



## College Catalog and Student Handbook

- Master of Arts in Counseling, Specialty: Addiction Counseling Online Degree Program
- Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid Degree Program
- Professional Development



**Fall 2024**

<b>Section 1: About the Graduate School</b> .....	<b>page 1</b>
<b>Introduction</b> .....	<b>page 3</b>
<b>Mission Documents</b> .....	<b>page 3</b>
Mission.....	page 3
Vision.....	page 3
Values.....	page 3
Goals.....	page 3
Organizational Priorities.....	page 3
<b>Educational Philosophy and Learning Outcomes</b> .....	<b>page 5</b>
<b>Facts at a Glance</b> .....	<b>page 5</b>
Enrollment—as of Fall 2023.....	page 5
Student Diversity.....	page 5
Faculty.....	page 5
<b>Licensure</b> .....	<b>page 5</b>
Minnesota Licensed Alcohol and Drug Counselor (LADC).....	page 5
Minnesota Licensed Professional Counselor (LPC).....	page 5
Minnesota Licensed Professional Clinical Counselor (LPCC).....	page 5
Out of State Licensure.....	page 5
Professional Licensure and Certification Documentation and Communication Policy.....	page 5
Determining Student Location Policy.....	page 6
Attestation Policy.....	page 6
<b>Accreditation</b> .....	<b>page 7</b>
<b>Minnesota State Registration</b> .....	<b>page 7</b>
<b>Consumer Privacy Policy</b> .....	<b>page 7</b>
Collection of Personal Information.....	page 7
How we Collection your Personal Information.....	page 8
Use of your Personal Information.....	page 8
Information Disclosure.....	page 9
How we Protect your Personal Information.....	page 9
Data Retention.....	page 9
Access, Rectification and Your Choices.....	page 9
Links to Other Sites.....	page 9
Cross-Border Transfer.....	page 9
Children.....	Page 10
Changes in Privacy Policy.....	page 10
Contact Us.....	page 10
 <b>Section 2: Learning Opportunities</b> .....	 <b>page 11</b>
<b>About Learning Opportunities</b> .....	<b>page 12</b>
Career Opportunities.....	page 12
Academic Expectations Agreement.....	page 12
Student Engagement Opportunities.....	page 12

<b>Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid Degree Program</b>	<b>page 13</b>
Learning Outcomes	page 13
<b>Master of Arts in Counseling, Specialty: Addiction Counseling Online Degree Program</b>	<b>page 14</b>
Learning Outcomes	page 14
<b>Professional Development</b>	<b>page 15</b>
<b>Integrated Clinical Supervision Certificate</b>	<b>page 15</b>
<b>Prevention Certificate</b>	<b>page 15</b>
Licensure	page 15
<b>Clinical Placement</b>	<b>page 15</b>
Practicum	page 15
Internships 1 & 2	page 15
<b>Capstone Experience</b>	<b>page 16</b>
<b>Employment Services</b>	<b>page 16</b>
<b>Continuing Education</b>	<b>page 16</b>
Units	page 16
<b>Writing Center</b>	<b>page 16</b>

**Section 3: Admissions and Requirements** ..... **page 17**

<b>Admission Requirements</b>	<b>page 18</b>
General Admissions	page 18
Alternative Admissions Pathways	page 18
<b>Application Procedure</b>	<b>page 18</b>
<b>References and Related Information</b>	<b>page 19</b>
<b>Transcripts</b>	<b>page 19</b>
<b>Notification of Admission Decision</b>	<b>page 19</b>
<b>Semester Calendar</b>	<b>page 19</b>
<b>Semester Dates</b>	<b>page 19</b>
<b>Categories of Admission</b>	<b>page 20</b>
Rolling Enrollment Options	page 20
International Student Application Deadlines	page 20
Master of Arts Programs	page 20
<b>Tuberculosis Screening</b>	<b>page 20</b>
<b>Immunizations</b>	<b>page 20</b>
<b>Hazelden Betty Ford Foundation Requirements</b>	<b>page 20</b>
<b>Postponement</b>	<b>page 20</b>
<b>Issuance of Form I-20</b>	<b>page 20</b>
<b>Conditional Admission Policy</b>	<b>page 21</b>
<b>Readmission or Resumption of Studies Policy</b>	<b>page 21</b>
Suspension	page 21
Leave of Absence	page 21
Voluntary Withdrawal	page 21
Expulsion	page 21
<b>Transfer of Credit</b>	<b>page 21</b>
<b>Degree Change</b>	<b>page 22</b>

<b>Section 4: Graduate School Facilities</b> .....	<b>page 23</b>
<b>Campus Location</b> .....	<b>page 24</b>
<b>Center City Campus Resources</b> .....	<b>page 24</b>
The Hazelden Betty Ford Addiction Research Library .....	page 24
Online Library Resources .....	page 24
Butler Center for Research .....	page 24
The Foundation’s Intranet .....	page 24
Populi .....	page 25
Media Services .....	page 25
The Hazelden-Pittman Archives .....	page 25
Cork Fitness Center .....	page 25
Computer Lab .....	page 25
Wireless Internet Access .....	page 25
Food Services .....	page 25
Campus Accessibility for Students with Disabilities .....	page 25
<b>Section 5: Student Information—Academic Policies</b> .....	<b>page 26</b>
<b>Notice to Students</b> .....	<b>page 30</b>
Exception to Policies .....	page 30
Consumer Disclosures .....	page 30
<b>Equal Opportunity/Nondiscrimination Policy Statement</b> .....	<b>page 30</b>
Employment .....	page 30
Educational Programs and Activities .....	page 30
Minnesota State Policy Against Discrimination .....	page 30
Statement of Institutional Diversity and Pluralism .....	page 30
<b>Student Conduct</b> .....	<b>page 31</b>
Rules of Conduct .....	page 31
Discipline and Sanction .....	page 31
Disciplinary Action for Violations of Student Conduct .....	page 35
Sanctions .....	page 35
<b>Professional Disposition</b> .....	<b>page 35</b>
<b>Support Services for Persons with Disabilities</b> .....	<b>page 36</b>
<b>Program and Degree Information</b> .....	<b>page 37</b>
Time Limits .....	page 37
Class, Group Supervision, Residency, and Clinical Placement Attendance .....	page 37
Use of Employment Toward Clinical Hours .....	page 38
Graduate Credit .....	page 38
Degree Conferral and Graduation .....	page 38
Participation in Commencement Exercises .....	page 38
Textbooks .....	page 38
New Student Orientation .....	page 38
Online Orientation .....	page 39
Grade Transcripts .....	page 39
Submission of Coursework and Course Extensions .....	page 39

Online Orientation Submission of Coursework and Course Extensions .....	page 39
Course Withdrawal.....	page 40
Administrative Withdrawal .....	page 40
Administrative Withdrawal from Courses .....	page 40
Appeal for Reinstatement.....	page 40
Leave of Absence.....	page 41
<b>Advisement and Registration .....</b>	<b>page 41</b>
Advisement.....	page 41
Course Planning.....	page 41
Change of Catalog Year.....	page 41
Course Overload Policy.....	page 41
Course Closure Policy.....	page 42
Registration .....	page 42
Add/Drop Procedure .....	page 42
Class Schedules.....	page 42
Class Meeting Times for On-Campus Courses .....	page 42
Cancellation of Course .....	page 42
Auditing a Course .....	page 42
Withdrawal from the Graduate School .....	page 42
<b>Grades .....</b>	<b>page 43</b>
Grade Values and Points.....	page 43
Grading .....	page 43
Grade Point Average.....	page 43
Failing Grades .....	page 43
Repeated Courses.....	page 43
Change of Grade Limitations .....	page 43
Student Grade Reports.....	page 43
Academic Course Grade Appeals.....	page 43
<b>Tuition, Fees, and Payment.....</b>	<b>page 44</b>
Tuition .....	page 44
Tuition Payment .....	page 44
Method of Payment.....	page 44
Tuition and Fee Refund Policy .....	page 44
Refund Policy for Students who are Residents of Wisconsin.....	page 45
Delinquent Account Policy.....	page 45
Miscellaneous Fees .....	page 45
Course Fees.....	page 46
Professional Membership Fees .....	page 46
Liability Insurance Fees.....	page 46
Residency Fees .....	page 46
Master's Applied Project (MAP) Deferral Fee .....	page 46
Master's Applied Project (MAP) Failure Fee .....	page 46
Optional Practical Training (OPT).....	page 46
GI Bill® Education Benefits for Veterans .....	page 46
Veterans Benefits Transition Act of 2018 Policy.....	page 46

