this route on the Blackboard Counseling Student Center. Students are strongly encouraged to review this Blackboard Counseling Student Center to learn innovative strategies to fund a graduate degree.

Section 7: Campus Resources

This section of the Handbook provides you with information about a variety of resources and opportunities available to you via UND.

Student Support Resources

- One-Stop Student Services: One-Stop is specialized in assisting you with financial aid, billing, and payments. One-Stop can help connect you to resources on campus for other questions you may have.

- One-Stop FAQ Website: This site provides information related to FAFSA/AID, Payments and Billing, Academics, Grades, Transcripts, & Graduation, Hawk Central, Student Information, Tuition Models, etc.

- Student Academic and Career Services: This site provides information to locate student resources, such as ability and accessibility accommodations, the writing center, testing services, tutoring and learning, career engagement, and additional student support resources.

- UND Veteran and Military Services: UND Veteran & Military Services helps service members, and their families achieve academic success. They offer a variety of resources for student veterans and military both on campus and online. From maximizing tuition and Department of Veterans Affairs education benefits to academic advising support, their military team has completed required training for school certifying officials and DOD compliance.

- Office of Community Standards: UND provides qualified students with disabilities an equal opportunity to participate in all UND programs and activities.

- School of Graduate Studies: The School of Graduate Studies webpage provides information related to graduate programs available, workshops, graduate calendar events and dates, and more.

- University IT (UIT): UIT provides technological service to UND staff, faculty, and students, including providing solutions to tech concerns, and more.

- UND Equal Opportunity & Title IX Office: The UND Equal Opportunity & Title IX Office is committed to providing a safe, inclusive and welcoming environment for all students, employees, and visitors. This includes ensuring equal access to UND academics, employment, programs, and services.

Health and Wellness Resources

- Student Health Services: Provides medical and psychiatric care for students. Telemedicine may be available, and/or referral services.

- University Counseling Center: The UND UCC offers accessible and confidential mental health and substance use services to support and assist students. UCC may be able to offer online counseling services depending on the location of the student; they are also able to help provide referrals and consultation to help locate services in other areas.

Learning Resources

- Chester Fritz Library: The Chester Fritz Library services help students locate articles, books, journal titles and more, including locating these items online. The librarian for the Counseling Department is Danielle Masursky, who you can contact if you need assistance (danielle.masursky@und.edu). There is a great counseling-specific library guide created specifically for Counseling students which can access here: Counseling Library Guide. This guide can help counseling students move through the stages of their research by finding a number of important resources, articles, and information. This guide also discusses citation guidelines, links to counseling-specific library help, and may help students obtain resources and materials specifically related to the counseling field.

  Students should be aware the Chester Fritz Library also offers rental options wherein the library will physically mail the rented book to students off campus. As such, students in both the USA and Canada can order library books to their home location and the Chester Fritz Library services will send this to them for free.

  Students are also encouraged to the Chester Fritz Library online to utilize the research databases to access "peer-reviewed" psychology research articles. Databases that students find helpful to use in the program include PsycINFO, PsycARTICLES, and Psychotherapy.net. There are a variety of other data bases available for students to locate research journals online, and students can ask the counseling librarian for more information if they would like additional help.

- Counseling Student Association (CSA): The CSA is a graduate run student organization which promotes the values of positive mental health and social justice advocacy through events and activities. Students are passionate about Counseling Psychology and Social Justice and area motivated to pursue projects on campus, in the Grand Forks Community, Regionally, and Nationally to help better the field and the world.

- UND Bookstore: The UND Bookstore is a place where students can order textbooks, materials, certificate frames, and other UND paraphernalia. The UND Bookstore also typically lists the books required for each course, and students who utilize financial aid can purchase books and materials from this site in affiliation with their aid.

- Tutoring Services: UND offers a number of tutoring services, including Brainfuse. Students can locate links to these services at the link above.

- Writing Center: The Writing Center is a place for students to discuss their work and progress with a writing consultant. Students can make zoom appointments to obtain help with writing. Students can improve and develop their writing at any stage and may

benefit from working with the writing center who can offer positive and constructive feedback for all disciplines.

Student Life Resources

- Campus and Student Life: This webpage provides information about student-life, including resources and student/campus events, many of which are hosted online.

- Student Organizations: This webpage includes information related to student organizations and clubs that can be joined, as well as information as to how to start a new student organization. UND's has over 270 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 Pride Center: The University of North Dakota is committed to enriching the campus experience and providing support for student diversity and inclusion in the areas of gender and sexuality through education, programming, support, and advocacy.

Financial Services

- Financial Aid: This webpage includes information pertaining to the various forms of financial aid, as well as steps to completing FAFSA/financial aid.

- Tuition and Payment: This webpage includes information indicating how students can manage their tuition, fees, and payments. This also includes a cost estimator and a cost estimator with financial aid.

Please also recall that this information is also listed in the Counseling Program Orientation where students can learn more about these organizations and resources. Furthermore, these resources are also discussed in various relevant areas of the Blackboard Counseling Student Center. Students are also welcome to ask about these services and organizations in their meetings with their student success coach, and with their faculty advisor. Students are encouraged to become familiar with these services and reach out to them as often as needed for help and support.

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 of certification time, be sure to keep and store all your course syllabi and track your clinical hours. Specifically, keep detailed records of the number of clients you see and the numbers 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. Students will be provided with an "hours log" during practicum and internship; this hours log should be retained by students indefinitely as licensing boards may use this document to verify the number of hours completed by a student. Even after you have been licensed, be sure to retain this document and do not destroy it, lose it, or throw it out. This is imperative given that many clinicians relocate to another state and must utilize this document to verify hours in the new state they are applying for. Furthermore, if a student ever allows their license to lapse for any reason, or fail to renew their license on time, this information may be once again needed for the licensure application process. In addition to this, individuals who apply for doctoral programs may require this information for doctoral internship application purposes and placement as well.

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 very early in your program if you plan to practice elsewhere. We suggest that you start this process early on in your graduate studies so that you can ensure that your program of study (including all your coursework and clinical work) meets criteria for the state in which you wish to get licensed in. In some cases, particular states require additional specialized courses such as human sexuality, or psychopharmacology, or advanced counseling techniques (or others). Be sure to check out the state licensing board of the state(s) you wish to get licensed in to learn more about these course requirements and talk to your academic advisor if you notice course requirements or other requirements listed that you do not believe are embedded within the UND Counseling Program structure. It is your responsibility as a student to locate the coursework, complete additional counseling hours, or other identify and engage in additional requirements that you need which are above and beyond UND's graduate program criteria. In some cases, this may mean taking additional course credits through UND while you are in the program, or even taking additional coursework through a separate university. This may also mean taking additional coursework or completing additional hours and requirements after the completion of your master's degree but before you are able to get licensed in the state of your choice.

Please note that some states inherently require more clinical (internship or practicum) hours than what we require for our program. For that reason, it is very important to check with your state licensing board to determine if you should be going above and beyond the UND clinical hours expectations during practicum and internship to meet your state's requirements. It is the

responsibility of the student to ensure that they are planning their practicum and internship to meet the requirements of their state board for licensure. Prior to internship and practicum, you will meet with the placement coordinator who you may also ask to check this information. The placement coordinator can help you to review this information to help you set goals moving into these clinical experiences. It is up to students to identify and acquire a clinical site that is prepared to meet your specific learning and experiential needs. Please be aware that some counseling sites may also require students to have an on-site supervisor with state approved credentials, education, or training that are beyond the requirements of UND. As such, it is the responsibility of students to ensure that their on-site supervisor meets the educational, training, and licensure/certification requirements of the state they are applying to for licensure. Students are welcome to ask the placement coordinator to review this information for their state, but students are ultimately responsible for ensuring that they complete placements for practicum and internship that will meet their respective state requirements.

UND has taken efforts to research into the requirements for the U.S. States and territories for each of our specialty counseling tracks. You can see the licensure disclosure status of each state that we have researched on the [UND State Authorization & Licensure Map](#). If, after our review of state criteria, we believe that we can get a student licensed in a particular state, the state description on the chart will include the phrase "meets educational requirements…". If after our review of state licensure criteria, we are unsure if a board will license a student from our program, the phrase "has not yet determined…" will be noted on the chart below the map. If we cannot get a student licensed in a particular state, the chart will reflect the phrase "does not meet…" educational requirements for that state. Students are expected to utilize this information to make an informed decision about the extent to which the program and program requirements will meet their future licensing goals. Please note that state boards may change their criteria for licensure at any time without notifying universities, as such, this website will continue to be updated with new information when it becomes available to us and may be changed frequently as a result; much in the way of a "living document." As such, it is recommended that students check this website often, at least once per year, and go directly to the source of their state licensing board to locate information about licensure in their state. Please note that students are encouraged to discuss their state requirements with their faculty advisor and placement coordinator often, to ensure that they are staying on track with the specifications of their state. Moreover, if a student wishes to relocate during or after the program, they are strongly encouraged to check this licensure disclosure map to determine if their intended new state is one in which we can get them licensed. Prospective licensure disclosure information is physically mailed to students when they have accepted admission into the program. As such, students are notified, based on the state of their application mailing address, our licensure disclosure status. Students can then make an informed choice about if they wish to continue the program thereafter.

