

Northern State University
Counseling Student Handbook
2019 – 2020

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WELCOME

Congratulations and welcome to Northern State University's Counseling 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 Counseling 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.

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 specializations.

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 Counseling 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.

Karyl Meister, Ph.D.

Dr. Meister received her Ph.D. in Counseling from the University of Arkansas in 2012, her M.S. in Community Counseling from South Dakota State University's West River Graduate Center in 2007, and her B.S. from Black Hills State University in 2004. Her doctoral studies included a self-study in Kenya to teach women about the effects of rape, domestic violence, and trauma on themselves and children, as well as educating them about the rights they have in Kenya and internationally against such violence.

Her current research pursuits include lesbian, gay, bisexual, transgender, intersex, queer, and questioning (LGBTIQQA) issues, mental health provider's perceptions of law enforcement, mandatory reporters' experiences with retaliation for reporting child abuse, and Amazon warrior women's connections to the modern-day lesbian.

Dr. Meister is the current Program Coordinator and Field Coordinator for the Counseling Department. She is a member of the American Counseling Association (ACA), the Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC), the Association

for Counselor Educators and Supervisors (ACES), the South Dakota Counseling Association (SDCA) and the South Dakota Counseling Association of Counselor Educators & Supervisors (SDCACES). Her previous experience includes working in a crisis stabilization facility for adults in mental health crisis, working with adults who are mentally ill and homeless, working with children, adolescents, and adults in a private psychiatric hospital, working with sexually abusive youth, and working with adults with dual diagnosis of developmental disabilities and mental illness.

Jessica Danielson, Ph.D., LPCC, NCC

Dr. Danielson received her Ph.D. in Counseling and Supervision from North Dakota State University in 2018, her M.S. in Clinical Mental Health Counseling from University of Mary in 2014, and her B.A. in Psychology from University of Mary in 2012. For her dissertation, Dr. Danielson researched counseling's role during female partner family formation. She continues to be interested in researching female partner family formation and is also interested in topics related to creative counseling and pedagogy, multicultural and feminist studies, and Counseling and supervision.

Dr. Danielson is a member of the American Counseling Association (ACA), the Association for Counseling and Supervision (ACES), and the Association for Creativity in Counseling (ACC). She is also a member of regional and state branches for counselors and counselor educators. Dr. Danielson has served as a board member for North Dakota Association for Counseling and Supervision and on the editorial board for the *Journal of Counseling and Supervision*. She is currently a Licensed Professional Clinical Counselor (LPCC) in North Dakota with experience working at a psychiatric hospital with diverse populations ranging from children to older adults with mental health, addiction, and behavioral concerns.

Shalini Mathew, Ph.D.

Dr. Shalini Mathew earned a Doctor of Philosophy degree in Rehabilitation Counseling and Counseling 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). She 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 Counseling and Supervision (ACES), and Association for Multicultural Counseling and Development (AMCD). 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.

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 711 Counseling Children and Adolescents (3 credits)
- 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 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 761 Theories of Counseling and Personality (3)
- CGPS 762 Multicultural Counseling (3)
- CGPS 765 Group Counseling (3)
- CGPS 768 Family Counseling (3)
- 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 program: Clinical Mental Health or School Counseling.

CLINICAL MENTAL HEALTH PROGRAM

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:

1. To describe the foundations of the Clinical Mental Health Counseling profession;
2. To demonstrate self-awareness and sensitivity to others, seeking supervision when appropriate;
3. To implement culturally appropriate counseling practice;
4. To adhere to professional standards and codes of ethical conduct;
5. To articulate a theoretically-based philosophy of counseling;
6. To demonstrate effective and therapeutic use of research relevant to the practice of clinical mental health counseling;
7. To demonstrate knowledge of various approaches to clinical evaluation and to select appropriate assessment interventions;
8. 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 713 Administration of Clinical Mental Health Counseling Services (3)
- CGPS 738 Psychopharmacology (3)
- CGPS 795 Practicum (3)
- CGPS 794 Internship (6)

SCHOOL COUNSELING PROGRAM

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:

1. To describe the foundations of the School Counseling and educational system;
2. To demonstrate self-awareness and sensitivity to others, seeking supervision when appropriate;

3. To implement culturally appropriate counseling practice;
4. To adhere to professional standards and codes of ethical conduct;
5. To articulate a theoretically-based philosophy of counseling;
6. To demonstrate effective and therapeutic use of research relevant to the practice of school counseling;
7. To demonstrate knowledge of various needs assessments and to select appropriate assessment strategies to evaluate academic, career, and personal/social development;
8. To implement appropriate pedagogical strategies, including differentiated instruction, to promote student achievement;
9. To show knowledge of, and ability to work with, school and community resources to promote academic, career, and personal/social development;
10. 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, for example, South Dakota requires the following courses:

- INED 511 Native American Studies
- PRAXIS Exam – Not provided by NSU/Counseling Program

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. A practicum and internship experience is required for each specialization.

