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**Northern State University
Counselor Education Student
Handbook 2023 – 2024**

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WELCOME STUDENTS:

Congratulations and welcome to Northern State University's Counselor Education program! Our program is simultaneously challenging, demanding, supportive, encouraging, and ultimately rewarding. The program is designed to facilitate your growth professionally and personally, because we are all human first.

Faculty members in the Counselor Education program are eager to get to know you and to learn more about your individual aspirations. We will assist you in acquiring the knowledge, skills, and behaviors required of professional counselors.

All students in our program will have opportunities to engage in their learning experience via in person synchronous, digital synchronous, and asynchronous online methods. International students may have limitations on the number of digitally delivered courses they can take each semester due to SEVIS regulations. If this may impact you, please consult with your advisor for additional information.

This handbook will serve as a valuable resource throughout your program of study, as it contains information about policies, procedures, and program requirements for counseling including the clinical mental health and school counseling tracks.

I wish you all the best as you begin the academic year!

Sincerely,

JEFFREY HOWARD, PHD.

Department Chair | Psychology and Counselor Education Department

jeffrey.howard@northern.edu

605-626-2490

HyFlex (Digital) Delivery: All information contained in this handbook is the same for students participating in all delivery types unless otherwise noted. All required meetings will be delivered in-person and digital synchronous via Zoom.

A copy of this handbook is available in the D2L Department of Psychology and Counselor Education Sandbox. Students are expected and encouraged to review the current materials posted on D2L Department of Psychology and Counselor Education Sandbox on a regular basis so they can be familiar with all current requirements, policies and procedures related to practicum and internship.

MISSION STATEMENT:

The counseling program at Northern State University (NSU) emphasizes the development of counseling professionals who are competent in their counseling knowledge, skills, and practice. Utilizing a creative, strength-based approach, the program endorses self-reflective, theory-based, intentional counseling. The pillars of NSU's program include the celebration of human diversity, a belief in the dignity and inherent worth of others, and a commitment to fostering students' identities as professional counselors.

THE COUNSELING FACULTY:

Faculty in the Counselor Education program offer benefits from their diverse backgrounds and varied educational, occupational, and professional experiences. All faculty members are active in professional associations, such as the American Counseling Association and its divisions, the International Association for Rehabilitation Professionals, the National Council on Rehabilitation Education, the South Dakota Counseling Association and its divisions, and the National Board for Certified Counselors.

HyFlex (Digital) Delivery: All faculty members have completed or will be concurrently enrolled in training in Hyflex and online teaching and digitally delivered counselor supervision prior to delivering a course in that format.

Shalini Mathew, Ph.D.

Shalini Mathew earned a Doctor of Philosophy degree in Rehabilitation Counseling and Counselor Education from North Carolina Agricultural and Technical State University (2019), a Master of Philosophy degree in School Counseling from Martin Luther Christian University, India (2014), a Master of Science degree in Health and Behavior Science from Mahatma Gandhi University, India (2004) and a Bachelor of Science degree in Family and Community Science with minors in Chemistry and Zoology from Mahatma Gandhi University, India (2002). Dr. Mathew has three years of experience in higher education in the U.S. and 12 years of experience in private mental health setting and K-12 schools in India. She has experience in curriculum revision, program development, and accreditation (CACREP & SACSCOC). She also has supervised practicum and internship students.

Dr. Mathew is a member of the American Counseling Association (ACA), Association of Counselor Education and Supervision (ACES), and South Dakota Counseling Association (SDCA), where she served as the President Elect of North Central Chapter of SDCA, which includes Aberdeen. Her research interests include children with specific learning disabilities, complementary and alternative therapies in counseling, counselor wellness, language and literacy development in children, assessment and evaluation, counseling immigrants and refugees, experiences of international students, cross-cultural counseling.

Christopher Puglisi, Ph.D.

Christopher Puglisi has completed his PhD requirements in Counselor Education and Supervision from The State University of New York, at Buffalo with an emphasis on animal-assisted interventions (2022). He also has a Master of Science in School Counseling from the School of Education from Canisius College (2011) and a Bachelor of Science in Hospitality Administration from the State University of New York, at Buffalo State College (2008). He is a certified school counselor in New York State.

Dr. Puglisi has experience as a school counselor at the elementary, middle, and high school levels and has worked with a diverse population and in several classroom settings. He has also worked as a counselor in the Upward Bound Program at Penn State University, an adjunct instructor at several colleges and universities in Western New York, and as a life skills trainer for individuals with developmental disabilities. He also has engaged in advocacy for students with special needs.

Junwei Jia, PhD

Junwei Jia has completed his PhD requirements in Counselor Education and Supervision from Ph.D., from Lindsey Wilson College (2023) in Kentucky. Master of Arts in Clinical Mental Health Counseling, from Pentecostal Theological Seminary (2019) and Bachelor of Arts in Intercultural Studies from Lee University (2014) at Tennessee.

Dr. Jia has experience as an inpatient behavioral therapist in a psychiatric hospital. He also has experience in grief and bereavement counseling. He worked as a graduate assistant to prepare students for their practicum and internship for two years during his doctoral studies. He also worked as a co-instructor at Lindsey Wilson College and Mongolia International University.

PROGRAM OVERVIEW:

The Master of Science in Education (M.S.Ed.) in Counseling includes common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas: 1) professional orientation and ethical practice, 2) social and cultural diversity, 3) human growth and development, 4) career development, 5) helping relationships, 6) group work, 7) assessment, and 8) research and program evaluation.

CORE COURSES

Common core courses required of all students in the program include:

CGPS 736 Assessment in Counseling (3)
CGPS 739: Assessment: Diagnosis and Psychopathology (3)
CGPS 742 Career and Lifestyle Development (3)
CGPS 745 Chemical and Behavioral Addictions Counseling (3)
CGPS 750 Trauma Informed Care in Counseling (3)
CGPS 752 Crisis and Disaster Intervention and Wellness (3)
CGPS 755 Human Growth and Development (3)
CGPS 758 Pre-Practicum: Counseling Skills and Applications (3)
CGPS 760 Intro to Integrative Mental Health Care (3)
CGPS 761 Theories of Counseling and Personality (3)
CGPS 762 Multicultural Counseling (3)
CGPS 765 Group & Family Dynamics
CGPS 769 Professional Orientation and Ethics in Counseling (3)
CGPS 775 Advanced Theories (3)
EDER 761 Graduate Research and Design (3)

All students complete extensive professional practice, including practicum and internship experiences. These experiences provide for the application of theory and the development of counseling skills under supervision through offering opportunities for students to counsel diverse clients.

Students in the program are encouraged to develop an individual counseling style; however, no single educational or counseling approach is imposed. Students will elect at least one specialization in Clinical Mental Health or School counseling.

CLINICAL MENTAL HEALTH SPECIALIZATION

The Clinical Mental Health Counseling specialization is designed for students seeking professional counseling positions in agencies that assist clients in resolving psychological, developmental, situational problems, or concerns. Students are exposed to a wide range of experiences designed to foster an appreciation for the diversity of clientele served in a variety of mental health care settings.

It is expected that students preparing to work as Clinical Mental Health Counselors demonstrate the professional knowledge, skills, and behaviors necessary to address a wide variety of circumstances within the Clinical Mental Health Counseling context. Program objectives for students enrolled in the Clinical Mental Health specialization include:

- To describe the foundations of the Clinical Mental Health Counseling profession.
- To demonstrate self-awareness and sensitivity to others, seeking supervision when appropriate.
- Implementing culturally appropriate counseling practice.
- To adhere to professional standards and codes of ethical conduct.
- To articulate a theoretically based philosophy of counseling.
- To demonstrate effective and therapeutic use of research relevant to the practice of clinical mental health counseling.
- To demonstrate knowledge of various approaches to clinical evaluation and to select appropriate assessment interventions.
- To demonstrate appropriate knowledge of the principles of the diagnostic process and use of diagnostic tools.

In addition to the common core courses, the 60-credit hour Clinical Mental Health counseling specialization requires 15 credit hours of coursework specific to Clinical Mental Health counseling:

CGPS 738 Psychopharmacology (3)
CGPS 740 Intro to Clinical Supervision (3)
CGPS 795 Practicum (3)
CGPS 794 Internship (6)

Students will work with the Field Coordinator to find a site within their respective state/community. For more information, see the Practicum/Internship handbook.

SCHOOL COUNSELING SPECILIZATION

The School Counseling specialization prepares students for professional counseling positions in K-12 schools. Students enrolled in the School Counseling program are provided with the knowledge and skills necessary to serve school-aged populations in accordance with a developmental, strengths-based perspective. The program endorses the American School Counselor Association (ASCA) National Model.