<b>Financial Aid</b> .....	<b>page 47</b>
Enrollment Status Definition .....	page 47
Master of Arts Programs .....	page 47
Federal Student Aid Eligibility.....	page 47
Student Financial Aid Records .....	page 47
Default Management Plan—Title IV Funds .....	page 47
Satisfactory Academic Progress Policy (SAP) for Students Receiving Federal Financial Aid.....	page 48
Incompletes, Withdrawals, Repeated Courses, and Transfer Credits .....	page 49
Attendance Policy for Financial Aid Students .....	page 49
Leave of Absence Policy/Program Withdrawal Policy .....	page 49
<b>Academic Probation and Suspension</b> .....	<b>page 49</b>
Master of Arts Programs .....	page 49
Resolving Academic Probation.....	page 50
<b>Class Attendance Policy</b> .....	<b>page 50</b>
<b>Clinical Probation</b> .....	<b>page 50</b>
Resolving Clinical Probation.....	page 51
<b>Copyright and Intellectual Property</b> .....	<b>page 51</b>
<b>Ethics and Confidentiality</b> .....	<b>page 51</b>
Ethical Code .....	page 52
Ethics .....	page 52
Confidentiality .....	page 52
Clinical Supervision Guidelines.....	page 52
Internship Site Supervisor Credentials Policy.....	page 52
HIPAA—De-identified Information .....	page 52
Research Involving Human Subjects .....	page 53
Conflict of Interest .....	page 53
<b>Student Records</b> .....	<b>page 53</b>
Definition of Education Records and Exclusions.....	page 53
Student Rights Under FERPA .....	page 53
Directory Information.....	page 55
Record Retention .....	page 55

<b>Section 6: Student Information—General</b> .....	<b>page 57</b>
<b>Alumni Association</b> .....	<b>page 58</b>
<b>Faculty/Student Forum</b> .....	<b>page 58</b>
<b>Student Representatives</b> .....	<b>page 58</b>
<b>Holidays</b> .....	<b>page 58</b>
<b>Incident Reports</b> .....	<b>page 58</b>
<b>Technology Requirements</b> .....	<b>page 58</b>
<b>Information Technology Business Use</b> .....	<b>page 59</b>
<b>Student Email</b> .....	<b>page 59</b>
<b>Wireless Internet Access</b> .....	<b>page 59</b>
<b>Technology Services Guidelines</b> .....	<b>page 60</b>
<b>Reference and Recommendation Letters for Graduate Students and Alumni Policy</b> .....	<b>page 60</b>

<b>Social Media Policy</b> .....	<b>page 60</b>
Authorized Use of Social Media.....	page 61
Personal Social Media Use.....	page 62
Student Monitoring .....	page 62
Reporting Violations .....	page 62
Discipline for Violations .....	page 62
<b>Lockers</b> .....	<b>page 63</b>
<b>Overdue Library Items Policy</b> .....	<b>page 63</b>
<b>Verification of Student Identity Policy</b> .....	<b>page 63</b>
<b>Student Assistance Program — Counseling Services</b> .....	<b>page 63</b>
<b>Pregnancy Navigator</b> .....	<b>page 64</b>
<b>Student Concern Procedure</b> .....	<b>page 64</b>
<b>Tobacco-Free Environment</b> .....	<b>page 64</b>
<b>Violence Policy</b> .....	<b>page 64</b>
<b>Appeals, Complaints and Dispute Resolution</b> .....	<b>page 64</b>
<b>Campus Security</b> .....	<b>page 65</b>
<b>Safety and Emergency Procedures</b> .....	<b>page 68</b>
<b>Closure and Delay Procedures</b> .....	<b>page 68</b>

**Section 7: Academic Programs and Course Descriptions..... page 70**

<b>Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid Degree Program</b> .....	<b>page 71</b>
Required Courses .....	page 71
Required Clinical Courses .....	page 71
Elective Courses .....	page 71
Requirements for Program Completion .....	page 71
Sample Course Sequence: Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid Degree Program (Full-Time Program) .....	page 72
<b>Master of Arts in Counseling, Specialty: Addiction Counseling Online Degree Program</b> .....	<b>page 73</b>
Required Academic Courses .....	page 73
Required Clinical Courses .....	page 73
Elective Courses .....	page 73
Requirements for Program Completion .....	page 73
Sample Course Sequence: Master of Arts in Counseling, Specialty: Addiction Counseling Online Degree Program (Full-Time Program) .....	page 73
<b>Professional Development</b> .....	<b>page 74</b>
Course Offerings.....	page 75
<b>Course Prerequisites</b> .....	<b>page 75</b>
<b>Course Co-requisites</b> .....	<b>page 75</b>
<b>Course Descriptions</b> .....	<b>page 75</b>

**Section 8: Administration, Faculty, and Staff..... page 94**

<b>Administration and Core Faculty</b> .....	<b>page 95</b>
<b>Emeritus Faculty</b> .....	<b>page 97</b>
<b>Adjunct Faculty</b> .....	<b>page 97</b>
<b>Administrative Staff</b> .....	<b>page 100</b>
<b>Board of Governors</b> .....	<b>page 102</b>

**Section 9: Directory ..... page 103**

**Hazelden Betty Ford Foundation Locations .....page 104**

**Hazelden Betty Ford Foundation Web Addresses .....page 105**

**Appendix: Sex Discrimination Policy & Title IX Grievance Procedures**



# About the Graduate School

<b>Section 1: About the Graduate School</b> .....	<b>page 1</b>
<b>Introduction</b> .....	<b>page 3</b>
<b>Mission Documents</b> .....	<b>page 3</b>
Mission .....	page 3
Vision.....	page 3
Values .....	page 3
Goals.....	page 3
Organizational Priorities .....	page 3
<b>Educational Philosophy and Learning Outcomes</b> .....	<b>page 5</b>
<b>Facts at a Glance</b> .....	<b>page 5</b>
Enrollment—as of Fall 2023 .....	page 5
Student Diversity .....	page 5
Faculty .....	page 5
<b>Licensure</b> .....	<b>page 5</b>
Minnesota Licensed Alcohol and Drug Counselor (LADC) .....	page 5
Minnesota Licensed Professional Counselor (LPC) .....	page 5
Minnesota Licensed Professional Clinical Counselor (LPCC).....	page 5
Out of State Licensure.....	page 5
Professional Licensure and Certification	
Documentation and Communication Policy .....	page 5
Determining Student Location Policy .....	page 6
Attestation Policy.....	page 6
<b>Accreditation</b> .....	<b>page 7</b>
<b>Minnesota State Registration</b> .....	<b>page 7</b>
<b>Consumer Privacy Policy</b> .....	<b>page 7</b>
Collection of Personal Information .....	page 7
How we Collection your Personal Information .....	page 8
Use of your Personal Information .....	page 8
Information Disclosure .....	page 9

<b>How we Protect your Personal Information .....</b>	<b>page 9</b>
<b>Data Retention .....</b>	<b>page 9</b>
<b>Access, Rectification and Your Choices .....</b>	<b>page 9</b>
<b>Links to Other Sites.....</b>	<b>page 9</b>
<b>Cross-Border Transfer .....</b>	<b>page 9</b>
<b>Children .....</b>	<b>page 10</b>
<b>Changes in Privacy Policy .....</b>	<b>page 10</b>
<b>Contact Us.....</b>	<b>page 10</b>

## About the Graduate School

## Introduction

The Hazelden Betty Ford Graduate School (Graduate School) is an institution of higher education within the Hazelden Betty Ford Foundation (Foundation). The Foundation is a not-for-profit multi-resource center for addiction based on core competencies in treatment, education, research, and publishing. Since its early beginnings in 1949, Hazelden Betty Ford has educated students, patients, family members, interns, professionals, and the public regarding the prevalence, prevention, assessment, and treatment of alcohol and drug dependence.

In 1965, the Foundation developed the Hazelden Chemical Dependency Counselor Training Institute, a formal training program of classroom education and clinical training to prepare individuals as alcohol and drug dependence counselors. Throughout its operation, the institute educated more than 550 graduates from North and South America, Europe, Asia, Middle East, and Africa.

In 1975, a separate division for professional training was established to include workshops, clinical internships, and counselor education programs in partnership with degree granting institutions for undergraduate credit.

The training institute evolved into a comprehensive theory, research, and practice-based graduate school, and is now the longest continuous educational resource for students of alcohol and drug dependence counseling in the United States.

The Graduate School is the result of the Foundation's commitment to education. One of Hazelden Betty Ford's first mission statements, developed in 1984, claimed education as a core competency.

In 1998, the Board of Trustees established strategic priorities to lead clinical research, education, and professional training in the field of addiction. The Hazelden Betty Ford Graduate School of Addiction Studies was established, admitting its first class in 1999 with seven masters and six certificate students.

In 2023, the Graduate School changed its name to the Hazelden Betty Ford Graduate School, and in 2024, the degree programs became accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Today, the Graduate School has granted over 1,000 master's degrees and 60 certificates in addiction counseling. The shared history of the Hazelden Chemical Dependency Counselor Training Program, and now the Graduate School, has educated students from over 47 states, 3 U.S. territories, and over 43 countries, including Japan, Iceland, Norway, Canada, Great Britain, and Bermuda.

The Graduate School is located at Hazelden Betty Ford's largest campus in Center City, Minnesota. Students are provided access to clinical practice opportunities at various Hazelden Betty Ford and other provider sites across the country.

## About the Graduate School

implications of clinical practice.

## Mission Documents

### Mission

The Hazelden Betty Ford Graduate School educates future leaders in addiction counseling who provide evidence-based integrated care for substance use and co-occurring disorders.