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).

ADMISSION CRITERIA AND MATRICULATION REQUIREMENTS

Students admitted into the Counseling 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 Counseling program will submit a background check with fingerprinting, complete a writing assessment, and schedule an interview with faculty. The interview will focus on the applicant's:

- 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

All newly admitted students must attend the New Student Orientation meeting (See Section: New Student Orientation) during their first semester of enrollment. New student orientation meetings occur during the first couple of weeks of the Fall semester. Additionally, all 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. Finally, all students in the program are required to successfully pass the Counselor Preparation Comprehensive Examination (CPCE) prior to graduation (see Exit Requirements).

ADVISORS AND ADVISING

At minimum, a student will meet with their advisor during their first semester to complete their Plan of Study. As a result, the student will learn to be accountable for the decisions made with regards 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 do well in the program, with the goal being to help the student be successful in the program.

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 NSU Psychology and Counseling program.

ASSIGNMENT OF ADVISORS

Upon entering the Counseling 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 the Dean of the School of Education 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 student of this change.

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.

In addition, the faculty meet regularly (weekly or biweekly) to discuss and evaluate each student for academic, professional, and personal fitness for the counseling program. This includes two formal assessments of each student, each semester (see Student Remediation and Gatekeeping Policy). The information shared and discussed in faculty meetings are considered confidential; however, advisors may share pertinent student information in these meetings to determine program fitness.

NEW STUDENT ORIENTATION

It is expected that students schedule an initial advising meeting with their committee chair (advisor) during the first term of enrollment. A new student orientation meeting for all counseling students is held each fall. The orientation includes dissemination and review of the counseling student handbook, including:

Student remediation and dismissal processes in the counseling program;

- Academic integrity and academic appeal processes;
- Information about professional organizations, opportunities for professional involvement, and activities appropriate for students;
- Introduction to Desire2Learn course management system;
- Introduction and orientation to the university's research resources;
- Introduction to the Office of Disability Services.

MINIMUM PROGRAM REQUIREMENTS AND ASSESSMENT

Program faculty members conduct a systematic developmental assessment of each student's progress throughout the program. Assessments are completed 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 are reviewed each term. Students must maintain a 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, CGPS 765 Group Counseling, CGPS 795 Practicum and CGPS 794 Internship.

Using the program's disposition evaluation form (Appendix D), 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 E) for every student twice during each academic year.

Consistent with established institutional due process policy, the 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.

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

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 with each course are maintained in course specific websites housed in Desire2Learn.

PRACTICUM AND INTERNSHIP

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.

Northeastern Mental Health Center Policy for Practicum/Internship site placement:

1. Applications for Practicum/Internship placement must include:
 - a. A cover letter/letter of intent to complete your Practicum/Internship at NEMHC.

- b. A current resume
2. NEMHC will accept applications until March 1st, annually, for placement in the fall. Please email them to Dr. Stacy Meehl (stacy@nemhc.org), the current Clinical Director.
3. March 1st, the Clinical Director will review all applicants and schedule interviews.
4. The Clinical Director will choose up to three students for placement starting in the fall. This number may change due to the amount of staff changeover or needs of the agency.
5. NEMHC will contact the students who have been approved and they will meet with our Human Resource department for formal admittance, background checks, etc.
6. Once the student is cleared through our Human Resource department a formal agreement will be signed.

Northern State University Counseling Center Policy for Practicum/Internship site placement:

1. Applications for Practicum/Internship placement must include:
 - a. A cover letter/letter of intent to complete your Practicum/Internship at NSU's Counseling Center,
 - b. A current resume with a list of references
2. NSU will accept applications until March 1st, annually, for placement in the fall. Please email them to Heather Aldentaler (heather.aldentaler@northern.edu), the current Director of NSU's Counseling Services.
3. After March 1st, the Director of NSU's Counseling Center will review all applications and schedule interviews.
4. The Director will choose one student as a Practicum/Internship recipient. Availability may change due to the needs of the agency.

Students in the Clinical Mental Health track who are not applying at NEMHC or NSU (or are not accepted into either place), or in the School Counseling Track not being placed in the Aberdeen Public School, should apply for practicum and internship sites by the end of their first spring semester. Work with Dr. Karyl Meister, the current Field Coordinator, to find appropriate sites. A letter of intent and a resume is needed for application to all sites.