Please note that in some cases students may wish to be "dual" licensed; for instance, this may mean that a student is licensed in multiple counseling areas such as being licensed as a school counselor and a licensed professional counselor (or some other derivative of a general counseling license). In some cases, students also wish to become licensed in multiple states at a time. In such cases, it is important that the student look into the licensing requirements for both licensing boards. In some cases, students may be required to take additional coursework, engage in

additional clinical hours, or complete alternative components. Given that licensing boards often require substantially different licensing requirements amongst counseling areas, students should be aware that dual licensing may not be an option in many cases. It is the responsibility of students to locate this information and to reach out to the boards they wish to get licensed in to determine if dual licensure is possible.

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 is 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. Moreover, you may meet professionals in the field by attending conferences, webinars, trainings, continuing education, and by joining professional or student organizations. You are strongly encouraged to review the Counseling Student Community Center on Blackboard to review the tab titled "Networking" to learn more about how to network, and important skills for networking.

Second, UND Career Services can provide a variety of useful services for the career search. Career Services maintains a variety of on-line career directories and job listings and subscribes to vacancy listings from around the country. The staff there can also give you advice on resume writing, interviewing skills, and self-presentation. Students can book online virtual appointments with Career Services, and do not have to be on campus to access these resources. You are strongly encouraged to review the Counseling Student Community Center on Blackboard to review the tab titled "Practical Work, Career Preparation, and Licensing" to access important UND presentations that discuss interview skills, C.V. creation, selecting references, creating job talks, and other skills to locate a job in the counseling field. Students are also encouraged to review posts on the student listserv, and alumni listserv which may also advertise jobs to our students and alumni in the counseling field.

Third, join the [American Counseling Association](#) (ACA). American Counseling Association (ACA) Membership will allow you better opportunities to network, and the membership fees include a subscription to *Counseling Today* (*CT*), the professional newspaper of American Counseling Association (ACA), and the *Journal of Counseling and Development* (*JCD*). National job vacancies are listed monthly in the Classified Section, but you may find more 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). Moreover, students can obtain free liability insurance after paying a small fee for student membership. Students should keep in mind that they can list any student or professional organizations they are members of on their C.V. which also demonstrates active counseling community participation to future employers.

Alternatively, or in addition to joining the ACA, School Counseling Track Students in particular may wish to join the American School Counseling Association (ASCA). Membership in the American School Counseling Association (ASCA) will help school counseling students connect with others in their field, access periodicals, publications, webinars, and other training events. Students can also access free or low-cost student liability insurance. For more information, visit the official [American School Counseling Association (ASCA) website](#).

In addition to joining the ACA, Addictions Counseling Track Students may wish to join the National Association for Alcoholism and Drug Abuse Counselors (NAADAC). Membership in the National Association for Alcoholism and Drug Abuse Counselors (NAADAC) will help addictions counseling students connect with others in their field and provides a number of free webinars and trainings. This organization may help students cultivate a professional community of addiction counselors, and access low-cost liability insurance. Moreover, this organization includes a career center with national and international job listings. For more information, visit the official [National Association for Alcoholism and Drug Abuse Counselors (NAADAC) website](#).

Rehabilitation Counseling Track Students may wish to join the Commission on Rehabilitation Counselor Certification (CRCC). Membership in the Commission on Rehabilitation Counselor Certification (CRCC) will help rehabilitation counseling students connect with others in their field and provides multiple certification opportunities, exam resources, and job postings. For more information, visit the official [Commission on Rehabilitation Counselor Certification (CRCC) website](#).

Please note that each counseling emphasis area may have other professional organizations that students may benefit from joining. As such, students are encouraged to search for professional organizations that they may benefit from joining and become involved in these early on during their graduate degree. Professional involvement in the field is important in building an identity as a future counselor, and therefore students are encouraged to join these organizations. The Blackboard Counseling Student Community Center has a long and comprehensive list of professional organizations in the field of counseling, including for various specialty areas. Therefore, students are highly encouraged to check out the "Counseling Student Organizations/Clubs" tab of the Blackboard Counseling Student Community Center for more information.

Fourth, the Chronicle of Higher Education, is 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 and student success coach 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.

We recommend that students be attentive to their future job prospects and consider all the skills they are learning throughout the program and how those can be applied to a future career. There

are a number of steps that students can take to help them prepare for practicum, internship, and future careers including the following:

- **Attend conferences when possible.** While some conferences may be expensive and require travel, others may be in the local area, and/or may be available online. Attending a conference can be a great way of learning new things, networking, and demonstrating your commitment to learning outside of the school context. Faculty may send out e-mails to make you aware of future conferences that are coming up so that you can consider attending, but please also look out for your own and share with others who might also be interested in attending. Students may also be able to attend conferences for free or low cost by volunteering at conferences or applying for student travel scholarships. The Counseling Student Community Center is continually being developed and may also have valuable information on conferences which students can attend.

- **Keep a list of training seminars and webinars that you attend.** These can be listed on your C.V./resume. Ex) If you attend an American Counseling Association (ACA) conference, and watch 5 sessions, write down the title, the speaker, the speaker's credentials, and the date of the session or webinar and make note of it. This will demonstrate to employers that you are keeping up with current research, training, and information in the field. You may also be expected to attend a certain number of seminars or webinars for particular classes, which can also be noted on your C.V. as well. Please note that the Counseling Student Community Center has a list of free or low-cost trainings for students to attend, this can be found on the "Professional Development Opportunities" tab. Moreover, faculty often forward or post free training opportunities including webinars out on the listserv, so be sure to keep an eye out for those and attend them when possible, as well.

- **Keep in mind that student involvement, and volunteer work can also be listed on your C.V.** If you join any student organizations, or professional organizations, be sure to note this on your C.V., even if you are listed as a general member; you do not necessarily need to hold an office position ex) Treasurer, or president, to be able to note your involvement with the organization. This involvement is important to build a coherent counselor identity as a professional in the field. Moreover, this provides opportunities to network in the field. Please note that the Counseling Student Community Center has a tab titled "Counseling Student Organizations/Clubs" where students can learn more about organizations they can join.

- **Keep in mind that any scholarships or awards you get can also be listed on your C.V.** It is important to note any awards or scholarships you receive on C.V.'s which also helps communicate your accomplishments to others. Students are welcome to approach faculty as references for scholarships and awards. Students can locate more information about awards and scholarships by doing their own search, checking out the "Financial Resources" tab of the Blackboard Counseling Student Community Center, and reviewing UND's One Stop Student Services webpage.

- **Update your C.V. often, including after new trainings or certifications are completed.** When you complete various trainings, or certifications, be sure to add them to your C.V./Resume. In some cases, when you start practicum or internship, you may be asked to complete certain online trainings, or certifications, and it is important to keep a record of this, and it can enhance your skill set noted on your C.V. UND Counseling Students also complete an Orientation Blackboard course which includes a number of trainings as well; in some cases, these trainings provide you with a certificate, and in other cases, these trainings provide you with a UND digital badge; both can be listed on your C.V. Digital badges will also show up on LinkedIn profiles of students. As such, students are encouraged to create a [LinkedIn](#) profile and to also list their UND training badges on their C.V./Resume for future employers to see. Using LinkedIn may also be a good way of networking and may be a good place to note professional accomplishments. Many employers utilize LinkedIn when approaching prospective future applicants for jobs.

- Faculty may provide information, training sessions, or workshops, etc. on how to build a C.V., so please look out for announcements about these sorts of opportunities. Please also reach out to faculty if you would like to see a copy of their C.V. as a good example of a counseling C.V. Please note that the COUN 997: Independent Study Course provides a good opportunity for students to have their C.V. reviewed by an advanced doctoral GTA or faculty instructor.

APPENDIX A

MA Counseling Program at UND – Annual Student Evaluation

Name _____   Entry Year _____   Date _____

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

1. Academic Coursework   _____   5. Writing Skills_____

2. Practitioner Skills   _____   6. Independent Study/Thesis Progress   _____

3. Professional Activities   _____   7. Overall Progress_____

4. Professionalism   _____

Comments:

1. Academic Coursework:

2. Practitioner Skills:

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

4. Professionalism (professional demeanor in interaction with peers, faculty, supervisors, etc.):

5. Writing Skills:

6. Independent Study/Thesis Progress:

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

• •

Signed:

_____, Advisor   Date _____

_____, Program Director   Date _____

_____, Student   Date _____

APPENDIX B

ETHICS AGREEMENT

*Please note that students are expected to have read their respective ethics code no later than the end of the term in which they are taking COUN 501/506 (Ethics) and should therefore submit this document on UND Blackboard at the end of that term.

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 Online Counseling Program 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 580/581, 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 (ACA), Commission on Rehabilitation Certification (CRCC), National Association of Alcoholism and Drug Abuse Counselor (NAADAC), or American School Counseling Association (ASCA)] 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 ACA Code of Ethics and the_ (list your track-specific ethics code here, if applicable) ___ Code of Ethics and understand its application to my work as a counseling student.

