



UNIVERSITY
of MARY

Graduate Counseling

**Program Handbook
2024-2025**

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GENERAL INFORMATION

Welcome to the University of Mary's Master of Science in Counseling program. This handbook will serve as a guide for both current and prospective counseling students.

The University of Mary is accredited by the Higher Learning Commission (HLC) and the North Central Association of Colleges and Schools (NCA). The graduate counseling program at UMary is accredited by the Council for Accreditation for Counseling and Related Educational Programs (CACREP).

We are committed to preparing counseling students to work in a variety of settings. Our Master of Science with a major in Counseling program offers two concentration areas:

- Clinical Mental Health Counseling
- School Counseling

The information presented in this manual is updated annually. Reading of this program handbook is required for all students in the program. Please feel free to discuss any matters of clarification or feedback with your advisor or another member of the Graduate Counseling Program Faculty.

Additionally, students in the Graduate Counseling Program are held to the policies and procedures as outlined in the University of Mary Student Handbook and the University of Mary Catalog.

We are excited to have you be a part of the counseling program and look forward to providing you with a rich, rigorous, and value-driven education, in your journey toward becoming a licensed professional counselor.

UNIVERSITY OF MARY GRADUATE COUNSELING PROGRAM CONTACT INFORMATION

University of Mary

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| | |
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UNIVERSITY OF MARY

University of Mary Mission Statement

The University of Mary exists to serve the religious, academic and cultural needs of people in this region and beyond. It takes its tone from the commitment of the Sisters of Annunciation Monastery. These Sisters founded the University in 1959 and continue to sponsor it today. It is Christian, it is Catholic, and it is Benedictine.

Servant Leadership at the University of Mary

"Servant Leadership at the University of Mary is a pattern of living marked by competence in one's chosen profession, courage in making ethical decisions based on Benedictine values, and compassion in serving the needs of others. In a context of relationship to God, to one another, and to self, we believe that leadership is making a difference for good. Rooted in the Gospel and in the founding vision of the Benedictine Sisters to serve spiritual, intellectual, and cultural needs of others, the model for servant leadership is Jesus himself. At the University of Mary, students grow into leadership through service. Learners become leaders in the service of truth." Sister Thomas Welder, University of Mary President Emerita

Benedictine Values of the University of Mary

"Although communal life inspired by the Rule of St. Benedict stores a vast treasury of Benedictine values, six of these are of particular importance for our life here at the University of Mary..." Monsignor James P. Shea, University of Mary President

Community – Striving together for the common good and growing in relationship with God, one another, and self [Rule of Benedict 33 – “Let all things be common to all.”]

Hospitality – Receiving others as Christ with warmth and attentiveness [Rule of Benedict 53 – “Let all be received as Christ.”]

Moderation – Honoring all of God's creation and living simply with balance and gratitude [Rule of Benedict 31 – “Regard all things as sacred and do everything with moderation.”]

Prayer- Attending to the mystery and sacredness of life, abiding in the divine presence, listening and responding to God [Rule of Benedict 4 – “Listen intently to holy readings. Give yourself frequently to prayer.”]

Respect for Persons – Recognizing the image of God in each person and honoring each one in their giftedness and limitations [Rule of Benedict 4 – “Honor everyone and never do to another what you do not want done to yourself.”]

Service – Meeting the needs of others in the example of Jesus the servant leader [Rule of Benedict 35 – “The members should serve one another.”]

Graduate Competencies

The University of Mary graduate programs offer its students preparation in the following four areas of competence:

Communication: Graduates demonstrate excellence in communication.

Scholarship: Graduates conduct research or evidence-based practice to develop degree-appropriate knowledge of scholarship.

Professional Distinction: Graduates are servant leaders committed to excellence in their professions and communities.

Moral Courage: Graduates clarify, support, or defend what is right and true, whether reached by faith or reason, when confronted by opposing actions or viewpoints in order to serve an understanding of the truth and to promote a culture of human dignity, justice, and virtue.

Non-Discrimination Statement

The University of Mary does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, marital status or public assistance, in accordance with applicable laws. Sexual harassment, which includes acts of sexual violence, is a type of sex discrimination. The University will not tolerate any unlawful discrimination, and any such conduct is prohibited. The University also prohibits any form of discipline or retaliation for reporting incidents of discrimination. University employees commit to uphold and respect the Christian, Catholic and Benedictine identity of the University.

GRADUATE COUNSELING PROGRAM

Graduate Counseling Program Mission Statement

The mission of the University of Mary's Graduate Counseling program is to develop competent counselors and servant leaders in the school and clinical mental health fields, through advanced study and emphasis on professional identity, appreciation for diversity, ethical and reflective practice, evidence-based intervention, and value-driven education.

Ethical Code

All students and faculty are expected to conduct themselves in accordance with the 2014 American Counseling Association Code of Ethics and concentration specific ethical codes (2020 American Mental Health Counselors Association and 2022 American School Counselor Association Ethical Standards for School Counselors).

Student and Faculty Recruitment

The Graduate Counseling Program is committed to recruiting students and faculty from a variety of backgrounds, experiences, and cultural influences that reflect the multicultural society in which our graduates practice and live.

Program Objectives

Graduates of the University of Mary Graduate Counseling Program are committed to Lifelong Scholarship and Learning.

- Graduates demonstrate knowledge of the eight core CACREP areas and concentration specialty area(s) of a competent professional counselor while acknowledging the need for continued education and professional growth.
- Graduates examine multiple perspectives to synthesize information in an action-reflection process when working with clients/students to assist in the counseling setting.
- Graduates conduct research or evidence-based practice to develop degree-appropriate knowledge of scholarship.

Graduates of the University of Mary Graduate Counseling Program are committed to Growth.

- Graduates measure and increase knowledge of self through feedback, self-examination, and collaboration with peers, instructors, clients/students, professionals, and supervisors.
- Graduates are committed to health, wellness, and utilization of self-care and coping strategies.
- Graduates calmly illustrate responsibility, grit, and self-motivation to increase thriving of self and the community.

Graduates of the University of Mary Graduate Counseling Program are committed to Service.

- Graduates will demonstrate the Benedictine value of service to the community, the University, and within the counseling profession.

- Graduates will identify and engage in advocacy, from micro to macro level, within the counseling profession and their community for the betterment of their clients/students.
- Graduates will engage in communal thinking through ongoing scholarship, advocacy, and social justice practice.

Graduates of the University of Mary Graduate Counseling Program are committed to Respect for All Persons.

- Graduates will endeavor towards fostering and maintaining positive, respectful relationships with their clients/students, community, family and friends.
- Graduates will understand and honor the power of relationship within counseling and engage in healthy relationships beginning with respect for all persons.
- Graduates will have an understanding of their own beliefs toward all persons demonstrating knowledge and skill in working with people from diverse backgrounds.

Graduates of the University of Mary Graduate Counseling Program are committed to Professional Practice.

- Graduates are servant leaders committed to excellence in their professions and communities.
 - Graduates will achieve professional distinction by utilizing evidence-based and culturally competent counseling practice.
- Graduates clarify, support, or defend what is right and true, whether reached by faith or reason, when confronted by opposing actions or viewpoints in order to serve an understanding of the truth and to promote a culture of human dignity, justice, and virtue.
 - Graduates will exemplify moral courage by applying applicable counseling codes of ethics, Benedictine values, and legal standards, in ethical decision making.
- Graduates demonstrate excellence in communication.
 - Graduates will demonstrate higher level communication skills through speaking, writing, listening, and engaging in professional and collaborative interactions with all persons (e.g., clients/students, classmates, supervisors, instructors).

Key Performance Indicators (KPIs)

Students within the Graduate Counseling Program will be evaluated based on the Key Performance Indicators outlined below. Benchmark evaluation scores are expected of all graduates prior to graduation from the program within the eight core areas and area(s) of concentration. Rubrics utilized for evaluation are available within the Graduate Counseling page in Canvas.