Students must provide proof of current professional liability insurance prior to enrolling in practicum and internship experiences. Professional liability insurance for students is included with membership in the American Counseling Association or can be purchased through the Health Professional Services Organization.

CGPS 795: PRACTICUM

Practicum focuses on skill integration, theoretical foundations, and treatment procedures; it is offered fall semester only. 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, weekly interactions totaling one hour per week of individual or triadic supervision with the faculty supervisor, and one and one half hours per week of group supervision by a program faculty member.

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. Requirements include 600 clock hours of supervised experience, with a minimum of 240 hours of direct counseling experience. 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.

Practicum and internship experiences must be consistent with the students' program specialization. Students pursuing the School Counseling specialization must complete their experience in at least two of three 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.

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);
- 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;
- Relevant training in counseling supervision.

PROFESSIONAL ORGANIZATIONS

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).

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.

LEAVE OF ABSENCES

Should students require a leave of absence during their time in the cohort at Northern State University, the student will write a letter requesting the leave of absence at the earliest time possible prior to the leave of absence request. In order to return to classes, the student will meet face-to-face with the faculty 30 days or more prior to the semester in which reenrollment is requested to reexamine the student's ability to return to classes.

Unexpected emergency leave of absences will be dealt with on a case-by-case basis at the time they occur. These emergency leaves of absences are limited to major illness of the student or an immediate family member, death of an immediate family member requiring time to remediate uncompleted business, automobile accidents requiring lengthy hospitalizations/rehabilitation, and unexpected call-up for military service.

Predicted leave of absences should be utilized for things like adoption of a child requiring significant travel and bonding time, birth of a child and bonding time, and/or expected calls for active military duty. Leave of absences should not be used for things like family vacations, general travel, or other situations that could easily be rescheduled to a time when class is not in session.

EXIT REQUIREMENTS

CPCE EXAM

All students must successfully complete the Counselor Preparation Comprehensive Examination (CPCE) prior to graduation. To pass the exam, NSU students are required to score within one standard deviation below the national overall mean score. Students who fail must re-take the exam (up to two additional times) within the succeeding one-year period at their own expense. Students who are unable to 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 who are on a slower-paced timeline may not take the CPCE later than the fall of their fifth year in the Counseling 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. These examinations are not provided by NSU.

APPLICATION FOR GRADUATION

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 (located on NSU website).

LPC LICENSURE

Upon completion of the M.S.Ed. in Counseling, Clinical Mental Health specialization, students are eligible to apply for the National Counselor Examination (NCE) during their last semester of education or upon graduation. 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). Licensure as an LPC in South Dakota also requires documentation of 2,000 hours of supervised full-time experience in counseling (Appendix A – ARSD 20:68).

<http://dss.sd.gov/docs/licensing/lpcappmaster.pdf>

The highest counseling credential granted by the South Dakota Licensing Board is the Licensed Professional Counselor–Mental Health (LPC–MH). This licensure requires the LPC to obtain a passing score on the National Clinical Mental Health Counseling Exam (NCMHCE) and to complete an additional 2,000 hours of supervised full-time experience in counseling. The LPC–MH is required for independent practice and to qualify for third-party reimbursement (Appendix

A – ARSD 20:73).

<http://dss.sd.gov/docs/licensing/mhappmaster.pdf>

SCHOOL COUNSELING CERTIFICATION REQUIREMENTS

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

<http://doe.sd.gov/oatq/documents/TeacherCertProfessional%20Prep.pdf>



STUDENT REMEDIATION AND GATEKEEPING

The student retention and gatekeeping policy is a component of the Remediation policy used by

Counseling 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.

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 practica.

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 Counseling program.

- 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 Director 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).

Potential areas addressed by the remediation plan:

- a. Professional/Ethical behavior
- b. Academic progress
- c. Clinical skill
- d. Interpersonal skill
- e. 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. 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.

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.

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.



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 ^{red}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:
Student:

Course Instructor:

Academic Advisor:

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 the director of training. 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*).

_____ m

Trainee Name	Date	Advisor	Date	

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

Summative Evaluation of Remediation Plan

Follow-up Meeting(s):

Date (s):

In Attendance:

Outcome of Remediation Plan and Conclusions Reached:

I, _____, have reviewed the above summative evaluation of my remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

_____	_____	_____
Trainee Date	Training Director	Date



Trainee's comments (attach additional pages as needed):

APPENDIX A – SOUTH DAKOTA LPC REQUIREMENTS

ARTICLE 20:73

LICENSED PROFESSIONAL COUNSELOR -- MENTAL HEALTH

Chapter

20:73:01	Licensing requirements.
20:73:02	Fees.
20:73:03	Academic and equivalency requirements.
20:73:04	Plan of supervision.
20:73:05	Examination.
20:73:06	Continuing education.
20:73:07	Ethical standards.