_____
Student   Date

YES   NO   I agree to adhere to the standards of conduct put forth by the ACA Code of Ethics and the _ (list your track-specific ethics code here; if applicable) __ Code of Ethics.

_____
Student   Date

APPENDIX C

MA Graduation Checklist
Students are expected to complete this document no later than the last week of their final semester, and e-mail this to their faculty advisor. Students are encouraged to complete this document throughout their progress in the program to track milestones and document progress as they complete the activities below. Students should read program listserv e-mails sent each semester for additional details on how to complete graduation tasks and forms as they progress throughout the program and ask their advisor if they have any questions about these processes.

Student Name: _____

Name upon entering program (if different): _____

Student ID number: _____

Start date of program: _____

Completion date of program: _____

Program Emphasis Track Area: _____

Contact Information:

      Mailing address: _____

      E-mail address (non-UND): _____

      Phone number: _____

Research project completed (select one):

Scholarly Project: _____ Independent Study (COUN 515) Project: _____

Thesis: _____ IRB Approved Independent Research Study: _____

Project Title: _____

Students who Complete an IRB Approved Research Project (Thesis, IRB Approved Independent Research Study, or Scholarly Project) must provide Data Storage Information:

      Electronic Copy of Project Sent to Advisor: Yes/No

      Electronic Copy of Project Sent to Success Coach: Yes/No

      IRB Research Termination Form (If applicable) - Date Filed:_____

Topic Proposal Form (Docu-Sign) filed with the graduate school prior to 'Advancement to Candidacy' Deadline (Graduation Semester): Yes/No

Program of Study Form (Docu-Sign) filed with the graduate school prior to 'Advancement to Candidacy' Deadline (Graduation Semester): Yes/No

Student Applied for Graduation on Campus Connection after being 'Advanced to Candidacy' by the graduate school (Graduation Semester): Yes/No

Student Successfully Passed Comprehensive Examination (CPCE Exam) with a score of 85 or higher and/or faculty approval for an alternate acceptable examination prior to 'Final Report on Candidate' Deadline (Graduation Semester): Yes/No

Final Report on Candidate Form (Docu-Sign) filed by faculty advisor with the graduate school prior to Final Report on Candidate Deadline (Graduation Semester): Yes/No

Practicum and internship hours logs filed in portfolio: (Yes/No)
Practicum and internship evaluations filed portfolio: (Yes/No)

Practicum Site Information:
    Site name: _____
    Site location (City/State/Province): _____
    Dates: _____
    Total direct hours practicum semester: _____
    Total indirect hours practicum semester: _____
    Total hours for practicum semester: _____
    Supervisor(s): _____
    Phone/e-mail contact information: _____

Internship Site Semester 1 Information:
    Site name: _____
    Site location: _____
    Dates: _____
    Total direct hours semester 1: _____
    Total indirect hours semester 1: _____
    Total hours for semester 1: _____
    Supervisor(s): _____
    Phone/e-mail contact information: _____

Internship Site Semester 2 Information:
    Site name: _____
    Site location: _____
    Dates: _____
    Total direct hours semester 2: _____
    Total indirect hours semester 2: _____
    Total hours for semester 2: _____
    Supervisor(s): _____
    Phone/e-mail contact information: _____

Student Met with Faculty Advisor for Final Evaluation: Yes/No
Student Obtained Copy of Final Evaluation: Yes/No
Copy of Final Evaluation Sent to Program Success Coach and Filed in Student File: Yes/No

Job hire or academic program placement information after graduation: _____
Describe career plans after graduation:
_____
_____

Personal e-mail for alumni listserv: _____
Have I received a notification of being added to alumni listserv?: (Yes/No)

APPENDIX D

Graduate Handbook 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:

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 request a meeting with the program director.

APPENDIX E

Handbook Notes Page

APPENDIX F

CAEP Assessment Materials
Please note that these assessments are ONLY for K-12 School Counseling Students (not students from other specialty tracks) for accreditation reasons

Part A - Research Project Overview & Guidelines

<u>Overview</u>
All graduate programs that lead to advanced K-12 licensure in education, educational leadership and school counseling must adhere to the standards and requirements established by the Council for Accreditation of Educator Preparation (CAEP). CAEP requires that all advanced educator programs implement a quality assurance system that evaluates 1) graduate student progress in meeting advanced educator standards and 2) program effectiveness and adherence to CAEP standards.

As a graduate student enrolled in an Advanced Educator program, you will be required to complete two Key Assessments during your program of study, a Research Project and a Portfolio based on your internship or practicum.

In this course you will be evaluated based on your completion of the Research Project Key Assessment. You will be specifically evaluated on the following components of CAEP Standard 1.1:

- Application of data literacy
- Use of research and understanding research methodologies
- Employment of data analysis and evidence to develop supportive school environments

A copy of the rubric used to score your Research Project has been provided for you; please familiarize yourself with it. For each criterion, you will be assessed on a scale of "does not meet expectations", "progressing towards expectations", "meets expectations", and "exceeds expectations". At this point in your development as an educational researcher, most of your scores should be in the "meets expectations" range. If you receive "progressing towards expectations" in any area, you should consider this an opportunity for self-growth and discuss with your instructor ways in which you can improve in the future. A score of "does not meet expectations" in any area is considered unacceptable. If you earn a score of, "does not meet expectations," you are then required to meet with your advisor and revise your work until it meets expectations.

This evaluation is separate from your grade on this assignment or your grade in the course. Your scores on this key assessment will be recorded in VIA and you may view them there. Data collected from this key assessment will also be used for program improvement purposes. If you have any questions about this assessment, please contact Dr. Donna Pearson, Associate Dean of Student Services and Assessment.

<u>Research Project Guidelines</u>
Your instructor will provide you with detailed instructions on how to complete this assignment based on the course that you are enrolled in. However, all Research Projects assignments, regardless of the course they are embedded in, must include the following:

1. Develop a research question/s that is focused on improving educational outcomes for K-12 students.

2. Write a literature review on your research topic. Your literature review must:
   - Include scholarly literature from multiple sources
   - Discuss different perspectives on the research topic
   - Conclude with a synthesis/summary of the research

3. Select a research method that is aligned with the purpose of your study and that will provide you with reliable and valid data to answer your research question/s.

4. Conduct your research and collect your data using appropriate technologies where appropriate.

5. Analyze your data using technological data analysis tools where appropriate.

6. Present and explain your data and findings in relationship to your research question.

   - Provide a narrative explanation of your data and findings.
   - Present your data and findings in visual form (i.e., tables, graphs, charts, diagrams)

7. Draw conclusions from your findings focused on improving educational outcomes for diverse populations of students.

8. Include a reference section.

Part B - Research Project Rubric

Research Project Rubric

Candidate Knowledge, Skills, and Professional Dispositions
A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

STANDARD	EXCEEDS	MEETS	PROGRESSING	DOES NOT MEET
A.1.a Applications of Data Literacy: *Interpretation: Ability to explain information presented in data forms (e.g., equations, graphs, diagrams, tables, words).*	Provides thorough and accurate explanations of information presented in data forms. Makes appropriate inferences based on that information. For example, makes reasonable predictions about future events based on the trend of a graph.	Provides a thorough and accurate explanation of information presented in data forms.	Provides partial or partially accurate explanations of information presented in data forms but may make minor errors such as misinterpretation of units or may leave out minor details in their explanation.	Attempts to explain information presented in data forms but draws incorrect conclusions about what the information means or explanation is unclear or confusing.
A.1.a Applications of Data Literacy: *Interpretation: Communication: Ability to express data as evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).*	Expresses data in a clear, relevant, and contextualized manner that supports the argument or purpose and discusses the strength or weaknesses of the data in relation to the argument or purpose.	Expresses data in a clear, relevant, and contextualized manner that supports the argument or purpose.	Expresses data in support of the argument/purpose but some areas need further explanation to increase clarity, relevancy, and/or context.	Either does not express data or expresses data that is inaccurate or irrelevant to the argument or purpose.
A.1.a Applications of Data Literacy: *Interpretation:*	Uses a data form or representation that emphasizes the conclusions	Converts information into a representation	Converts information into a data form that accurately represents the data but may be	Converts information into a data form that inaccurately

STANDARD	EXCEEDS	MEETS	PROGRESSING	DOES NOT MEET
Representation: Ability to convert relevant information into various data forms (e.g., equations, graphs, diagrams, tables, words).	or significance of the data	that accurately depicts the data	unclear or confusing in places.	represents the data or that includes irrelevant data.
A.1.b Use of Research and Understanding of Qualitative, Quantitative and/or Mixed-methods Research Methodologies: *Understanding: Ability to select an appropriate research methodology based on the purpose of the study.*	Independently selects an appropriate research methodology based on the purpose of the study; research question aligns with selected method and is clear, concise, and answerable.	Selects an adequate research methodology based on the purpose of the study but other methodologies might yield better results; research question aligns with selected method and is answerable.	Selects an adequate research methodology based on the purpose of the study with assistance; research question partially aligns with selected method and is partially answerable.	Selects an inappropriate research methodology based on the purpose of the study even with assistance; research question is disconnected from method and is written in unanswerable terms.
A.1.b Use of Research and Understanding of Qualitative, Quantitative and/or Mixed-methods Research Methodologies: *Use: Ability to employ a research design that results in valid and reliable measures based on the specific methodology.*	Accurately uses optimal research methods to elicit valid/trustworthy and reliable results.	Research design elicits valid/trustworthy and reliable results but is basic in nature; the research design could be improved to collect better data	Identifies appropriate research methods but fidelity in implementation is lacking, resulting in invalid/untrustworthy and/or unreliable results.	Identifies and/or uses inappropriate research methods.