### Vision

The Graduate School will set the international standard for addiction counselor education, practice, and leadership.

### Values

To actualize our mission and achieve our vision, the Graduate School embraces the following values:

- Champion empathy, knowledge, diversity, multicultural competencies, and skills enabling students to treat the whole person as well as the disease of alcohol and drug dependence and its complications
- Treat each person with dignity and respect
- Promote Twelve Step fellowship as an effective method of sustaining therapeutic change
- Be of service to the larger community
- Advance innovation as a tool for continuous improvement
- Foster a scientific and open environment for inquiry and learning anchored in academic freedom and scholarship
- Advocate life-long learning as a standard for continued clinical competence

### Goals

All graduates of the Graduate School will achieve the following learning outcomes:

- Demonstrate competence in evidence-based and theoretical approaches to alcohol and drug dependency and its complications.
- Appreciate diversity as a clinical opportunity, based on individual differences including social, cultural, physical, and psychological implications of recovery.
- Facilitate a process of change, including related factors such as family, environmental, and systemic issues.
- Apply data and research to improve clinical services and outcomes.
- Understand the ethical, moral, and legal

### Organizational Priorities

Serving as a platform for the future, the Graduate School is charged with the following priorities:

- Prepare students as future leaders in behavioral health.
- Enrich community engagement for more effective public service.
- Advance student learning resources.

## Educational Philosophy and Learning Outcomes

The Graduate School faculty identifies specific learning outcomes for each course and program. These outcomes provide the basis for assessing student learning and program effectiveness. The Graduate School's educational philosophy is based on the premise that learning is a student-centered, transformational process that enlightens and empowers the learner cognitively, affectively, and behaviorally. The Graduate School emphasizes outcomes that prepare students for future roles as effective counselors and leaders in the behavioral health field. To optimize learning outcomes, intensive learning strategies are used to integrate theory, research, and practice throughout the curriculum. Classes incorporate diverse perspectives, drawing upon faculty expertise as well as various scientific, professional, and clinical resources. Courses build upon prior knowledge and skill in incremental stages that promote advanced knowledge, understanding, as well as clinical and professional competency.

## Facts at a Glance

### Enrollment 2023

- Total master's students: 204
- Full-time master's students: 49%
- Part-time master's students: 51%
- Total professional development students: 34
- Total certification students: 9

### Student Diversity

- Female students: 65%
- Male students: 35%
- Students of color: 15%
- Out-of-state students: 65%
- International students: 1%
- Age range of students: 21-74
- Average age: 42.8
- Racial/ethnic self-identification
  - American Indian or Alaska Native: 3
  - Asian: 4
  - Black or African American: 14
  - Hispanic or Latino: 12
  - Native Hawaiian or Other Pacific Islander: 0
  - Two or More Races: 3
  - White, non-Hispanic: 207
  - Unknown: 1

### Faculty

- Core faculty: 6
- Emeriti faculty: 1
- Adjunct faculty: 20

## Licensure

### Minnesota Licensed Alcohol and Drug Counselor (LADC)

Graduates of the Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid degree program meet the academic requirements necessary to pursue the Licensed Alcohol and Drug Counselor credential in Minnesota. Graduates of the Master of Arts in Counseling, Specialty: Addiction Counseling Online degree program who complete program requirements as residents of the State of Minnesota, also meet the academic requirements for this licensure. Note: applicants for the LADC are required to document 880 hours of clinical experience as part of their academic program.

### Minnesota Licensed Professional Counselor (LPC)

Graduates of the Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid degree program meet the academic requirements necessary to pursue the Licensed Professional Counselor credential in Minnesota. Graduates of the Master of Arts in Counseling, Specialty: Addiction Counseling Online degree program who complete program requirements as residents of the State of Minnesota, also meet the academic requirements for this licensure.

### Minnesota Licensed Professional Clinical Counselor (LPCC)

Graduates of the Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid degree program meet the academic requirements necessary to pursue the Licensed Professional Clinical Counselor credential in Minnesota. Graduates of the Master of Arts in Counseling, Specialty: Addiction Counseling Online degree program who complete program requirements as residents of the State of Minnesota, also meet the academic requirements for this licensure.

### Out of State Licensure

Licensing requirements vary from state to state. It is the student's responsibility to check licensing requirements in their respective state. For assistance, students are encouraged to contact the Dean of Academic Affairs. Students admitted after July 1, 2024 will be provided with information about whether the degree program meets licensure requirements in their home state and asked to sign an attestation statement acknowledging receipt of this information.

### Professional Licensure and Certification Document and Communication Policy

The Graduate School maintains a professional licensure and

## About the Graduate School

certification list regarding whether or not our programs meet state requirements. This information is reviewed annually and shared via our website and through emails to prospective students, newly admitted students, and currently enrolled students.

### Determining Student Location Policy

To ensure Hazelden Betty Ford Graduate School is in compliance with the U.S. Code of Federal Regulations 34 CFR 668.43(a)(5)(v) and 34 CFR 668.43(c), which require disclosures for programs that lead to a professional licensure or certification necessary for employment, regardless of the program's modality, this regulation requires institutions to determine the state in which a student is located for the purpose of disclosing if applicable program curriculum meets state-specific requirements.

Institutions must determine student location (i.e., state) in order to disclose state-specific professional licensure information:

1. At the time of the student's initial enrollment in an educational program, and
2. Upon formal notification by a current student of a change in the student's location

A prospective student's location is the state of the prospective student's residency at the time the student has applied for admission, intends to enroll and is then entered into the student record system. For students whose permanent address does not include a U.S. state or territory (e.g., students living outside the United States), their location will be considered the state of Minnesota. The student location for enrolled students is the state where the enrolled student resides and is based on the permanent home address entered into the student record system. For students whose permanent address does not include a U.S. state or territory (e.g., students living outside the United States), their location will be considered the state of Minnesota.

Student location designations will remain in effect unless and until a student officially notifies the Graduate School that their permanent address has changed by using the official Change of Address form. Once a student notifies the Graduate School, the date of entry will be used as the effective date of a student's revised location for the purposes of this policy. If a student does not notify the Graduate School of a change of address and their permanent address has been end dated in the student record system because mail was returned as undeliverable, their location will be considered the state of Minnesota.

If Hazelden Betty Ford Graduate School has determined that the student's program of interest does not meet the educational requirements for licensure/certification in the state/territory where the student is located, then

Hazelden Betty Ford Graduate School sends professional licensure direct disclosures to admitted prospective students interested in an academic program designed or advertised to meet educational requirements for licensure/certification required for employment in an occupation before the student makes a financial commitment. The Hazelden Betty Ford Graduate School sends a direct disclosure to a current student if the Hazelden Betty Ford Graduate School has made a determination that the student's program does not meet the educational requirements for licensure/certification in the State/territory where the student is located. This disclosure is sent to the student within 14 calendar days of making such determination. Students will follow the proper procedure to officially notify the Graduate School of a change in their permanent address by using the official Change of Address form. Students receive appropriate licensure disclosures if they change their location or program and properly notify the Graduate School of such change.

If a student is considering relocating, they will contact their faculty advisor to discuss potential specific state requirements for their program's applicable licensure board(s) in the state where they intend to obtain a license.

### Attestation Policy

The Graduate School, in compliance with federal Department of Education requirements, regularly determines if its degree programs meet state licensure requirements for the addiction counselor and professional counselor credentials. The office of the Dean of Academic Affairs conducts reviews of licensing standards on an annual basis and more frequently if needed. Based on a review of posted licensure requirements, consultation with licensing board staff, experience from program graduates, and/or other methods, the Graduate School will make the determinations and inform prospective students of these determinations, including any special requirements of note. Prior to enrollment, students will be required to sign an attestation that they have received the above determination. Determinations are posted on the Graduate School's external website.

Students and prospective students are also advised to review the requirements in any state(s) in which they might want to be licensed, and that licensing requirements do change over time. Students may consult with their advisor and/or the Dean of Academic Affairs for additional assistance or with questions.

If the Graduate School has been unable to determine that the degree meets the academic requirements for licensure in a state, students residing in that state may not be permitted to enroll. However, if a student does not plan to pursue licensure in that state, but in another state, they may specify that in writing and a determination will be made by the Graduate School if the program meets requirements for the specified state.



## About the Graduate School

## Accreditation

The Graduate School is accredited by the Higher Learning Commission, [www.hlcommission.org](http://www.hlcommission.org). Phone: 800-621-7440 or 312-263-0456.

The Graduate School maintains program accreditation for its Master of Arts degrees through the National Addiction Studies Accreditation Commission (NASAC).

The Wisconsin Department of Safety and Professional Services, Division of Policy Development, has certified the Graduate School as an approved educational program in the State of Wisconsin.

The Graduate School's counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), [www.cacrep.org](http://www.cacrep.org). Phone: 1-703-535-5990.

To obtain or review documents describing accreditation, approval, or licensing, please contact the Office of the President/CEO.