- **Professional Counseling Orientation and Ethical Practice**
 - Skill: Students will be able to effectively utilize an ethical decision-making model to make appropriate and sound decisions on behalf of their client.
 - Knowledge: Students will be able to articulate and understand their professional identity and development through an ethical lens.
- **Social and Cultural Diversity**
 - Skill: Students will demonstrate the use of ethical, multicultural models in the counseling relationship.
 - Knowledge: Students will be aware of their own personal worldview, the worldview of others, and the relationship of the two worldviews while paying special attention to discrimination, prejudices, and oppression.
- **Human Growth and Development**
 - Skill: Students will describe the developmental level of clients/students using a developmental model to identify and utilize appropriate counseling skills and techniques.
 - Knowledge: Students will be able to identify and consider various theories of individual and family development across the lifespan to better understand oneself and others.
- **Career Development**
 - Skill: Students will exhibit competency in identifying, using, and scoring assessment tools and techniques relevant to career planning and decision making.
 - Knowledge: Students will exhibit knowledge and application of theories, models, and strategies of career development, counseling, and decision making.
- **Counseling and Helping Relationships**
 - Skill: Students will demonstrate appropriate basic and advanced counseling skills when working with clients/students.
 - Knowledge: Students will exhibit competency in comparing, identifying, implementing, and evaluating counseling theories in working with clients/students.
- **Group Counseling and Group Work**
 - Skill: Students will demonstrate competent group leadership skills.
 - Knowledge: Students will integrate group counseling theories, dynamics, and stages in the development of a counseling group.
- **Assessment and Testing**
 - Skill: Students will exhibit the ability to select the appropriate assessment for the client/student, administer according to administration standards, and appropriately interpret multiple assessments.
 - Knowledge: Students will demonstrate an understanding of basic concepts of assessments, statistical concepts, reliability, and validity in the selection

of ethically and culturally appropriate assessments in the counseling relationship.

- **Research and Program Evaluation**
 - Skill: Students will demonstrate the ability to use a program evaluation model informed by counseling literature and research when conducting, interpreting, and reporting the results.
 - Knowledge: Students will understand the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.
- **Clinical Mental Health Counseling Concentration**
 - Skill: Students will demonstrate competent skill in psychological assessment and evaluation, treatment planning, and caseload management.
 - Knowledge: Students will demonstrate knowledge in diagnostic practices using current diagnostic classification systems.
- **School Counseling Concentration**
 - Skill: Students will design, implement, and evaluate comprehensive school counseling program components.
 - Knowledge: Students will describe the school counselor's role as leader, advocate, and system change agent when working in collaboration in the P-12 school setting.

ADMISSION POLICY

Degree Seeking

The Graduate Counseling Admission Committee will admit students for the fall and summer terms only. Students are encouraged to apply by March 1st of the year in which they hope to start the program, to be considered for early admission. The program will interview students until the full cohort size is reached. A waitlist may be implemented.

Requirements*:

- Complete an Application for Admission (online)
- Hold a bachelor's degree, preference is given to degrees in Psychology, Education, Social Work, Criminal Justice, or a closely related Human Service field
- GPA of 3.0 or higher (on a 4.0 scale)
- Submit a resume or curriculum vitae
- Submit two professional recommendations
- Submit all official undergraduate and/or graduate transcripts
- Complete a 2 to 4-page Statement of Purpose indicating why you are applying to the University of Mary's Graduate Counseling program; why you would like to become a counselor; how the Benedictine values will shape your education and future work; and what you could contribute to our program.
- Complete a face-to-face interview with the Graduate Counseling Admissions Committee

*Students who do not meet one or more of the above requirements may be considered for admission, upon careful review of their transcripts, professional/work experiences, and in-person interview.

Non-Degree Seeking and Certificate

The Graduate Counseling Admission Committee will consider non-degree seeking student applications on a case-by-case basis. Students who do not possess a master's degree in Counseling or a closely related field may be ineligible to enroll in certain courses (Graduate Counseling Admission Committee's discretion). Students may apply at any time.

Requirements*:

- Complete an Application for Admission (online)
- Hold a bachelor's degree (Master's degree required for Certificate programs), preference is given to degrees in Counseling, Psychology, Education, Social Work, Criminal Justice, or a closely related Human Service field
- Submit a resume or curriculum vitae
- Submit all official undergraduate and/or graduate transcripts
- Submit a 1-page Statement of Purpose, indicating what course or courses you would like to take; how the Benedictine values will shape your education and future work; and how these courses will assist you in reaching personal or professional goals
- Complete a face-to-face interview with the Graduate Counseling Admissions Committee
- Depending on the course/s a student is interested in enrolling, you may need to complete the Child Abuse and Neglect Check and the FBI Background Check (consult with Academic Advisor).

Note: Non-degree seeking students will be required to follow the same academic policies as degree-seeking students.

*Students who do not meet one or more of the above requirements may be considered for admission, upon careful review of their transcripts, professional/work experiences, and in-person interview.

PROGRAM REQUIREMENTS

All counseling students are required to complete the core counseling curriculum; additional coursework will be determined by the concentration/track selected.

Core Counseling Classes Credits

| | | | |
|---------------|-----|---------------------------------|-----------|
| COU | 500 | Counseling Orientation Seminar | 3 |
| COU | 510 | Professional Counseling Ethics | 3 |
| COU | 572 | Counseling Theories | 3 |
| COU | 570 | Counseling Methods & Techniques | 3 |
| COU | 590 | Practicum | 3 |
| COU | 638 | Counseling Skills | 3 |
| COU | 645 | Child & Adolescent Counseling | 3 |
| COU | 520 | Social & Cultural Foundations | 3 |
| COU | 574 | Group Counseling | 3 |
| COU | 530 | Human Growth & Development | 3 |
| COU | 580 | Assessment Techniques | 3 |
| COU | 551 | Research & Program Evaluation | 3 |
| COU | 540 | Career Counseling & Testing | 3 |
| COU | 608 | Dynamics of Addiction | 3 |
| COU | 611 | Crisis Counseling | 3 |
| HUM | 799 | Graduate Studies Assessment | 0 |
| Total: | | | 45 |

Concentration Areas

Clinical Mental Health - 60 credits/600 internship hours

In addition to the core curriculum (45 credits), students are required to complete the courses below (15 credits). This curriculum satisfies the North Dakota Board of Counseling Examiners (NDBCE) requirements for licensure <http://www.ndbce.org>. For information on licensure in other states, please refer to each state's counseling licensing board or <https://www.nbcc.org/search/stateboarddirectory>.

| | | | |
|---------------|-----|--|-----------|
| COU | 640 | Clinical Mental Health Counseling | 3 |
| COU | 582 | Psychopathology & Assessment | 3 |
| COU | 650 | Family Counseling | 3 |
| COU | 695 | Clinical Mental Health Counseling Internship | 6 |
| Total: | | | 15 |

School Counseling - 60 credits/600 internship hours

In addition to the core curriculum (45 credits), students are required to complete the courses below (15 credits). This curriculum satisfies the requirements for certification as a school counselor in North Dakota; however, if a student does not have an undergraduate degree in education, the North Dakota Education Standards and Practices Board (ESPB) also requires coursework in Educational Psychology; Curriculum, Assessment, and Instruction; and Classroom Management. These courses may be completed at either an undergraduate or graduate level. Please visit with your academic advisor to determine when these courses are offered at the University of Mary. For more information, please refer to: <https://www.nd.gov/espb/licensure/school-counselor-licensure> .

For licensure information pertaining to other states, please refer to: <https://www.schoolcounselor.org/About-School-Counseling/State-Requirements-Programs/State-Licensure-Requirements>

| | | | |
|---------------|-----|--|-----------|
| COU | 626 | Comprehensive School Counseling Programs | 3 |
| COU | 634 | School Counseling Practices | 3 |
| COU | 628 | Professional Issues in School Counseling | 3 |
| COU | 691 | School Counseling Internship | 6 |
| Total: | | | 15 |

Dual Concentration

Students interested in pursuing a dual concentration option must meet with their academic advisor in person to discuss a plan of study. During that meeting, the student will discuss their plan and the expected date of completion. Students are required to complete two separate internships if they plan to receive a dual concentration (e.g., Clinical Counseling and School Counseling). A student must complete the requirements for both degrees without a break in enrollment or degree conferral, for both concentrations to be listed on the transcript. If the student graduates with a concentration (e.g., Clinical Counseling) and then returns to complete the requirements of a different concentration (e.g., School Counseling), the second concentration can be listed as a certificate as long as the student completes all the requirements. Students are encouraged to discuss their interest in obtaining dual concentration as soon as possible.

PROGRAM DELIVERY METHODS

Cohort Model

The University of Mary Graduate Counseling Program is designed around a cohort model. Students join a cohort when they enroll in the program and are expected to stay within their cohort and program of study while progressing through their classes. Through the cohort model, students can develop collaboration, trust, communication, and support which are qualities of a professional counselor. Students who step out of their cohort could be delayed in graduation and are not guaranteed placement in courses needed for graduation as classes are developed for cohorts.