STANDARD	EXCEEDS	MEETS	PROGRESSING	DOES NOT MEET
A.1.b Use of Research and Understanding of Qualitative, Quantitative and/or Mixed-methods Research Methodologies: *Collection: Ability to select literature that aligns with the research question/purpose and represents multiple perspectives and findings.*	Literature selected specifically aligns with the research question/purpose and represents multiple perspectives and findings.	Literature selected specifically aligns with the question/purpose	Literature selected provides general information aligned with the research question/purpose, but more specific literature is available.	Literature is irrelevant to the research question/purpose.
A.1.b Use of Research and Understanding of Qualitative, Quantitative and/or Mixed-methods Research Methodologies: *Critical Thinking: Ability to apply higher order thinking to literature that represents multiple perspectives and findings.*	Evaluates literature that represents multiple perspectives or findings with the purpose of developing their own perspective, argument, or theory.	Evaluates multiple perspectives or findings (i.e., discusses the strengths and weaknesses of the literature)	Analyzes (i.e., compares & contrasts) literature that represents multiple perspectives or findings	Presents literature that represents multiple perspectives or findings but does not analyze (i.e., compare & contrast) or evaluate the information.
A.1.c Employment of Data Analysis and Evidence to Develop Supportive School Environments: *Culturally Responsive Application:*	The theme of developing supportive school environments and learning for all students is strongly evident throughout the research and includes an	The research and its conclusions address multiple elements of diversity and culture as they apply to developing supportive school environments	The research and its conclusions superficially address issues of diversity and culture as they apply to developing supportive school environments and learning for all students or the	The research does not address the heterogeneity of students, or its conclusions are not responsive to issues of diversity and culture as they apply to developing supportive school

STANDARD	EXCEEDS	MEETS	PROGRESSING	DOES NOT MEET
Research addresses the learning and development of all students.	emphasis on social justice	and learning for all students	research may reinforce stereotypes	environments and learning for all students.
A.1.e Supporting Appropriate Applications of Technology for the Desired Outcome: *Technology: Ability to use appropriate technology to analyze student and assessment data.*	Demonstrates the correct and appropriate use of research-focused technology (e.g., SPSS) to analyze data.	Demonstrates the correct and appropriate use of data-focused technology (e.g., Excel) to analyze data.	Uses general information technology (e.g., Word) to analyze data.	Does not use technology or uses technology either incorrectly or inappropriately to analyze data.

Sources:

Revised Bloom's Taxonomy, Mary Forehand, University of Georgia Revised Bloom's Taxonomy site, Richard C. Overbaugh & Lynn Schultz, Old Dominion University

Bloom's Taxonomy of Cognitive Levels [Revised] – North Carolina State University College of Humanities and Social Sciences

Part C - Dispositions Assessments

Please note that K-12 School Counseling Track students ONLY will have the following dispositions assessments completed for them for accreditation reasons.

STANDARD	EXCEEDS – 3 pts.	MEETS – 2 pts.	PROGRESSING - 1 pt.	DOES NOT MEET – 0 pt.
PROFESSIONAL COMPETENCE: Understands procedures, policies, laws, and regulations relevant to professional practice	Consistently models professional maturity by adhering to policies, laws, and regulations relevant to the profession.	Communicates knowledge of procedures, policies, laws, and regulations relevant to professional practice	Communicates limited knowledge of procedures, policies, laws, and regulations relevant to professional practice	Communicates no knowledge of procedures, policies, laws, and regulations relevant to professional practice
PROFESSIONAL COMPETENCE: Demonstrates responsibility as an ethical professional	Consistently models professional maturity by demonstrating ethical behaviors adhering to the profession's code of ethics, in personal and professional actions and behaviors.	Demonstrates ethical behaviors adhering to the profession's code of ethics, in personal and professional actions and behaviors.	Communicates limited knowledge of ethical behaviors aligned with profession's code of ethics;	Communicates no knowledge of ethical behaviors aligned with profession's code of ethics;
PROFESSIONAL COMPETENCE: Promotes and advances the standards of the profession	Consistently models professional maturity through promotion and advancement of the standards of the profession	Demonstrates promotion and advancement of the standards of the profession	Demonstrates limited interest in promotion and advancement of the standards of the profession	Demonstrates no interest in promotion and advancement of the standards of the profession
PROFESSIONAL COMPETENCE: Demonstrates civil discourse regarding issues relevant to the profession	Consistently demonstrates civil discourse relevant to the profession.	Demonstrates civil discourse relevant to the profession.	Demonstrates a limited interest in civil discourse relevant to the profession.	Demonstrates no interest in civil discourse relevant to the profession.
PROFESSIONAL COMPETENCE: Maintains *relationships*, education, and training relevant to the profession	Consistently prepared, professional development, values and sets personal and professional boundaries that support appropriate interpersonal relationships.	Meets established deadlines, seeks out professional development, and has personal and professional boundaries that support interpersonal relationships.	Demonstrates a limited interest in setting personal and professional boundaries, as evident of limited professional development, and resulting in inappropriate or unprofessional behaviors.	Demonstrates no interest in setting personal and professional boundaries, as evident by no professional development, and resulting in inappropriate or unprofessional behaviors.
PROFESSIONAL COMPETENCE: Promotes equitable educational	Consistently demonstrates and commits efforts toward providing equitable	Commits effort toward providing equitable learning and	Displays limited effort to engage others in purposeful professional development	Displays no effort to engage others in purposeful professional development

STANDARD	EXCEEDS – 3 pts.	MEETS – 2 pts.	PROGRESSING - 1 pt.	DOES NOT MEET – 0 pt.
opportunities relevant to profession	learning opportunities for all.	development opportunities for all.	opportunities and learning.	opportunities and learning.
PROFESSIONAL COMPETENCE: Conducts research, evidence/data gathering, assessments in an ethical and responsible manner	Consistently demonstrates an understanding of data; how to use data appropriately; and supports data as evidence for decision-making.	Uses appropriate data for decision-making.	Misses opportunities to use data for decision-making.	Does not use data for decision-making.
PROFESSIONAL COMPETENCE: *Acts/Behaviors* support professional conduct	Consistently displays commitment to professionalism including but not limited to: communication skills, appearance, diversity, perspectives of others, and relationships.	Displays commitment to professionalism including but not limited to: communication skills, appearance, diversity, perspectives of others, and relationships.	Displays limited commitment to professionalism including but not limited to: communication skills, appearance, diversity, perspectives of others, and relationships.	Displays no commitment to professionalism including but not limited to: communication skills, appearance, diversity, perspectives of others, and relationships.
RESPONSIBILITY TO STUDENT: Understands and respects the rights and dignities of all students	Consistently demonstrates respect of the rights and dignities of all students.	Demonstrates respect of the rights and dignities of all students.	Demonstrates limited respect of the rights and dignities of all students.	Demonstrates no respect of the rights and dignities of all students.
RESPONSIBILITY TO STUDENT: Interacts with students with transparency and in appropriate educational environments	Consistently interacts with students with transparency and in appropriate educational environments.	Demonstrates transparency with students in appropriate educational environments.	Interactions with students are limited in transparency and appropriateness in educational environments.	Interactions with students are not transparent or appropriate in educational environments.
RESPONSIBILITY TO STUDENT: Seeks to understand student's diverse intellectual, social, physical, emotional well-being	Consistently models an understanding of student's diverse intellectual, social, physical, emotional well-being.	Demonstrates an understanding of student's diverse intellectual, social, physical, emotional well-being	Demonstrates limited understanding of student's diverse intellectual, social, physical, emotional well-being.	Demonstrates no understanding of student's diverse intellectual, social, physical, emotional well-being.
RESPONSIBILITY TO STUDENT: Establishes and maintains an educational environment conducive to promoting student achievement	Consistently models the establishment and maintenance of the educational environment conducive to promoting student achievement.	Demonstrates the establishment and maintenance of the educational environment conducive to promoting student achievement.	Demonstrates limited establishment and maintenance of the educational environment conducive to promoting student achievement.	Demonstrates no establishment and maintenance of the educational environment conducive to promoting student achievement.
RESPONSIBILITY TO STUDENT: Addresses circumstances that endanger a student's well-being	Consistently models proactive engagement and addresses circumstances that endanger a student's well-being.	Demonstrates proactive engagement and addresses circumstances that endanger a student's well-being.	Demonstrates reactive or limited engagement of circumstances that endanger a student's well-being.	Demonstrates no engagement of circumstances that endanger a student's well-being.
RESPONSIBILITY TO STUDENT:	Consistently models confidentiality with	Upholds confidentiality with student records,	Demonstrates knowledge of student	Violates confidentiality of student records,