CHAPTER 20:73:01

LICENSING REQUIREMENTS

Section

20:73:01:01	Definitions.
20:73:01:02	Application for licensed professional counselor -- Mental health.
20:73:01:03	Licensure by endorsement.
20:73:01:04	Licensure denial.

Declaratory Ruling: As used in SDCL 36-32-13(3), the word "resides" includes an applicant for licensure who maintains a business presence in the State of South Dakota, in the form of an office that is used or will be used by the applicant for the purpose of or to facilitate in person meetings with clients.

South Dakota Board of Counselor Examiners Declaratory Ruling dated April 15, 2004.

20:73:01:01. Definitions. Terms defined in § 20:68:01:01 have the same meaning when used in this chapter. Terms used in this chapter mean:

- (1) "Mental health counseling," as defined in SDCL 36-32-40;
- (2) "Clinical setting," a place in which mental health counseling, as defined by SDCL 36-32-40, occurs.

Source: 25 SDR 85, effective December 22, 1998.

General Authority: SDCL 36-32-43.

Law Implemented: SDCL 36-32-43.

20:73:01:02. Application for licensed professional counselor -- Mental health. An applicant for licensure as a licensed professional counselor -- mental health shall apply to the board on a form procured from the executive secretary of the board. The application form shall contain the following information:

- (1) Name, mailing address, telephone number, date of birth, and social security number;
- (2) Official educational transcripts showing graduation from a CACREP program with an emphasis in mental health counseling or a minimum of a 48-hour master's degree in counseling or related program which includes course work as described in chapters 20:68:03 and 20:73:03;
- (3) A statement of any criminal record, any previous application with the board, or any previous discipline including denial, revocation, or suspension of a previously held license;
- (4) Documentation of supervision subsequent to the granting of the master's degree, signed by the approved supervisor, and which meets the criteria as outlined in chapters 20:68:04 and 20:73:04, and SDCL subdivision 36-32-42(3);
- (5) The application fee required by § 20:73:02:02; and
- (6) Evidence of a passing score as required in § 20:73:05:01.

Source: 25 SDR 85, effective December 22, 1998; 32 SDR 32, effective August 29, 2005.

General Authority: SDCL 36-42-42, 36 -32-43.

Law Implemented: SDCL 36-42-42, 36-32-43.

20:73:01:03. Licensure by endorsement. The applicant for licensure by endorsement must hold an active license and be in good standing with the state's board that issued the current license. Applications for endorsement may be secured from the executive secretary of the board. The application shall be filled out and accompanied by the fee required by subdivision 20:73:02:02(4).

Source: 25 SDR 85, effective December 22, 1998; 32 SDR 32, effective August 29, 2005.

General Authority: SDCL 36-32-26.

Law Implemented: SDCL 36-32-16.

20:73:01:04. Licensure denial. If the board denies an application for licensure, the board shall inform the applicant in writing of its reasons for denial.

Source: 25 SDR 85, effective December 22, 1998.

General Authority: SDCL 36-32-43.

Law Implemented: SDCL 36-32-43.

**CHAPTER
20:73:02 FEES**

20:73:02:01. Renewal fees. License renewal fees must be submitted annually by December 31. **Source:** 25 SDR 85, effective December 22, 1998.
General Authority: SDCL 36-32-20.

Law Implemented: SDCL 36-32-20.

20:73:02:02. Fee schedule. The fees applicable under this chapter are nonrefundable.

The fee schedule is as follows:

- (1) Licensed professional counselor -- mental health application fee, \$100;
- (2) Initial license fee for licensed professional counselor -- mental health, \$75;
- (3) Annual renewal fee for licensed professional counselor -- mental health, \$75;
- (4) Endorsement application fee, \$100;

Late renewal fee, \$50, in addition to the annual renewal fee for licensed professional counselor -- mental health.

Source: 25 SDR 85, effective December 22, 1998; 26 SDR 150, effective May 21, 2000; 30 SDR 121, effective February 17, 2004; 34 SDR 73, effective September 17, 2007.
General Authority: SDCL 36-32-19, 36-32-26, 36-32-43.

Law Implemented: SDCL 36-32-26.