It is expected that students preparing to work as school counselors demonstrate the professional knowledge, skills, and behaviors necessary to promote the academic, career, and personal/social development of all K-12 students. Program objectives for students enrolled in the school counseling specialization include:

- To describe the foundations of the School Counseling and educational system.
- To demonstrate self-awareness and sensitivity to others, seeking supervision when appropriate.
- Implementing culturally appropriate counseling practice.
- To adhere to professional standards and codes of ethical conduct.
- To articulate a theoretically based philosophy of counseling.
- To demonstrate effective and therapeutic use of research relevant to the practice of school counseling.
- To demonstrate knowledge of various needs assessments and to select appropriate assessment strategies to evaluate academic, career, and personal/social development.
- To implement appropriate pedagogical strategies, including differentiated instruction, to promote student achievement.
- To show knowledge of, and ability to work with, school and community resources to promote academic, career, and personal/social development.
- To assist in the development, implementation, and evaluation of a school counseling program.

In addition to the common core courses, the 60-credit hour School Counseling specialization requires 8 credit hours of coursework specific to School Counseling:

CGPS 754 Introduction to School Counseling, School Environment, and Consultation (3)

CGPS 774 School Counseling Program Development and Classroom Management (3)

CGPS 795 Practicum (3)

CGPS 794 Internship (6)

Additional coursework is required depending on the state you plan to practice as School Counselor:

INED 511 Native American Studies (required in South Dakota, 2022)

PRAXIS Exam (5421) – Not provided by NSU/Counseling Program (needed in other states)

Students planning to complete both specializations must complete one specialization, including the practicum and internship, before enrolling in coursework, practicum, and internship of the second specialization.

Practicum and internship experience is required for each specialization.

** Students will work with the Field Coordinator to find a site within their respective state/community. For more information, see the Practicum/Internship handbook.

ACCREDITATION

The counseling program is one of two programs offered by the Department of Psychology and Counseling housed within the School of Education at Northern State University. NSU is accredited by the Council for the Accreditation of Counseling and Related Programs (CACREP), as well as the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools. NSU's educator preparation programs, including school counseling, are accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the South Dakota Department of Education (SD DOE).

The Counseling program submitted a substantive program change request in Summer 2022 to CACREP. The request was completely approved by CACREP in June 2023. The HyFlex program includes digital delivery (digital synchronous and asynchronous). This change allows faculty the flexibility to offer the entire program in a HyFlex (digital) format. HyFlex delivery offers students options for in-person synchronous, digital synchronous, and asynchronous methods simultaneously, as appropriate. There will be selected courses that will only be offered with in-person synchronous and digital synchronous options. Change in delivery will provide greater flexibility to students, increase accessibility to advanced education in counseling, and enrich our program with a greater diversity of students from across the United States.

ADMISSION CRITERIA AND MATRICULATION REQUIREMENTS

Students admitted into the Counselor Education program are required to meet and maintain all graduate student requirements, as described in the NSU Graduate Studies Handbook (located on the NSU website). In addition, students seeking admission to the Counselor Education program will complete the graduate application, submit two letters of recommendation and statement of their career goals, complete a writing assessment, and participate in a group and individual interview process with program faculty. The interview process is conducted both in-person synchronous and digital synchronous via Zoom. Interviews are offered twice in the spring and once in the summer for fall start dates. The interview will focus on the applicants':

- Aptitude for graduate study.
- Potential for success in forming effective and culturally relevant interpersonal relationships in individual and small group contexts.
- Ability to take courses face-to-face, full-time, and maintain the course rotation as set forth in the cohort model.
- Past academic performance, professional experiences, and oral and written communication skills.
- Career goals and their relevance to the program's mission.
- Perceived aptitude for engagement in digital delivery.

After the interview, informal offers of acceptance are emailed to students within 1-3 weeks of their interview. Students will receive formal offers of acceptance from the graduate school including their assigned advisor. Advisors will reach out to students regarding the initial courses they should enroll in, access to the new student handbook (D2L Sandbox), and the date/time for New Student Orientation.

All newly admitted students must attend the New Student Orientation meeting (See Section: New Student Orientation) during their first semester of enrollment. Students may participate in-person synchronously or digital synchronously via Zoom. Students who enroll in the spring or summer term will be required to attend the new student orientation offered in the first fall that they are enrolled in the program. Students may be required to participate in additional training to support learning via digital delivery and operation of the digital learning environment prior to their academic enrollment date, based on the digital delivery readiness assessment. Mandatory advisement meetings occur during the first two weeks of the Fall semester. HyFlex (digital) learners may attend these meetings via Zoom. In these meetings, students are required to submit a completed plan of study, developed in collaboration with their faculty advisor, to the graduate office during their first semester of enrollment. The advisor will contact learners to schedule this meeting. Finally, all students in the program are required to successfully pass the Counselor Preparation Comprehensive Examination (CPCE) prior to graduation (see Exit Requirements).

ASSIGNMENT OF ADVISORS

Upon acceptance to Counselor Education program, the student will be assigned an advisor. Requests for a change of advisor may be honored if a student believes it is in their best interest to work with a different faculty member. The student must first talk to their advisor to attempt to work out a solution. If that is not accomplished, the student may go to the Department Chair to request a new advisor. If a student's advisor leaves the campus, or is on sabbatical, the student will be assigned a new advisor. The graduate school will notify the students of this change.

HyFlex (Digital) Delivery: Digital delivery learners may participate in advising via Zoom.

ADVISORS AND ADVISING

At minimum, students will meet with their advisor during the first few weeks of enrollment to complete their Plan of Study (POS). Hyflex (digital) learners may attend these meetings via Zoom. As a result, the student will learn to be accountable for the decisions made with regard to their academic goals and level of achievement attained while in the program. Students are strongly encouraged to meet with their advisor when they are having difficulty in the program, or personally, that may impede their ability to successfully complete the program. The goal of the faculty is to help the students navigate or overcome these situations for a successful outcome. Students will typically meet with their advisor either in-person or digital synchronous via Zoom, twice a semester for dispositions at mid-term and in the last few weeks of the term.

Students have an important responsibility in the advising process and are encouraged to take the initiative to seek advisement and to develop a close relationship with their advisors. The degree to which the students initiate and participate in the advising program will be a component of the student's annual evaluation process. Mutual respect between advisor and advisee is a goal of the faculty in the Counseling program.

Plan of Study (POS)

Full-time students who satisfactorily complete all their courses within the accelerated program can expect to graduate from their primary program of study within 2 academic years (5 semesters). Students who are provisionally accepted, choose a reduced semester course load at any point in the program, attend program part-time, pursue dual-track completion, fail to satisfactorily complete any course, or otherwise take any leave in the program, will extend their timeline for program completion. Students interested in adjusting their POS at any point should meet with their advisor. A new revised plan of study must be completed and submitted to the graduate school office. **Students must complete their degree within 6 years of starting the program for all coursework to remain current.

HyFlex (Digital) Delivery: Digital delivery learners may participate in advising activities via Zoom.

CONFIDENTIALITY OF ADVISEE INFORMATION

The Family Educational Rights and Privacy Act (FERPA) is the law that established the parameters for the release of student academic records and information by the University. Any questions pertaining to the release

of student information and what might be considered confidential should be directed to the NSU registrar. The Counseling Program protects the confidentiality of student academic records, including advising files. Students have a shared responsibility of protecting the confidentiality of their classmates and the personal content shared in their courses.

Students also have a responsibility to protect confidentiality of third parties, which includes information about their clients and clients of their peers and case-samples shared by faculty within their courses in keeping with the law and the *2014 ACA Code of Ethics* and the *ASCA Ethical Standards for School Counselors*.

Due to the importance of confidentiality to the counseling field, students will sign a Statement of Confidentiality (Appendix D) digitally through Formstack which will be kept in their file. Should a student breach confidentiality outside the classroom environment, the student may be subject to the Gatekeeping and Remediation Process and/or applicable Institutional Policies.

HyFlex (Digital) Delivery: Digital delivery learners (synchronous or asynchronous) are required to use headphones and participate from a private space where they can ensure the confidentiality of their peers and the content discussed in class.

NEW STUDENT ORIENTATION

A new student orientation meeting for all counseling students is held each fall. All students must participate in new student orientation either in-person or digital synchronous. While it is recommended that local students attend in-person synchronous, students participating solely in digital delivery are permitted to attend new student orientation via Zoom.

The orientation includes dissemination and review of the counseling student handbook, including:

- Ethical and professional obligations and professional growth (e.g., Information about professional organizations, opportunities for professional involvement, and activities appropriate for students).
- Eligibility for licensure/certification.
- Student remediation and dismissal processes in the counseling program.
- Academic integrity and academic appeal processes.
- Digital delivery technology requirements, authentication processes, and additional program costs.
- Introduction to Desire2Learn (D2L) course management system.
- Introduction and orientation to the university's research resources.
- Introduction to the 'Peer Mentoring Program' in Counseling.
- Introduction to the Office of Student Accessibility Services.

It is expected that students schedule an initial advising meeting with their faculty advisor during the first term of enrollment.

ACCESSIBILITY ACCOMODATION POLICY

Northern State University and the Counselor Education program strives to ensure that physical resources, as well as information and communication technologies, are reasonably accessible to users in order to provide

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equal access to all, as mandated by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973.

Students eligible for accessibility services, should contact the Office of Accessibility Services prior to the start of or within the first week of the term to schedule an appointment. Those who believe that they have encountered an accessibility issue, should inform their instructor and the Office of Accessibility Services to work to resolve the issue as quickly as possible.