STANDARD	EXCEEDS – 3 pts.	MEETS – 2 pts.	PROGRESSING - 1 pt.	DOES NOT MEET – 0 pt.
Demonstrates confidentiality with student records, sensitive issues, according to law(s).	student records, sensitive issues, according to law(s). FERPA, HIPAA, Code of Conduct, Ethics, laws, and policies.	sensitive issues, according to law(s). FERPA, HIPAA, Code of Conduct, Ethics, laws, and policies.	records, sensitive issues, according to law(s). FERPA, HIPAA, Code of Conduct, Ethics, laws, and policies.	sensitive issues, according to law(s). FERPA, HIPAA, Code of Conduct, Ethics, laws, and policies.
RESPONSIBILITY TO SCHOOL COMMUNITY*: INTERNAL COMMUNITY:* Promotes and interacts appropriately with colleagues	Consistently models promotion of appropriate interactions with colleagues.	Demonstrates promotion of appropriate interactions with colleagues.	Demonstrates limited appropriate interactions with colleagues.	Demonstrates inappropriate interactions with colleagues.
RESPONSIBILITY TO SCHOOL COMMUNITY*: INTERNAL COMMUNITY:* Demonstrates a collaborative attitude and commitment to colleagues	Consistently models a collaborative attitude and commitment to colleagues	Demonstrates a collaborative attitude and commitment to colleagues.	Demonstrates a limited collaborative attitude and/or commitment to colleagues.	Resists a collaborative attitude and/or commitment to colleagues.
RESPONSIBILITY TO SCHOOL COMMUNITY*: INTERNAL COMMUNITY:* Engages and interacts with parents/guardians for the student's well-being	Consistently models engagement and interaction with parents/guardians for the student's well-being through various communication modes.	Demonstrates engagement and interaction with parents/guardians for the student's well-being.	Demonstrates limited engagement and interaction with parents/guardians for the student's well-being.	Demonstrates no engagement and interaction with parents/guardians for the student's well-being.
RESPONSIBILITY TO SCHOOL COMMUNITY*: INTERNAL COMMUNITY:* Promotes appropriate problem-solving with colleagues, students, and parents	Consistently models promoting appropriate problem-solving with colleagues, students, and parents.	Demonstrates promoting appropriate problem-solving with colleagues, students, and parents.	Demonstrates limited appropriate problem-solving with colleagues, students, and parents.	Demonstrates no effort or inappropriate problem-solving with colleagues, students, and parents.
RESPONSIBILITY TO SCHOOL COMMUNITY*: INTERNAL COMMUNITY:* Promotes a healthy and safe environment for students, self, colleagues, for a harassment free environment.	Consistently models promotion of healthy and safe environments for students, self, colleagues, for a harassment free environment.	Demonstrates promotion of healthy and safe environments for students, self, colleagues, for a harassment free environment.	Demonstrates limited promotion of healthy and safe environment for students, self, and colleagues for a harassment free environment.	Demonstrates no effort in promoting healthy and safe environments for students, self, colleagues, for a harassment free environment.

STANDARD	EXCEEDS – 3 pts.	MEETS – 2 pts.	PROGRESSING - 1 pt.	DOES NOT MEET – 0 pt.
RESPONSIBILITY TO SCHOOL COMMUNITY*: EXTERNAL COMMUNITY*: Builds and sustains appropriate relationships with community and stakeholders	Consistently models building, engaging, and sustaining appropriate relationships with communities and stakeholders.	Demonstrates building, engaging, and sustaining appropriate relationships with communities and stakeholders.	Demonstrates limited building, engaging, and sustaining appropriate relationships with communities and stakeholders.	Demonstrates no effort to build, engage, and/or sustain appropriate relationships with communities and/or stakeholders.
RESPONSIBILITY TO SCHOOL COMMUNITY*: EXTERNAL COMMUNITY*: Exercises 'standard of care' for organization and community *reputation, facilities, and personnel.*	Through professional behaviors, consistently models purposeful 'care' for organization and community reputation, facilities, and personnel.	Through professional behaviors, demonstrates purposeful 'care' for organization and community reputation, facilities, and personnel.	Through professional behaviors, demonstrates limited 'care' for organization and community reputation, facilities, and personnel.	Demonstrates no professional behaviors, in 'care' for organization and community reputation, facilities, and personnel.
RESPONSIBILITY TO SCHOOL COMMUNITY*: EXTERNAL COMMUNITY*: Collaborates with community agencies, to support the needs of students.	Consistently models collaborative relationships with external agencies to support student needs.	Demonstrates collaborative relationships with external agencies to support student needs.	Demonstrates limited collaborative relationships with external agencies to support student needs.	Demonstrates no contribution in collaborative relationships with external agencies supporting student needs.

Part D – Field Experience Portfolio Components and Requirements

Artifact Cover Page:
School Counseling Internship Portfolio Requirements by CAEP Key Assessment
Internship Field Experience Portfolio Components

Instructions: For each of the following School Counseling Internship Portfolio required sections, you will need to include a completed, "Artifact Cover Page."
1. The "Article Cover Page," needs to list the "Overview of Artifact." For this, list the required Internship portfolio content (e.g., Internship Affiliation Agreement forms).
2. List the CAEP Component: A – F. Only list those outlined below.
3. For the "Reflection on the Standard," be concise. For example,

Internship Portfolio (CAEP A.1.f, CAEP A.1.2)**:** You will submit an <u>electronic</u> internship portfolio consisting of the following sections based on your entire School Counseling Internship (both semesters):

1. **Optional: Include related Practicum documentation**. If you choose to include Practicum documents, you should organize and include this information before your internship information. This section needs to also not contain any student client and/or family identifying information. Although you are highly encouraged to include related Practicum information, doing so is not required. The following are recommended for inclusion: Practicum Affiliation Agreement forms, hour tracking logs, any de-identified case presentation documents, and counseling trainee tool protocols (e.g., session review forms).

2. **All Internship Affiliation Agreement forms:**

    CAEP f. Professional Dispositions

3. **Case presentation Documents:**

    A. **Individual case presentation paper and presentation visual aid (e.g., handout our PowerPoint presentation) with no student client identifying information.**

    CAEP a. Ability to use data-based decisions to inform practice

    CAEP b. Application/Analysis

    CAEP c. Diversity: Interpretations / conclusions enhance the learning and development opportunities for all P-12 learners
    CAEP d. Leadership: Participates and actively leads in collaborative activities with stakeholders.
    CAEP f. Professional Dispositions: Ability to uphold ethical behavior and professional standards:

    B. Group Counseling presentation paper and presentation visual aid (e.g., handout our PowerPoint presentation) with no student client identifying information.

CAEP a. Ability to use data-based decisions to inform practice

CAEP b. Application/Analysis

CAEP c. Diversity: Interpretations / conclusions enhance the learning and development opportunities for all P-12 learners
CAEP d. Leadership: Participates and actively leads in collaborative activities with stakeholders.
CAEP f. Professional Dispositions: Ability to uphold ethical behavior and professional standards:

4. **Session Review Analysis and Reflection Paper:**

   CAEP a. Ability to use data-based decisions to inform practice:

   CAEP b. Application/Analysis

   CAEP c. Diversity: Interpretations / conclusions enhance the learning and development opportunities for all P-12 learners:
   CAEP e. Technology: Ability to use appropriate and innovative technology to reach desired outcome. *Supervision Assist.*
   CAEP f. Professional Dispositions: Ability to uphold ethical behavior and professional standards:

5. **Professional Growth Journals, fall semester:**

   CAEP b. Application/Analysis

6. **Mid-Internship Development Reflection Paper:**

   CAEP b. Application/Analysis

7. **Professional Growth Journals, spring semester:**

   CAEP b. Application/Analysis

8. **Direct Service documents.** The following are possible, but not an exhaustive list, of related documents:

   A. Consent/assent form templates – not completed consent forms,

   B. Counseling flyers or brochures,

   C. Introductory letters or flyers disseminated to school stakeholders about you and/or your role in the school

D. Needs assessment surveys, results, dissemination means of results

CAEP a. Ability to use data-based decisions to inform practice

E. Counseling Group Documents: **(**CAEP A.1.d): flyers, data analysis that informed group rationale, referral forms, consent forms, assessment measures, group session guides with ASCA Mindsets and Behaviors for Student Success.

CAEP a. Ability to use data-based decisions to inform practice

CAEP b. Application/Analysis: Ability to draw appropriate conclusions based on the analysis of data

F. Core Curriculum Lesson Outlines **(**CAEP A.1.d)

G. School wide interventions (grade, team, etc.) documents

CAEP a. Ability to use data-based decisions to inform practice

CAEP b. Application/Analysis: Ability to draw appropriate conclusions based on the analysis of data

CAEP d. Leadership: Participates and actively leads in collaborative activities with stakeholders.