Students who attend full-time take 12 credit hours each semester and complete the program in five consecutive semesters (if the Program of Study is followed). Students who attend part-time take 12 credit hours their first semester and then 6-9 credits each semester after that to complete the program in eight consecutive semesters (if the Program of Study is followed). Students starting in the summer semester take 6 credits in the summer and 6 credits in the fall and extend their degree plan by 1 semester on the front end.

Blended Cohort

Courses are offered face-to-face on campus and via live virtual classroom in the evenings with some courses being offered fully online through Canvas. Students are required to complete a weeklong residency in-person, on-campus, during the summer semester to practice clinical skills.

Online Cohort

Courses are offered via live virtual classroom in the evenings with some courses being offered fully online through Canvas. Students are required to complete a weeklong residency in-person, on-campus, during the summer semester to practice clinical skills.

PROGRAM EXPECTATIONS

New Student Orientation

The Graduate Counseling Program holds a face-to-face or virtual, two-hour-long new student orientation in April and August, offered in Bismarck and online via Zoom. All new students are required to attend an orientation meeting. During the orientation session, students will meet the administrators from the Liffrig Family School of Education and Behavioral Sciences, full-time counseling faculty, and key University of Mary personnel (e.g., financial aid, admissions, etc.). Orientation dates are shared with students via email upon acceptance to the program. All students are provided access to the program's internal Canvas course if they are within the system, where they are able to locate the program handbook, internship manual, programs of study, new student documents, and licensure requirement documents for each concentration (school and clinical counseling).

Workload

Students are expected to arrive to class with the readings and any class assignments completed. While in class, students are expected to actively participate in discussion and group activities. Outside of class, students should expect to spend a significant amount of time each week studying.

For a three-credit graduate-level course, you may expect to spend a minimum of 45 hours in direct instructional hours and 90 hours of outside work over the whole course no matter the length of the course.

Confidentiality

Due to the nature of the program, courses, assignments, class discussions, and the profession, it is important that each student respects the confidentiality of information shared during the course. Client confidentiality should be maintained to the highest degree possible. It is also expected that classmate confidentiality is maintained.

- **Recording of Classes** - Recording any counseling class or meeting without written consent from the instructor or Department Chair is prohibited. Recording class without consent will result in the dismissal from the program. A student who may require recording of classes as an accommodation should contact Student Accessibility Services.

Participation

Students are expected to actively participate in discussions and activities with appropriate disclosure, while being cognizant of one's level of comfort. Respect for instructors, advisors, fellow classmates, guest speakers, supervisors, and clients are an underlying expectation of the program.

Grading Policy

The final grade in any given course will be determined by the course instructor and based upon the quality and timeliness of work submitted by the student. Included below is a grading scale the instructors will utilize, unless the course is graded as Pass/Fail.

| Percentage | Letter Grade |
|------------|--------------|
| 90-100 | A |
| 80-89% | B |
| 70-79% | C |
| 60-69% | D |
| <60% | F |

Percentages will be rounded from the tenths place (example: 89.50% = 90%, 89.49% = 89%)

Attendance policy

Due to the accelerated nature of this program, attendance is required. Students are expected to attend each class and to arrive on time. A student who misses more than two nights of class may be required to repeat that course. A student who misses class for any reason may be required to complete make-up work, which will be determined and arranged by the instructor. Failure to complete the missing work will result in an unexcused absence and the student will be required to repeat the course. Weather related class cancellation (by the University of Mary) will need to be made-up.

Matriculation Requirements

At a minimum, students who matriculate from the Graduate Counseling Program must complete the following:

1. Pass each course
2. Pass COU 590 Practicum and six credits of Internship (COU 691 School Counseling Internship or COU 695 Clinical Mental Health Counseling Internship)
3. Pass the Comprehensive examination
4. Complete a Professional Counseling Portfolio submission and presentation with a passing recommendation from the Graduate Counseling Program Faculty
5. Follow ethical and professional standards (based on the ACA Code of Ethics and respective concentration ethical standards)
6. Successfully document progress within the Semester Progress Reviews
7. Meet benchmarks within the Student Dispositions
8. Abide by the rules and regulations of University of Mary and Graduate Counseling Program
9. Pass the Praxis II School Counselor Examination (School Counseling Concentration Only)

Satisfactory Academic Progress

To fulfil requirements for a degree, full-time and part-time students must:

1. Have a cumulative grade point average of 3.0 and
2. Meet Progress Toward Degree requirements.

A minimum grade of “C” is required for all courses in a graduate program of study, unless specified to be higher by a graduate program.

Graduation Requirements:

Students will not graduate unless the cumulative grade point average for courses in the graduate program of study is at least a 3.0. Students participating in a dual degree program must maintain an overall grade point average that meets the requirements of both graduate programs.

STUDENT EVALUATION

Evaluation of graduate counseling students occurs throughout the program. The following assessment measures are designed to evaluate each student to determine if they possess the necessary knowledge, skills, and professional dispositions to become a competent counselor.

Qualifying Conference

During students' first semester in the program, they will meet with the Graduate Counseling Program Faculty to complete a semester progress review, which is also considered the qualifying conference. Conferences are established to ensure students are progressing appropriately and meeting the necessary program requirements. Advisors will contact the students to set up their qualifying conferences.

Student Disposition Evaluation

Students are formally evaluated by the Student Disposition Evaluation. These evaluation forms are completed by the Graduate Counseling Program Faculty and rate students in their professional disposition development. During this process, students will also evaluate themselves to identify inconsistencies between self and other perceptions. The student will be evaluated and self-evaluate at least five times during their studies.

Note: A Student Support Form or Performance Improvement Plan may be initiated if there are concerns noted in any area of the student's performance. Students may not be allowed to participate in practicum or internship placements if there are areas of concern noted on the Student Disposition Forms or if a student fails to make progress in the areas identified on the performance improvement plan.

Semester Progress Reviews

Academic advisors review student progress each semester in an individual meeting, which students are required to attend. Students complete a Semester Progress Evaluation document each semester, and utilize the feedback provided on the Student Disposition Forms and by instructors of record. Once students are enrolled in practicum and internship, clinical supervisor evaluations are also reviewed during the Semester Progress Evaluation meetings if there are concerns. Students will identify strengths and set goals in the areas of professionalism, interpersonal and reflective skills, academic performance, and professional identity. Students' progress is tracked throughout each semester until they graduate.

Counseling Practicum Evaluation and Counseling Internship Evaluation

Students are evaluated throughout their practicum and internship experience by the Instructor of Record and Site Supervisor. Students will have a final practicum evaluation with the Site Supervisor and Instructor of Record to review the student's progress during their practicum experience at the completion of their hours. Students will have a midterm internship evaluation with the Site Supervisor and Instructor of Record to review the student's progress during their internship experience at the end of the first semester. Students will have a final internship evaluation with the Site Supervisor and Instructor of

Record to review the student's progress during their internship experience at the completion of their hours.

Core Assignments

The majority of courses in the counseling program contain at least one core assignment, intended to assess students in a specific facet of counseling knowledge or skills. Students are required to submit the assignment to Tevera for student and program evaluation. (The five-semester timeline is shown below. The course schedules may be different depending on their plan of study, however, the core assignments due to Tevera are correlated to the course number below.)

Semester 1

- COU 500 Counseling Orientation Seminar: Benedictine Values Paper (no KPI rubric in Tevera)
- COU 510 Professional Counseling Ethics: Ethical Decision-Making Model
- COU 570 Counseling Methods & Techniques: Videotaped Session, Case Conceptualization
- COU 572 Counseling Theories: Theory Application & Integration Paper

Semester 2

- COU 520 Social & Cultural Foundations: Social & Cultural Foundational Final Exam, Cultural Self-Analysis, Diversity Interviews, Awareness Paper
- COU 551 Research & Program Evaluation in Counseling: Program Evaluation, Research Proposal, Research Critique
- COU 574 Group Counseling: Group Counseling Whole Course in Class, Group Proposal
- COU 590 Practicum: Case Conceptualization, Counseling Practicum Evaluation

Semester 3

- COU 638 Counseling Skills Lab: Residency
- COU 530 Human Growth & Development: Self-Report of Development, Movie Reflection Paper
- COU 626 Comprehensive School Counseling Programs (School): Comprehensive School Counseling Program Project, School Counselor Advocacy Presentation
- COU 634 School Counseling Practices (School): Classroom Lessons, Presentation & Handout on Counseling Theory in School Counseling
- COU 640 Clinical Mental Health Counseling (CMH): Intake Role Play
- COU 650 Family Counseling: Family Analysis & Intervention Paper

