



Student Handbook

Master of Arts in Counseling

2023-2024

Introduction

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

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

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

The University of North Dakota is fully accredited by the North Central Association of Colleges and Schools (NCA): <http://www.northcentralassociation.org/>. Therefore students are pursuing a M.A. degree at an accredited institution. No other program emphases (i.e., Addictions, Community Mental Health, or Rehabilitation) are currently accredited, although we are currently pursuing accreditation as a Master's Degree in Health Service Psychology (HSP) program by the American Psychological Association (APA) Commission on Accreditation (APA-CoA) and as a Master of Counseling (MCAC) program by the Master's in Psychology and Counseling Accreditation Council (MPCAC). There is no guarantee that our program will be accredited by 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.

Program Mission Statement

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

This department area includes three programs:

- B.S. in Rehabilitation and Human Services (RHS)
- M.A. in Counseling (Addictions, Community Mental Health, Child and Adolescents, and Rehabilitation emphases)
- Ph.D. in Counseling Psychology, accredited by the American Psychological Association

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

- Dr. Steevie Bailey (she/her), Clinical Assistant Professor, Co-Director for the On-campus M.A. Counseling Program
- Dr. Tamba-Kuii Bailey (he/him), Associate Professor, Special Assistant to the President for Diversity and Inclusion (associated faculty)
- Dr. Ethan Dahl (he/him), Assistant Professor
- Dr. Cerynn Desjarlais (she/her), Clinical Assistant Professor (Online Program), Director for the Online M.A. Counseling Program
- Dr. Karla Fehr (she/her), Associate Professor
- Dr. Ryan Flinn (they/them), Assistant Professor
- Karen Harrie (she/her), Administrative Assistant
- Dr. Cheryl Hunter (she/her), Professor, Interim Dean of the College of Education & Human Development
- Dr. Rachel Navarro (she/her), Professor, Co-Director for the Counseling Psychology Ph.D. Program
- Dr. Katherine Nelson (she/her), Assistant Professor, Coordinator of the M.A. Online Program School Counseling Emphasis Track
- Dr. Charmeka Newton (she/her), Clinical Assistant Professor (Online Program)
- Dr. David Perry (he/him), Professor Emeritus
- Dr. Melissa Quincer (she/her), Clinical Assistant Professor, Director of the Northern Prairie Community Clinic (NPCC)
- Ben Shapiro, M.A. (he/him), Placement and Licensure Coordinator for the M.A. Online Program Emphasis Track Areas
- Dr. Akorede Teriba (he/him), Assistant Professor
- Dr. Trevor Waagen (they/them), Clinical Assistant Professor, Co-Director for the On-campus M.A. Counseling Program & Counseling Psychology Ph.D. Program
- Dr. Kara Wettersten (she/her), Associate Professor
- Dr. Deborah Worley (she/her), Professor, Department Chair for Education, Health, and Behavior Studies

This Handbook contains information that will help students move through the Counseling Program (MA) with minimal confusion and concern. We have provided information on Program issues, tips from returning students, resources on campus, and Graduate School paperwork. In

addition, students need to familiarize themselves with the School of Graduate Studies Guide to Graduation Graduate, which is published by the Graduate School. It is very useful, and the current version is available at: <https://und.edu/academics/graduate-school/current-students/resources.html>. It may also be available at the Graduate School in Twamley Hall, room 103.

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

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

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

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

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

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

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

trainees to engage. As such, trainers will engage in and model appropriate self-disclosure and introspection with their trainees. This can include discussions about personal life experiences, attitudes, beliefs, opinions, feelings, and personal histories. Assuming no one is free from biases and prejudices, trainers will remain open to appropriate challenges from trainees to their held biases and prejudices. Trainers are committed to lifelong learning relative to multicultural competence.

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

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

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

Student Printed Name

Date

Student Signature

Signature Page, Due September 15th

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

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

Signature

Date

Section 1: Program Requirements

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

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

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

Core Curriculum (41 credits)

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

*F = Fall, S = Spring, Su = Summer, this is subject to change. Please note, due to factors outside of the Program, the above listed semester offers may be affected. The faculty will keep you abreast of any changes and development.

Emphasis Options

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

Addiction Counseling Emphasis (60 credits)

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

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

The internship occurs within an approved addiction training consortium.

Community Mental Health Counseling Emphasis (60 credits)

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

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

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

Child and Adolescent Counseling Emphasis (60 credits)

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

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

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

Rehabilitation Counseling Emphasis (60 credits)

In addition to the core curriculum (41 credits), students pursuing the Rehabilitation Counseling Emphasis (19 credits) complete the following courses. Please note, RHS 350 – Overview of Disabilities (3 cr), or its equivalent, is a prerequisite of this emphasis.