Kelly Weismantel, Assistant Director of Accessibility Services
Student Center Room 222 – 2nd Floor
Phone 605-626-3007, Fax 605-626-3399
Email Kelly.Weismantel@northern.edu

MINIMUM PROGRAM REQUIREMENTS AND ASSESSMENT

Program faculty members conduct a systematic developmental assessment of each student’s progress throughout the program, called Professional Dispositions. Professional Dispositions are completed twice (Mid-term and Final) each fall and spring term and address academic performance, professional development, and personal development.

Students’ academic performance is evaluated using letter grades; cumulative and term grade point averages for each student is reviewed each term. Graduate students must maintain a cumulative grade point average of 3.0 or higher; grades below “C” will not count toward graduation. A grade of “B” or higher is required in all clinical skills courses, including CGPS 758 Pre- Practicum: Counseling Skills and Applications, and CGPS 765 Group Counseling and satisfactory completion of CGPS 795 Practicum and CGPS 794 Internship. Should a student fail to meet these requirements, they may be asked to repeat the course at NSU. The necessity to repeat a course will affect the plan of study so students will work with the advisor to create a revised plan of study to resubmit to the graduate school office.

Using the program’s disposition evaluation form (Appendix B), students will be evaluated twice a semester, at approximately Midterm and Final weeks. Faculty will complete the evaluations together for each student. In addition, faculty members will complete a semi-annual academic review (Appendix C) for every student twice during each academic year. Once completed, advisors will meet with their assigned students to discuss the results of their evaluations.

Consistent with established institutional due process policy, the *2014 American Counseling Association (ACA) Code of Ethics*, and the American School Counselor Association (ASCA) Ethical Standards for School Counselors, students who demonstrate inadequate progress in any of these areas will be asked to complete an individualized remediation plan. Students unable to successfully complete remediation will be counseled out of the program and, if possible, into a more appropriate area of study. HyFlex (digital) learners will have the opportunity to engage in the remediation process via Zoom and sign plan digitally using Formstack.

Graduate students who feel they have been aggrieved by a decision or an action of a Northern State University graduate faculty member relating to class absences, grades, alleged academic dishonesty, plagiarism, or

classroom behavior disorders, shall follow the appeal process if they wish to bring their grievances to a resolution (Appendix B).

Minimum Program Requirements include:

- Admission to the program
- Completion of New Student Orientation
- Completion of Plan of Study
- Take courses as scheduled on the Plan of Study and maintain cohort rotation of classes
- Maintain Good Academic Standing
- Successful Completion of all Coursework and Dispositional Evaluations
- Successful Completion of CPCE Comprehensive Examination

Students who are unable to successfully complete the CPCE but pass the National Counseling Examination (NCE) and meet all other above requirements may be allowed to graduate from the program.

HyFlex (Digital) Delivery: The CPCE and NCE are available electronically or may be completed at an approved testing site. Please contact your advisor for additional information.

ETHICAL AWARENESS

As a CACREP-accredited program, all students are expected to adhere strictly to both letter and spirit of the American Counseling Association Code of Ethics. During the first semester of enrollment in the Counseling Program, the student must become familiar with the *2014 American Counseling Association Code of Ethics*. Any training relationship in which students take client/counselor roles is considered a client/counselor relationship and, therefore, subject to all the ethical and legal regulations governing such relationships. Students will be required to sign statements of ethical awareness at the start of CGPS 758, before beginning all clinical experiences.

Applicants who accept an invitation to enter the NSU Counseling Program (student counselor) are affirming their awareness of the ACA ethical standard that “counselors do not condone or engage in discrimination based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital status/partnership, language preference, socioeconomic status, or any basis proscribed by law.” Non-discrimination includes a student counselor’s willingness to counsel any client representing any of these categories, even if the category involves a lifestyle that the student counselor does not agree with. Referral of such clients solely for reasons of personal beliefs and/or values constitutes discrimination and, thus, violation of the *ACA Code of Ethics*. Students who violate the *Code of Ethics* are subject to applicable program and institutional disciplinary action procedures.

COMMITMENT TO PERSONAL GROWTH AND RELATED RISKS

In addition to the demands of graduate study on students’ time, attention, and finances, the study of counseling involves additional potential demands. Effective counseling requires self-exploration and self-knowledge. It also often involves exploration of, and changes in, long-held values and beliefs. Counseling students often develop

new levels of awareness of self and others. This awareness can change relationships with one's family of creation (spouse/significant other, children), one's family of origin (parents, siblings), one's friends, and other associates. These are often relatively easily incorporated, but they can sometimes be as profound as the dissolution of relationships.

Counseling graduate students should be aware of the risks associated with enhanced personal and interpersonal awareness. They should monitor themselves and their relationships in this regard and, if they encounter problems that do not resolve relatively quickly, they should seek counseling through the Northern State University Counseling Center or a local mental health service provider.

PEER MENTORING

The peer mentoring program pairs first-year, CMH and SC students with full-time second-year students in the same discipline roughly mid-semester in the fall term. All first-year students are automatically placed in the program; mentors are selected via faculty appointment. The purpose of the Counseling Mentoring Program is to provide support, resources, and information to first-year master's level counseling students as they navigate the journey through graduate school while second-year students gain leadership, mentorship, and service skills essential in the counseling field and in practice.

STUDENT ORGANIZATION - ACTIVE MINDS

The Counseling program established an Active Minds chapter at NSU in Fall 2021. We strongly encourage students to get involved and take on duties as officers in the organization. Active Minds is a graduate student-led organization that's mission is to change the conversation about mental health as leaders for MH advocacy and suicide prevention. Officer elections are each fall term, and some positions may only be held by students who can come to campus. To find out more, go to: <https://www.activeminds.org/>

PROFESSIONAL REFERENCE POLICY

At various times, students require a reference (verbal or written recommendation) from their program to gain employment or credentials. Counseling Program faculty will provide a professional reference for a graduate only for a position or credential for which the graduate has been prepared. Internship site supervisors are urged to follow this policy.

Students should be aware of this policy and request references only for employment and credentials for which the corresponding track has been completed. If the student chooses to complete the coursework and field experience requirements for additional tracks, faculty will provide a reference for those tracks as well.

AMERICAN PSYCHOLOGICAL ASSOCIATION PUBLICATION STYLE

NSU's Counseling Program faculty requires that papers written for counseling courses conform to American Psychological Association (APA) publication style, 7th Edition. The current edition of the Publication Manual of the American Psychological Association is a required text for the introductory courses in the Counseling Program. Students are encouraged to retain a copy of the Publication Manual as a reference throughout their

coursework in the program. Students are responsible for learning how to effectively write in APA and may receive instruction early in the program in-person and digitally. Instructors may allot a portion of grades on assigned papers to conformity to APA format.

ACADEMIC HONESTY AND MISCONDUCT

Cheating and other forms of academic dishonesty and misconduct run contrary to the purposes of higher education and such behavior is incongruent with values within the counseling field. Such behavior will not be tolerated and is subject to poor disposition outcomes, misalignment with competencies for counseling students, and gatekeeping and remediation policies which can lead to students being counseled out of the program. Academic dishonesty includes, but is not limited to, plagiarism, copying answers or work done by another student (either on an exam or an assignment), allowing another student to copy from you, and using unauthorized materials during an exam. Students are not allowed to work together on an assignment or test, unless otherwise specified by the instructor. Northern State University's policy and procedures on cheating and academic dishonesty as outlined in the Northern State University Student Handbook ([NSU Student Handbook](#)). The consequences for cheating and academic dishonesty include receiving no or reduced credit for an assignment and failing a course. Students may also fail a course after receiving failing or reduced grades for affected assignments. Additional information can also be found in the [SDBOR policy](#) on Academic dishonesty.

DELIVERY SYSTEMS USED FOR INSTRUCTION

The specific delivery systems used for instruction within program coursework vary with each course; however, the majority of courses utilize a combination of lecture, small group discussion or activities, guest speakers, and experiential/immersion activities. Additionally, material (i.e., lecture notes, syllabi, supplemental readings) and information (i.e., schedules, course grades, and assignments) related to each course are maintained in course specific websites housed in Desire2Learn (D2L). Common digital tools used within the program are identified below.

D2L - Learning management system used to deliver courses digitally.

Panopto – Technology used to capture lectures or short videos for anytime viewing integrated with D2L.

Zoom – Web conferencing software used for the delivery of digital synchronous courses integrated through D2L. Zoom offers a HIPAA-compliant version of its software that can be utilized for supervision and counseling skills courses supporting both in-person synchronous and digital synchronous delivery.

Formstack – Automated data collection tool using online forms to support formative and summative assessment and evaluation activities.