Semester 4

- COU 540 Career Counseling & Testing: PPT Presentation & Handout on Special Population & Program Development, Career Interview Project
- COU 580 Assessment Techniques: Partner Assessment Administration, Scoring, Interpretation, & Report Write Up, Assessment Review Paper
- COU 582 Psychopathology & Assessment: Psychopathology Final Exam

- COU 628 Professional Issues in School Counseling (School): Case Study, Staff PD Presentation
- COU 691 School Counseling Internship: Classroom Lesson Development, Classroom Results Report, Counseling Internship Eval
- COU 695 Clinical Mental Health Internship: Case Conceptualization, Counseling Internship Eval

Semester 5

- COU 611 Crisis Counseling: Ethical Crisis Case Study Paper
- COU 691 School Counseling Internship: Group Lesson Plans, Group Results Report, Counseling Internship Eval
- COU 695 Clinical Mental Health Internship: Case Conceptualization, Counseling Internship Eval

Counselor Preparation Comprehensive Examination (CPCE) or CECE

In order to graduate from the Graduate Counseling Program, students must pass the comprehensive exam. The CPCE is administered through the testing company, CCE Global, which may provide immediate results or send the results directly to the Chair. If the latter occurs, students will receive their scores via email, from the Chair. The CECE is administered by the UMary Counseling Program on CANVAS with a proctoring system. Both the CPCE and CECE exams assess student knowledge in the following areas: human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluation, and professional orientation and ethics. The student is responsible for the cost of the examination. The pass score is set at one standard deviation below the national mean for exit scores for the test version. Successful passing of the CPCE or CECE is a requirement of HUM 799 which is a graduation requirement for students enrolled at the University of Mary. The student may have one attempt at the CECE and if the student does not receive a passing score then they must take the CPCE. If the student does not pass the CPCE they are allowed to retake the exam up to two times in a 6-month time period with 30-90 days in between test attempts depending on if the CPCE is at a testing center (30 days) or taken online through a proctor system (90 days). The student may test as many times is needed to successfully pass, but their degree will not be conferred until this requirement is met.

PROGRAM EVALUATION

Evaluation of the Graduate Counseling Program is continuous. The following assessment measures are designed to evaluate program policies, quality of courses, quality of instruction, and alumni outcomes. The following stakeholders are asked to provide feedback: current students, alumni, practicum and internship supervisors, and employers of alumni. All information and data acquired during the evaluation of the program is shared with stakeholders in aggregate format through emails and the website.

CPCE or CECE Scores

Annual CPCE or CECE data is maintained and analyzed for each cohort. The Chair analyzes the data to retain or dismiss adjunct instructors, revise course syllabi, change or keep textbooks, and identify strengths and weaknesses of the program. The CPCE and CECE scores are reviewed during the annual Data Review Graduate Counseling Department meeting.

PRAXIS II

The Praxis II test will be required for all school counseling students starting in the 2024 cohort. Scores will be reviewed during the annual Data Review Graduate Counseling Department meeting.

Course Evaluations

Students will have an opportunity to evaluate each course and course instructor. SmartEvals will send the evaluations, via email, to each student. Student feedback about each course instructor will be used by course instructors to revise their course to further meet student and program needs. All instructors are required to review student evaluations. Additionally, the Chair and Program Director also review these evaluations at the end of each semester to review course assignments, add or discontinue textbooks, add or discontinue entire courses, and retain committed adjunct faculty members on a long-term basis. The Program Director schedules meetings with adjunct instructors to discuss problematic patterns of feedback and to develop a plan for improvement. In addition, the Chair provides feedback to all full-time counseling faculty during the annual faculty evaluation. Course evaluations are anonymous.

Course Observation and Instructor Feedback

The Chair and Program Director periodically observe courses in the counseling program. Additionally, the Chair and Program Director provide constructive feedback to the course instructor in a follow-up meeting.

Site Supervisor Survey

All Practicum and Internship Site Supervisors are invited to complete an electronic survey within Tevera at the end of their supervisory experience. Site Supervisors are asked to provide feedback regarding the clarity and usefulness of the *Practicum and Internship Manual*, suggestions for improvement, quality of interaction with the Instructor of Record and Internship Director, the supervision experience, and student evaluation documents. Site Supervisor survey data is reviewed during the Data Review Graduate Counseling

Department meeting usually held in June. The Internship Director is then asked to make any agreed upon revisions to program policies, documents, and procedures, related to practicum and internship.

Program Evaluation

Students are given an opportunity to evaluate the counseling program and their experience in the program during their last semester of study. Within HUM 799, the Chair sends an electronic request to students during the semester of their degree conferral. This data is used to retain or dismiss adjunct instructors, revise program policies, revise course syllabi, add/drop courses, revise advising policies and procedures, and solicit greater student involvement throughout the program. Program Evaluation Survey data is reviewed during the Data Review Graduate Counseling Department meeting usually held in June.

Post-Graduation (Alumni) Survey

Students will be asked to complete a Post-Graduation survey, approximately one year after graduating from the Graduate Counseling Program. The Chair sends an electronic request to students through Tevera. Employment, licensure, and salary data are collected and analyzed. The data will be presented in an aggregate format. Alumni Survey data is reviewed during the Data Review Graduate Counseling Department meeting usually held in June.

Employer Survey

The Chair sends an electronic request to employers of counseling program alumni one year from graduation, during the months of March and April within Tevera. Information gathered within the survey focuses on the preparation of the employee during the program pertaining to the program objectives and Benedictine Values. Employer survey data is reviewed during the Data Review Graduate Counseling Department meeting usually held in June.

Licensure Supervisor Survey

The Chair sends an electronic request to the licensure supervisor of counseling program alumni one year from graduation, during the months of March and April within Tevera. Information gathered within the survey focuses on the preparation of the supervisee during the program pertaining to the program objectives and integration of Benedictine Values. Licensure supervisor survey data is reviewed during the Data Review Graduate Counseling Department meeting usually held in June.

MISCELLANEOUS DATA AND EVALUATION

Evaluation of the Graduate Counseling Program is continuous. The following assessment pieces are designed to evaluate program policies, practices, enrollment, and placements.

Demographic Information

Demographic information is collected from each student that applies for and enrolls in the program. The Chair tracks student enrollment/retention as well as the following:

- Number of degree and non-degree applicants
- Number of degree seeking students who were accepted each year
- Number of non-degree seeking students who were accepted each year
- Number of students who were denied admission
- Mean and Median age of students (per cohort)
- Undergraduate GPA
- Race/Ethnicity
- Sex
- Disability Status
- Undergraduate Major
- Citizenship status
- Religion
- Veteran status
- Estimated family income
- Highest level of education
- FAFSA submission
- Legal Background

The data is reviewed during the Data Review Graduate Counseling Department meeting held in June. Aggregate data is shared with stakeholders via email and the website.

Strategic Planning

The Graduate Counseling Program Faculty creates an Annual Strategic Plan for the program. Each summer, the Graduate Counseling Department reviews the prior year's plan to assess the degree to which the previous year's goals were accomplished while identifying changes or new goals.

Student Site Evaluation

At the conclusion of the internship experience, the internship student is required to complete the Student Site Evaluation to provide feedback to the graduate counseling program, regarding the quality of the site and supervision provided. Student Site Evaluation data is reviewed during the Data Review Graduate Counseling Department meeting usually held in June.

TECHNOLOGY

The counseling program uses both the assigned University of Mary email and Canvas as the communication tools between the Graduate Counseling Program and students. Students and instructors are required to use the Canvas learning management system in all courses. Students are responsible for the appropriate use of technology utilized by the University of Mary and the Graduate Counseling Program. Additionally, students need to seek assistance from OIT, Canvas Help, or other entities when issues arise.

Email: <https://outlook.office.com/owa/?realm=umary.edu>

Students are expected to check their official University of Mary email daily (Monday-Friday). It is expected that the student will communicate with the University of Mary, the Graduate Counseling Program, and their instructors via their University of Mary email at all times. Communication from an alternative email address is not acceptable.

Canvas: <https://canvas.umary.edu/>

The University of Mary utilizes the online learning management system (LMS), Canvas, for all courses. Even if a course includes live instruction, all students and instructors will use Canvas as a part of the course requirements. Students and instructors are expected to use Canvas to access valuable program information within the Counseling Program page. Students are expected to familiarize themselves with this learning platform and will receive assistance with this task during the COU 500 Counseling Orientation Seminar course. There are informational links, quick-step documents, resource guides, and other valuable documents available at <https://community.canvaslms.com/>.