Remaining Rehabilitation Counseling Required Courses	Credits	Typically offered*
COUN 506: Rehab Counseling: Foundations and Ethics, and Professional Issues	4	F
COUN 514: Rehab Counseling: Assessment and Evaluation	3	S
COUN 588: Internship in Rehabilitation Counseling (2 sem)	6 per sem	F, S

Practice Sequence

You will complete a series of practice training experiences in the Program, including COUN 510, COUN 580, and COUN 584/7/8 (2 semesters). With faculty approval, you may enroll in the counseling practicum (COUN 580) after you have satisfactorily completed COUN 510: Counseling Methods (COUN 510). Ethics in Counseling (COUN 501) or Rehabilitation Counseling Foundations and Ethics (COUN 506), Theories of Counseling, Personality and Development (COUN 530), Multicultural Counseling (COUN 532), and Child, Family, and Couples Counseling (COUN 535) are prerequisite or co-requisite courses for Counseling Practicum (COUN 580). Practicum is a very exciting component of training, but also one that generates a lot of questions from new students. Therefore, a separate Practicum Handbook has been developed. You will receive that Handbook at the start of Counseling Practicum. If a student does not pass Practicum, he or she will be required to develop a remediation plan with their advisor (which requires faculty approval), before proceeding to Internship.

Sometime after completing Counseling Methods (COUN 510) you will take Group Theory and Process (COUN 518) and Child, Family, and Couples Counseling (COUN 535). Both courses include a lab component.

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

Research Sequence

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

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

Codes of Ethics

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

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

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

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

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

As indicated in the UND Catalog:

The Counseling faculty conducts periodic reviews of students' progress in the M.A. and Ph.D. programs, including their academic performance, counseling and psycho-educational skills,

professionalism, and ethics. An interview may be required as part of the review. Consistent with Standard F.9 in the 2014 ACA Code of Ethics, deficits identified through faculty review may result in either a requirement that the student engage in remedial work or the removal of the student from the program.

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

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

Students Seeking Counseling or Psychotherapy

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

Scholastic Dishonesty

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

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

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

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

Student Supervisory Support, Remediation, and Disciplinary Action:

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

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

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

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

Dismissal Policy: Dismissal from the program occurs when a student has demonstrated, after appropriate feedback and due process, that they cannot meet the academic or clinical requirements of the program; or if they engage in behavior (criminal or otherwise) that is considered grievously harmful to others or disqualifying to engage in clinical work. The majority

vote of the core faculty of the counseling program will be utilized as advisory to the graduate school for recommendation of dismissal. More specifically, there are five primary reasons that a student may be dismissed from the program:

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

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

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

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

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

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

If a majority of core faculty vote for dismissal of student, the student may grieve that decision through the graduate school (for academic grievances; see <http://undpublic.courseleaf.com/graduateacademicinformation/academicpolicies/academicgrieva>

[nce/](#)), or through Dr. Donna Pearson, the Associate Dean of Student Services and Assessment (see College of Education and Human Development Policy at <http://education.und.edu/files/docs/academic-concerns.pdf>). More on grievance procedures and policies can be found in the next section.

Student Grievance Procedures and Policies

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

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

College of Education & Human Development Academic Concerns and Grievance Process

Policy: The grievance process can be found on the web at <http://education.und.edu/files/docs/academicconcerns.pdf>. Graduate students should follow the CEHD Grievance Policy for decisions made at the course or program level and should follow the School of Graduate Studies Grievance Policy for decisions made by the School of Graduate Studies. It is the student's responsibility to initiate and advance the grievance. Please contact Dr. Donna Pearson, the Associate Dean of Student Services and Assessment, for more information and assistance with the CEHD grievance process.

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

- a. The grievant shall discuss the grievance first with the person(s) involved in an attempt to resolve the situation.
- b. After initial contact, the grievant may attempt to use either negotiation or mediation, or both, before initiating a formal grievance. In most instances, the grievant should attempt to resolve the grievance through negotiation by discussing the concern with their colleague with whom they have the grievance and/or the Program Chair.
- c. The grievant may initiate mediation by requesting assistance from any person or entity appropriate to provide mediation. If the person or entity requested to mediate the concern agrees to do so, that mediator shall contact the instructor and/or the Program Chair and proceed with mediation if that party agrees.

Sequence of Procedures and Forms

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

NOTE for Transferring

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

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

Beginning of First Semester

Email

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

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

Mail Slot in Room

Every MA student is assigned a mail slot in Counseling/Counseling Psychology mailroom. You may receive mail in this slot and students may use the mail slot to leave materials for each other.

Human Subjects Training

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

Liability Insurance

It is the responsibility of all students to obtain practice liability insurance prior to the start of COUN 580: Practicum. Students typically become a student member of either the American Counseling Association (www.counseling.org) or the American Psychological Association (www.apa.org) and apply for insurance at a discounted student rate (ACA coverage: by joining the ACA as a student, The ACA will automatically provide liability insurance. Students can also obtain student liability insurance from the American Professional Agency, Inc, (<https://www.americanprofessional.com/>). You may seek coverage from another insurer; however, no matter which provider you select, your policy must cover you for at least \$1,000,000 per occurrence/annual aggregate. After purchasing the insurance, the student submits documentation of coverage. This document is typically just one page, which must show these four components: (a) name of the insuring company, (b) student name, (c) dates of coverage, and (d) dollar amount covered. Submit coverage verification (do not submit a copy of the entire policy) to the Program coordinator, who will then place it in your student file. It is your responsibility to renew this coverage annually when you are providing counseling services as a student. Failure to maintain coverage will result in not being allowed to enroll in COUN 580: Counseling Practicum, COUN 584/7/8: Counseling Internship, and other courses at the discretion of the faculty.