The programs' curricula have been approved as meeting licensure/certification requirements for the following states/boards:

- Curricula for the Master's in Counseling, Specialty: Addiction Counseling Hybrid degree program and the Master's in Counseling, Specialty: Addiction Counseling Online degree program meets requirements for addiction counseling licensure or certification in Minnesota.
- Curricula for the Master's in Counseling, Specialty: Addiction Counseling, Hybrid degree program and the Master's in Counseling, Specialty: Addiction Counseling Online degree program meets requirements for mental health counseling licensure or certification in Minnesota.
- Curricula for the Master's in Counseling, Specialty: Addiction Counseling, Hybrid degree program and the Master's in Counseling, Specialty: Addiction Counseling Online degree program meets requirements for substance abuse counseling licensure in Wisconsin.
- Curricula for the Master's in Counseling, Specialty: Addiction Counseling Hybrid degree program and the Master's in Counseling, Specialty: Addiction Counseling Online degree program meets requirements for mental health licensure in Wisconsin.

## Minnesota State Registration

The Graduate School is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

## Consumer Privacy Policy

This Privacy Policy describes the collection, use and disclosure of Personal Information by the Hazelden Betty Ford Foundation - Graduate School ("Graduate School", "we", "us" or "our") about users ("you" or "your") of its website <https://www.hazeldenbettyford.org/>. The Graduate School is committed to protecting student's privacy, and developing technology that gives them a safe online experience. This Consumer Privacy Policy applies to the Graduate School webpages and governs data collection and use at all Graduate School sites and services. Please read the complete Consumer Privacy Policy to learn additional details about how some of these sites and services protect student personal information.

The term "Personal Information" means information about an identifiable individual (whether it can directly or indirectly identify that individual). When you provide us your Personal Information after we have made this Privacy Policy available to you, for example through your registration or when you visit our website and applications where this Privacy Policy is posted, you consent to the collection, use and disclosure of your Personal Information as described in this Privacy Policy. If you do not agree with or are not comfortable with any aspect of this Privacy Policy, please do not use the Graduate School services, our website and applications or otherwise provide your Personal Information to us.

### Collection of Personal Information

We may collect the following types of Personal Information:

- Registration details you provide when you register or seek information about our services, which may include your name, email address, postal code, and province/territory of residence.
- Activity information about your use of our website and applications, such as the content you view, search terms entered, how often you use our services, your preferences (e.g., preferred language settings), and your behavior.
- Technical and device data when you visit our site or use our applications, or open emails we send, such as a unique device identifier, session identifiers, browser type, Internet service provider, and IP address.

## About the Graduate School

- Location information, including precise or approximate location information provided by a mobile or other device interacting with one of our sites, applications, or physical properties (including through beacon technologies), or associated with your IP address or other online or device identifier, where we are permitted by law to collect this information. We will only collect your precise location with your express consent.
- The uniform resource locator (URL) and IP address of the website from which you accessed, or were directed to, our site our application, including date and time.
- Information about your interactions with us, such as your subscription to newsletters, enrollment for promotions, use of special offers, or consents and authorizations you have provided.
- Any other information that you may provide to us, such as content that you fill into an online form, answers to surveys, reviews, ratings, and other types of feedback you may provide.

### How we Collect your Personal Information

We may collect Personal Information from various means:

- We collect personal information directly from you when you register, when you communicate with us (including through social media), when you fill out an online form, answer surveys, complete reviews, or ratings or other provide feedback.
- We collect information through a variety of technologies, such as cookies, Flash cookies, pixels, tags, software development kits, application program interfaces, and Web beacons, including when you visit our website and applications or use our applications on third-party sites or platforms using one or more devices, whether you are logged in or registered.

### Use of your Personal Information

We may use your Personal Information to:

- Allow you to use our website and applications and their various features, and to allow you to access the Graduate School service.
- Communicate with you and request your feedback in relation to your use of our website and applications and related to addiction and counselling topics, using any contact information that you have provided, including to send you transactional communications (including by email, SMS, push notifications, or otherwise).
- If you have consented, serve various promotion materials and advertising materials to you regarding products, services, and other offers from time to time in connection with the Graduate

School and to evaluate the effectiveness of advertising. You may always opt out of receiving promotional and advertising communications from us. Please note that if you opt out of promotional and advertising communications, we may still send you communications regarding transactions with us, such as further information about registration. Please also note that once we receive your opt-out request, it may take up to 10 business days for your opt-out to become effective;

- Personalize your experience on our website and applications.
- Evaluate your eligibility for certain types of offers, products or services.
- Operate, understand, optimize, develop, or improve our website and applications, products, services, and operations, including by using guest survey research and analytics tools; and
- Detect, investigate, and prevent activities that may violate our policies, pose safety issues, or be fraudulent or illegal.

We may also use Personal Information to the extent permitted by law or with your consent.

Your Personal Information may be shared with third-party vendors to the extent necessary to provide and improve web services or other communications to users for the purposes set out in this Privacy Policy. For example, the Graduate School uses third parties such as Google Analytics to generate reports on site usage, web traffic, user behavior, and user interests to optimize the Graduate School's website for visitors. The Graduate School also uses geographic, demographic, and interest-based reports of the website visitors to create custom audience lists. It is prohibited that any third parties who receive user information for this purpose from using or sharing user information for any purpose other than providing services for the benefit of the Graduate School's users. These service providers are prohibited from using your Personal Information for purposes other than those requested by us or required by law.

The Graduate School may also provide student information to third parties in circumstances where they believe that doing so is necessary or appropriate to satisfy any applicable law, regulation, legal process, or governmental request; detect, prevent or otherwise address fraud, security, or technical issues; or protect the Graduate School's rights and safety and the rights and safety of its users or others.

Under the Federal Family Educational Rights and Privacy Act of 1974, a student's academic and financial files at the Graduate School will not be released to any third party without the written consent of the student.

The Graduate School will not share, sell, rent, swap, or authorize any third party to use student email address for



## About the Graduate School

commercial purposes without student permission. Google and other third parties may use cookies, web beacons, and similar technologies to collect or receive information from this website and elsewhere on the internet and use that information to provide measurement services and target ads. For more information on Google Analytics, consult their terms of use, privacy practices, and ad settings. You can opt out of the collection and use of this information through tools like the Network Advertising Initiative optout page. You can choose to opt out of having site activity logged by clicking on the Google Analytics optout browser add-on page.

### Information Disclosure

We will not disclose your Personal Information to a third party except in the following circumstances:

- Your Consent. We may disclose your Personal Information to third parties with your consent.
- Other divisions of the Hazelden Betty Ford Foundation. Hazelden Betty Ford Foundation may access your Personal Information where they perform services on our behalf and for their own behalf for the purposes described in this Privacy Policy (unless prohibited under applicable law).
- Compliance with Laws and Law Enforcement. The Graduate School may disclose your Personal Information to governmental and law enforcement agencies or third parties when required or authorized by law, regulation, search warrant, subpoena or court order or if we determine it is necessary or appropriate to respond to valid claims and legal process, to protect our property and rights, to protect the safety of the public or any person, or to prevent or stop any illegal, unethical or legally actionable activity.
- Business Transfers. The Graduate School may disclose your Personal Information in connection with a business transaction, such as a merger, acquisition, reorganization, or sale of assets or in the event of bankruptcy.

### How We Protect Your Personal Information

We understand the importance of data security and we want your user experience with us to be as safe as possible. We have implemented reasonable safeguards and precautions designed to protect your Personal Information, including physical, technological, and organizational measures against unauthorized access, improper use, alteration, unlawful or accidental destruction, and accidental loss. Please understand that, while we strive to protect your Personal Information against potential risks and exposures, there is no absolute security in the online sphere.

We have also adopted the following policies and practices to protect your Personal Information:

- Governance practices for the protection of Personal Information through its lifecycle and defining the roles and responsibilities of our personnel regarding the handling of Personal Information (including the appointment of a Data Protection Officer).
- Procedures for receiving, investigating, and responding to complaints or inquiries regarding our information handling practices.
- Contractual provisions and other measures to require our service providers to whom we transfer Personal Information to maintain adequate privacy protections and standards.

### Data Retention

We will retain Personal Information for the length of time needed to fulfil the purposes outlined in this Privacy Policy unless a longer retention period is required or permitted by law.

### Access, Rectification and Your Choices

If you would like to access, correct or update your Personal Information, you may contact our Data Protection Officer at: [privacyoffice@hazeldenbettyford.org](mailto:privacyoffice@hazeldenbettyford.org).

In your request, please make clear what Personal Information you would like to access or correct. We may need to take further steps to verify your identity before responding to your request.

You may also withdraw your consent to the collection, use and disclosure of Personal Information described in this Privacy Policy, including the disclosure of your Personal Information to third parties by contacting us at: [GraduateSchool@HazeldenBettyFord.edu](mailto:GraduateSchool@HazeldenBettyFord.edu). However, please note that if you withdraw your consent, we may not be able to deliver our services to you.

You may always opt out of receiving promotional communications from us. Please note that if you opt out of promotional communications, we may still send you communications regarding transactions with us.

### Links to Other Sites

Our website and applications may include links to other websites. These websites may have their own privacy policies in place, which we recommend you review if you visit them. We do not assume any responsibility or liability for such websites and their privacy practices.