Canvas Help Desk

Students and instructors who are experiencing any Canvas related problems should contact the Canvas help desk at the following number which is available 24/7: 855-895-0055 or via online chat through the LMS.

My.UMary Portal: <https://my.umary.edu>

The *Student* tab of the portal contains all of the tools and information you will need as a University of Mary student. The tab is comprised of three major areas: Academic Information, Financial Information, and Student Life. Students register for classes by logging into the UMary portal. Additionally, academic records, financial balances, financial aid, and university resources are located on this website.

OIT Help Desk

Students and instructors who are experiencing any non-Canvas related OIT issues (e.g., difficulty logging into your email or My.UMary portal), should contact the OIT Help Desk. Help is available between 7:00am-7:00pm (M-F) at the following number: 877-736-2577

Microsoft Teams & Zoom: zoom.us

All concentration and group supervision courses are taught over either Microsoft Teams or the Zoom platform for the blended cohort while all live instruction is taught over either Microsoft Teams or the Zoom platform for the online cohort. Students can log-in from their homes or other locations. However, professional behavior is expected, and students should conduct themselves as if they were in front of their instructor in a classroom environment. There is no cost to the student for using either Microsoft Teams or the Zoom platform.

Tevera: <https://umary.tevera.app/#/logon>

All students will purchase access to Tevera during their first semester in the program. Tevera houses all the student and program evaluations while also allowing students to track their hours for placements. Students will receive lifetime access to Tevera with their purchase. Students will be required to upload all documents related to Core Assignments, evaluations, and hours to Tevera for storage and appraisal. Students who are experiencing issues with Tevera should utilize the help feature or search <https://knowledge.tevera.com/display/OS> for assistance.

The One Stop Shop for Student Services:

Your centralized service center for a wide array of needs. Whether you have questions about financial aid, billing, academic records, or more, the One Stop Shop is your go-to destination. For on-campus students, the One Stop Shop is located on the lower level of the Benedictine Center, right at the Registrar/Financial Aid front desk area; it's designed for your convenience. Online and on-campus students have the flexibility to text, email, call, or book an appointment with a specific office based on their needs.

Offices Available for Appointments:

- *Student Success Center*: Seek advice on your initial course registration, career services, or accessibility services to navigate your academic path effectively.
- *Financial Aid*: Get detailed information and support regarding scholarships, grants, loans, and financial planning.
- *Student Accounts*: For inquiries about billing, payment plans, and other account-related questions.
- *Student Life*: Get involved with campus activities
- *Registrar*: Access services related to your academic records and transcripts.

RETENTION, REMEDIATION, AND DISMISSAL

Student Retention, Remediation, and Dismissal Policy

A student's acceptance into the program does not guarantee their fitness to remain in that program. As counselor educators, we have an ethical and professional responsibility to protect current and future clients/students, the profession, and our program by ensuring to the best of our ability that all students consistently meet the professional and ethical standards of the field. We do this through regular and ongoing evaluation of students' academic and non-academic performance. The faculty is responsible for assuring that only those students who continue to meet program expectations are allowed to continue in the program. Our goal is to be transparent about this review of student performance.

Student Retention Process

Students identified as meeting benchmarks through student evaluations above are retained within the Graduate Counseling Program.

Student Remediation Process

Within remediation, students are first made aware of concerns through a Student Support Form. If the violation is deemed egregious, the Graduate Counseling Program Faculty may enact a Performance Improvement Plan, seek suspension, or seek dismissal from the program. At any point throughout a student's program of study a Student Support Form or Performance Improvement Plan may be implemented by the Graduate Counseling Program Faculty. Typical causes for the implementation of a Performance Improvement Plan are:

- Failure to maintain a grade of "C" or better in any graduate level course required for the student to complete their program of study or cumulative graduate GPA of 3.0
- demonstration of a lack of understanding, knowledge, and progress in any course particularly those related to counseling skills development
- an ethical breach
- demonstration of conduct unbecoming of a graduate student and/or counseling professional.

A Performance Improvement Plan will be instituted for a period of no more than one full academic year. Progress will be assessed at the end of each semester for the time period of the remediation plan. A lack of progress in the areas specifically stated in the Performance Improvement Plan or lack of participation in the plan may result in dismissal from the Counseling Program.

Student Dismissal Process

The following circumstances constitute some cases of “unsatisfactory” performance and may result in dismissal from the program without an opportunity for remediation.

- Failure to maintain a 3.0 GPA (consistent with the academic probation policy described in the Academic Life: Graduate, Academic Sanctions section of the University of Mary Academic Catalog)
- Failure to meet all requirements of the student’s remediation plan
- Any serious ethical violation or professional disposition concerns

Remediation and Dismissal Grievance Process

For any grievance related to retention or dismissal a student may experience, the following process should be followed:

- Within two calendar weeks, provide the Chair with a written statement that describes the grievance, requests specific actions, and gives evidence to support the appeal within. Students should include copies of all relevant documents. The Chair reviews the material and rules with the consultation of the Associate Dean and/or Dean on the request within two calendar weeks.
- Students may appeal the ruling by the Chair based on the discovery of new evidence previously unavailable, a significant irregularity in the procedural process that could affect the ruling. General dissatisfaction with the decision is not sufficient grounds to appeal the decision to this level. The appeal under this part must take place within 30 calendar days of the ruling by the Chair. Students appeal to the Assistant to the Vice President for Academic Affairs (AVPAA). To file an appeal, the student must provide the AVPAA with a written statement that describes the problem, describes the new evidence or the perceived irregularity, and provides evidence to support the appeal. Students should include copies of all relevant documents. The AVPAA reviews the material and rules on the request.
- Students may appeal the decision made by the AVPAA if they believe there has been a significant irregularity in the procedural process, or if new evidence comes to light that may change the outcome of the appeal. General dissatisfaction with the decision is not sufficient grounds to appeal the decision of the AVPAA. Students may appeal the decision to the Vice President for Academic Affairs (VPAA) within 30 calendar days.

Student Support Form

If an Instructor of Record, Academic Advisor, Site Supervisor, Graduate Counseling Program Faculty, or other individual working with a Graduate Counseling Program student identifies behaviors that are of concern, a student support form can be completed. The goal of the document is to make all parties aware of the behavior or life events that are affecting the student’s development. Completed forms are discussed with the student and become a part of the academic file. Completion of a student support form does not automatically place the student on a Performance Improvement Plan but can lead to the development of a plan.

Performance Improvement Plan

To support students that may be struggling with specific knowledge, skills, or dispositions, the Graduate Counseling Program may place students on a Performance Improvement Plan. The goal of the document is to make all parties aware of certain behaviors and goals the student needs to accomplish. Completed forms are discussed with the student and become a part of the academic file. Depending on the identified concern(s), the student may not be able to continue or be placed within a practicum or internship placement. If a student does not successfully meet the requirements of the Performance Improvement Plan, they may be dismissed from the Program.

Academic Sanctions

Academic Standing

Students whose academic progress does not reflect the standards set forth in the Satisfactory Academic Progress policy will become eligible to be placed on Academic Warning or Academic Suspension.

Academic Warning

Students placed on academic warning will be notified by letter that they have one semester to bring their standing within Satisfactory Academic Progress requirements and of the right to an academic appeal. This letter will instruct students to complete and maintain an academic success plan with a designated advisor and comply with all the terms and conditions set forth in this plan. Students who do not substantially comply with their academic success plans, as determined by their designated advisor, will have a registration hold placed on their accounts.

In the event that they are not able to achieve Satisfactory Academic Progress by the end of the warning semester, students will be suspended or, in extenuating circumstances as determined by the applicable dean, may be granted an additional semester of warning.

Academic Suspension

Graduate students who have failed to maintain Satisfactory Academic Progress or who have failed to achieve Satisfactory Academic Progress after one Warning semester will be suspended. Students will receive notice of suspension and their appeal rights in a letter (see section on Right to an Academic Appeal). Suspended students will not be eligible to register for coursework and will be terminated from active status. Their financial aid will be terminated. Students who have been suspended from the University must follow the Appeals and Readmission Policy to be readmitted.

Appeals and Readmission for Academic Warnings, Suspensions, and Dismissals

This policy does not control appeals related to disciplinary violations or academic grievances, which are governed by program-specific and/or other university policies.