FBI Identity History Check

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

HIPAA Training

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

End of Semester 1

Progress Reports/Evaluation

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

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

Semester 2

Program of Study

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

Semester 2/3

Topic Proposal Form

To propose your scholarly project, independent study or thesis, this form must be approved. You may not take the comprehensive examinations or advanced to candidacy until this form is filed. Typically, students will register for the scholarly project. The research paper students complete in the COUN 515 course can satisfy the scholarly project requirement as long the paper is approved by the student's advisor and the student receives a minimum grade of "B" on the paper and in the course. Thus, students will submit the topic proposal form while in these courses. For those students opting to complete a thesis, they will need to have this form approved by the Faculty Advisory Committee on the same day as their proposal meeting; however, corrections may be needed for it to be finalized. Those students working on an independent study will complete the Topic Proposal Form and have it signed by their advisor prior to obtaining IRB approval. Scholarly project students will complete this form once the topic and work has been agreed upon between the scholarly project leader and team. The Topic Proposal Form must be completed one semester before the semester in which you graduate.

IRB Research Project Forms

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

IRB Research Project Termination Form

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

Semester 4

Comprehensive Exams

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

The Counselor Preparation Comprehensive Examination (CPCE), which is the examination used for the Counseling Program comprehensive examination (comps exam) is administered through the Testing Center at UND. Students have until March 31st to take and pass the comps exam.

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

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

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

The examination must be passed prior to graduation. It currently costs \$150.00, which is paid directly to the Center for Credentialing and Education (CCE) at www.cce-global.org. This is a national exam developed by the CCE. MA students in the Counseling Program take the Counselor Preparation Comprehensive Examination (CPCE) for comps. Study materials for the National Counselor Examination (NCE), upon which the CPCE is based, are available. Check out <https://www.nbcc.org/exams/examprep> for more details regarding study material.

Apply to Graduate

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

Final Report on Candidate

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

Graduation Checklist

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

Semester 5 and Beyond

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

Summary: Sequence of Procedures and Forms

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

Throughout the Program

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

Semester 1: Beginning

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

Middle of Semester 1

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

End of Semester 1

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

Semester 2

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

Semester 2 or 3

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

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

Semester 3 or 4

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

Semester 4 or 5

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

Final Report on Candidate: Check with your advisor to make sure that all paperwork has been completed for you to meet this deadline.

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

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

Semester 6 and Beyond

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

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

Summary: Important Milestones and Forms for MA Students

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

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

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

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

Section 2: Advising Relationships

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

Advising Meetings

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

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

Effective use of Advising Time

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

- 1) It is your responsibility to set up advising meetings and to make sure that you are “on track” regarding your progress in the Program. Don't make the mistake of missing deadlines because you were waiting for your advisor to schedule a meeting.
- 2) Advisors differ in the frequency, length, and content of advising meetings. During orientation, you will have a chance to find out how your advisor structures the advising relationship. However, you may also want to clarify that as you get to know your advisor better and get a better idea of what you expect from advising.
- 3) Often students feel that they are “using too much time” in their advisor's hectic schedule. However, advising is a crucial role for all faculty. In fact, being “under-advised” can lead to mistakes that cost everyone a lot of time. Again, be sure to ask your advisor what she/he thinks is a reasonable amount of time for advising activities. Second, use meetings efficiently – come prepared with questions or concerns so that you can get your needs met without using unnecessary time. The MA Program Requirements Checklist in *Appendix A* of this Handbook is helpful in this regard. Finally, when you schedule your meeting, specify the length of the meeting, and adhere to that established boundary.
- 4) Read this Handbook and the *Graduate Student Handbook* before asking your advisor about questions that are answered therein. After you have carefully read these materials, faculty and staff can help clarify any questions you may have.

Other Advising Issues

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

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

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

Section 3: Information on Internship and Scholarly Project

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

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

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

Internship

Overview

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

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

that outlines how the components of the Learning Contract were met, as well as other requirements specified in the course syllabus.

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

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

Internship Placement

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

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

All Internship sites have some type of an interview, but the goal and process vary significantly. Some sites have a competitive application process, in which they meet with all interested students and select only some number of those applicants as interns. Other sites hold more of an informational interview, wherein a student meets with the supervisor or site representatives after being selected, to "get acquainted" and obtain more first-hand information about the site.