Email – Technology support for electronic communications with students

HyFlex

- **HyFlex Synchronous**

CGPS 769: Ethics+

CGPS 761: Theories+

CGPS 765: Group & Family+

CGPS 775: Adv. Theories+

CGPS 750: Trauma Informed Care+

CGPS 745: Addictions+

CGPS 754: Intro to School+

CGPS 758: Pre-practicum+

CGPS 737: Diagnosis+

CGPS 736: Assessment+

CGPS 795: Practicum+

CGPS 794: Internship+

CGPS 760: Intro Integrative+

*ASYNCHRONOUS

+ SYNCHRONOUS (In-person synchronous, Digital synchronous only)

**HYFLEX (In-person synchronous, Digital synchronous, Asynchronous)

HyFlex

- **Fully HyFlex- Async**

CGPS 752: Crisis* or **

CGPS 770: Supervision* or **

CGPS 742: Career* or **

CGPS 774: SC Development* or **

CGPS 762: Multicultural**

CGPS 739: Psycho-Pharm**

EDER 761: Research Methods* or ***

*ASYNCHRONOUS

+ SYNCHRONOUS (In-person synchronous, Digital synchronous only)

**HYFLEX (In-person synchronous, Digital synchronous, Asynchronous)

DIGITAL DELIVERY PROGRAM EXPECTATIONS & AUTHENTICATION

Students will be given a digital delivery readiness assessment prior to entry to the program. Based on the results of the assessment, individualized recommendations will be made to the student by their advisor to support any skills development necessary to be successful in a HyFlex (digital) delivery program.

Access to many of the university's technologies, including D2L, Panopto, and Zoom, and email requires a two-part authentication process. NSU uses DUO, which provides a secure log in and allows users to quickly verify their identity by approving a push notification before accessing protected applications. Technology used by students in the counseling program are easily accessible through the NSU Self-Service webpage. This site also offers a robust array of support and training materials to both faculty and students. Students needing assistance downloading DUO may contact IT.

HyFlex (Digital) Delivery: Students planning to engage in digital synchronous delivery will do so using Zoom. Digital synchronous and asynchronous students are required to wear headphones and attend class in a private space. Digital synchronous learners are also required to have a webcam and microphone enabled during class.

Classroom lectures may be recorded using Panopto. This allows all students flexible access to review and rewatch lecture information when it is most convenient. Recordings will typically be available within 24 hours of the conclusion of class and can be accessed in the D2L course shell. Faculty reserve the right to omit and edit the recorded lecture as appropriate and at their discretion. Lectures will remain available to enrolled students for the duration of the semester.

No part of any class recording is to be distributed, circulated, or shared with parties not enrolled in the course. Doing so would violate SDBOR policies [7:1 \(Acceptable Use\)](#) and [7:7 \(Personally Identifiable Information\)](#) as well as violate federal [FERPA policy](#). Any student who wishes to access and review recorded information asynchronously must wear headphones and participate from a private space to protect the confidentiality of their peers.

Finally, all students needing technology service assistance can contact the NSU Help Desk by phone at (605) 626-2283, submit an email to help@northern.edu or visit in-person: Mewaldt-Jensen room 303. Students may also submit a ticket for assistance through the [Service Request](#) site.

ANTICIPATED CO-CURRICULAR COSTS

Laptop (or tablet): Price Varies; all students will need the ability to engage in web-based active learning classroom discussions.

Headphones/webcams: Price Varies; digital synchronous and asynchronous students need for compliance to digital learner requirements.

SkillSetter (CGPS 758): \$59/semester; Professor will instruct students about when to purchase.

HPSO Insurance (Practicum/Internship): Insurance is good for one year. We encourage students to purchase membership to the American Counseling Association where HPSO Student insurance comes with your membership with additional added benefits including educational training, scholarship and much more.

Video/Audio Recording Device: Counselor's-in-training that record sessions with clients for supervisory and evaluative purposes will need to use an institutionally approved, compliant application such as Express Dictate Pro (\$159/year). This is a smart phone application that sends encrypted audio recordings to the Faculty Supervisor for review. Purchase of this application for the Practicum and Internship is the responsibility of the counselor-in-training.

Counseling Appointments: The NSU Counseling Center provides individual counseling to help students through personal difficulties. Counselors help students acquire skills, attitudes, abilities, and knowledge enabling them to succeed academically and personally. Referrals and telehealth options are available for students' completing programs delivered digitally. Fees for services may vary; students with behavioral health benefits, through an insurance or EAP program with an employer, may receive services at a reduced rate.

National Counseling Exam: Students may have the opportunity and choose to take this exam prior to or after graduation. The University does not cover the costs related to this exam.

OPTIONAL:

Professional Counseling and School Counseling Organization memberships; Cost varies

Professional Counseling and School Counseling Conferences – Cost varies, usually \$100+

Flight/Accommodations for Students coming to Commencement from outside area; Cost varies.

Grammarly (optional/recommended) – cloud-based typing assistant reviews spelling, grammar, punctuation, clarity, engagement, and delivery mistakes; limited assistance for free and annual premium plans up to \$144 include plagiarism detection.

PRE-PRACTICUM and ADVANCED THEORIES

Students practice counseling skills with each other in CGPS 758 and 775. Practice is conducted in such a way that the "client" has role-playing options through which he or she can regulate self-disclosure and minimize dual relationships. *HyFlex (digital)* learners may practice synchronously via Zoom and must use webcam, headphones and must participate in a space where they can protect confidentiality.

GROUP COUNSELING

The NSU Counseling Program requires a non-clinical personal growth group counseling experience. During enrollment in CPGS 765 students are required to participate in approximately 10 hours of group counseling sessions with other students from the class under the leadership of an experienced group counselor chosen by the instructors. The counselor is supervised in a way that protects confidentiality of group members. These group counseling experiences are mandatory and will be outside your designated class time. Students will be informed of the date and time of the group experience in the syllabus and on/before the first day of class. *HyFlex (digital)* learners may practice via Zoom and must use webcam, headphones and must participate in a space where they can protect confidentiality.

PRACTICUM AND INTERNSHIP

The NSU counseling program culminates with supervised experience in the field, this provides learners with the opportunity to put the theory, knowledge, and skills they have acquired earlier in the counseling program into practice. The field-based experience has a knowledge base organized around 1) knowledge of self, 2) knowledge of content, 3) knowledge of the individual, 4) knowledge of the approaches, methods, and techniques of counseling theory, and 5) knowledge of self as a counselor and member of a learning community. The field experience should be a learning experience for you as well as a chance to provide valuable service to clients on site. Full details regarding the practicum and internship can be found in the CMH (Clinical mental health) and SC (School counseling) Practicum and Internship handbook.

PRACTICUM AND INTERNSHIP: APPLICATION PROCESS

Students in the Clinical Mental Health track planning to complete field experiences in the local Aberdeen area, should apply for practicum and internship sites by the end of their first spring semester. Students should work with the Field Coordinator and reference the Practicum/Internship handbook to locate appropriate sites and supervisors. A letter of intent and a resume is needed for application to all sites.

Students in the School Counseling track wishing to have placement in the *Aberdeen Public School System* will apply for their Practicum and Internship experiences during their first spring semester, on or before January 25th, by sending a resume and letter of intent to Annie Falk (annie.falk@k12.sd.us). For example, students planning to complete their practicum Fall and their internship Spring must apply for both prior to January 25th the year prior. No placements will be made after February 1st.

HyFlex (Digital) delivery: Students will work closely with the Field Coordinator to apply for Practicum and Internship sites within their area or respective communities. Students must communicate with the Field Coordinator at the start of their program to identify potential sites to complete the internship experience.

It is not uncommon for Sites to have unique policies, procedures, or requirements that need to be carefully considered in establishing a placement agreement. The importance of planning early for the Practicum and Internship experience cannot be overstated.

PRACTICUM AND INTERNSHIP: PROFESSIONAL LIABILITY INSURANCE

All students must provide proof of current professional liability insurance *prior to* serving clients in CGPS 795 and CGPS 794. In order to get insurance through the American Counseling Association (ACA), you must first become a member of ACA (recommended insurance). To access information about joining and liability insurance, log onto www.counseling.org. Liability insurance may also be obtained from Healthcare Providers Service Organization (HPSO) at www.hpso.com. A copy of your professional insurance will be kept on file by the practicum instructor; students should also maintain a copy. Insurance is also available from Health Providers Service Organization and can be obtained from <http://www.hpso.com/>.

*Students employed at a mental health serving organization or similar service agencies: Even if your employer holds individual and agency liability insurance – you must still obtain student professional liability insurance.

CGPS 795: PRACTICUM

Practicum focuses on skill integration, theoretical foundations, and treatment procedures; it is offered in the fall semester only for SC students and the summer semester only for CMH students. Requirements include 100 clock hours of supervised experience over a minimum of 10 weeks, with a minimum of 40 hours of direct counseling experience: weekly interactions totaling one hour per week of individual or triadic supervision with the site supervisor and one- and one-half hours per week of group supervision by a program faculty member.

All Students: Mandatory group supervision is scheduled to meet one and one-half hours per week in-person or digital synchronous using Zoom. There is NO asynchronous option.

CGPS 794: INTERNSHIP

Internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area; it is offered the last five weeks of the fall semester and spring semester only for SC counseling students and in the full fall and spring term only for CMH students. Requirements include 600 clock hours of supervised experience, with a minimum of 240 hours of direct counseling experience. Students must receive one hour per week of individual or triadic supervision by the site supervisor and one and one-half hours per week of group supervision provided by a program faculty member.