9. **Indirect Service documents**. The following are examples of materials you may include in this section: conference/workshop documentation, staff (team, grade, District) meeting agendas, annual agreement forms, closing the gap templates, letters or newsletters sent to staff or community members, articles or submitted information to school wide outlets, etc.

10. **Tracking log for entire Internship, inclusive of fall and spring semester data**

CAEP e. Technology Ability to use appropriate and innovative technology to reach desired outcome.

CAEP f. Professional Dispositions: Ability to uphold ethical behavior and professional standards:

11. **Program hour log forms:** Fall semester mid-term, fall semester final, Spring semester mid-term, spring semester final.

CAEP f. Professional Dispositions: Ability to uphold ethical behavior and professional standards

12. **All Evaluations:** Fall semester mid-term, fall semester final, Spring semester mid-term, spring semester final.

CAEP f. Professional Dispositions: Ability to uphold ethical behavior and professional standards

13. **Self-written letter of recommendation for yourself**. This letter of recommendation can be for a future school counseling position, a future additional graduate program, or both.

    CAEP b. Application/Analysis: Ability to draw appropriate conclusions based on the analysis of data

Take great care to ensure you have no student client and family identifiable information in your portfolio. If such information is included in your portfolio, it will not be graded, will need to be revised and resubmitted, and most likely will result in an "Incomplete," for this semester.

This assignment will contribute to one of several, "Key Assessments," you will be required to complete as part of our accreditation assessment system. The purpose of this Key Assessment is two-fold: to measure your progress as an educator in meeting CAEP educator standards and to measure the effectiveness of UND's educator preparation program. More specific information will be provided by your instructor about the requirements and expectations for this Key Assessment.

Because your Internship Portfolio will serve as a CAEP, "Key Assessment," the above outlined criteria may be modified based on CAEP requirements. If this is done, every effort will be made to inform you of such modification as soon as possible, resulting in minimal additional materials needing to be prepared and included in this document.

CAEP Internship Field Experience Portfolio Components by School Counseling Internship Portfolio Requirements

Component(s) Addressed:

    a. Ability to use data-based decisions to inform practice:

        i. Individual case presentation paper and presentation visual aid (e.g., handout our PowerPoint presentation) with no student client identifying information.

        ii. Group Counseling presentation paper and presentation visual aid (e.g., handout our PowerPoint presentation) with no student client identifying information.

        iii. Session Review Analysis and Reflection Paper:

        iv. School wide interventions (grade, team, etc.) documents

    b. Application/Analysis: Ability to draw appropriate conclusions based on the analysis of data

        i. Individual case presentation paper and presentation visual aid (e.g., handout our PowerPoint presentation) with no student client identifying information.

        ii. Group Counseling presentation paper and presentation visual aid (e.g., handout our PowerPoint presentation) with no student client identifying information

        iii. Session Review Analysis and Reflection Paper

        iv. Self-written letter of recommendation for yourself. This letter of recommendation can be for a future school counseling position, a future additional graduate program, or both

        v. School wide interventions (grade, team, etc.) documents

    c. Diversity: Interpretations / conclusions enhance the learning and development opportunities for all P-12 learners:

        i. Individual case presentation paper and presentation visual aid (e.g., handout our PowerPoint presentation) with no student client identifying information.

        ii. Group Counseling presentation paper and presentation visual aid (e.g., handout our PowerPoint presentation) with no student client identifying information

        iii. Session Review Analysis and Reflection Paper:

    d. Leadership: Participates and actively leads in collaborative activities with stakeholders.

        i. Individual case presentation paper and presentation visual aid (e.g., handout our PowerPoint presentation) with no student client identifying information.

        ii. Group Counseling presentation paper and presentation visual aid (e.g., handout our PowerPoint presentation) with no student client identifying information

        iii. School wide interventions (grade, team, etc.) documents

e. Technology: Ability to use appropriate and innovative technology to reach desired outcome. Examples include improving the effectiveness of school and district functions, enhancing instruction, and managing student and assessment data while engaging students in the applications of technology to educational experiences.

   i. Session Review Analysis and Reflection Paper

   ii. Tracking log for entire Internship, inclusive of fall and spring semester data

f. Professional Dispositions: Ability to uphold ethical behavior and professional standards:
   i. All Internship Affiliation Agreement forms

   ii. Individual case presentation paper and presentation visual aid (e.g., handout our PowerPoint presentation) with no student client identifying information.

   iii. Group Counseling presentation paper and presentation visual aid (e.g., handout our PowerPoint presentation) with no student client identifying information.

   iv. Session Review Analysis and Reflection Paper:

   v. Tracking log for entire Internship, inclusive of fall and spring semester data

   vi. Program hour log forms: Fall semester mid-term, fall semester final, Spring semester mid-term, spring semester final.

   vii. All Evaluations: Fall semester mid-term, fall semester final, Spring semester mid-term, spring semester final.

For each of the six components listed above, there needs to have a minimum of two artifacts included in the portfolio. One artifact can address more than one component. For example, components a, b, and e could be addressed by the same artifact.

Each artifact needs to be preceded with the Artifact Cover Page (see Appendix C). This cover page will provide the title and overview of the artifact and denote which components were addressed.

Part E - Field Experience Portfolio Assessment Packet

Purpose of Key Assessment and Standards Addressed

The College of Education and Human Development's teacher education unit is accredited by NCATE and now seeking accreditation with the Council for the Accreditation of Educator Preparation (CAEP). Individual preparation programs are approved by the North Dakota Educational Standards and Practices Board or a Specialized Professional Association (i.e., TESOL SPA). Progress and proficiencies are measured for these standards using key assessments.

Appendix A
Assessments of CAEP Advanced Standards

The Field Experience Portfolio is a key assessment to measure how well the teacher education unit, individual programs, and each candidate are meeting CAEP's advanced standards. We need to ensure that candidates in each professional program develop a deep understanding of the <u>critical concepts and principles of their field</u> of preparation and, by completion, are able to <u>use professional specialty practices</u> flexibly to advance the learning of all P-12 students toward attainment of college- and career -readiness standards. Table 1 contains a list of the specific standard and elements addressed in this key assessment.

Table 1. CAEP Advanced Standard A.1.1
Candidate Knowledge, Skills, and Professional Dispositions   A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through the following elements:
a. Applications of data literacy;
c. Employment of data analysis and evidence to develop supportive school environments;
d. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
e. Supporting appropriate applications of technology for their field of specialization; and
f. Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

The graduate programs in the teacher education unit following CAEP's advanced standards, thus conducting this assessment, include: Educational Leadership, Counseling (K-12 School Counseling emphasis), Special Education, and TESOL.

Point of Administration in the Program
This assessment is administered during the middle to end of a candidate's program. Each graduate, preparation program will administer this key assessment in program specific coursework (see Table 2).

Table 2. Point of Administration: Educational Leadership	Table 2. Point of Administration: EDL 520 Middle School Principal Field Study EDL 521 Elementary Principal Field Study EDL 522 Secondary Principal Field Study *Specific field studies are based on candidate's specialization, which may require more than one portfolio.

Counseling (K-12 School Counseling emphasis)	COUN 589 School Counseling Internship
Table 2. Point of Administration: Special Education	**Table 2. Point of Administration:** SPED 583 Internship: Autism Spectrum Disorder SPED 585 Internship: Visual Impairments SPED 586 Internship: Emotional/Behavioral Disorders SPED 587 Internship: Intellectual Disabilities SPED 588 Internship: Learning Disabilities SPED 589 Internship: Early Childhood Special Education *Specific internship is based on candidate's specialization
Table 2. Point of Administration: TESOL	**Table 2. Point of Administration:** T&L 580 Practicum in Schools

Evaluation Rubric
Candidates are evaluated using the Field Experience Portfolio Rubric (see Table 3) that is completed by the instructor of record for courses denoted in Table 2. The rubric contains six components that are evaluated using four levels: Exceeds, Meets, Progressing, and Does not Meet. Each level specifies the quality of behaviors to be displayed (see Appendix B).

At this point in your preparation program, your ratings should be in the *Meets* level, which means you are meeting the standards and elements. If you earn a rating of *Progressing,* please reflect on this and then discuss with your instructor ways to obtain these skills. If you earn a rating of *Does not Meet*, the Office of Teacher Education will meet with you to review your progress in the program.

This evaluation is separate from your grade on this assignment or your grade in the course. The rubric for this key assessment will be recorded in Blackboard and you may view it there. If you have any questions about this assessment, please contact Dr. Anne Walker, Associate Dean of Student Services and Assessment.

Candidate Monitoring and Use of Results
Data will be collected and analyzed using a systematic process to identify strengths and areas for improvement for the candidate, preparation program, and unit. Data will be aggregated for unit analysis, then disaggregated by each specialty program for further analysis. From each level of analysis, conclusions will be drawn, and actions steps identified for continuous improvement.