### Cross-Border Transfer

The Graduate School is based in the United States, and we may transfer and store your Personal Information outside Canada and outside your province/territory of residence, for the purposes disclosed in this Privacy Policy, including in the United States, where the privacy laws may be different from those where you live. In certain circumstances, courts, law

## About the Graduate School

enforcement agencies, regulatory agencies, or security authorities in those countries may be entitled to access your Personal Information.

**Children**

You must be the age of majority in your province or territory of residence to use our website and applications and they may only be accessed by individuals under the age of majority with the consent of their parent or guardian.

**Changes in Privacy Policy**

From time to time, we may update this Privacy Policy by posting an updated version on our website and applications. Where required by law, we will post a notice on our website and applications or seek your consent to such changes. Your continued use of our website and applications constitutes your acceptance of the then-current Privacy Policy.

**Contact Us**

If You have any questions about this Privacy Policy, how we handle your Personal Information or our use of foreign service providers, you can contact our Data Protection Officer at [privacyoffice@hazeldenbettyford.org](mailto:privacyoffice@hazeldenbettyford.org) or [GraduateSchool@HazeldenBettyFord.edu](mailto:GraduateSchool@HazeldenBettyFord.edu) or via the links at the bottom of the page or you can write and send a letter to us at the below address:

Dean of Student Affairs  
Hazelden Betty Ford Graduate School  
15251 Pleasant Valley Rd  
Center City MN 55012

# Learning Opportunities

<b>Section 2: Learning Opportunities .....</b>	<b>page 11</b>
<b>About Learning Opportunities .....</b>	<b>page 12</b>
Career Opportunities .....	page 12
Academic Expectations Agreement .....	page 12
Student Engagement Opportunities .....	page 12
<b>Master of Arts in Addiction Counseling Hybrid Degree Program.....</b>	<b>page 13</b>
Learning Outcomes .....	page 13
<b>Master of Arts in Addiction Counseling Online Degree Program.....</b>	<b>page 14</b>
Learning Outcomes .....	page 14
<b>Professional Development .....</b>	<b>page 15</b>
<b>Integrated Clinical Supervision Certificate.....</b>	<b>page 15</b>
<b>Prevention Certificate.....</b>	<b>page 15</b>
Licensure.....	page 15
<b>Clinical Placement .....</b>	<b>page 15</b>
Practicum .....	page 15
Internships 1 & 2.....	page 15
<b>Capstone Experience.....</b>	<b>page 16</b>
<b>Employment Services .....</b>	<b>page 16</b>
<b>Continuing Education .....</b>	<b>page 16</b>
Units .....	page 16
<b>Writing Center .....</b>	<b>page 16</b>

## About Learning Opportunities

The Graduate School provides an innovative curriculum that allows students to integrate coursework and research with clinical practice using a scholar-practitioner framework. Full-time faculty members have doctoral degrees with extensive experience in addiction and mental health treatment. Most are published and have experience in areas of counseling, teaching, supervision, leadership, and advocacy.

The Graduate School provides the following learning opportunities:

- Master of Arts Programs
- Professional Development
- Certificates
- Continuing Education

The Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid and Online degree programs address the spectrum of human adjustment, addiction and mental health complications over the lifespan. Both programs provide a comprehensive education, which may include the development of clinical competencies that enable new graduates to practice throughout the continuum of care, improve practice based on research, and effectively address clinical complexity. Graduates have a sound foundation for the development of clinical leadership.

Professional Development is tailored to the individual needs of each student and enables individuals to continue their education, better meet the needs of their patients, and potentially advance their credentials. Available courses focus on a variety of topic areas, such as Advanced Cognitive-Behavioral Therapy, Advanced Motivational Interviewing, Clinical Supervision, Medications for Addiction Treatment and Counseling, Career Development, and Families and Systems. In addition, the Graduate School offers two certificates, one specializing in prevention and the other in integrated clinical supervision.

Continuing education hours are offered in cooperation with the Graduate School, the American Psychological Association (APA), the Association of Social Work Boards (ASWB), New York State Education Department's State Board for Social Work, National Board for Certified Counselors (NBCC), California Association for Drug/Alcohol Educators (CAADE), California Consortium of Addiction Programs and Professionals (CCAPP), California Association of DUI Treatment Programs (CADTP), California Board of Registered Nursing (CA BRN).

## Career Opportunities

Graduates are prepared for professional positions in such fields as:

- Hospital-based and freestanding residential and outpatient behavioral health treatment
- Extended residential treatment
- Intermediate levels of care and halfway house treatment
- Non-profit family and social service agencies
- Private clinical and group practice
- Health maintenance organizations
- Outpatient clinics
- Community social service agencies
- Government and community correction programs

While graduates are prepared for a wide variety of career opportunities, the Graduate School does not guarantee employment upon graduation.

## Academic Expectations Agreement

The Graduate School is committed to teaching students at the highest levels of academic rigor. To accomplish this mission, the faculty prepares students to be life-long scholar-practitioners by offering researched, evidence-based courses that reflect the highest standards of the caregiving industry. Courses are designed to be rigorous, and reflect not only the type and amount of counseling information that must be mastered, but also the necessity of integrating one's learning across coursework and within their professional practice. Students are expected to work at the highest level to achieve this goal, which is facilitated by direct contact with an expert teaching faculty.

## Student Engagement Opportunities

The Graduate School is committed to helping our students develop into leaders by supporting activities outside the classroom which will enhance and contribute to their professional development. Being involved can take many forms, such as participating in student organizations, conducting research with faculty members, or volunteering at social service agencies. Student Organizations register each year with the Graduate School and are student-led, may apply for funding to support annual costs, and are advised by a Graduate School Faculty/Staff member. Student Services provides ongoing support to encourage the success of these organizations, their members, and their leaders.

## Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid Degree

The Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid degree is a 60-credit graduate course of study. By attending to individual differences in clinical presentation, culture, lifespan development, support systems, and vocational adjustment, students develop advanced knowledge and skill to address the complexities of addiction and commonly co-occurring conditions across a continuum of care. Based on a scholar-practitioner model, the program prepares students to seek licensure as Licensed Professional Clinical Counselors (LPCC) and Licensed Alcohol and Drug Counselors (LADC) in the State of Minnesota and elsewhere. The program's learning outcomes are based on state and national criteria for addiction and mental health licensure and certifications. Students are responsible for checking licensing requirements in the state they wish to practice.

### Learning Outcomes

The Master of Arts in Counseling Hybrid degree is guided by state, national, and other credentialing standards; faculty scholarship; best practices in the treatment of addiction and co-occurring conditions; and scientific advancements. Coursework is based on clearly defined learning outcomes that address knowledge and skill counseling and addiction competencies. Classroom and supervised clinical experiences foster in-depth competencies in counseling practice including differential diagnosis, treatment planning, and empirically supported interventions for addiction and commonly co-occurring conditions. Upon completion of the program, graduates will be able to:

- Appraise theories of counseling to meet individualized needs of clients with addiction and co-occurring disorders
- Employ evidence-based practices to meet individualized needs of clients with addiction and co-occurring disorders
- Apply models of lifespan development to meet individualized needs of clients with addiction and co-occurring disorders
- Apply models of vocational development to meet individualized needs of clients with addiction and co-occurring disorders
- Examine the complex interaction among addiction, mental health, physical health, and psychopharmacology
- Apply culturally-sensitive methods of screening, assessment, and differential diagnosis of addiction and mental health disorders
- Demonstrate the process and importance of continually gathering culture-specific knowledge and skills in working with individuals, families, groups, organizations, and communities
- Express cultural humility through self-awareness of cultural identities and biases
- Implement culturally-responsive and evidence-based practices in prevention, intervention, treatment, and ongoing recovery management
- Facilitate a therapeutic alliance focused on collaboration, hope, empathy, holistic recovery, and personal empowerment
- Implement clinically-appropriate skills in the assessment and diagnosis of substance use disorders
- Implement clinically-appropriate skills in the assessment and diagnosis of co-occurring disorders
- Apply a strengths-based biopsychosocial and spiritual approach to treatment planning and continuing care planning
- Apply a strengths-based biopsychosocial and spiritual approach to individual and group counseling
- Deliver evidence-based trauma-informed services and follow-up care
- Utilize case management models, roles, responsibilities, and best practice strategies to address client needs within interdisciplinary service delivery
- Educate individuals, families, groups, organizations, and communities about co-occurring disorders, recovery, and self-advocacy
- Apply best practices in career and vocational counseling
- Critique basic research methodology and fundamental components of measurement to inform counseling practice
- Apply research designs and other methodologies to monitor patient outcomes, evaluate care, and continuously adapt treatment and recovery plans to meet the needs of the patient
- Apply research designs and other methodologies to evaluate program outcomes
- Integrate knowledge, skills, and disposition that support the formation of counselor identity
- Examine the historical context regarding the evolution of addiction and mental health
- Apply codes of ethics, laws, and regulations to



## Learning Opportunities

- addiction and mental health counseling
- Exhibit a professional disposition
- Effectively utilize supervision and consultation to ensure ethical and competent counseling
- Demonstrate self-care to support counselor development

## Master of Arts in Counseling, Specialty: Addiction Counseling Online Degree

The Master of Arts in Counseling, Specialty: Addiction Counseling Online degree is a 60-credit graduate program delivered in an online format that provides the skills and knowledge necessary to treat and effectively promote recovery for individuals with addiction and co-occurring mental health and medical issues. The curriculum, which includes courses in differential diagnosis, trauma-informed treatment, psychopharmacology, and case management, provides an approach to service provision that is integrated from the first contact with the patient. Students learn to assess and treat individuals with close attention to the intricacies of differentiating chemical use, addiction, mental health symptomatology and disorder, and medical issues. Course content, which was developed according to state and national criteria for a number of co-occurring disorders licenses and certifications, is based on current best practices and is delivered by faculty with expertise in assessment and treatment of addiction and co-occurring disorders. Students are responsible for checking licensure requirements in the state they wish to practice.