All Students: Mandatory group supervision is scheduled to meet one and one-half hours per week in-person or digital synchronous using Zoom. There is NO asynchronous option.

Practicum and internship experiences must be consistent with the students' program specialization. Students pursuing the School Counseling specialization must complete their experience in all three grade levels: elementary, middle, and high school. Appropriate sites for students pursuing Clinical Mental Health Counseling include mental health centers, specialized community agencies, addiction treatment centers, and hospitals. Private practice settings are not typically used for the practicum/internship experience.

SITE SUPERVISOR QUALIFICATIONS

Site supervisors must have the following qualifications:

- A master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses (such as Certified School Counselor, LPC, LPC-MH, LCSW, Licensed Psychologist) in good standing in the state that the student is engaged in practicum or internship.
- A minimum of two years of pertinent professional experience, post-Master's-graduation, in the program area in which the student is enrolled;
- Knowledge of the program's expectations, requirements, and evaluation procedures for students;
- Willingness to participate in annual site supervisor advisory meetings.
- Relevant training in counseling supervision

HyFlex (Digital Delivery): Supervisors who wish to engage in digital supervision must have adequate training in this area.

PROFESSIONAL ORGANIZATIONS

All students and graduates are strongly encouraged to become active members in professional organizations, at the national level (e.g., American Counseling Association, American School Counselor Association), the state level (e.g., South Dakota Counseling Association, South Dakota School Counselor Association), and the local level (e.g., North Central Chapter of the South Dakota Counseling Association). Every state has a professional counseling organization, and faculty advisors will help students identify local/state chapters, as needed.

Benefits of membership in professional organizations include:

- Connections with up-to-date knowledge, practices, and research findings in the counseling field.
- Involvement with activities and issues related to the counseling profession.
- Professional development opportunities.
- Access to journals, magazines, and newsletters.
- and Networking opportunities.

EXIT REQUIREMENTS

CPCE EXAM

All students must successfully complete the Counselor Preparation Comprehensive Examination (CPCE) before graduation. To pass the exam, NSU students must score within one standard deviation below the reported national mean score. Any student who fails must re-take the exam (up to two additional times) within the succeeding one-year period at their own expense.

Students who cannot successfully attain a passing score on the CPCE after three tries will not be eligible for graduation unless they have successfully petitioned the counseling faculty in writing to request alternative arrangements. Students on a slower-paced timeline may not take the CPCE later than the fall of their fifth year in the Counselor Education program.

Students in the Clinical Mental Health program are also encouraged to take the National Counselor Exam (NCE) or the National Clinical Mental Health Counselor Exam (NCMHCE) during their final semester of enrollment as their state allows. NSU does not provide or schedule these examinations. Students unable to pass the CPCE but pass that NCE can graduate upon submitting the official score report to the Graduate Office.

HyFlex (Digital) Delivery: Students engaged exclusively in digital delivery may take the CPCE in a proctored online environment.

APPLICATION FOR GRADUATION

All students should apply for graduation no later than eight weeks before the end of their final semester. Commencement exercises are held in May and December. Students wishing to attend commencement must contact the Office of Graduate Studies. Additional information is provided in the Graduate Studies Handbook (on the NSU website).

HyFlex (Digital) Delivery: Students are encouraged to participate in the commencement ceremony. Students traveling and staying in Aberdeen should consider making travel arrangements (flight and hotel accommodations) as early as possible. The following link will aid you in finding area accommodations, travel and things to do while you are in Aberdeen: <https://www.aberdeen.sd.us/>

CERTIFICATION AND LICENSURE

The curriculum for the counseling program at NSU is designed to meet the licensure/certification requirements in South Dakota and to prepare students to sit for licensure exams in South Dakota. The various licensure boards in each state are responsible for setting specific requirements for licensure/certification in the state. NSU is nearing completion of the review of state education requirements for Professional Licensure Certification (PLC) for School and Clinical Mental Health Counseling. Students seeking licensure/certification outside the state of South Dakota can find information about each state's licensure requirements on the [NSU Disclosure Statement](#) webpage. NSU's PLC site indicates states where the NSU curriculum meets or does not meet state education requirements for licensure. States where it cannot be determined are also indicated. Prospective students residing in states where requirements are not met or have not been determined receive notification from the OCE. Prospective students will be counseled to engage with the Counseling Program Coordinator *before enrolling* to better understand the licensure education requirements in the intended state of residence/licensure.

HyFlex (Digital) Delivery: Students outside South Dakota can find information about their licensing requirements at the following link: [NSU Disclosure Statement](#).

Clinical Mental Health Track

Upon completion of all requirements for the Clinical Mental Health track, students are eligible to apply for the National Counselor Examination (NCE). A passing score on the NCE is required for application to the South Dakota Board of Examiners for Counselors and Marriage and Family Therapists for licensure as a Licensed Professional Counselor (LPC) as well as other states. Licensure as an LPC in South Dakota also requires documentation of 2,000 hours of experience in counseling under the supervision of a board approved supervisor.

Additional information about licensure in South Dakota can be found at the following link:
<https://sdlegislature.gov/Rules/Administrative/11113>

Students outside South Dakota can find information about their licensure requirements at the link below:
<https://www.northern.edu/plc-counseling-clinical>

Because the name of a course varies from one institution to another, students seeking licensure outside South Dakota are encouraged to keep their course syllabi in the event your state requests a copy.

School Counseling Track

Individuals planning to counsel in preschool through grade 12 schools must demonstrate the applicable content, pedagogical, and professional knowledge and skills identified in the CACREP standards and to demonstrate competency on the applicable multiple assessment measures in chapters 24:53:04, 24:53:05, and 24:53:06 (ARSD 24:53:09:01). Although certification as a school counselor in South Dakota does not require teacher certification, the South Dakota Department of Education requires students to take INED 511 South Dakota Indian Studies prior to their first certification renewal. CGPS 762: Multicultural Counseling counts toward the

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state requirement of EDFN 575 Human Relations. It may be necessary to show your syllabus from the Multicultural course to attain this credit.

Additional information about certification in South Dakota can be found at the following link:
<https://doe.sd.gov/certification/>

Students outside South Dakota can find information about their certification requirements at the link below:
<https://northern.edu/plc-counseling-school>

Because the name of a course varies from one institution to another, students seeking certification outside South Dakota are encouraged to keep their course syllabi in the event your state requests a copy.

STUDENT REMEDIATION AND GATEKEEPING

The student retention and gatekeeping policy is a component of the Remediation policy used by Counselor Education program faculty members to evaluate each student for academic, professional, and personal fitness to continue in the counseling program. Specifically, the policy outlines procedures to be followed if a student does not meet program criteria and describes the process of possible readmission to the program. This policy applies to all learners regardless of program delivery type. HyFlex (digital) learners will participate in remediation meetings via Zoom, and complete all documentation using Formstack.

Faculty conduct a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. Consistent with established institutional due process policy, the American Counseling Association's (ACA) Code of Ethics (2014), and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.

Students identified by program faculty members or field placement supervisors to have academic, professional, or personal deficiencies will be provided the opportunity to remediate the identified performance deficit/s as outlined by the Individualized Written Remediation Plan (IWRP), developed in consultation with all program faculty and the individual student. Students unable to successfully complete the behavioral or dispositional expectations outlined by the IWRP will be counseled out of the program by their academic advisor or department coordinator.

Recognizing that students often demonstrate personal or professional growth after having been counseled out of the program, those students may be considered for possible re-entry after an elapsed period of two years. In such cases, the student must re-apply for admission into the program. Students previously counseled out of the program must include a letter specifically addressing the ways in which they have successfully remediated the deficits outlined on the IWRP.

My signature below indicates that I have read and understand the NSU Counseling Program Student Retention and Gatekeeping policy.

Printed Name: _____
Signature: _____ Date: _____

NORTHERN STATE UNIVERSITY
Department of Psychology and Counseling
Clinical Training and Remediation Policy

Faculty members of the Psychology and Counseling department endeavor to facilitate students' professional development including a commitment to ethical practice, social justice, and clinical competency emblematic of all qualified providers of counseling services. Towards that end, faculty members assess students' capacity to consistently meet the standards of practice that define the counseling profession. Consequently, each student in the program must demonstrate that they have attained the necessary academic, professional, and personal fitness (i.e., characteristics) associated with the essential functions of professional counselors as evidenced by successful completion of required program coursework, minimum competency/dispositional evaluations, and clinical practicum.

Whereas faculty members provide students with evaluative feedback regarding class performance on an on-going basis, students receive additional feedback during structured minimum competency evaluations that occur at five distinct periods spaced throughout students' plan of study. Minimum competency/dispositional evaluations are designed to address students' knowledge of counseling theory and techniques; ability to integrate this knowledge into counseling practice and research; and interpersonal communication skills including the ability to develop professional working relationships that are solution-focused and characterized by genuineness and respect. The sequence of competency evaluations and the associated procedures used to remediate skill deficiencies are as follows: Recommended Remediation Process for the Counselor Education program.

HyFlex (digital) learners who need to engage in the remediation process will confidentially attend meetings via Zoom. Formstack will be used to complete all required documentation.