**CHAPTER 20:73:03
ACADEMIC AND EQUIVALENCY REQUIREMENTS**

Section

- 20:73:03:01 Academic requirements.
 Approved counseling
20:73:03:02 program.

20:73:03:01. Academic requirements. Academic requirements for licensed professional counselors -- mental health must be completed at a university or college accredited by one of the following:

- (1) The Middle States Association of Colleges and Secondary Schools;
- (2) The New England State Association of Colleges and Secondary Schools;
- (3) The North Central Association of Colleges and Secondary Schools;
- (4) The Northwest Association of Colleges and Secondary Schools;

- (5) The Southern Association of Colleges and Secondary Schools; or
- (6) The Western College Association.

The applicant's post-graduate degree in counseling must be a master's degree, educational specialist certificate or degree, or doctorate.

Source: 25 SDR 85, effective December 22, 1998.

General Authority: SDCL 36-32-43.

Law Implemented: SDCL 36-32-42.

20:73:03:02. Approved counseling program. An approved counseling program is a 60-hour master's degree in mental health counseling approved by CACREP, or an organized sequence of study in the area of counseling that includes graduate course work as outlined in subdivision 20:68:03:02(2). In addition, the graduate course work outlined in SDCL 36-32- 42(2).

Source: 25 SDR 85, effective December 22, 1998.

General Authority: SDCL 36-32-43.

Law Implemented: SDCL 36-32-42.

CHAPTER 20:73:04
PLAN OF
SUPERVISION

Section

- 20:73:04:01 Plan of supervision.
- 20:73:04:02 Supervisor requirements and duties.
- 20:73:04:03 Supervision requirements.
- 20:73:04:04 Restrictions on applying supervised hours.

20:73:04:01. Plan of supervision. The training supervisee and training supervisor shall sign a written training supervision agreement on a form designated by the board. The agreement must be approved by the board prior to beginning the training experience. The supervisee shall file the written training supervision agreement with the board which shall contain the following:

- (1) The supervisee's name and mailing address;
- (2) The supervisor's name and mailing address;
- (3) The supervisor's qualifications including license number and issue date;
- (4) The supervisor's place of employment; and
- (5) The setting where the counseling experience will occur.

If it is necessary for the supervisee to change supervisors, the supervisee shall contact the board within 30 days of the change and provide an updated training supervision agreement.

Source: 25 SDR 85, effective December 22, 1998; 30 SDR 121, effective February 17, 2004; 32 SDR 32, effective August 29, 2005; 34 SDR 73, effective September 17, 2007.

General Authority: SDCL 36-32-43.

Law Implemented: SDCL 36-32-42, 36-32-43.

20:73:04:02. Supervisor requirements and duties. The supervisor must be:

- (1) An Approved Clinical Supervisor (ACS) credentialed by the Center for Credentialing & Education, Inc. and recognized by the National Board for Certified Counselors (NBCC), Inc. and Affiliates;
- (2) A licensed professional counselor-mental health, licensed marriage and family therapist, certified social worker-private independent practice, licensed psychologist, or licensed psychiatrist, who has been actively licensed for at least three years prior to the beginning of supervision;
- (3) A licensed professional counselor-mental health, licensed marriage and family therapist, certified social worker-private independent practice, licensed psychologist, or licensed psychiatrist, who has been actively licensed for at least one year and has evidence of completing 15 hours of supervision training pursuant to § 20:68:07:09 before beginning supervision; or
- (4) An American Association for Marriage and Family Therapy approved clinical supervisor. Any exception must be approved by the board. The supervisor shall comply with the ACA Code of Ethics or the AAMFT Code of Ethics. The supervisor shall provide for the following:
 - That client welfare is protected;
 - That a supervisee functions within the limits of the supervisee's competence;
 - That the training expands and improves skills in areas for which the supervisee has academic background but inadequate training.

Supervision shall include at a minimum two of the four following methods: the presentation and staffing of cases, the critiquing of audio and video counseling tapes, the direct observations of the supervisor, or the co-counseling with the supervisee.

The supervisor shall document evidence of complying with requirements on a form provided by the board upon completion of the supervision.

Source: 25 SDR 85, effective December 22, 1998; 32 SDR 32, effective August 29, 2005; 34 SDR 73, effective September 17, 2007.

General Authority: SDCL 36-32-43.

Law Implemented: SDCL 36-32-42, 36-32-43.

References: **ACA Code of Ethics**, 2005 edition, American Counseling Association. Free copies may be obtained by writing to ACA Distribution Center, P.O. Box 791019, Baltimore, MD 21279 -1019, by contacting ACA at 800-422-2648 x 222, or online at www.counseling.org.