Appeals within 14-calendar days of the academic sanction: Graduate students who have been placed on an academic warning, are suspended, or have received notice of dismissal from their program of study due to their academic standing may appeal their status to their dean. The appeal must be in writing and submitted within 14 calendar days of the student's notification to be considered for readmission in the current semester. Students who appeal after this deadline and no later than one year following the suspension/program dismissal will be required to wait out for at least one semester before returning. If a student is readmitted to UMary after an academic suspension, s/he will be enrolled under the Catalog in effect at the time of readmission. The dean considers and rules on the appeal. That ruling is final and binding.

After 14-calendar day deadline: To request readmission after 14-calendar days of the academic sanction a suspension period of one semester or longer has been enforced, students must reapply for admission to the university, and their application will be directed to the relevant program director for a readmission decision. Students who reapply for admission appeal after the 14-calendar day deadline and no later than one year following the suspension/program dismissal will be required to wait out for at least one semester before returning.

Reasons for Appeal: Students may appeal due to mitigating circumstances such as illness of the student or immediate family member, death of an immediate family member, or other circumstances that may have resulted in substandard academic performance. The student must comply with all requests for documents pertaining to academic performance, i.e., copies of papers, test results, attendance records, etc.

Status during an Appeal: A student's status does not change while an appeal is under consideration. If he or she is in academic warning or suspension, the warning or suspension stands. If a student was dismissed, he or she remains dismissed. Approval of a suspension appeal does not ensure reinstatement of eligibility for financial aid. Graduate students who successfully appeal their suspension will be placed on academic warning.

Reinstatement after a Successful Appeal

Conditions for reinstatement may be imposed upon students who have successfully appealed their suspensions or dismissals from their programs of study for academic reasons, which may include, but not be limited to, the following:

- Agreement to be placed on academic warning and comply with the conditions of this status
- Once re-enrolled, the student may be required to repeat a course/s in which a grade less than a "C" was earned and may be required to repeat other courses if the student did not previously earn the letter grade required for the program of study and/or a higher letter grade is needed to raise the GPA to a minimum of a 3.0
- A minimum semester/term GPA of 3.0 must be achieved in the first semester of a reinstatement

- A minimum cumulative grade point average of 3.0 must be achieved by the end of the second semester of reinstatement
- Students who successfully appeal their suspensions/program dismissals after the initial 14-day deadline will be re-enrolled under the university catalog in place at the time of readmission, which may require additional coursework or contain different policies than those in place at the time of their original enrollment.

Approval of an academic suspension appeal does not ensure reinstatement of eligibility for financial aid. Students who are reinstated academically may still be on financial aid suspension based on the Satisfactory Academic Progress Policy for Financial Assistance.

Academic Success Plans

Graduate students who do not meet Satisfactory Academic Progress must maintain a success plan with a designated advisor and comply with all the terms and conditions set forth in the success plan.

Dismissal from Graduate Studies

Students who fail to achieve Satisfactory Academic Progress and are suspended and do not successfully appeal from the Program of Study ultimately will be dismissed from the University because of poor scholarship [less than 3.0 cumulative grade point average for two consecutive terms or for three cumulative terms; less than a grade of "C" in one or more courses in a term for students admitted to graduate studies on a probationary basis.] Students also may be dismissed for misconduct. See most current University of Mary Student Handbook at www.umary.edu.

Academic Grievances

Academic grievances are petitions to change a decision rendered about an academic matter, excluding Academic Warnings, Suspensions, and Dismissals from the University. Students may file an academic grievance for several reasons including: a perceived violation of university policy, failure to follow published course policies, a lack of consistency within the student's course section, or a dispute over the factual accuracy of graded work. The following are not reasons that qualify matters for academic appeal: a disagreement with published course policies, differences in classroom policies or grading schemes in different courses or between different sections of the same course, or a grade's impact on a student's academic progress, athletic eligibility, or eligibility for financial assistance or veteran's benefits.

Students shall use the following procedure to file an academic grievance:

1. Within two weeks after a student experiences the problem, he/she should contact the instructor involved and discuss the situation. If still dissatisfied, the student should proceed to Step 2.
2. Provide the Department/Division Chair or Dean (in the absence of a Chair) with a written statement that identifies the course and instructor, describe the problem, request specific actions, and give evidence to support the appeal within 30 calendar days of the original appeal to the instructor. Students should include copies of all relevant documents: papers, tests, etc. The Department/Division Chair or Dean (in the absence of a Chair) reviews the material and rules on the request. A student may appeal the decision of the Department/Division Chair or Dean or assigned alternate under only specific circumstances, as outlined in Step 3.
3. Students may appeal the ruling in Step 2 based on the discovery of new evidence previously unavailable, a significant irregularity in the procedural process that could affect the ruling in Step 2. General dissatisfaction with the decision made under Step 2 is not sufficient grounds to appeal the decision to this level. The appeal under this part must take place within 30 calendar days of the ruling in Step 2. Students appeal to the Dean or Assistant to the Vice President for Academic Affairs (AVPAA) if the Dean ruled in Step 2. To file an appeal, the student must provide the Dean or AVPAA with a written statement that identifies the course and instructor, describes the problem, describes the new evidence or the perceived irregularity, and provides evidence to support the appeal. Students should include copies of all relevant documents: papers, tests, etc. The Dean or AVPAA reviews the material and rules on the request. A student may appeal the decision made under Step 3 under specific circumstances, as outlined in Step 4.
4. Students may appeal the decision made under Step 3 if he or she believes there has been a significant irregularity in the procedural process, or if new evidence comes to light that may change the outcome of the appeal. General dissatisfaction with the decision made in Step 3 is not sufficient grounds to appeal the decision of the AVPAA. Students may appeal the decision to the Vice President for Academic Affairs (VPAA) within 30 calendar days. The VPAA shall select an impartial committee of three university faculty and/or administrators to adjudicate the appeal within a reasonable deadline as determined by the VPAA. The committee then requests that the student submit evidence within a reasonable timeframe; reviews the evidence; interviews, if necessary, those individuals involved; and recommends in writing a course of action to the VPAA.

The VPAA considers the recommendation of the committee and rules on the appeal. That ruling is final and binding.

Exceptions to the Academic Grievance Process:

- Absent Faculty: In a case where the instructor is absent or is no longer employed by the University, the appeal shall begin directly with the Chair or Dean of the Division or School in which the course was taken
- Additional preliminary levels of appeal: In some programs, students may have additional levels of appeal available to them prior to reaching the Dean. Additional preliminary levels of appeal appear on the course syllabi and may include other university officials such as a program director or level coordinator. Once an appeal reaches the level of Dean, all appeals must follow the sequence stated in this section.
- If the adjudicator listed in any of the appeal steps is the instructor of record for the course in which the appeal is filed, a designee will be appointed by the instructor's immediate supervisor to adjudicate the appeal and the appeal will begin at the level at which the instructor of record would otherwise serve as the appeal adjudicator.

ADDITIONAL INFORMATION

Special Request Form

If for any reason a student cannot meet the requirements of the Graduate Counseling Program or would like to have special circumstances considered, they must complete a Special Request Form to be brought before the Graduate Counseling Program Faculty for consideration. Students should submit the special request forms for change in degree plans or any academic changes to their academic advisor. Students should submit a special request form to the internship director for any changes to their practicum or internship. If students have any questions on whom to submit the special request form to, please consult with your academic advisor. Students may expect to receive a response to their request within 14 days.

Counseling Services

University of Mary students are eligible to receive free counseling services from CHI St. Alexius Employee Assistance Program. To schedule a session, call 701-530-7195 or 800-327-2195. Students may be required to attend personal counseling sessions as part of an academic, clinical, or performance improvement plan.

Dropping a Course

Courses will not be recorded on the academic record if the class is dropped before the published add/drop date for the course.

Withdrawal from a Course

After the add/drop deadline, students must withdraw from a course to remove it from their schedule. Since credit is not received for withdrawals, the student's grade point average is not affected. However, course withdrawals will count as credits attempted but not earned, affecting a student's Satisfactory Academic Progress standing.

A student who withdraws from a course before two weeks after mid-term will have the course recorded on the permanent transcript with a grade of "W" and will be charged for that course on a pro-rated basis. A student who elects to withdraw from a course after this period will receive a grade of "WP" or "WF" as determined by the instructor. Official add/drop/withdrawal dates for each term are available on www.umary.edu/registrar.

Withdrawals may have an impact on financial aid (see the Financial Aid section in the University of Mary Catalog for more details), and students must pay tuition for courses from which they withdraw in accordance with the policies of the Student Accounts Office.

https://www.umary.edu/sites/default/files/2021-10/Add-Drop_AcceleratedCourses_2021-10-28.pdf

Withdrawal from the University

Students who intend to temporarily stop out or permanently withdraw from the University must contact their advisor to receive instructions on completing the University's Exit Survey. Failure to complete the Exit Survey may have both academic and financial consequences, making completion of it an essential step prior to withdrawing from the University.