Internship Sites

Sites where students have completed Internship in recent years include:

UND University Counseling Center
Northern Prairie Community Clinic

NDSU Counseling Center
School Health Hub

FirstCare Health Center
Community Violence Intervention Center
Addiction Training Consortium Sites*
Grafton Public Schools
Agassiz Associates

VA Fargo Health Care
The Village Family Services
Lake Region State College
Roger Maris Cancer Center

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

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

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

Students who receive prior permission to pursue an internship outside of the 90-minute driving radius of UND may be permitted to take their remaining 1 or 2 didactic course(s) at a distance. It is the responsibility of the student to inform the instructor of the classes impacted prior to start of the semester for that course. Students pursuing internship need to ensure their internship site allows time off for taking courses at the scheduled time (see Campus Connection for course schedules). Students also need to ensure they have access to an adequate computer system and wired Internet access to log into the University’s online learning system.

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

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

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

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

Scholarly Project/Independent Study

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

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

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

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

It is important to note that within all scholarly projects/independent study, unless otherwise indicated by your advisor, must include a section on research methods. Meaning, regardless of whether your scholarly project/independent study is an empirical study, you are required to

discuss a research method. This means that you must discuss how you would go about collecting the data and the type of analyses that you would use to examine the data collected.

Student must complete their scholarly projects/independent study by end of the fourth month of the semester that they indent to graduate. Thus, for those students intending to graduate in the spring or the summer, they must complete their scholarly projects by April 30th. For those students intending to graduate in the fall, they must complete their projects by November 30th.

Additional notes

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

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

Master of Arts Thesis

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

The thesis option requires that you establish a Faculty Advisory Committee, made up of three members of the Graduate Faculty, at least two of these faculty members must be core faculty in the Counseling Program. Your advisor will typically serve as the Chair of the Committee. Unlike the Independent Study, a thesis requires an oral and written proposal to the Committee as well as

an oral defense. Another difference from the Independent Study is that the thesis is submitted to the Graduate School and must be approved by the Dean. Therefore, there are more deadlines involved in completing a thesis and the final deadline is earlier in the semester than the Independent Study deadline. Thesis proposals and/or defenses are not held during summer semester except with prior arrangement with the Committee and when drafts of proposals or theses have been submitted to the Committee prior to the end of Spring Semester. The link to the thesis outline form is on this Graduate School web page: <https://und.edu/graduate-school/current-students/thesis-dissertation.html>. While the thesis option may be useful for some students, it is a more rigorous scholarly endeavor that can also become more complicated and time-consuming. If you are interested in this option, be sure to discuss the advantages and disadvantages with your advisor within the first two semesters of your program.

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

Additional notes on the Thesis process

Students are encouraged, while taking their Research course during their first year in the program, to begin considering research topics of interest to them. Working with faculty, they study these topics and ways to design research about them. Near the end of the first year, students should select a Faculty Advisory Committee (FAC) Chair, who will typically also serve as thesis advisor. Working with their Chair, students write a thesis proposal and complete the "Topic Proposal" form, which must be signed by all committee members and then filed with the Graduate School. The Proposal consists of the first two portions of the thesis: (1) Introduction and Literature Review, and (2) Methods. The Proposal is presented to the committee at a formal proposal meeting. **For full-time students on a two-year schedule, this meeting must occur by September 30th.** Upon Committee approval of the full proposal, the student may finalize the Institutional Review Board (IRB) application for any research conducted with human or animal subjects. Only after obtaining IRB approval can data collection begin. After the data have been collected and analyzed, the next step is Preliminary Approval of a draft of the completed thesis manuscript. The "Preliminary Approval" form is signed by all FAC members and is filed with the Graduate School. Preliminary approval assures the student that no major changes will be required in the final copy of the thesis. After this, the final examination (oral thesis defense) is scheduled and conducted by the student's FAC. Thesis proposals and/or defenses are not held during summer semester except with prior arrangement with the FAC and when drafts of proposals or theses have been submitted to FAC prior to the end of Spring Semester.

Section 4: Program Climate and Activities

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

Student Organization

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

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

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

Annual Program Activities (subject to public health restrictions):

Student/Faculty Town Halls	Student/Faculty softball team
Student Orientation (August)	Holiday Celebration (December or January)
Student Recruitment and Admissions (most active December through April)	

Ad Hoc Program Activities (may or may not occur each year, depending on priorities set by student and faculty leadership and subject to public health restrictions):

Brown Bag Lunches	Potluck Meals
Research Fair	

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

Section 5: Helpful Tips from Former MA Students

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

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

Section 6: Financial Resources

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

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

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

Two forms of employment are available through the UND's [Student Employment](#) (777-3226), located in Twamley Hall Rms 312 & 313: (a) the Federal Work Study (FWS) awarded to students who demonstrate financial need, and (b) Institutional Employment available to students enrolled at least half time and not based on financial need. You may also want to investigate paid employment through Cooperative Education opportunities at www.career.und.edu.

* Tuition Waivers cannot be applied to course fees.

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

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

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

EHBS Department and Other Counseling Grants and Scholarships

BHWET Grant

Given the mission of program to try and serve rural communities, our Counseling Programs now offer The Behavioral Health Workforce Education and Training (BHWET) grant program. This program aims to develop and expand the behavioral health workforce through improved training and by providing stipends to graduate level students in UND behavioral health programs. Priority status will be given for trainees choosing placement sites that are in North Dakota and that serve

rural populations. Stipends are delivered via monthly direct deposit. MA students may receive \$10,000. Here is a list of eligible training sites: <https://und.edu/npcc/bhwet-training-sites.html>.