### Learning Outcomes

The Master of Arts in Counseling Online degree is guided by state, national, and other credentialing standards; faculty expertise and scholarship; best practices in the treatment of addiction, mental health, and co-occurring disorders; and scientific advancements. Coursework is based on clearly defined learning outcomes that address knowledge and skill counseling and addiction competencies. The virtual learning environment and supervised clinical experiences foster in-depth competencies in counseling practice, including differential diagnosis, treatment planning, and empirically supported interventions for addiction, mental health, and commonly co-occurring disorders. Upon completion of the program, graduates will be able to:

- Appraise theories of counseling to meet individualized needs of clients with addiction and co-occurring disorders utilizing an integrated approach
- Employ evidence-based practices to meet individualized needs of clients with addiction and

- co-occurring disorders utilizing an integrated approach
- Apply models of lifespan development to meet individualized needs of clients with addiction and co-occurring disorders
- Apply models of vocational development to meet individualized needs of clients with addiction and co-occurring disorders
- Examine the complex interaction among addiction, mental health, physical health, and psychopharmacology
- Apply culturally-sensitive methods of screening, assessment, and differential diagnosis of addiction and mental health disorders utilizing an integrated approach
- Demonstrate the process and importance of continually gathering culture-specific knowledge and skills in working with individuals, families, groups, organizations, and communities
- Express cultural humility through self-awareness of cultural identities and biases
- Implement culturally-responsive and evidence-based practices in prevention, intervention, treatment, and ongoing recovery management utilizing an integrated approach
- Facilitate a therapeutic alliance focused on collaboration, hope, empathy, holistic recovery, and personal empowerment
- Implement clinically-appropriate skills in the assessment and diagnosis of substance use and co-occurring disorders
- Apply a strengths-based biopsychosocial and spiritual approach to treatment planning and continuing care planning utilizing an integrated approach
- Apply a strengths-based biopsychosocial and spiritual approach to individual and group counseling utilizing an integrated approach
- Apply best practices in crisis prevention and intervention
- Apply empirically supported theories and methods to address trauma that reduce harm, honor cultural diversity, and promote resilience
- Apply best practices in case management to coordinate integrated care and advocate for client needs across service delivery systems
- Educate individuals, families, groups, organizations, and communities about co-occurring disorders, recovery, and self-advocacy
- Apply best practices in career and vocational
- Critique basic research methodology and fundamental components of measurement to inform

## Learning Opportunities

counseling practice

- Apply research designs and other methodologies to monitor patient outcomes, evaluate care, and continuously adapt treatment and recovery plans to meet the needs of the patient
- Apply research designs and other methodologies to evaluate program outcomes
- Integrate knowledge, skills, and disposition that support the formation of counselor identity
- Examine the historical context regarding the evolution of addiction and mental health counseling
- Apply codes of ethics, laws, and regulations to addiction and mental health counseling
- Exhibit a professional disposition
- Effectively utilize supervision and consultation to ensure ethical and competent counseling
- Demonstrate self-care to support counselor development

### Professional Development

Professional Development meets individual learning needs based on past and current competence in counseling and addiction. Learning strategies encompass a range of options, including participation in selected Graduate School courses or lectures and informal participation and exposure to experienced on-site clinicians, administrators, researchers, or Graduate School faculty.

### Integrated Clinical Supervision Certificate

This online program is designed for professionals seeking to enhance their supervisory skills in the field of integrated addiction and mental health counseling. Students who enroll in this program will learn skills necessary for career advancement from an addiction counselor to an addiction counselor supervisor. Expand thinking beyond just basic clinical supervision preparation, as students gain extensive learning on topics such as Medications for Addiction Treatment (MAT) and Counseling, Advanced Motivational Interviewing, and Co-Occurring Disorders in Children and Adolescents.

### Prevention Certificate

This 12-credit online program is designed for professionals seeking to enhance their understanding of substance use health promotion, abuse prevention, and early intervention theory, as well as models and practical applications from a community-based, public health and integrated approach. This certificate will prepare

students for the role of prevention specialist within youth-serving spaces and for other roles in which substance abuse prevention leadership, strategy and delivery are valued.

### Licensure

Upon attainment of learning objectives, completed courses are reflected on the student's transcript. Many state certification and licensing boards recognize these academic and clinical hours as contributions toward certification, licensure, and required continuing education hours. If certification, licensure, or continuing education hours is an outcome goal, students are encouraged to consult with their state licensing office and/or certification agency prior to matriculation.

### Clinical Placement

Clinical placement is an important part of a counseling student's graduate school experience, and many students choose to come to the Graduate School because they can participate in the academic work and clinical experiences concurrently, allowing for the synthesis of academic materials via practical application. According to the Council for Accreditation of Counseling and Related Educational Programs (CACREP), clinical placement (or professional practice) provides for the application of theory and the development of counseling skills and professional identity under direct supervision. These experiences provide opportunities for students to counsel clients who represent the cultural and contextual diversity of their community. Clinical placement consists of one practicum and two internships spread out over three semesters.

Students must begin accruing hours at their field experience site within two weeks of the start of the semester. If a student has not begun accruing hours by the end of the second week of the semester, the student will be administratively withdrawn from the practicum and internship course and will need to register for the course the following semester. Students are required to read the Practicum and Internship Handbook for details regarding policies and procedures related to Practicum and Internship.

### Practicum

Practicum is the first experiential training component of clinical placement. Practicum is defined by CACREP as a "distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge." The intention of practicum is to provide an opportunity for students to orient themselves to professional practice and begin working directly with clients while under the supervision of a licensed practitioner.

### Internships 1 and 2

Internships 1 and 2 are completed after students have

fulfilled the practicum requirements. According to CACREP, internship is “a distinctly defined, post-practicum, supervised ‘capstone’ clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to their program and initial postgraduate professional placement.” The intention of internship is to build on the foundational experience of the practicum and synthesize knowledge, skills, and dispositions as a competent and confident counseling professional.

## Capstone Experience

All students in degree-granting programs are required to participate in a capstone experience as a requirement for graduation. The capstone experience will be the completion of the Master’s Applied Project (MAP) final summary report and an oral defense. This report integrates, synthesizes, and applies all that students have learned throughout the course of their education.

## Employment Services

The Graduate School provides a variety of resources that help students who are seeking employment following graduation. Prospective employers contact the Graduate School regarding job openings and notifications of these are passed on to students. No direct placement activities are undertaken by the Graduate School. While graduates are prepared for a wide variety of career opportunities, the Graduate School does not guarantee employment.

## Continuing Education

Seminars and workshops on emerging issues and trends in the addiction field are offered through the Graduate School during the calendar year. The focus of continuing education involves advanced practice issues for the seasoned clinician. Offerings are open to all Graduate School participants and alumni.

### Units

Continuing education clock hours and/or continuing education units are awarded in conjunction with sponsoring organizations including the American Psychological Association (APA), Association of Social Work Boards (ASWB), National Board for Certified Counselors (NBCC), California Association for Drug/Alcohol Educators (CAADE), California Consortium of Addiction Programs and Professionals (CCAPP), California Association of DUI Treatment Programs (CADTP), California Board of Registered Nurses, and New York State Education Department’s State Board for Social Work.

## Writing Center

The writing center is available to all students seeking assistance with various aspects of the writing process. Students can email [WritingCenter@hazeldenbettyford.edu](mailto:WritingCenter@hazeldenbettyford.edu) for support with brainstorming, organization, citations, and other writing-related inquiries. The Writing Center is a valuable resource for enhancing writing skills and is intended to supplement, not replace, individual effort and engagement with course materials.