If a student is absent from the program for 12 months, or formally withdraws, they are required to reapply for admission. If they are re-admitted, they will be required to enter the program under the most recent academic catalog.

Students with Disabilities

The University of Mary, in compliance with the Americans with Disabilities Act and in the spirit of our mission, offers support for disabled students who provide required documentation. Students with disabilities who need accommodations should apply to the Office of Student Accessibility Services. For further information, contact Dr. Lynn Dodge, coordinator of Student Accessibility Services, in the Student Success Center (lower level of Welder Library) at (701) 355-8264 or ljdodge@umary.edu.

Transfer of Credits

Credits from other United States regionally accredited institutions of higher education and from international schools approved by the countries Ministry of Education must be approved for transfer to the University of Mary by the program director and the registrar. All official transcripts must be received by the registrar from the institutions granting credit for the transfer to be considered. Credits under consideration must have been earned within a seven (7) consecutive year time frame to be acknowledged as current for the program of study. Once approved, up to one-third of credits toward a program of study with a grade of "B" or better may be transferred as part of the graduate degree. Approved courses and accompanying credits are listed on the student's program of study and University of Mary transcript record.

Graduate Counseling Program Faculty reserve the right to substitute courses previously completed at a different institution/s. Undergraduate level courses may not be transferred in as graduate level courses. The determination process will begin once the Graduate Counseling Program Faculty has received an official transcript and the course syllabus. All of the following criteria must be met for a transfer credit to be considered:

- The course/s has a COU prefix or was taken as part of a Master's in Counseling degree program with CACREP Accreditation.
- The course is substantially equivalent to the course description and outcomes of the course for which the student is requesting substitution through review by the Graduate Counseling Program Faculty.

Note: Substitution/transfer of courses may negatively affect the student's ability to obtain professional licensure. Degree seeking students must complete all courses where counseling skills, client interaction, and clinical competency are supervised and evaluated as part of the University of Mary's Graduate Counseling Program.

Non-Degree Seeking Students

Per the University of Mary catalog, a non-degree seeking graduate student is defined as “someone who plans to take at least one graduate course.” The Graduate Counseling Program may grant admission to students who meet the admission criteria for non-degree seeking students. The non-degree seeking student is bound by the policies and procedures specified in the Counseling Program Handbook and the Counseling Practicum and Internship Manual. Non-degree seeking students who request completion of a supervised internship must follow the set identical internship hour and supervision requirements.

Student Recommendation

The Graduate Counseling Program at the University of Mary is designed to train counselors who are competent to enter and perform in appropriate work settings. Students requesting an endorsement are to directly address appropriate individual faculty. These requests will be addressed relevant to the specific endorsement being sought and the qualifications of the student requesting the endorsement. Decisions about the appropriateness of an endorsement for employment and/or professional credentialing will be based on the student’s area of specialization, training and/or coursework. Under no circumstance will students be endorsed for employment outside their area(s) of demonstrated competence.

Graduate Assistantships

Each year, the graduate counseling program offers a graduate assistantship opportunity to the incoming blended cohort. A graduate assistant position is a 10-15 hr./week commitment. In return, a student receives a full tuition waiver while serving as the graduate assistant. Graduate assistants serve faculty in various capacities including co-teaching or substitute teaching classes, participating in research projects/tasks, administrative/secretarial duties, and other tasks as assigned. Graduate assistantships are competitive. Interested students must successfully complete required paperwork and interview with faculty, prior to being awarded an assistantship.

Professional Associations

The Graduate Counseling Program encourages students to join and be active members of professional counseling associations in order to develop their professional networks, gain important professional development opportunities, and engage in advocacy efforts for the profession. Potential associations to join include:

- American Counseling Association (ACA) – Mission: Promote the professional development of counselors, advocate for the profession, and ensure ethical, culturally-inclusive practices that protect those using counseling services. – Website: <https://www.counseling.org/>
- American School Counselor Association (ASCA) – Mission: The mission of ASCA is to represent school counselors and to promote professionalism and ethical practices. – Website: <https://www.schoolcounselor.org/>
- American Mental Health Counselors Association (AMHCA) – Mission: Our mission is to advance the profession of clinical mental health counseling by setting the standard for: Collaboration, Advocacy, Research, Ethical Practice, and Education, Training, and Professional Development – Website: <https://www.amhca.org>

- North Dakota Counseling Association (NDCA) – Mission: It is the mission of the NDCA to provide quality professional development opportunities, facilitate networking, advocate for the counseling profession, and promote leadership activities and encourage active involvement in the organization. – Website: <http://www.ndcounseling.org/>
- North Dakota School Counseling Association (NDSCA) – Mission: The mission of the North Dakota School Counselor Association is to promote excellence in professional school counseling and the development of all students. – Website: <http://www.ndsca.us/>
- North Dakota Mental Health Counseling Association (NDMHCA) – Mission: NDMHCA works to serve the professional needs of mental health counselors by helping to develop a positive career and further promote the positive aspects of good mental health care throughout the state. – Website: <http://www.ndmhca.org>



UNIVERSITY of MARY

University of Mary Graduate Counseling Program Statement of Understanding

This form is used as a means of educating students regarding the important components of the counseling program. After reviewing and discussing these topics with your Instructor of Record, please indicate your understanding by providing your initials after each statement.

The Graduate Counseling Program has a practicum requirement of 100 hours, to be completed during the second semester of the program after successful completion of COU 500, 510, 572, and 570 and approval by the Graduate Counseling Program Faculty during the Qualifying Conference. The practicum hours are completed according to the academic term dates set by the University of Mary's Registrar during regular business hours (8:00-5:00pm) and are typically unpaid. Some sites may require commitment during the evening hours.

Initial:

The Graduate Counseling Program has an internship requirement for graduation. Internships are completed during the fourth and fifth semester in the program after approval by the University of Mary Graduate Counseling Program Faculty. Internship hour requirements vary by concentration (600 for School Counseling and 600 for Clinical Mental Health Counseling). Internship hours are primarily completed between regular business hours and are usually unpaid.

Initial:

The Graduate Counseling Program has a 90-minute group supervision requirement, concurrent with COU 691 and COU 695 Counseling Internships and COU 590 Practicum. Students must attend group supervision, during practicum and internship.

Initial:

Over and above earning a master's degree, professional counselors are required to receive professional licensure to practice. The license/s is/are usually issued by the state. The University of Mary Graduate Counseling Program is aligned with the licensing requirements for the state of North Dakota. If the student wishes to be licensed in a different state, additional requirements may need to be met. It is the student's responsibility to research licensure requirements of the state in which he or she wishes to practice as a licensed counselor.

Initial:

According to standards of the field, the University of Mary Graduate Counseling Program has an obligation to serve as a gatekeeper to the profession. Therefore, students will be routinely evaluated in the following areas: academic knowledge, counseling skills, coping skills, and professional dispositions. In most instances, an opportunity for remediation is provided. However, some acts of flagrant misconduct or ethical violation could result in immediate dismissal from the program.

Initial:

The Graduate Counseling Program requires successful completion of a comprehensive exam (CPCE) prior to degree conferral. The exam is completed during the fifth semester (spring) of the program if all core courses have been successfully completed. Each student is responsible for the cost of the

Initial:

The Graduate Counseling Program requires successful completion of a comprehensive exam (CPCE) prior to degree conferral. The exam is completed during the fifth semester (spring) of the program if all core courses have been successfully completed. Each student is responsible for the cost of the examination. If a student does not pass the exam, they will be required to retake the exam until they achieve a passing score.

Initial:

The Graduate Counseling Program requires successful completion and presentation of a comprehensive portfolio of your graduate experience. The portfolio is submitted and presented during the fifth semester of the program.

Initial:

In most counseling programs, there is an expectation of self-disclosure and vulnerability regarding personal thoughts, feelings, and behaviors (during class activities and supervision). The University of Mary Graduate Counseling Program is no different. Additionally, there is an expectation of confidentiality in that whatever classmates disclose remains in the classroom, by nature of ethical responsibility.

Initial:

Students are encouraged, but not required, to seek personal counseling during their time the Graduate Counseling Program. This experience is deemed as valuable by the program faculty. Students are offered free counseling through a partnership with CHI St. Alexius Employee Assistance Program.