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

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

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

NDCA Scholarship

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

International Symposium on Addictive Disorders

Finally, for many years now, the Counseling Program alumnus Gary Forrest has generously awarded a partial scholarship, covering registration fee and hotel accommodations, for a student to attend an annual advanced International Symposium on Addictive Disorders and Behavioral Health. It is held in Colorado Springs, Colorado, typically at the end of January/early February. Look for an announcement late Fall Semester to see if it will be offered again this year. Meanwhile, find out more about the conference at <https://addictionandmentalhealth.org/>.

Section 7: Campus Resources

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

University Libraries

The University Libraries consist of the Chester Fritz Library (777-4644), the main library on the UND campus, and its three branches of Music (Hughes Fine Arts), Geology (Leonard), and Energy (Energy and Environmental Research Center). There are also two autonomous libraries associated with the Schools of Law and Medicine:

- The Thormodsgard Law Library (777-2204) located in the Law Building
- The Harley E. French Library of Health Sciences (777-3993) located in Medical Science North.

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

University Bookstore

The [University Bookstore](#) (777-2746) is where you purchase textbooks, general interest books, supplies, computers and software, magazines, candy, drug store items, and UND clothing. Sometimes textbooks are available at lower cost at other stores or online. There is also a coffee shop in the bookstore with a limited lunch menu. It is located at 775 Hamline Street, just off 6th Ave North.

Computer Resources

The closest computer lab to the Program's home base is in Gillette, Room 1. There are Computer Learning Labs across campus with a multitude of services available: <http://www1.und.edu/uit/>.

Print Center

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

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

University Website

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

Student Services

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

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

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

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

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

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

Student Involvement

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

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

International Center: The International Center (777-4231) in McCannel Hall Rm 190 provides education abroad opportunities for domestic students and services for international students and scholars at UND.

Residence Services (Housing)

The University provides many options where graduate students live and maintains several hundred apartments for families and single students. Applications and information about the specific types of apartments and current rates are available from the Housing Office (777-4251), located at the corner of Stanford Road and 6th Ave. N.

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

Memorial Union

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

[Dining Services](#)

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

Recreational Facilities

On-Campus

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

[The Hyslop Sports Center](#): Near the eastern end of campus, the Hyslop Center has a swimming pool for students and for swim meets.

[The Chester Fritz Auditorium](#): Has a wide variety of local and national events including concerts, plays, dance recitals, and musicals. August and December UND Commencement Ceremonies are held here. The box office is open every weekday. For information call 777-3076, and for ticket purchase call 777-4094.

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

Off-campus

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

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

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

Section 8: New Professional Issues

Licensure/Certification

Although it may be far from your mind now, licensure or certification is likely to be very important to you shortly after graduation. To prepare for the time you apply for licensure or certification time, be sure to keep all your course syllabi and track your clinical hours. Specifically, keep detailed records of the number of clients you see and the 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.

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

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

North Dakota

NORTH DAKOTA – Counselor Licensure Law Passed 1989

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

The [North Dakota Board of Counselor Examiners \(NDBCE\)](#) administers the licensure process for the three levels of credentialed counselors in North Dakota, namely:

LAPC - Licensed Associate Professional Counselor
LPC - Licensed Professional Counselor
LPCC - Licensed Professional Clinical Counselor

Addiction Counselor
Certification

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

North Dakota State Law is published in the Century Code. The current version is the result of the 2007 legislative session and is available at

<https://www.ndlegis.gov/general-information/north-dakota-century-code>.

Certain sections are particularly relevant to counseling licensure, including Title 43, Occupations and Professions, [Chapter 43-47, Counselors](#), which comprises *Appendix D*.

Minnesota

The first Professional Counselor licenses in Minnesota were issued in January 2004.

Two counseling licensure classifications (Licensed Professional Counselor and Licensed Alcohol and Drug Counselor) in Minnesota are administered through the Minnesota Board of Behavioral Health and Therapy (<https://mn.gov/boards/behavioral-health/>).

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

Job Search Information

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

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

Second, Career Services on campus 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 counselors there can also give you advice on resume writing, interviewing skills and self-presentation.

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

Fourth, join the [American Counseling Association](#) (ACA). ACA Membership will allow you better opportunities to network, and the membership fees include a subscription to *Counseling Today (CT)*, the professional newspaper of ACA, and the *Journal of Counseling and*

Development (JCD). You may find jobs via ACA's Career Center. Membership in a state counseling association is also a good networking strategy, for example, the North Dakota Counseling Association (NDCA) and the Minnesota Counseling Association (MnCA).