Key Assessment Framework
Course instructors will provide detailed instructions on how to complete this key assignment within each specialty area. However, all Field Experience Portfolios will be based on the following framework, but keep in mind this may only be a portion of what is required by your instructor:

1. Collectively, select artifacts for the portfolio that address all six components being measured:

a. Ability to use data-based decisions to inform practice
b. Application/Analysis: Ability to draw appropriate conclusions based on the analysis of data
c. Diversity: Interpretations /conclusions enhance the learning and development opportunities for all P-12 learners
d. Leadership: Participates and actively leads in collaborative activities with stakeholders.
e. Technology: Ability to use appropriate and innovative technology to reach desired outcome. Examples include: improving the effectiveness of school and district functions, enhancing instruction, and managing student and assessment data while engaging students in the applications of technology to educational experiences
f. Professional Dispositions: Ability to uphold ethical behavior and professional standards

2. For each of the six components listed above, there needs to have a minimum of two artifacts included in the portfolio. One artifact can address more than one component. For example, components a, b, and e could be addressed by the same artifact.

3. Each artifact needs to be preceded with the Artifact Cover Page (see Appendix C). This cover page will provide the title and overview of the artifact and denote which components were addressed. Next, three reflective questions will be answered on how each candidate is meeting the standard:

- How did you enhance the learning and development opportunities for P-12 students?
- How did you use data/evidence to develop a supportive school environment?
- How did your knowledge and skills grow in your field of specialization?

To answer these questions, critical thinking is required. Although individual artifacts are being addressed, evaluate how other aspects of the field experience may have supported your learning/development being illuminated. For example, if the artifact is an Individualized Education Plan (IEP) and in your field experience you also observed two additional IEP meetings, these meetings contributed to your learning regarding the IEP process. Each cover page should be no more than one, single spaced page.

COMPONENT	EXCEEDS	MEETS	PROGRESSING	DOES NOT MEET
A.1.a Applications of data literacy: *Ability to use data-based decisions to inform practice.*	Consistently and accurately demonstrates the use of data to inform practice.	Consistently demonstrates the use of data to inform practice.	Inconsistently demonstrates the use of data to inform practice.	Incorrectly uses data to inform practice.
A.1.c Employment of data analysis and evidence to develop supportive school environments: *Application/Analysis: Ability to draw appropriate conclusions based on the analysis of data*	Consistently and accurately demonstrates the ability to analyze data and draw appropriate conclusions for developing supportive school environments.	Consistently demonstrates the ability to analyze data and draw appropriate conclusions for developing supportive school environments.	Demonstrates limited or superficial analysis of data, drawing somewhat appropriate conclusions for developing supportive school environments.	Data was incorrectly analyzed, or conclusions were inappropriate.
A.1.c Employment of data analysis and evidence to develop supportive school environments: *Diversity: Interpretations / conclusions enhance the learning and development opportunities for all P-12 learners*	Interprets and draws conclusions that fully address implications for developing supportive school environments *and* identifies effective strategies for supporting diverse learners.	Interprets and draws conclusions that partially address implications for developing supportive school environments and identifies effective strategies for supporting diverse learners.	Interprets and draws conclusions that partially address implications but is unable to identify strategies for supporting diverse learners.	Interprets and draws conclusions that are inappropriate to developing supportive school environments for supporting diverse learners.
A.1.d Leading and/or participating in collaborative activities with others such as peers, teachers, colleagues, administrator, community organization, and parents: *Leadership: participates and actively leads in collaborative activities with stakeholders.*	Demonstrates taking a leadership role in a substantial (e.g., on-going, or long-term project) collaborative activity with stakeholders	Demonstrates leadership of a collaborative activity with stakeholders.	Participates and contributes in a collaborative activity with stakeholders.	Participates in a collaborative activity with stakeholders.

COMPONENT	EXCEEDS	MEETS	PROGRESSING	DOES NOT MEET
A.1.e Supporting appropriate applications of technology for their field of specialization: *Technology: Ability to use appropriate and innovative technology to reach desired outcome. Examples include: improving the effectiveness of school and district functions, enhancing instruction, and managing student and assessment data while engaging students in the applications of technology to educational experiences.*	Fully integrates innovative technology to reach the desired outcomes.	Partially integrates innovative technology to reach the desired outcomes.	Identifies appropriate technology but the technology is implemented incorrectly for the outcome.	Attempts to use technology that is inappropriate for the outcome.
A.1.f Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization: *Professional dispositions: Ability to uphold ethical behavior and professional standards*	Fully demonstrates ethical and professional standards according to the code of ethics and/or professional practices for their specialization area. Fulfills or exceeds expectations in all areas including: attendance, timeliness, attitude and behavior relating to others, engagement, ethical practice/professional conduct, commitment to self-reflection and learning, and communication (oral	Demonstrates ethical and professional standards according to the code of ethics and/or professional practices for their specialization area. Fulfills or exceeds expectations in all but one area including: attendance, timeliness, attitude and behavior relating to others, engagement, ethical practice/professional conduct, commitment to self-reflection and learning, and communication (oral and written) with occasional exception.	Demonstrates ethical and professional standards according to the code of ethics and/or professional practices for their specialization area. Progressing toward or fulfills expectations in all but two areas including: attendance, timeliness, attitude and behavior relating to others, engagement, ethical practice/professional conduct, commitment to self-reflection and learning, and communication (oral	A pattern of concerns is noted in the demonstration of ethical and professional standards according to the code of ethics and/or professional practices for their specialization area. Multiple concerns are noted in areas of ethics and professional conduct including: attendance, timeliness, attitude, and behavior relating to others, engagement, ethical practice/professional conduct, commitment to self-reflection and

COMPONENT	EXCEEDS	MEETS	PROGRESSING	DOES NOT MEET
	and written).		and written). Concerns may be noted.	learning, and communication (oral and written). Significant improvement is necessary in several of these areas

Appendix C
Artifact Cover Page

Title of Artifact:

Overview of Artifact:

Component(s) Addressed:
    a. Ability to use data-based decisions to inform practice
    b. Application/Analysis: Ability to draw appropriate conclusions based on the analysis of data
    c. Diversity: Interpretations / conclusions enhance the learning and development opportunities for all P-12 learners
    d. Leadership: Participates and actively leads in collaborative activities with stakeholders.
    e. Technology: Ability to use appropriate and innovative technology to reach desired outcome. Examples include: improving the effectiveness of school and district functions, enhancing instruction, and managing student and assessment data while engaging students in the applications of technology to educational experiences.
    f. Professional Dispositions: Ability to uphold ethical behavior and professional standards

Reflection on the Standard:

How did you enhance the learning and development opportunities for P-12 students?

How did you use data/evidence to develop a supportive school environment?

How did your knowledge and skills grow in your field of specialization?

APPENDIX G

Additional Comprehensive Examination Information

Successfully passing the Comprehensive Examinations is required to graduate from the Master of Arts in Counseling Program. The Online Counseling Program uses the Counselor Preparation Comprehensive Examination for these purposes and requires a score of 85 points or higher on this exam to successfully pass. <u>Students should thoroughly review the information starting on page 51 of this handbook to learn more about comps processes, and procedures</u>.

Please view the summary of how to register for the CPCE exams below:

1. **Pre-requisites**: Students must complete the COUN 997 Independent Study Course or have special circumstances faculty approval to take the exam before registering for the CPCE.

2. **CPCE Overview**: The Counseling Preparation Comprehensive Examination (CPCE) is a national exam required for graduation in the program. It assesses students' readiness to graduate and differs from licensing exams like the NCE or PRAXIS. A passing score is 85 out of 136. The CPCE exam closely mirrors the content of some national counselor examinations, as such, your success on the CPCE exam may reflect your potential for success on national counselor licensing examinations.

3. **Registration Process**: Students should follow the CPCE examination registration instructions which are sent out regularly (multiple times per semester) to the Online Counseling Program listserv. Students registering must ensure that they select <u>"University of North Dakota - **Online**"</u> for accurate processing in the online version of the program. It is very important to choose the **online** option here, otherwise your application cannot be processed.

4. **Exam Location:** Students must decide whether to take the exam at home or at a Pearson Testing Center. The choice affects the retake exam waiting period (30 days for testing centers, 90 days for home exams) in the event that exam failure occurs. Taking the exam at a Testing Center can be helpful practice, as many licensing exams use testing centers. Testing centers ensure a space without distractions (pets, partners, children, other neighborhood noises). For more information about the locations of Pearson testing centers view this link: https://home.pearsonvue.com/About/Locations.aspx. Please consider things like weather in your decision making, for instance, if you live far from a Pearson Testing Center, and you plan to take the exam during winter months, please know these exams may be costly to reschedule.

5. **Accommodations**: Students with accommodations must indicate this during registration. For info on accommodations please view this link: https://home.pearsonvue.com/Test-takers/Accommodations.aspx.

6. **Cost:** $150 per exam attempt. Students have 3 attempts to pass the exam. Students are strongly encouraged to make the most out of their 997 Independent Study Course to study effectively to take and pass the exam soon afterward. Taking a serious and conscientious approach to creating an effective study plan and study schedule is likely to help contribute to success on this exam.