# Admissions and Requirements

<b>Section 3: Admissions and Requirements</b> .....	<b>page 17</b>
<b>Admission Requirements</b> .....	<b>page 18</b>
General Admissions .....	page 18
Alternative Admissions Pathways.....	page 18
<b>Application Procedure</b> .....	<b>page 18</b>
<b>References and Related Information</b> .....	<b>page 19</b>
<b>Transcripts</b> .....	<b>page 19</b>
<b>Notification of Admission Decision</b> .....	<b>page 19</b>
<b>Semester Calendar</b> .....	<b>page 19</b>
<b>Semester Dates</b> .....	<b>page 19</b>
<b>Categories of Admission</b> .....	<b>page 20</b>
Rolling Enrollment Options .....	page 20
International Student Application Deadlines .....	page 20
Master of Arts Programs.....	page 20
<b>Tuberculosis Screening</b> .....	<b>page 20</b>
<b>Immunizations</b> .....	<b>page 20</b>
<b>Hazelden Betty Ford Foundation Requirements</b> .....	<b>page 20</b>
<b>Postponement</b> .....	<b>page 20</b>
<b>Issuance of Form I-20</b> .....	<b>page 20</b>
<b>Conditional Admission Policy</b> .....	<b>page 21</b>
<b>Readmission and Resumption of Studies Policy</b> .....	<b>page 21</b>
Suspension.....	page 21
Leave of Absence.....	page 21
Voluntary Withdrawal.....	page 21
Expulsion .....	page 21
<b>Transfer of Credit</b> .....	<b>page 21</b>
<b>Degree Change</b> .....	<b>page 22</b>

## Admission Requirements

The Graduate School programs are open to qualified applicants able to meet entrance requirements. The programs do not discriminate against applicants on the basis of race, creed, religion, color, sex, disability, sexual orientation, gender identity, gender expression, national origin, ancestry, marital status, veterans' status, status with regard to public assistance, socioeconomic status, membership or activity in a local human rights commission, political belief or affiliation, or any other legally protected category.

### General Admissions

Admission requirements for applicants who hold a bachelor's degree or higher are:

- Students must be 18 years of age or older to apply.
- A bachelor's degree from a regionally or nationally accredited institution of higher learning, or equivalent, as pertinent for international students.
- Students in online programs must follow substance use requirements for the state in which students plan to complete internships and/or will practice in upon graduation.
- An applicant who does not speak English as a first language is required to complete the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or equivalent. TOEFL requirements are the following: score of 213 or more on the computer-based test, or a score of 550 or more on the written test, or a score of 80 or more on the Internet-based test. If an international applicant chooses the IELTS academic exam, a score of 6.0 must be achieved. TOEFL or IELTS scores are not required if the applicant has a bachelor's degree or higher from a regionally accredited U.S. college or university.

### Alternative Admission Pathways

Applicants considering admission via an alternative pathway may be prohibited from licensure/certification in some states that require a bachelor's degree.

Admission requirements for applicants who have not obtained a bachelor's degree or higher are:

#### Pathway 1

Submit evidence for two of the following components:

- Completed associate degree
- Minimum of 60 credit hours at bachelor's degree level (if no degree obtained)

- Minimum of two years as a military service veteran with a record of honorable discharge (DD214 or equivalent), or a minimum of two years of active military service. Or a minimum of four years of Reserve or National Guard service
- Current licensed/certified substance use disorder counselor
- Minimum of two years of direct helping profession-related work experience and/or four years of consistent indirect helping professional experience

#### Pathway 2

Submit evidence of one component from Group A and two components from Group B:

#### Group A

- Completed associate degree
- Minimum of 60 credit hours at bachelor's degree level (if no degree obtained)
- Minimum of two years as a military service veteran with a record of honorable discharge (DD214 or equivalent), or a minimum of two years of active military service. Or a minimum of four years of Reserve or National Guard service
- Current licensed/certified substance use disorder counselor
- Minimum of two years of direct helping profession-related work experience and/or four years of consistent indirect helping professional experience

#### Group B

- Current or recent volunteerism consisting of a minimum of 100 hours within the past two years
- Documented training of a minimum of 24 hours in any field (e.g., CEs, workshops, etc.) within the past two years
- Active professional engagements (e.g., memberships, speaking/presenting, and attendance at conferences) within the past two years in any field
- Minimum of 30 college credit hours in any field (Cannot use this criteria if using 60 credit hours above in Group A.)

## Application Procedure

Any person who meets these criteria may apply for admission by submitting an online application available at [hazeldenbettyford.edu](http://hazeldenbettyford.edu). To apply, the candidate must submit:

- An essay addressing five specific prompts provided by the Graduate School, listed in

## Admissions and Requirements

the application portal.

- Input from three professional references regarding the applicant's academic achievement, skills, and abilities; or professional skills and qualities to be an effective counselor; personal and professional readiness to help others; and knowledge of the applicant's values and ethics.
- Requesting official transcripts from undergraduate degree-granting institution to be sent to Graduate School.

In addition to verifying qualifications relative to admission standards, faculty evaluate candidates for desire and ability to learn, reasons for pursuing a career in mental health counseling, and other key variables associated with program success. Qualified candidates may be required to participate in an interview either in person, by telephone, or via video conference.

The applicant is responsible for all expenses incurred when traveling to the Graduate School for a personal interview. Following the completion of all application materials, the faculty evaluates all available preadmission information in order to determine appropriateness for admission.

### References and Related Information

The Graduate School retains the right to verify all educational information, letters of reference, and other information provided as a result of the admission process. All contact and verification sites in the student's record become the property of the School and are held in strict confidence.

The applicant for admission into a Graduate School program understands and consents that all information listed on the application, or relinquished because of the interview process, is subject to verification. The applicant understands that any references listed (educational, occupational, or personal) may be contacted during the admission process.

### Transcripts

Applicants requesting admission into a Graduate School program must provide proof of an undergraduate degree in the form of an official transcript. The transcripts submitted in the application process must be received directly from the issuing educational institution. All international students must provide a transcript through a foreign transcript evaluation agency. Students are responsible for all fees associated with this service.

Transcripts can be emailed to

[GraduateSchool@HazeldenBettyFord.edu](mailto:GraduateSchool@HazeldenBettyFord.edu) or mailed to the following mailing address:

Hazelden Betty Ford Graduate School  
Attn: Admissions  
15251 Pleasant Valley Road, CO9  
Center City, MN 55012

### Notification of Admission Decision

Following the completion of the application process, the faculty will review the applicant's files and render a decision as to whether the applicant will be offered admission into a Graduate School program.

Students who are admitted to the Graduate School are notified by email. Students who are denied admission are allowed to re-apply one time no less than twelve months after the date of the admission decision. It is the policy of the Graduate School not to provide specific feedback to applicants who are not accepted.

### Semester Calendar

A calendar that includes the beginning and end dates for each semester is posted online. The document contains the dates for the current and upcoming five semesters.

### Semester Dates

Fall Semester 2024: September 3 – December 14

Winter Semester 2025: January 13 – April 26

Summer Semester 2025: May 12 – August 23

## Categories of Admission

### Rolling Enrollment Options

Admissions are continuous, and as a result, prospective students may apply at any time.

### International Student Application Deadlines

International applicants must be admitted according to the following deadline:

Fall enrollment - July 1

### Master of Arts Programs

**Full-time:** A full-time student completes the program requirements for the Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid degree program requirements over a five-semester sequence, or the Master of Arts in Counseling, Specialty: Addiction Counseling Online degree program requirements over a six- semester sequence.

**Part-time:** A part-time student is eligible for regular admission but elects to complete the program beyond the standard full-time course sequence.

Part-time students are encouraged to complete program requirements for the Hybrid program within two years and for the Online program within four years. Each part-time student confers with their faculty advisor in order to develop an educational plan that reflects the student's learning needs, clinical interests, and the most suitable timetable for program completion.

Federal Student Aid is awarded based on the academic award year. The academic award year at the Graduate School for graduate-level students is 30 weeks of instructional time, which is two full semesters. To qualify for Federal Student Aid, students must be enrolled with a minimum of five credits in a semester. Graduate students who are eligible for federal loans may qualify for unsubsidized Stafford and Grad PLUS loans.

Full-time enrollment = 9 or more credits per semester  
 Three-quarter enrollment = 7 or 8 credits per semester  
 Half-time enrollment = 5 or 6 credits per semester

## Tuberculosis Screening

The Graduate School requires that all Hybrid degree program students provide proof of a negative Tuberculosis (TB) test. All incoming students will provide proof prior to the first day on campus. All current Hybrid program students will be given guidance and are responsible for costs. Students enrolling in a professional development program may be exempt, in certain circumstances, from this requirement and are encouraged to speak to the admissions office for details.

Should any students receive a positive reading from

their TB screening, they will be required to submit to a chest x- ray. Additional procedures may be required.

Students enrolled in an online program at the Graduate School must follow state laws for TB screening in the state where they plan to complete their internship and/or work upon graduation.

## Immunizations

Minnesota Law (M.S. 135A.14) requires proof that all Hybrid degree program students born after 1956 have been vaccinated against diphtheria, tetanus, measles, mumps, and rubella. There are exceptions allowed with disease, medical, and conscientious exemptions.

Any non-exempt students who fail to submit the required information within 45 days of first enrollment cannot remain enrolled. Should students not submit documentation, students may not remain enrolled.

New students will receive the Immunization Record Form via email following notification of acceptance. It is also available at the Admission's Office of the Graduate School.

## Hazelden Betty Ford Foundation Requirements

The Graduate School will comply with the Foundation's requirements for on campus business. This includes but is not limited to class, clinical placements, residency, and commencement.