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

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

Notes

APPENDIX A

MA Program Requirements Checklist

Name: _____ Entry Year: _____ Advisor: _____

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

Requirements for Removal from Qualified Status _____

Advanced to Approved Status _____

MA Program Curriculum Requirements

Required Core Courses

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

Sub-Total...41 cr

Plus, One of the Following Emphasis Areas:

1. **Addiction Counseling Emphasis**

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

2. **Community Mental Health Counseling Emphasis**

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

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

506	Rehabilitation Counseling: Foundations of Ethical Issues	3 cr
514	Rehabilitation Counseling: Assessment and Evaluation	3 cr
588	Rehabilitation Counseling Internship (two semesters; 6 cr/sem)	total 12 cr

TOTAL CREDITS (core + elective courses) 60cr

	<u>Anticipated Date:</u>	<u>Date Completed:</u>
<u>Advancement to Candidacy Components</u>		
Advisor or Advisory Committee Filed w/ Grad School	_____	_____
Program of Study Completed and Filed	_____	_____
IRB Human Subjects Proposal Approved if needed	_____	_____
Topic Proposal of SP, IS, or Thesis Filed	_____	_____

Other Requirements

Human Subject course completed	_____	_____
FBI Background Check	_____	_____
Diversity Statement	_____	_____
Ethics Agreement	_____	_____
Liability Insurance	_____	_____
HIPAA Training	_____	_____
First Year Review	_____	_____
Comprehensive Exams	_____	_____

Comments/Notes: _____

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

Name _____ Entry Year _____ Date _____

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

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

Comments:

1. Academic Coursework:

2. Practitioner Skills:

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

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

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

6. Writing Skills:

7. Independent Study/Thesis Progress:

8. Preparedness for Independent Practice:

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

Signed: _____ Student _____ Date

_____ Advisor _____ Date

_____ Program Director _____ Date

ETHICS AGREEMENT

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

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

Print your name here: _____

Please read the following statements and sign as appropriate.

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

Student Date

Witness Date

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

Student Date

Witness Date

MA Graduation Checklist

Student Name: _____

Name upon entering program (if different): _____

EMPLID: _____

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

Program Emphasis: _____

Contact Information:

Mailing address: _____

E-mail address (non-UND): _____

Phone number: _____

Scholarly Project: _____ Independent Study: _____ Thesis: _____

Project Title: _____

Thesis Research Data Stored and Filed via [ProQuest](#) by Graduate School Date:

Location: _____

Hard Copy: _____ Electronic Copy: _____

IRB Termination Form Filed: _____

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

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

Job or academic program placement information on file: _____

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

Practicum and internship hours filed: _____

Practicum and internship evaluations filed: _____

Practicum Site Information:

Site name: _____ Dates: _____

Total hours: _____ Supervisor(s): _____

Phone: _____

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

Site name: _____ Dates: _____

Total hours: _____ Supervisor(s): _____

Phone: _____

APPENDIX B

THE COUNSELING PROGRAM'S CRIMINAL BACKGROUND CHECK POLICY AND PROCEDURES

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

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

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

How to Make an FBI Identification Record Request:

NOTE: Confusion often exists with the terminology used regarding a check of one's criminal history record whether on file with the State of North Dakota, another state, or the FBI. Therefore, avoid using the term "background check" when making criminal history records inquiries. 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 or UND’s UPD: <https://campus.und.edu/safety/police/>. 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 an electronic version of your “background” (Identity History Summary) check about a week after they receive the fingerprints.

SPECIAL CONSIDERATIONS REGARDING OBTAINING A FINGERPRINT CARD:

1. Fingerprints may be obtained at most local, county, and state law enforcement agencies (fee amounts or no-fee policies vary widely by each agency).
2. Some private printing services or private fingerprinting agencies may exist in your area and are usually listed online or in the yellow pages (fees vary widely).
3. Regardless of the source, verify that your fingerprint impressions are being taken from a qualified/trained fingerprinting technician.
4. Fingerprints are usually placed on the FBI’s standard fingerprint form (FD-258). This form can be downloaded at their website. However, agencies may prefer to use a fingerprint card on their standard card stock which is acceptable by the FBI.
5. Fingerprint cards must include rolled impressions of all ten fingerprints and impressions of all ten fingerprints taken simultaneously (a.k.a. plain or flat impressions).
6. The fingerprint card must be the original card and must include your name and date of birth.

NOTE REGARDING PROCESSING YOUR REQUESTS:

1. It can take, on average, 2 to 3 weeks to process a request from the date of receipt by the FBI.
2. Based upon the volume of requests and time of the year as well as other factors (e.g., use of credit card method of payment), it is reasonable to anticipate at least 4-6 weeks from time of receipt.

ONCE YOU’VE RECEIVED YOUR FBI NOTIFICATION:

1. Make a copy of the letter.

2. Handwrite or type the following statement on the bottom: “I give permission to the Counseling Program to keep a copy of this statement for their records.” Sign your name after the above statement.
3. Email the signed copy to your program director and department secretary. We will store it in a secure file - separate from your student file and accessible only by faculty of the Counseling Program.
4. If the report reveals information of concern, the student will be given the opportunity to provide a written description and explanation of the information. A faculty committee from the Program (comprised of the student’s advisor, program director, and Counseling Programs Liaison) will review all available information and determine whether a student will be allowed to advance in the program.
5. Students may challenge the accuracy of any criminal history reports ordered and will be afforded a reasonable time to correct or complete the record, however, they will not be able to advance in the program until the matter is favorably resolved.