- Step one: Identify the student and the concern(s) (These are concerns that present a significant concern to the instructor).
- Step two: Contact the student's advisor with the concern(s)
- Step three: Obtain additional input from other faculty on the student's progress and/or concerns (Advisor will do this).
- Step four: Advisor informs the Program Chair of the concerns regarding the student and that steps five through six, described below, are recommended.
- Step five: Complete a Concerns/Strengths form with the student
- Step six: Develop a remediation plan addressing the concerns/problem areas for the student (The remediation plan will: outline the concerns; identify ways of addressing the concerns; identify student, instructor, advisor responsibilities; specify timeframe to address concerns; and state outcome of successful or unsuccessful completion of remediation). HyFlex (digital) learners will review and sign their remediation plan digitally through Formstack.

Potential areas addressed by the remediation plan:

Professional/Ethical behavior

Academic progress

Clinical skill

Interpersonal skill

Professionalism

Level 1: Structured Supervisory Evaluation 3 (SSE-3): Semi-Annual Evaluation of Student Performance

The program faculty conducts semi-annual reviews of progress for each student in the program, beginning in the first year, and continuing until graduation. Satisfactory progress is asserted through a vote of the PCE faculty and feedback provided to the student as outlined on the *Semi-Annual Counseling Candidate Academic Review* form. If progress is unsatisfactory, details are provided to the student, along with recommendations to facilitate future satisfactory progress. Details are provided to HyFlex (digital) students via confidential Zoom meeting. Exceptional performance is also noted and communicated to students.

Level 2: Structured Supervisory Evaluation 1 (SSE 1.1-1.2): Counseling 758: Counseling Pre-Practicum

Students are required to successfully complete Counseling 758: Counseling Pre-practicum during the first year of enrollment. The course represents two distinct training components designed to provide an intensive and integrative pre-practicum experience. The didactic component provides focused instruction in behaviorally anchored micro-skills of counseling whereas the laboratory component provides students with opportunities to apply micro-skills under direct supervision in a simulated counseling setting with analogue clients. Students also participate in group supervision designed to foster their conceptual and communication skills. Specifically, the laboratory component of the course affords students the opportunity to provide non-evaluative feedback to peers regarding pre-session planning and post-session processing based on observed counseling sessions.

Students enrolled in the course are provided with structured supervisory evaluations (SSE) both at mid-term (i.e., SSE 1.1) and at the end of the course (i.e., SSE 1.2). Those students who are unable to demonstrate minimum competency standards regarding developmentally appropriate application of micro-skills at SSE-1.1 or SSE-1.2, will be provided with opportunities to remediate skill deficits as identified and described by the supervisor/s or instructor of the course. In these instances, the faculty supervisor/instructor and the student will develop an Individualized Written Remediation Plan (IWRP) to guide the remediation process. The IWRP is designed to facilitate students' ability to demonstrate effective and consistent use of counseling micro-skills not demonstrated during the regular term. The IWRP developed by the student and the acting supervisor/s, often in consultation with the student's academic advisor, will outline the behaviorally anchored skill deficit/s or associated competencies that must be demonstrated to successfully complete the requirements of pre-practicum.

Additionally, the IWRP will outline all supervisory interventions and specify the time frame for completion. As such, the IWRP developed must specify: (a) all individuals who will be involved with implementing the plan; (b) a reasonable time frame for completion, and (c) a behaviorally anchored description of criteria for satisfactory completion. Students' eligibility to register for Counseling 795: Counseling Practicum or 794: Counseling Internship is contingent upon the successful completion of Counseling 758 and, if appropriate, all requirements as outlined in the IWRP. In the event that an IWRP is developed prior to the end of the term; for example, if a student demonstrates persistent skill deficits during the first half of the term, the remediation process should parallel that described above. In the event that an IWRP is developed on or before SSE 1.1,

students must satisfactorily complete all associated requirements and also achieve a passing SSE 1.2, to be eligible for advancement to Counseling 795: Counseling Practicum.

HyFlex (digital) learners who need to engage in the remediation process will attend meetings confidentially via Zoom. Formstack will be used to complete all required documentation.

Level 3: Structured Supervisory Evaluation 2 (SSE 2.1-2.2): Counseling 795: Counseling Practicum

Students are required to successfully complete Counseling 795: Counseling Practicum during the first or second year of enrollment. The course represents two distinct training components designed to provide an intensive and integrative practicum experience that assists students to hone their clinical skills while developing theoretical intentionality. Students in the course are responsible for the provision of direct counseling services under supervision by department faculty members or their designates. The didactic component provides advanced individualized instruction in counseling theory and technique including interpersonal processes of therapy (Tyber, 2006). The laboratory component provides students with opportunities to apply advanced counseling skills under supervision in a live counseling setting with individuals or families living in the region. Students participate in weekly group and individual supervision designed to provide supervisor and peer-evaluative feedback both regarding pre-session planning and post-session processing.

As in Counseling 758, students are provided with structured supervisory evaluations (SSE) both at mid-term (SSE 2.1) and at the end of the course (SSE 2.2). Students who do not demonstrate the ability to effectively utilize advanced counseling and conceptual skills may be provided with opportunities to remediate skill deficiencies as identified and described by the supervisor/s or instructor of the course. The details of the IWRP developed by the acting supervisor/s or instructor, in consultation with the student and the student's academic advisor, will outline specific behaviorally anchored interventions designed to facilitate the students' ability to demonstrate effective and consistent use of advanced counseling and conceptual skills. The remediation process used in the course parallels the process described in Level 1 above. The remediation plan must specify (a) all individuals who will be involved with implementing the plan; (b) a reasonable time frame for completion, and (c) a behaviorally anchored description of criteria for satisfactory completion. Students are required to complete the IWRP and all other course requirements to become eligible to register for internship. Should remediation be necessary prior to the end of the term, such as when students demonstrate persistent skill deficits during the first half of the term, the process will parallel that described in Level 1 above.

HyFlex (digital) learners who need to engage in the remediation process will attend meetings confidentially via Zoom. Formstack will be used to complete all required documentation.

Level 4: Structured Supervisory Evaluation 4 (SSE-4): Counseling 794: Counseling Internship.

As part of the internship placement in a community counseling agency or school setting, students receive on-going clinical supervision both from site supervisors and the PCE faculty internship coordinator or instructor. Student interns receive periodic performance reviews from site supervisors as per agency or school policy and practice. The faculty internship coordinator or instructor, in consultation with the site supervisor, conduct two structured supervisory evaluations (i.e., SSE-4.1 & SSE-4.2) during the student's internship placement. Specifically, SSE-4.1 occurs at mid-term and SSE-4.2 is conducted at the end of the term for each term during the internship placement.

Students who do not demonstrate mastery of the full range of advanced counseling and conceptual skills outlined for the SSE-4.1-4.2 may be provided with opportunities to remediate skill deficits. The process for remediation during internship parallels the process described in Levels 1-2 described above. As described in previous levels, the remediation plan developed will outline specific behaviorally anchored skill deficiencies and associated interventions designed to facilitate the student's development. Additionally, the remediation plan must specify (a) all individuals who will be involved with implementing the plan; (b) a reasonable time frame for completion, and (c) a behaviorally anchored description of criteria for satisfactory completion. Students are required to complete the remediation plan in the time period indicated on the IWRP prior to registering for graduation. Should a remediation plan be necessary prior to the end of the term, such as when students demonstrate persistent skill deficits during the first half of the term, the process will parallel that described above. Students must satisfactorily complete all requirements outlined on the remediation plan triggered at the SSE 2.1 conducted at mid-term and also achieve a passing SSE 2.2, to be eligible for advancement to candidacy for graduation.

HyFlex (digital) learners who need to engage in the remediation process will attend meetings confidentially via Zoom. Formstack will be used to complete all required documentation.

NORTHERN STATE UNIVERSITY
Department of Psychology & Counseling
Trainee Strengths and Concerns Form

The purpose of this form is to inform students of any actions and/or behaviors that have been identified as concerns or problematic to the development and growth of the student in one or several of the following areas: professional development, academic progress, clinical progress, ethical knowledge and behavior, multicultural competence, and interpersonal skills. Additionally, this form will provide the student with information regarding personal and professional strengths that the student may use to address the identified concern(s).

Student Name:

Advisor/Supervisor:

Date(s) Concern mentioned:

Date of meeting with student:

Statement of Student's Identified Strengths:

Statement of Concern related to Student's Performance:

Steps already taken by the trainee to rectify the problem(s) that were identified:

Steps already taken by the advisor/supervisor to address professional concerns regarding the student:

All supervisors/ faculty with responsibilities or actions described in the above remediation plan agree to participate in the plan as outlined above. Please sign and date below to indicate your agreement with the plan.