Initial:

Students are allowed at most two absences (per seven-week course). A student who misses more than two nights of class could be required to repeat that course. A student who misses class for an excused reason will be required to complete make-up work as deemed appropriate by the Instructor of Record. Failure to complete missed work will result in an unexcused absence and the student will be required to repeat the course.

Initial:

Students may take a leave of absence from the program. If a student is not enrolled in a graduate counseling course at the University of Mary for longer than 12 months, they must reapply for admission into the Graduate Counseling Program and must follow the most recent academic catalog (if accepted back into the program). If a degree is not conferred, credits earned will need to be retaken if the course was completed longer than seven years prior.

Initial:

Students in the Graduate Counseling Program will be upheld to the standards of the program set forth in the University of Mary Graduate Counseling Program Handbook and Practicum & Internship Manual. Additionally, students are required to abide by University of Mary policies as stated in the Student Handbook.

Initial:

My signature below indicates that I have read, understood, and agree to abide by the University of Mary Graduate Counseling Program Handbook and information outlined above. I will adhere to the policies and procedures described therein as I participate in the University of Mary Graduate Counseling Program.

Student Name: Student Test

Student ID:

Student Signature: **Date**

University of Mary Graduate Counseling Program

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Concern Form

This referral assists the University of Mary Graduate Counseling Program in seeking professional consultation to obtain appropriate support for students – but it does not automatically initiate a Performance Improvement Plan (PIP).

STUDENT IDENTIFYING INFORMATION

Name: _____ Student ID: _____ Email: _____ Course/Term: _____

UNPLANNED LIFE EVENTS

INSTRUCTIONS: Click on the box that best describes *applicable* life events that interfere with academic performance and/or professional competency.

- Personal* challenges such as threats to housing/homelessness, life-threatening illness or debilitating medical condition, severe physical accident/injury, legal involvement, victim of abuse/assault/violence/harassment/bullying.
- Occupational* challenges such as financial catastrophe, job termination, threat of job loss, stressful work schedule, or uncongenial/hostile work environment.
- Family* challenges such as death or illness of a child/parent/sibling, relationship conflict, separation/divorce, or military deployment.
- Other:

ASSESSMENT OF STUDENT'S PROFESSIONAL DISPOSITIONS

INSTRUCTIONS: Click on the box that best describes the *concerning* student behavior that interfere with academic performance and/or professional competency. Use the "Other" box to type a behavioral descriptor that is not offered.

LIFELONG SCHOLARSHIP AND LEARNING

Acquisition of Knowledge: Uses and synthesizes knowledge from a variety of resources to guide decision making in the classroom, in the clinical field, and in the profession.

- Limited preparation or ability to use information learned in various settings to make appropriate, ethical decisions.
- Inability to utilize academic-related information, relevant codes of conduct, or problem-solving abilities in settings (classroom or clinical setting).
- Utilized information to make harmful decisions in the classroom, for the profession, or with clients.
- Other:

Engagement: Punctually attends scheduled meetings, actively contributes in required academic settings, and promotes other students' learning.

- Absent preparation or punctuality for a scheduled meeting or required task (may include records, assignments, and documentation).
- Noncontributory to required academic-related activities or disengaged from required professional competencies.
- Hindered, interfered, or negatively affected the motivation and learning process of others.
- Other:

Updated 4/7/24

RESPECT FOR PERSONS

Relationships: Interacts with others in a professional manner and successfully navigates interpersonal differences.

- Unable to recognize diminished interpersonal skills and impact on others due to life stressors.
- Insensitive to role differences and power dynamics in relationships or unable to manage those appropriately.
- Unwilling to engage in necessary efforts to repair a ruptured interpersonal relationship (may include faculty).
- Unable to collaborate, develop interdisciplinary teamwork, or resolve interpersonal conflict.
- Other:

Sensitivity: Attends to the feelings, experiences, and perceptions of others and honors their autonomy.

- Promoted interests of self over interests of others (may include vulnerable populations).
- Disregarded or was unconcerned about the feelings, experiences, or perceptions of others.
- Displayed intolerant attitudes or required others to adopt opinionated beliefs.
- Neglected, obstructed, or violated the autonomy of others (may include absent informed consent).
- Other:

Impartiality: Displays contextual and cultural competence by valuing the fundamental rights, dignity, and worth of all people.

- Insensitive to real or ascribed differences in power (e.g., oppression, privilege, discrimination, or other inequalities).
- Displayed prejudice (e.g., heterosexism, classism, ableism, sexism, ageism, ethnocentrism, or other micro-aggressions).
- Engaged in and/or supported misguided social justice advocacy endeavors.
- Discourteous of others' culture or any basis proscribed by law (e.g., race, color, national origin, religion/spirituality, language preference, marital/partnership status, socioeconomic status, veteran status, or immigration status).
- Other:

Awareness: Manifests alertness of how personal beliefs, attitudes, values, and behaviors affect others and uses sound judgment to properly assess situations.

- Absent attentiveness to personal well-being or to signs of deficiency from physical, mental, or emotional problems.
- Unable to display basic cognitive skills and/or appropriate affect in response to others (may include role-play scenarios).
- Was not cognizant to professional boundaries of competence or limitations of education and/or training.
- Deficient alertness to sound judgment, capacity to properly assess situations, or tolerance for ambiguity.
- Other:

GROWTH

Knowledge of Self: Exhibits willingness to engage in self-examination, challenge assumptions, and assimilate feedback to reach an acceptable level of competency.

- Unwilling to consider alternative points of view, change ideas, or examine personal reactions.
- Unreceptive to ongoing feedback regarding deficiencies with knowledge, skill, or professional dispositions.

- Avoided personal self-growth, professional development practices, or suggested counseling services.
- Refused to address any personal concerns that have the potential to affect professional competency.
- Other:

Accountability: Accepts personal contributions to academic, skills, and/or comportment challenges and acts responsibly to enhance professional effectiveness.

- Neglected factors causative of diminished capacity to perform required academic or professional functions.
- Blamed others for academic problems, professional deficits, or personal difficulties.
- Unwilling to acknowledge, understand, take accountability of, or address personal contributions to academic or professional problems.
- Objected to opportunities for responding to discomfort or difficult circumstances with thoughtful consideration.
- Other:

Discipline: Exhibits ability to manage personal stress, self-disclosure, and excessive emotional reactions that interfere with professional functioning.

- Made inappropriate self-disclosure, was self-absorbing, or lacked personal and professional maturity.
- Displayed emotional or behavioral instability (may include threats of harm to self or others).
- Manifested inappropriate social, physical, emotional, or sexual boundaries.
- Impatient or unable to control impulses or urges (may include anger or use of alcohol, drugs, or other substances).
- Other:

PROFESSIONAL PRACTICE

Communication: Displays respectful tone and uses open, honest, and accurate statements in dealing with others.

- Employed argumentative, condescending, unkind, disruptive, or other disrespectful attitude.
- Made misleading, dishonest, or deceptive statements or provided false information.
- Made statements received by others as rude, domineering, hostile, or aggressive (may include cyber-bullying).
- Used threats of harm, intimidation, or statements that cause others to feel unsafe or uncomfortable in any manner.
- Other:

Congruence: Demonstrates ability to acquire and integrate ethical codes, accreditation standards, and institutional policy into one's repertoire of professional behavior in all settings.

- Displayed exploitive, abusive, or harassing conduct toward any person affiliated with or outside the university.
- Breached private communication or failed to safeguard unauthorized disclosure of sensitive information.
- Used technology inappropriately, disrespectfully, or unethically with others (may include personal virtual relationship).
- Participated in unauthorized alteration of university documents or other threats to personal authenticity.
- Other:

Updated 4/7/24

SERVICE

Service: Demonstrates ability to effectively and professional serve the community, the University of Mary, and the counseling profession.

- Engaged in inappropriate conduct within or outside the university.
- Engaged in unlawful behavior that resulted in criminal punishment.
- Denied experiences to be engaged in learning, trainings, and/or other experiential opportunities for personal and professional growth.
- Displayed behavior that hampered clients’ welfare, such as inappropriate advocacy and social justice actions.
- Other:

Further Description of Identified Concerns: *(please be as factual as possible and copy and paste applicable artifacts below)*

REQUIRED (click pertinent boxes):

- I have consulted with applicable program leadership and communicated with the student regarding this referral.
- I have not consulted with applicable program leadership *because*
- I have not communicated with the student regarding this referral *because*

Faculty/Staff Signature: _____ Date: _____

Program Leadership Signature: _____ Date: _____

Student Signature: _____ Date: _____