APPENDIX C

Comprehensive Examination Information

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

There are three sections of this Appendix:

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

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

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

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

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

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

The NCE is a requirement in most states for licensure as a counselor. As the CPCE is modeled after the NCE, studying for the NCE will help you to pass the CPCE. Sample questions are

available through the NBCC. In addition to the resources on the following pages, the NBCC provides a list of study materials for the NCE: <http://www.nbcc.org/exams/examprep>.

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

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

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

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

EXAMINATION CONTENT

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

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

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

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

1. Human Growth and Development — Studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. Social and Cultural Diversity — Studies that provide an understanding of issues and trends in a multicultural and diverse society.
3. Counseling and Helping Relationships — Studies that provide an understanding of counseling and consultation processes.
4. Group Counseling and Group Work — Studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

5. Career Counseling — Studies that provide an understanding of career development.
6. Assessment and Testing — Studies that provide an understanding of individual and group approaches to assessment and evaluation.
7. Research and Program Evaluation — Studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
8. Professional Counseling Orientation and Ethical Practice — Studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards, and credentialing.

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

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

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

PREPARING FOR THE EXAMINATION

Developing an effective study plan is essential for successfully passing the CPCE. A good study strategy includes preparation. To prepare, first determine what you need to learn by reviewing the content areas for the NCE (CACREP areas and work behavior areas). Choose your study materials and select a quiet, comfortable place that allows you to focus. Before you begin, check

to make sure you have everything you need. Try to avoid interruptions. Developing a study plan will allow you to learn the most as you study. Include setting goals in your study plan. Review what you have studied as often as possible. Study guides are available online.

TAKING THE EXAMINATION

The CPCE is administered as a computerized exam, unless a student has a disability that requires pencil-and-paper administration. To take the test you must register with the Program Director during the semester prior to the semester you take the exam. Upon registering with the Program Director, you will then receive information for registering for the examination. You will also register for an appointment at the university's Pearson VUE computerized testing facility on a date and time of your choosing. Students who fail the CPCE typically have an opportunity to re-take the examination.

You will take the exam at the UND Pearson VUE testing location located on-campus at the testing services center in McCannel Hall. Please follow their directions and requirements concerning identification, time of arrival, completion, and additional policies and procedures they may have set in place.

IDENTIFICATION

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

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

The first and last name that you used to register must match exactly the first and last name on the ID that is presented on test day. All IDs required must be issued by the country in which you are testing. If you do not have the qualifying ID issued from the country you are testing in, a passport from your country of citizenship is required, along with a secondary ID. If you have any questions or concerns about the ID you are required to bring with you to the testing center for admittance for your exam please contact [Pearson VUE customer service](#).

SECURITY

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

The following security procedures apply during the examination:

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

No calculators are permitted.

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

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

EXAMINATION RESTRICTIONS

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

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

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

MISCONDUCT

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

Creating a disturbance or being abusive or otherwise uncooperative;

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

Giving or receiving help or being suspected of doing so;

Attempting to record examination questions or make notes;

Attempting to take the examination for someone else; or

Being observed with notes, books, or other aids.

COPYRIGHTED EXAMINATION QUESTIONS

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

EXAMINATION PROCESS

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

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

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

FOLLOWING THE EXAMINATION

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

CANCELLATION AND RESCHEDULING POLICY

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

EXAMINATION REREGISTRATION

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

APPEALING EXAMINATION RESULTS

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

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

APPENDIX D

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

CHAPTER 43-47 COUNSELORS

43-47-01. Definitions.

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

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

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

1. The governor shall appoint the board of counselor examiners which consists of five members, including two practicing counselors, one counselor educator, and two members of the public.
2. Members of the board are appointed for terms of three years, except of those first appointed, one must be appointed for a term of one year, two must be appointed for terms of two years, and two must be appointed for terms of three years. Each member holds office until the member's successor is duly appointed. The governor may remove any member for misconduct, incompetency, or neglect of duty after providing the member with a written statement of the charges and an opportunity for a hearing.
3. The board shall annually select a chairman from among its members. The board shall meet at least twice a year. Additional meetings may be held at the discretion of the chairman or upon written request of any three members of the board.
4. Each member shall serve without compensation but is entitled to receive expenses as provided in section 54-06-09 and per diem as must be fixed by the board.

43-47-03. Duties and responsibilities of board.

In addition to the duties set forth elsewhere in this chapter, the board shall:

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

43-47-03.1. Authority to appoint or employ.

The board may appoint or employ persons to assist the board in carrying out its duties under this chapter.

43-47-04. Representation to the public.

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

43-47-05. Counseling practice - Exceptions.

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

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

1. Except as otherwise provided in this chapter, a person may not engage in counseling in this state unless that person is a licensed professional counselor or licensed associate professional counselor.