Clinical Supervisor/s: Course Instructor: Academic Advisor: Student:

NORTHERN STATE UNIVERSITY
 Counseling Program
 Individualized Written Remediation Plan

Date of Remediation Plan Meeting:

Name of Trainee:

Primary Supervisor/Advisor:

Names of All Persons Present at the Meeting:

All Additional Pertinent Supervisors/Faculty:

Date for Follow-up Meeting(s):

Circle/highlight all competency domains of in which the trainee’s performance does not meet the benchmark:

Foundational Competencies: Professionalism, Academic performance, Reflective Practice/Self-Assessment/Self-care, Scientific Knowledge and Methods, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems, Other (describe):

Functional Competencies: Assessment, Intervention, Consultation, Research/evaluation, Supervision, Teaching, Management-Administration, Advocacy, Other (describe):

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) were brought to the trainee’s attention and by whom:

Steps already taken by the trainee to rectify the problem(s) that were identified:

Steps already taken by the supervisor(s)/faculty to address these problems:

Remediation Plan

(All Behavioral Expectations listed below must also include the associated time frame for completion)

Competency Domain	Performance Deficit	Behavioral Expectation	Trainees’ Responsibilities	Supervisor/faculty Responsibilities	Assessment Methods

Outcome of successful remediation

Outcome of unsuccessful remediation: In the event that any of the objectives outlined above are not consistently met by the student at any point throughout their remaining program of study, student will be referred to department coordinator to discuss possible withdrawal from the program or alternative courses of action.

The remediation plan remains in effect for the duration of the student’s program of study. Consistent with the objectives of the plan outlined above, student will meet with their advisor on regular basis, frequency to be determined by advisor, to review the objectives set forth in the remediation plan and the student’s progress in completing the goals outlined. The goals/objectives outlined above can only be modified by the student’s academic advisor and only after full agreement by the counseling faculty has been obtained. Student must receive prior approval from faculty advisor before the beginning of each term remaining on the plan of study to register for courses.

I, _____, have reviewed the above remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and/or the department chair. My signature below indicates that I fully understand the above. I agree/disagree with the above decision (please circle one). My comments, if any, are below (*PLEASE NOTE: If trainee disagrees, comments, including a detailed description of the trainee’s rationale for disagreement, are REQUIRED*).

_____	_____	_____	_____
Trainee Name	Date	Advisor	Date

Trainee’s comments (Feel free to use additional pages):

Summative evaluation of remediation plan:

APPENDIX A – APPEAL PROCESS

Graduate candidates who feel they have been aggrieved by a decision or an action of a Northern State University graduate faculty member relating to class absences, grades, alleged academic dishonesty, plagiarism, or classroom behavior disorders, shall follow the procedure outlined below if they wish to bring their grievances to a resolution.

The candidate shall first attempt an informal resolution between the candidate and graduate faculty member. Failing resolution at this level, the candidate should file a written complaint to include the desired outcome with the faculty member involved within ten (10) school days after the alleged grievance. The faculty member must respond in writing within ten (10) school days after the written grievance has been filed. Copies of both the written complaint and the faculty response should be filed in the Office of Graduate Studies.

If the grievance is not resolved at Step A, the Director of Graduate Studies will meet with the graduate candidate and graduate faculty member to attempt a resolution. Failing resolution at this step, the graduate candidate may submit a written complaint and request for resolution to the Graduate Council. A meeting of Graduate Council will be called. The candidate and the member of graduate faculty will be allocated time to speak to Graduate Council. Each may provide written material if desired. Members of Graduate Council may ask relevant questions of the faculty member and the candidate. Upon completion of the discussion, the Graduate Council will meet to determine the resolution of the complaint. Copies of the decision will be given in writing to the faculty member and the graduate candidate.

A graduate candidate not satisfied with the resolution at Step B of the above procedure may initiate an appeal to the Academic Grievance Committee as outlined in the Northern State University Student Handbook beginning on Step C.

APPENDIX B – DISPOSITIONS FORM

NSU Counseling Program Statement of Commitment to Professional Dispositions

The Counseling Program at Northern State University is responsible for preparing counseling students who have the required knowledge, skills, and *professional dispositions* to become effective counselors. Therefore, your chosen program of study will prepare you to develop and model the knowledge, skills, and *dispositions* expected of excellent professionals. Faculty and/or internship supervisors will evaluate your demonstration of these *professional dispositions* and provide you with feedback about your progress. Professional Dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as counselors interact with clients/students, families, colleagues, and communities. These positive behaviors support student learning and development. They include the ideal of *fairness* and the belief that all students can learn. Below are the primary professional dispositions students will be evaluated on and their overarching specifiers:

Primary Disposition	Disposition Description	Exceeds Expectations/ Demonstrates Competencies (5)	Meets Expectations/ Demonstrates Competencies (4)	Near Expectations/ Developing Towards Competencies (3)	Below Expectations/ Unacceptable (2)	Harmful (1)
Professional ethics	Adheres to the ethical guidelines of the ACA, ASCA, and NBCC, including practices within competencies	Demonstrates consistent and advanced (i.e., exploration and deliberation) ethical behavior and judgments	Demonstrates consistent ethical behavior and judgments	Demonstrates ethical behavior and judgments, but on a concrete level with a basic ethical decision-making process	Demonstrates limited ethical behavior and judgment, and a limited ethical decision-making process	Repeatedly violates the ethical codes and/or makes poor decisions
Professional behaviors	Behaves in a professional manner towards faculty, supervisors, peers, and clients (includes appropriate dress and attitudes). Able to collaborate with others	Demonstrates consistent and advanced respectfulness and thoughtfulness, appropriate within all professional interactions	Demonstrates consistent respectfulness and thoughtfulness, appropriate within all professional interactions	Demonstrates inconsistent respectfulness and thoughtfulness, appropriate within most professional interactions	Demonstrates limited respectfulness and thoughtfulness, acts inappropriate within some professional interactions	Dresses inappropriately after discussed and/or repeatedly disrespects others
Professional and personal boundaries	Maintains appropriate boundaries with faculty, supervisors, peers, and clients	Demonstrates consistent and strong appropriate boundaries	Demonstrates consistent appropriate boundaries	Demonstrates appropriate boundaries inconsistently	Demonstrates inappropriate boundaries	Harmful relationship with others
Knowledge and adherence to program and site policies	Demonstrates an understanding and appreciation for all counseling program and practicum/internship site policies	Demonstrates consistent adherence to all counseling program and internship site policies and procedures,	Demonstrates adherence to most counseling program and internship site policies and procedures, including	Demonstrates inconsistent adherence to all counseling program and internship site policies and	Demonstrates limited adherence to all counseling program and internship site policies and procedures, including	Failure to adhere to policies and procedures after discussed with faculty and/or supervisor

	and procedures. Specific counseling program policies and procedures outlined in the NSU Counseling Student Handbook.	including strong attendance and engagement	strong attendance and engagement	procedures, including attendance and engagement	attendance and engagement	
Record keeping and task completion	Completes all course assignments and tasks correctly and promptly. During practicum/internship completes weekly record keeping and tasks correctly and promptly (e.g., case notes, psychosocial reports, treatment plans)	Completes all required assignments, record keeping, documentation, and assigned tasks in a thorough, timely, and comprehensive manner	Completes all required assignments, record keeping, documentation, and assigned tasks in a competent and timely manner	Completes all required assignments, record keeping, documentation, and assigned tasks, but in an inconsistent and questionable manner	Completes required assignments, record keeping, documentation, and assigned tasks inconsistently and in a poor manner	Failure to complete assignments, paperwork, and assigned tasks by specific deadline and/or in an acceptable manner
Multicultural competencies	Demonstrates awareness, appreciation, and respect of cultural differences (e.g. race, ethnicity, spirituality, religion, sexual affection, gender, disability, etc.)	Demonstrates consistent and advanced multicultural competencies (knowledge, self-awareness appreciation, and skills) in interactions with faculty, supervisors, peers, and clients.	Demonstrates multicultural competences (knowledge, self-awareness, appreciation, and skills) in interactions with faculty, supervisors, peers, and clients	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, and skills) in interactions with faculty, supervisors, peers, and clients	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, and skills) in interactions with faculty, supervisors, peers, and clients	Not accepting worldviews of others
Emotional stability and self-control	Demonstrates emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in relationships with faculty, supervisors, peers, and clients	Demonstrates consistent emotional resiliency and appropriateness in interpersonal interactions with faculty, supervisors, peers, and clients	Demonstrates emotional resiliency and appropriateness in interpersonal interactions with faculty, supervisors, peers, and clients	Demonstrates inconsistent emotional resiliency and appropriateness in interpersonal interactions with faculty, supervisors, peers, and clients	Demonstrates limited emotional resiliency and appropriateness in interpersonal interactions with faculty, supervisors, peers, and clients	Inappropriate interactions with others continuously, high levels of emotional reactants with faculty, supervisors, peers, and clients
Motivated to learn, grow,	Demonstrates engagement in learning and	Demonstrates consistent and strong engagement in	Demonstrates consistent engagement in prompting their	Demonstrates inconsistent engagement in	Demonstrates limited engagement in prompting their	Expresses lack of appreciation for the profession and/or is

and take initiative	development of their counseling competencies and skills	prompting their professional and personal growth and development	professional and personal growth and development	prompting their professional and personal growth and development	professional and personal growth and development	apathetic in promoting their professional and personal growth and development
Openness to feedback	Responds non-defensively and alters behavior in accordance with faculty and supervisor feedback	Demonstrates consistent and strong openness to feedback and implements suggested changes	Demonstrates consistent openness to feedback and implements suggested changes	Demonstrates openness to feedback; however, does not implement suggested changes	Demonstrates a lack of openness to feedback and does not implement suggested changes	Defensive and/or disrespectful when given feedback
Flexibility and adaptability	Demonstrates ability to flex to changing circumstance, unexpected events, and new situations	Demonstrates consistent and strong ability to adapt and “reads and flexes” appropriately	Demonstrates consistent ability to adapt and “reads and flexes” appropriately	Demonstrates inconsistent ability to adapt and “reads and flexes” to changing needs	Demonstrates a limited ability to adapt and “read and flex” to changing needs	Not flexible, demonstrates rigidity in work with faculty, supervisors, peers, and clients
Congruence and genuineness	Demonstrates ability to be present and “be true to oneself.”	Demonstrates consistent and strong ability to be genuine and accepting of self and others	Demonstrates consistent ability to be genuine and accepting of self and others	Demonstrates inconsistent ability to be genuine and accepting of self and others	Demonstrates a limited ability to be genuine and accepting to self and others (incongruent)	Incongruent and not genuine