AAMFT Code of Ethics, 2001 edition, American Association for Marriage and Family Therapy. Free copies may be obtained from the American Association for Marriage and Family Therapy, 112 S. Alfred Street, Alexandria, VA 22314, 703-838-9808, www.aamft.org.

20:73:04:03. Supervision requirements. Supervision is an intensive, interpersonal, focused, one-to-one relationship in which the approved supervisor is designated to facilitate the development of the therapeutic competence of a training supervisee. Completion of clinical experience and supervision as defined in SDCL subdivision 36 - 32-42(3) is required. The one hundred hours of direct supervision must consist of one hour of supervision per week. Supervision compliance shall be recorded on a supervision tracking form. For the purpose of this chapter, if a supervisor supervises one or two supervisees per session it is individual supervision, and if a supervisor supervises three to six supervisees, it is group supervision. No more than 50 percent of the required hours may be group supervision hours.

Source: 25 SDR 85, effective December 22, 1998; 30 SDR 121, effective February 17, 2004; 32 SDR 32, effective August 29, 2005; 34 SDR 73, effective September 17, 2007.

General Authority: SDCL 36-32-26, 36-32-43.

Law Implemented: SDCL 36-32-42, 36-32-43.

20:73:04:04. Restrictions on applying supervised hours. If the supervisee intends to apply hours received in pursuit for licensure as a licensed professional counselor to mental health counselor certification, the supervision must meet the requirements provided in chapters 20:68:04 and 20:73:04, and SDCL 36-32 -44. Only the supervised hours of direct client contact in a clinical setting may be applied.

Source: 32 SDR 32, effective August 29, 2005. **General Authority:** SDCL 36-32-43, 36- 32-44.

Law Implemented: SDCL 36-32-44.

**CHAPTER
20:73:05
EXAMINATION**
Section

20:73:05:01 Examination.

20:73:05:01. Examination. The National Clinical Mental Health Counselor Examination (NCMHCE) is the examination for licensed professional counselor -- mental health. The applicant shall apply directly to the National Board of Certified Counselors.

Source: 25 SDR 85, effective December 22, 1998; 34 SDR 73, effective September 17, 2007.

General Authority: SDCL 36-32-43.

Law Implemented: SDCL 36-32-42, 36-32-43.

Note: National Board for Certified Counselors, 3 Terrace Way, Suite A, Greensboro, NC 27403, 336-547-0607, www.nbcc.org.

**CHAPTER 20:73:06
CONTINUING
EDUCATION**

20:73:06:01. Continuing education compliance for license renewal. A licensee under this chapter shall comply with chapter 20:68:07 for license renewal eligibility.

Source: 25 SDR 85, effective December 22, 1998.

General Authority: SDCL 36-32-43.

Law Implemented: SDCL 36-32-43.

**CHAPTER 20:73:07
ETHICAL
STANDARDS**

20:73:07:01 Ethical standards.

20:73:07:01. Ethical standards. A licensed professional counselor -- mental health shall comply with the ethical standards as set forth in the American Counseling Association Code of Ethics and Standards of Practice, as approved by ACA Governing Council.

Source: 28 SDR 51, effective October 14, 2001.

General Authority: SDCL 36-32-26.

Law Implemented: SDCL 36-32-29(10).

Reference: American Counseling Association Code of Ethics and Standards of Practice, July 1, 1995. Copies may be obtained from the ACA Distribution Center, P.O. Box 791019, Baltimore, MD 21279-1019 or 800-422 -2648 x 222.

24:53:09:01. Preschool through grade 12 school Counseling program. A preschool through grade 12 school Counseling program shall require a master's degree in school guidance or counseling.

The required courses and experiences of a preschool through grade 12 school Counseling program shall meet the Council for Accreditation of Counseling and Related Education Programs (CACREP) standards, 2001 edition.

The program shall require candidates to 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.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:10:01, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL [13-1-12.1](#), [13-42-3](#).

Law Implemented: SDCL [13-42-3](#), [13-42-4](#).

APPENDIX B – SOUTH DAKOTA SCHOOL COUNSELOR REQUIREMENTS

CERTIFIED SCHOOL COUNSELOR

24:53:09:01. Preschool through grade 12 school Counseling program. A preschool through grade 12 school Counseling program shall require a master's degree in school guidance or counseling.

The required courses and experiences of a preschool through grade 12 school Counseling program shall meet the Council for Accreditation of Counseling and Related Education Programs (CACREP) standards, 2001 edition.