2. The board shall issue a license as a licensed professional counselor to each applicant who files an application upon a form and in a manner the board prescribes, accompanied by the required fee, and who furnishes evidence to the board that the applicant:

- a. Has a master's degree from an accredited school or college in counseling or other program that meets the academic and training standards adopted by the board;
- b. Provided personal and professional recommendations that meet the requirements adopted by the board and satisfied the board that the applicant will adhere to the highest standards of the profession of counseling;
- c. Has two years of supervised experience, at least fifty percent of which must have been under a licensed professional counselor, or its equivalent as determined by the board, and the additional supervised experience may have been with other qualified professionals designated by the board which are competent in the area of practice being supervised, if barriers due to geographical location, disability, or other factors determined by the board to create a hardship exist for the applicant. The qualified professional must be registered or otherwise qualified as a clinical supervisor by the board that licenses the other professional;
- d. Provided a statement of professional intent to practice in this state describing the applicant's proposed use of the license, the intended client population, and the counseling procedures, as defined by the board, the applicant intends to use in serving the client population; and
- e. Has demonstrated knowledge in the field of counseling by successful completion of an examination prescribed by the board.

3. The board shall issue a license as a licensed associate professional counselor to each applicant who files an application upon a form and in a manner the board prescribes, accompanied by the required fee, and who furnishes sufficient evidence to the board that the applicant:

- a. Has a master's degree from an accredited school or college in counseling or other program that meets the academic and training standards adopted by the board;
- b. Provided personal and professional recommendations that meet the requirements adopted by the board and satisfied the board that the applicant will adhere to the standards of the profession of counseling; and
- c. Provided a written plan for supervised experience which meets the requirements adopted by the board.

4. The board may waive the formal examination requirements for a professional counselor license if the applicant has been licensed or certified to practice counseling in another state under standards and qualifications similar to or greater than those set by the board.

5. A professional counselor shall renew the license every two years. The board shall renew a license upon payment of a fee set by the board and upon demonstration by the licenseholder of completion of continuing education requirements set by the board.

6. An associate professional counselor initially licensed under this chapter may be licensed for no more than two years. The associate professional counselor's license may not be extended beyond two years, except upon recommendation of the associate professional counselor's supervisor and three other counselors, at least one of whom must be a professor from the associate professional counselor's training program.

43-47-06.1. Board may establish specialty licenses.

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

43-47-06.2. Payment of delinquent license fees - Reinstatement.

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

43-47-06.3. Criminal history record checks.

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

43-47-07. Disciplinary proceedings.

The board may deny, refuse to renew, suspend, or revoke any license issued under this chapter upon finding by a preponderance of the evidence that the applicant or license holder:

1. Has been convicted of an offense determined by the board to have a direct bearing upon the individual's ability to practice counseling and is not sufficiently rehabilitated as determined by the board in accordance with section 12.1-33-02.1;
2. Has been grossly negligent in the practice of counseling and has injured a client or other person to whom the individual owed a duty; or
3. Has violated any rule of the board.

43-47-07.1. Costs of prosecution - Disciplinary proceedings.

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

43-47-08. Complaints - Investigations.

1. A person aggrieved by the actions of a counselor licensed under this chapter may file a written complaint with the board citing the specific allegations of misconduct by the counselor. The board shall notify the counselor of the complaint and require a written response from the counselor. Neither the initial complaint nor the counselor's response is public record. The counselor's response must be made available to the complainant.
2. A counselor who is the subject of an investigation by the board shall cooperate fully with the investigation. Cooperation includes responding fully and promptly to any reasonable question raised by or on behalf of the board relating to the subject of the investigation, and providing

copies of patient records when reasonably requested by the board and accompanied by the appropriate release.

3. In order to pursue the investigation, the board may subpoena and examine witnesses and records, including patient records, and copy, photograph, or take samples. It may require the counselor to give statements under oath, submit to a physical or psychological examination, or both, by a physician or physicians or other qualified evaluation professionals selected by the board if it appears to be in the best interest of the public that this evaluation be secured. A written request from the board constitutes authorization to release information. Patient records that are released to the board are not public records.

4. After review of the complaint, the counselor's response, and information obtained in the investigation, the board shall determine if there is a reasonable basis to believe that the allegations are true and that the allegations constitute a violation of this chapter or the rules of the board. If the board determines that there is a reasonable basis to believe that the allegations are true and that the allegations constitute a violation of this chapter or the rules of the board, the board shall take appropriate action. If a reasonable basis is not found by the board, the board shall so notify the complaining party and the counselor in writing.

5. Unless there is a patient release on file allowing the release of information at the public hearing, patient records acquired by the board in its investigation are confidential and closed to the public. All portions of board meetings wherein patient testimony or records are taken or reviewed are confidential and closed to the public. If no patient testimony or records are taken or reviewed, the remainder of the meeting is an open meeting unless a specific exemption is otherwise applicable.

43-47-09. Confidentiality.

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

43-47-10. Penalty.

Any person who violates this chapter is guilty of a class B misdemeanor.