Student Strengths:

Student Areas for Improvement:

By signing the below document, you agree you understand the feedback provided by the NSU Counseling Program faculty and/or practicum/internship site supervisor and have had an opportunity to seek clarification. Your signature does not indicate you agree with the feedback, only that you understand the feedback.

Student signature and date

Faculty Advisor signature and date

*Disposition form adopted from University of North Carolina, Charlotte – “Professional Dispositions Plan for MA Counseling Programs at UNC Charlotte”

APPENDIX C– SEMI-ANNUAL COUNSELING CANDIDATE ACADEMIC REVIEW

SEMI-ANNUAL COUNSELING CANDIDATE ACADEMIC REVIEW

All candidates admitted to a counseling program are subject to on-going evaluation by the faculty. Evaluation of progress is measured semi-annually and is measured in three ways: Academic, Personal, and Professional. Candidates who are not making satisfactory progress will be required to meet with their advisor/chair to discuss a plan of action.

PLEASE NOTE: A review is NOT necessary if: a) the student graduated, b) the student did not enroll after acceptance into the program, c) the student was never officially admitted to the program.

Candidate's Name: _____

Candidate's Student ID#: _____

Candidate's program specialization: _____

Semester and year candidate entered degree program: _____

Anticipated graduation date: _____

Does the candidate have any out-of-date course work (i.e., will be more than six years old at the time of graduation)?

_____ YES

_____ NO

Does the candidate have a grade of C, D, or F in any of the following clinical courses:

7. CGPS 758

Pre-Practicum; CGPS 795 Practicum; CGPS 794 Internship; CGPS 769 Group Counseling?

_____ YES

_____ NO

8. Does the candidate have a term and cumulative grade point average lower than 3.00?

_____ YES

_____ NO

Does the candidate have any dispositional ratings of 1- *Does not meet dispositional expectations*

for program level?

YES NO _____

Based on the preceding evidence, this candidate (check one):

is making satisfactory progress toward the degree.

Is not making satisfactory progress toward the degree.

Please attach a statement describing the requirements for satisfactory progress that are not being met by this student. Explain how satisfactory progress toward the degree can be regained.

Has withdrawn from the program.

Has been dismissed from the program because of unsatisfactory progress toward the degree.

Please attach a statement explaining why the student was dismissed and a copy of your letter to the student.

The results of the review were communicated to the student:

by face-to-face interview on (date) _____

(Signature of student) _____

by the following procedure because the face-to-face interview was not possible or practical.

(Include dates of notification): _____

This form accurately summarizes the semi-annual graduate student academic review for this candidate for

Signature of Faculty Committee Chair _____

APPENDIX D: HANDBOOK ACKNOWLEDGEMENT AND STATEMENT OF RESPONSIBILITY



As the undersigned, I hereby acknowledge that I have read the NSU Counselor Education Student Handbook, and I have a clear understanding of the requirements, rights and responsibilities described there.

Additionally, I agree to maintain confidentiality of any and all information obtained about my fellow classmates during classroom activities, presentations, and discussions.

Student Signature _____

Student Print Name _____

Advisor Signature _____

Date _____

APPENDIX E: IMMUNIZATION POLICY

Here is the Immunization Policy from the NSU Catalog:

[Graduate Studies - Northern State University - Acalog ACMS™](#)

All candidates born after 1956 who are enrolled in course(s) on-campus or HyFlex or an approved site (including Huron Community Campus) must document their immune status for measles, mumps, and rubella. Proof of two doses of measles, mumps, and rubella vaccine or of separate vaccinations against all three diseases or of the presence of immune antibody titers against measles, mumps and rubella is required.

APPENDIX F: TUITION RATES PER CREDIT BY STATE

Residency:	On-Campus & Hy-Flex Rate (per credit):	Online Rate (per credit):
Alabama	\$622.15	\$470.45
Alaska	\$333.25	\$470.45
Arizona	\$333.25	\$470.45
Arkansas	\$622.15	\$470.45
California	\$333.25	\$470.45
Colorado	\$333.25	\$470.45
Connecticut	\$622.15	\$470.45
Delaware	\$622.15	\$470.45
Florida	\$622.15	\$470.45
Georgia	\$622.15	\$470.45
Hawaii	\$622.15	\$470.45
Idaho	\$333.25	\$470.45
Illinois	\$622.15 (if BOR Alumni, then \$333.25)	\$470.45
Indiana	\$622.15	\$470.45
Iowa	\$622.15 (if BOR Alumni, then \$333.25)	\$470.45
Kansas	\$622.15	\$470.45
Kentucky	\$622.15	\$470.45
Louisiana	\$622.15	\$470.45
Maine	\$622.15	\$470.45
Maryland	\$622.15	\$470.45
Massachusetts	\$622.15	\$470.45
Michigan	\$622.15	\$470.45
Minnesota	\$502.90	\$470.45
Mississippi	\$622.15	\$470.45
Missouri	\$622.15	\$470.45
Montana	\$333.25	\$470.45
Nebraska	\$622.15 (if BOR Alumni, then \$333.25)	\$470.45
Nevada	\$333.25	\$470.45
New Hampshire	\$622.15	\$470.45
New Jersey	\$622.15	\$470.45
New Mexico	\$333.25	\$470.45
New York	\$622.15	\$470.45
North Carolina	\$622.15	\$470.45
North Dakota	\$333.25	\$470.45
Ohio	\$622.15	\$470.45
Oklahoma	\$622.15	\$470.45
Oregon	\$333.25	\$470.45
Pennsylvania	\$622.15	\$470.45
Rhode Island	\$622.15	\$470.45
South Carolina	\$622.15	\$470.45
South Dakota	\$333.25	\$470.45
Tennessee	\$622.15	\$470.45

Texas	\$622.15	\$470.45
Utah	\$333.25	\$470.45
Vermont	\$622.15	\$470.45
Virginia	\$622.15	\$470.45
Washington	\$333.25	\$470.45
West Virginia	\$622.15	\$470.45
Wisconsin	\$622.15 (if BOR Alumni, then \$333.25)	\$470.45
Wyoming	\$333.25	\$470.45

Acknowledgements

Some sections in this Handbook are adopted from master's Student Handbook: Clinical Mental Health Counseling / School Counseling. Counseling Program, Department of Counseling & Higher Education College of Education, University of North Texas (May 2022).

APPENDIX G: CACREP DECISION LETTER FOR DIGITAL DELIVERY



Council for Accreditation of Counseling and Related Educational Programs

500 Montgomery Street, Suite 350 • Alexandria, VA 22314 • (703) 535-5990 • www.cacrep.org

June 22, 2023

Dr. Shalini Mathew
Department of Psychology and Counseling
Northern State University
1200 S. Jay Street
Aberdeen, South Dakota 57401

Dear Dr. Mathew:

I am writing in follow-up to the Digital Delivery Pathway Substantive Change Decision Letter addressed to you and dated February 27, 2023. That letter notified you that the CACREP Board of Directors (“Board”) had approved the inclusion of a digitally delivered program pathway in the accreditation for the Clinical Mental Health Counseling (M.S.Ed. degree) and School Counseling (M.S.Ed. degree) specialty areas.

This letter addresses program graduate recognition for the fully digitally delivered pathway addressed in the Digital Delivery Pathway Substantive Change Decision Letter. The Board recognizes the development of the fully digital pathway as reflective of and an evolution of the program modifications the program initiated in response to the COVID-19 pandemic. Based on this recognition and the Board’s decision to include the fully digital pathway in the accreditation for the specified specialty areas, graduates of the fully digital pathway from March 2020 forward are considered graduates of a CACREP-accredited program.

Thank you for your continued commitment to the CACREP accreditation process and your due diligence in reporting on the development of the fully digital program delivery.

Sincerely,

M. Sylvia Fernandez, Ph.D.

M. Sylvia Fernandez, Ph.D.
President and CEO

cc: Dr. Heather Scott, Chair, Department of Psychology and Counseling