The program shall require candidates to 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.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 33 SDR 73, effective November 2, 2006; transferred from § 24:16:10:01, 33 SDR 73, adopted October 13, 2006, effective July 1, 2008.

General Authority: SDCL [13-1-12.1](#), [13-42-3](#).

Law Implemented: SDCL [13-42-3](#), [13-42-4](#).

AN ACT ENTITLED: An Act to prohibit school districts from employing school counselors who are not certified. BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF SOUTH DAKOTA: Section 1. That chapter 13-10 be amended by adding thereto a NEW SECTION to read as follows:

If a school district employs a school counselor, on either a full-time or part-time basis, or contracts for the services of a school counselor through an educational cooperative or other entity, that school counselor shall be certified in accordance with the standards established by the South Dakota Board of Education pursuant to § 13-1-12.1.

Section 2. This Act is effective on July 1, 2016.

APPENDIX C - 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.

- A. 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.
- B. 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.
- C. 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 D – DISPOSITIONS FORM

**Northern State University Department of Counseling
Professional Counseling Performance Evaluation**

Semester/Year: _____

Graduate Candidate: _____

ID# _____

Faculty: _____ Course Number: _____

This evaluation is to be completed for all graduate candidates who are enrolled in the following courses:

CGPS 769 Prof Orient & Ethics
CGPS 758 Pre-Practicum
CGPS 794 Internship

CGPS 795 Practicum
CGPS 765 Group Counseling
CGPS 762 Multicultural

The instructors of the above courses are required to complete this evaluation:

-on graduate candidates enrolled in the preceding courses both at midterm and at the end of the semester.

This evaluation is intended to serve as a tool to facilitate feedback and document progress of the graduate candidate.

Directions: Based on your observations of, and interactions with the student, please choose a rating for each disposition tem using the scale provided.

N – No opportunity to observe **1** – Beginning **2** – Approaching **3** – Meeting
4 – Exceeding

Dispositional Expectations	0	1	2	3	4
1. The graduate candidate demonstrates genuineness and empathy by responding to the feelings of others, and through non-verbal	No opportunity to observe	Beginning Student has shown little to identify and reflect emotional response of client or self.	Approaching Student exhibits the irregular ability to reflect emotional	Meeting Student exhibits the consistent ability to reflect emotional	Exceeding Student exhibits the consistent ability to reflect emotional response of client or self

communication .			response of client or self.	response of client or self.	and identify hidden meaning in clients affect and body language.
2. The graduate candidate demonstrates effective written and oral communication skills.		<p>Beginning</p> <p>Student has difficulty with spelling, grammar and APA.</p>	<p>Approaching</p> <p>Student meets grammatical and spelling requirements but needs assistance understanding APA.</p>	<p>Meeting</p> <p>Student meets grammatical and spelling requirements and has minimal APA errors.</p>	<p>Exceeding</p> <p>Student meets grammatical and spelling requirements and has no APA errors.</p>
3. The graduate candidate demonstrates awareness of ethical standards and confidentiality, consistent with the ACA/ASCA Code of Ethics.		<p>Beginning</p> <p>Student has only a basic understanding of ethics.</p>	<p>Approaching</p> <p>Student knows basic ethical guidelines and is able to articulate how to use that knowledge.</p>	<p>Meeting</p> <p>Student knows more than basic ethical guidelines and uses that knowledge consistently.</p>	<p>Exceeding</p> <p>Student knows complex ethical guidelines and is able to use that knowledge consistently.</p>
4. The graduate candidate exhibits the ability to develop personally and professionally by receiving, reflecting on, and integrating feedback from peers, faculty,		<p>Beginning</p> <p>Student becomes angry or upset when receiving feedback.</p>	<p>Approaching</p> <p>Student listens calmly to feedback but makes no changes in behavior.</p>	<p>Meeting</p> <p>Student listens to feedback and makes necessary changes.</p>	<p>Exceeding</p> <p>Student actively seeks out feedback and makes changes as necessary.</p>