7. **Graduation Timeline**: Students should plan to take and pass the CPCE in time to meet graduation application deadlines. The typical graduation application deadline is months before the graduation ceremony. Students typically take comps during their first semester of internship in the hopes that they will pass the exam prior to their final semester in the program before graduation application dates arise. Please view the academic calendar for information about graduation dates and deadlines: https://und.edu/one-stop/academic-calendar/online-14-week.html#d65e88--2. Students are recommended to pass the exam prior to the 'Advancement to Candidacy' date of the semester they are graduating. Students must have successfully passed the CPCE exam prior to the 'Final Report on Candidate' deadline to graduate within the semester they intended/applied to graduate in.

8. **Approval Process**: After exam registration, students need to contact me via e-mail to request approval to sit for the exam. Once approved, students can schedule the exam date and inform me of this date for our records.

9. **Score Reporting**: After taking the exam, students will be given an unofficial score report from Pearson. Students must send a screenshot or photo of their unofficial score report to the Program Director for immediate feedback. Official scores are received from Pearson monthly. A passing score is 85 points or higher. The Program Director will inform students if they have passed the exam or not.

Please review our program handbook (page 51) and our Blackboard Counseling Community Support Center for additional CPCE information and helpful study resources, and please stop by the Program Director's zoom office hours or send an e-mail if you have any questions about this information. Please also review the CPCE exam Candidate Handbook for much more detailed information about the exam and related processes: https://www.cce-global.org/assets/exams/handbooks/cpce.pdf.

Given that CPCE is modeled after the National Counselor Examination (NCE) which is an exam many licensing boards may use to become fully licensed after graduation, studying for the NCE may also help you to pass the CPCE and vice versa. Sample questions are available through the NBCC. Please view information below from the National Board for Certified Counselors (NBCC) about the National Counselor Examination (NCE).

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. Students may be able to rent some of these materials from the Chester Fritz Library. Students may also be able to locate apps that provide study opportunities as well and are encouraged to check out the Counseling Student Community Center on Blackboard, as this student resource page includes a tab of study guides, and additional information that may help you to prepare for the CPCE and future licensure exams such as the NCE and others.

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

In addition to the resources on the following pages, the NBCC provides a list of study materials for the 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

NCE EXAMINATION CONTENT

The National Counselor Examination for Licensure and Certification (NCE) is a 160-question, multiple- choice, non-sectioned examination. The NCE represents each of the original eight CACREP (Council for Accreditation of Counseling & Related Educational Programs) content areas, with question content also emerging from the five work behaviors determined by NBCC's national job analysis. Thus, the content validity of the NCE is anchored on the five empirically validated work behaviors determined to be most relevant for competent counseling practice and the eight CACREP curriculum educational standards.

A different form (version) of the NCE is compiled for each administration of the examination.

Each form's questions, which are drawn from the item pool for the NCE, have undergone extensive review and field-testing.

Although each form of the NCE contains different questions, the content areas and the respective numbers of questions representing those areas are consistent. Within the set of 160 questions on each form of the NCE, 136 of the questions are counted for the purpose of determining whether you surpass the minimum criterion (i.e., "passing") score for that form. Thus, the maximum possible score a respondent can achieve is 160.

The remaining 24 items are unscored field-test items. Field-test items are included on the exam to gather item statistics to evaluate their performance for use on future exams.

The following is an outline of the eight 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 for $34.95 at the [National Board for Certified Counselors webpage](#).

PREPARING FOR THE EXAMINATION

Developing an effective study plan is essential for successfully passing the NCE. 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 in the ProCounselor online store.

TAKING THE EXAMINATION

The National Board for Certified Counselors proudly offers two options for taking the National Counselor Examination (NCE) and the National Clinical Mental Health Counseling Examination (NCMHCE). Individuals can test in person at a Pearson VUE test center or online from any secure location through the OnVUE platform. Although in person provides a more user-friendly and straightforward testing experience, the information below will assist you in choosing the option that best suits your needs.

Candidates who arrive more than 15 minutes after the scheduled report time for the exam will not be admitted.

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

Examination administration and security standards are high so that all candidates have the same opportunity to demonstrate their abilities. Testing at the Pearson Vue testing site, or via the at-home browser may utilize the services of an exam administrator or 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.

Please be aware that Pearson Testing Centers and the Pearson at-home proctored system may have additional protocol to be aware of. It is the responsibility of students to review all Pearson materials pertaining to test procedures and to follow them accordingly.

EXAMINATION RESTRICTIONS

Writing materials will be provided during check-in if at a Pearson testing center. 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.

Please note that testing at-home or at the Pearson Vue Testing Centers may have additional or other testing arrangements to follow. Please inquire with them about the possibility and parameters surrounding breaks during the exam.

Please contact Pearson testing for more information and follow all procedures they provide to you at the time of registration and ensure you have read all communications from them prior to your exam date.

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.

Please contact Pearson testing for more information and follow all procedures they provide to you at the time of registration and ensure you have read all communications from them prior to your exam date to inform yourself of any other behaviors that would be construed as misconduct.

COPYRIGHTED EXAMINATION QUESTIONS

All examination questions are 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, students will be given examination instructions, access to the exam, and will begin the timed examination. You will have three hours and 45 minutes to complete this examination. Students at Pearson Testing Centers may take periodic breaks, although you will not receive extra time for the exam. Students who take the at-home version of the exam should review materials carefully to determine how and in what way breaks can taken in this setting.

FOLLOWING THE EXAMINATION

Students will be given an unofficial score for the exam after completing it. Students should e-mail this score to their Program Director. Within a month after the examination, if not sooner, students will be notified by their Program Director of office score and official decision as per their passing or failure of the exam.

PASS/FAIL SCORE DETERMINATION

Students who pass the exam will have a score at or above 85 points. Students who fail the exam will have a score of 84 or lower.

EXAMINATION REREGISTRATION

If you were unsuccessful in your examination attempt, you may retake the exam. This exam can be taken up to three times. There is a fee for each exam. Students must wait at least 30 days between exam attempts. Students who fail the exam a second time must notify their Program Director and create an approved study plan prior to reattempting the exam.

CANCELLATION AND RESCHEDULING POLICY

Pearson Testing Centers and Pearson at-home proctored browsing have their own late policies pertaining to cancellation, rescheduling and related fees. Should become familiar with their most

recently updated cancellation and rescheduling policies as per the materials Pearson provides to them at the time of registration.

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/assessmentsandexaminations/examappeals.

APPENDIX H

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

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. Page No. 1
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, no person may 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 received 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. Has provided personal and professional recommendations that meet the requirements adopted by the board and has satisfied the board that the applicant will adhere to the highest standards of the profession of counseling;
   c. Has two years of supervised experience under a licensed professional counselor, or its equivalent as determined by the board;
   d. Has 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 received 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. Has provided personal and professional recommendations that meet the requirements adopted by the board and has satisfied the board that the applicant will adhere to the standards of the profession of counseling; and
   c. Has 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 when 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 license holder 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 be extended beyond two years only 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.

Appendix I

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 week 7 of their first semester in the program. Students should review information about the FBI background check procedures in the student handbook above for more information. 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 or enroll in subsequent courses. Once students obtain the results of their FBI background check they must send it to the program administrator, Karen Harrie; please see further instructions in the Counseling Program Orientation on Blackboard for more information.

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 committee from the Program (comprised of the student's advisor, program director, and additional faculty or relevant staff) 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. Go to this website (https://www.edo.cjis.gov/#/) and follow the steps under "How to complete a request." Right now, the FBI website is only supported by Firefox or Explorer (so don't use Chrome or Safari).

Step 1: Be sure to do the electronic submission. It takes less time.
Step 2: Complete the online request. Use your own email or mailing address (not UND).
Step 3: Pay the fee of $18

Step 4: Print the confirmation letter that will be generated after you pay.
Step 5: Go get fingerprinted – which may mean a trip to your local police station. Be sure to attain a hardcopy of your prints.
Step 6: Send fingerprints and confirmation letter to FBI – be sure to use the exact address on the confirmation letter!
Step 7: 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.

Handbook Concluding Statement

Students who pursue counseling training and education are provided with an opportunity to gain the knowledge, skills, and experiences that they may use to eventually work and become licensed in a very important human services field which supports vulnerable populations. Students who pursue this path are encouraged to engage in this training and education in a way which embodies a multiculturally humble, growth-oriented perspective that is open to feedback. This openness to growing, enhancing skills, attitudes, values, beliefs, and resilience, will help to create a positive counselor identity, one in future others can count on in the future to protect and serve them accordingly. Student therefore aim to become a future professional who does no harm to others, and honors and respects all others. Students recognize that considerable time, effort, and resources, must be put forth to meet the requirements of the program, and that it is their responsibility to fulfill the requirements of this degree. Students are accountable to review and understand this criterion and the extent to which it will help them meet their future career goals.

It is the responsibility of students to read and be aware of the contents of this handbook. Similarly, it is the responsibility of students to fulfill all degree requirements as per this handbook. Students should ask their faculty advisor if they have additional questions about the program, and if they require clarification on handbook contents.

We look forward to having you in the program and helping to support you as you engage in this education and training opportunity to pursue the path of becoming a counseling professional!