and/or supervisors.					
5. The graduate candidate engages in respectful and solution-focused communication with peers, faculty, and supervisors.		<p>Beginning</p> <p>Student does not return or initiate communication consistently and is often problem focused.</p>	<p>Approaching</p> <p>Student returns communication consistently but may be more problem focused.</p>	<p>Meeting</p> <p>Student initiates returns communication that is usually respectful and solution-focused.</p>	<p>Exceeding</p> <p>Student initiates and returns communication that is always respectful and solution-focused.</p>
6. The graduate candidate conducts her/himself in a professional manner when interacting with instructors, supervisors, peers, and clients, evidenced by truthfulness, reliability, dependability, and timely completion of professional commitments.		<p>Beginning</p> <p>Student is often tardy for class, appointments, and assignments. Student also may not speak truthfully to others.</p>	<p>Approaching</p> <p>Student is sometimes tardy for class, appointments, and assignments. Student speaks truthfully to others.</p>	<p>Meeting</p> <p>Student is on-time for class, appointments, and assignments. Student speaks truthfully to others.</p>	<p>Exceeding</p> <p>Student is usually early for class, appointments, and assignments. Student speaks truthfully to others.</p>
7. The graduate candidate demonstrates an awareness of her/his own personal beliefs and respects others' beliefs and values that may differ from her/his own.		<p>Beginning</p> <p>Student is unaware of his or her personal beliefs and may be unaware how those beliefs impede others' growth.</p>	<p>Approaching</p> <p>Student is only partially aware of his or her personal beliefs and has limited understanding of how they impede others' growth.</p>	<p>Meeting</p> <p>Student is aware of his or her personal beliefs and respects others' beliefs, even if different.</p>	<p>Exceeding</p> <p>Student continually questions his or her own beliefs to determine if they are still useful to them and respect others' beliefs,</p>

					even if different.
8. The graduate candidate shows respect for all persons regardless of cultural, individual, or role differences, including age, gender, race, ethnicity, national origin, sexual orientation, disability, language, or socioeconomic status.		<p>Beginning</p> <p>Student is unaware of cultural, individual, or role differences in others.</p>	<p>Approaching</p> <p>Student is aware of basic cultural, individual, or role differences in others but does not grasp why awareness is necessary.</p>	<p>Meeting</p> <p>Student is aware of cultural, individual, or role differences in others and understand why that awareness is necessary.</p>	<p>Exceeding</p> <p>Student is aware of cultural, individual, or role differences and acts upon those differences to lift those less privileged than themselves to a more equal state.</p>
9. The graduate candidate displays appropriate levels of self-care in reference to her/his own physical, mental, and emotional health.		<p>Beginning</p> <p>Student does not understand his or her own need for self-care.</p>	<p>Approaching</p> <p>Student understands his or her own need for self-care but does not act up on those needs.</p>	<p>Meeting</p> <p>Student understands his or her own need for self-care and acts upon it when needed.</p>	<p>Exceeding</p> <p>Student regularly engages in self-care to prevent burn out and practicing while not thinking clearly.</p>
10. The graduate candidate regularly attends, is on time, and actively participates in the entire class or activity.		<p>Beginning</p> <p>Student is frequently tardy to class, talks to others during class, or is playing on his or her phone computer in class rather</p>	<p>Approaching</p> <p>Student is rarely late for class but may still talk to others during class or play on his or her phone or computer in class rather</p>	<p>Meeting</p> <p>Student is on time for class and engages in the class with no playing on his or her phone or computer.</p>	<p>Exceeding</p> <p>Student is on time for class and engages in the class while not allowing others to distract him or her and is encouraging others to</p>

		than listening and engaging.	than listening and engaging.		engage in class.
Comments					
	Graduate Candidate Strengths:				
	Graduate Candidate Areas for Improvement:				

Faculty Signature: _____ Date: _____

Student Signature*: _____ Date: _____

**(If formally reviewed with student, student signature required).*



APPENDIX E – 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.

1. Candidate's Name: _____
2. Candidate's Student ID#: _____
3. Candidate's program specialization: _____
4. Semester and year candidate entered degree program: _____
5. Anticipated graduation date: _____
6. 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
9. 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 _____ (Semester/Academic Year)

Signature of Faculty Member 1

Date

Signature of Faculty Member 2

Date

Signature of Faculty Member 3

Date

Reviewed by the
Dean

Date

AGREEMENT

Please read and sign the following agreement and submit it to Dr. Jessica Danielson *before* you begin your first course in the Counseling Program. Failure to submit this agreement may result in disciplinary action. unsel

Student Name (Please Print): _____

I hereby attest that I have read and understand the most current NSU Counseling Program Handbook and Graduate Studies Handbook and will adhere to the policies, rules, standards, practices, and procedures located therein.

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

I acknowledge that I may be subject to disciplinary/remedial action and/or dismissal from the NSU Counseling Program if I fail to maintain a 3.0 GPA, engage in unethical behavior, show signs of impairment and/or characterological issues, and/or fail to demonstrate a satisfactory level of professional performance. Any documentation of such actions will become part of my permanent academic record. I understand that I am responsible for my progression through the Counseling Program and that I should contact my advisor if I have any questions or concerns.



Student Signature: _____ Date: _____

Date Received: _____