## Postponement

Students who have been accepted into a Graduate School program may postpone enrollment for up to three consecutive semesters including the semester of admittance. For example, students admitted for fall semester may postpone enrollment fall, winter, and summer semesters but need to enroll the following fall semester. If students do not enroll for the following fall semester, they will need to re-apply to the Graduate School.

## Issuance of Form I-20

The Graduate School will issue a Form I-20 to international students after these conditions are met:

- The student has been formally admitted to the Graduate School.
- The student submits evidence of financial responsibility and other supporting documents, as requested by the Graduate School. Financial responsibility will be proven by the student's submission of official documentation of fiscal resources in an amount equal to or greater than the cost of attendance. The documentation from the student must demonstrate that the student has sufficient financial resources to live in the United States and attend the Graduate School without benefit of additional funds. Contact the School

for cost of attendance information.

- A fee of \$100 is required before release of the Form I-20. If the student is denied a visa, the \$100 will be refunded.

If the student needs to apply to the U.S. Embassy in their own country for a visa, the student may prepay tuition. If the student elects to prepay tuition, a check should be sent to the Registrar at the Graduate School so that the prepayment can be reflected on the student's Form I-20. If the student does not receive a visa, they will be reimbursed the tuition payment after the Form I-20 is returned to the Designated School Official at the Graduate School. No reimbursement will be made without the return of the Form I-20.

The Graduate School will email the Form I-20 to the student. Upon receipt of the Form I-20, the student must print a copy to present to the U.S. Embassy or Consulate to apply for their student visa and upon arrival at the U.S. port of entry. Master's level students will apply for an F-1 student visa.

Students are required to pay a SEVIS I-901 fee once they receive their Form I-20. Information regarding this fee can be found on the U.S. Immigration and Customs Enforcement website at <https://fmjfee.com/i901fee/>.

## Conditional Admission Policy

The Graduate School seeks to serve a broad group of individuals who are able to benefit personally from their educational experience, and in turn, bring benefit to those they serve.

Applicants may be offered conditional admission by faculty. Conditionally admitted students must meet satisfactory academic progress, plus any other requirements imposed by faculty as conditions of admission.

Conditionally admitted students must take at least three credits and earn a cumulative grade point average of 3.0 during their first semester.

Upon completion of first semester, the student's file will be reviewed. If a cumulative grade point average of 3.0 or higher is earned and all requirements imposed by faculty as conditions of admission are met, conditional status will be removed. In the event a cumulative grade point average of 3.0 or higher is not earned and/or all requirements imposed by faculty as conditions of admission are not met, the student will be dismissed from the Graduate School.

Credits earned while a conditional admit may be used to satisfy the requirements for the Graduate School degree.

An international student may not be admitted conditionally.

## Readmission or Resumption of Services Policy

Students who were unable to complete their program without interruption must follow the appropriate policy, depending on their most recent status with the Graduate School, to resume studies.

### Suspension

Students will be eligible to register for classes in the semester immediately following the completion of their suspension without reapplying for admission. They will be required to notify the Dean of Academic Affairs in writing of their intent to register for the upcoming semester 60 days prior to the semester start date to verify that all requirements of the suspension have been successfully met. Students who were suspended for one year and decide not to register for classes in the semester that immediately follows their suspension will need to reapply for admission. Students who were suspended for one or two semesters and decide not to register for classes in the semester immediately following their suspension, must apply for a Leave of Absence, or they will be considered a voluntary withdrawal.

### Leave of Absence

Students will be eligible to register for classes in the semester immediately following the completion of their leave of absence without reapplying for admission. Should a student decide to not register for classes at that time, they will be considered a voluntary withdrawal. Please see the full Leave of Absence policy for additional details and requirements.

### Voluntary Withdrawal

Students who voluntarily withdraw from the Graduate School will be required to reapply for admission to the program should they decide to return at a later date. The student will be notified of admission decisions, acceptance of credits, and other related information as identified in this student handbook. Re-entering students must meet current degree requirements of the curriculum. There is a seven-year limit on acceptance of prior credit.

### Expulsion

Students who are expelled from the Graduate School are not eligible to apply for readmission.

## Transfer of Credit

The Graduate School allows external credits to be transferred from prior educational experience into the master's programs at the Graduate School if they meet the following requirements:

- Maximum of 12 graduate level credits may be transferred into the Master of Arts in Counseling Hybrid or Online degree programs.



## Admissions and Requirements

- Coursework must have been completed at a regionally accredited institution.
- Coursework must be less than 5 years old and be for the equivalent number of graduate level credits.
- Student must have earned a grade of B (3.0 GPA) or higher.
- Graduate School faculty will review requests to determine whether it meets criteria for course equivalency transfer, elective credit transfer, or is not eligible for transfer credit.
- Practicum and Internship courses, orientation courses, and courses requiring a residency experience are not eligible for transfer of credit.

Requests for credit transfer will be considered if requests are made no less than two weeks prior to the first semester of enrollment at the Graduate School. Credits taken after enrollment will not be considered for transfer.

Students must provide all credentials for evaluation at least two weeks prior to the first day of enrollment.

Students requesting transfer of credit should follow this procedure:

- Complete the online Transfer of Credit Request form.
- Complete the Request for Graduate Transfer of Credit form and submit it with official transcripts and course syllabi during the application process.

Faculty will review the request and the Registrar will inform students in writing of the results of their request. A complete transfer credit evaluation will be completed by the Graduate School prior to the last day to drop courses.

## Degree Change

If students wish to change their program of study after having been admitted to a graduate program at the Graduate School, students must confer with their faculty advisor and apply for the change by completing a Degree Change form along with any required application requirements which have not previously been met, which may include additional essays, background checks and/or orientation requirements. Students who wish to transfer from one-degree program to another must apply for the change prior to graduating and will be informed of acceptance or denial into the new degree program after completing all required forms and application requirements. Once approved for a degree change, students will receive full credit for cross-listed courses that have already been completed at the Graduate School. Other coursework already completed at the Graduate School

will be reviewed to determine applicability to the student's new degree program through the Transfer of Credit Policy. Please note that changing degree programs may require the completion of additional coursework to meet degree requirements and may delay graduation.

Graduates of the Graduate School who wish to enroll into a second program at the Graduate School must apply for admission into the new program and will be subject to the aforementioned transfer of credit policy and degree change policy with regard to cross-listed courses. Graduates will only be eligible for admission into programs that require a minimum of 50-percent or more unique coursework from the previously earned degree.

# Graduate School Facilities

<b>Section 4: Graduate School Facilities</b> .....	<b>page 23</b>
<b>Campus Location</b> .....	<b>page 24</b>
<b>Center City Campus Resources</b> .....	<b>page 24</b>
The Hazelden Betty Ford Addiction Research Library .....	page 24
Online Library Resources .....	page 24
Butler Center for Research .....	page 24
The Foundation's Intranet .....	page 25
Populi .....	page 25
Media Services .....	page 25
The Hazelden-Pittman Archive .....	page 25
Cork Fitness Center .....	page 25
Computer Lab .....	page 25
Wireless Internet Access .....	page 25
Food Services .....	page 25
Campus Accessibility for Students with Disabilities .....	page 25

## Campus Location

The Graduate School is located in Center City, Minnesota 45 miles northeast of Minneapolis–St. Paul, and is nestled on approximately 500 private, wooded acres overlooking South Center Lake. The Center City campus offers miles of walking trails, the Hazelden Betty Ford Addiction Research Library, the Butler Center for Research, and the Cork Fitness Center.

The Graduate School maintains an additional location in St. Paul, Minnesota housed within one of the Foundation's outpatient treatment centers. Various courses and continuing education events are offered at the St. Paul location.

The Foundation clinical practicum and internship opportunities are available at Foundation sites including: youth services in Plymouth & Chaska, adult services in Center City, St. Paul and Maple Grove, and Mental Health Centers.

Practicum and internship opportunities are also possible at external community locations. Examples of external sites include African American Family Services, the Chisago County Drug Court, the State of Minnesota Corrections facilities, and the Augsburg College Step-UP® Program.

## Center City Campus Resources

### The Hazelden Betty Ford Addiction Research Library

The focus of the Hazelden Betty Ford Addiction Research Library (library) is to provide on-campus and online students with a hands-on opportunity for study and research into addiction and its social, cultural, psychological, and medical impact. There is also a focus on co-occurring disorders through the multidisciplinary approach and holistic strategy stressed in the treatment, prevention, and recovery from substance dependence and other addictions. Through extensive networking with organizations and persons in the fields of addiction and information science, and by maximizing use of state-of-the-art electronic and computer technology, the library brings students in touch with a world of pertinent information.

The library's online catalog of 19,000 titles is searchable from any computer with web access, and valuable informational links are brought together in the library's intranet page. Students also have access to the latest advances and technology through a student computer lab. The library is an active member of SALIS (Substance Abuse Librarians and Information Specialists), a unique association linking substance abuse information professionals worldwide. The Hazelden Betty Ford Addiction Research Library (formerly the Hazelden Library) was founded in 1966 as a modest

collection, and it has since grown to include thousands of addiction and mental health literature resources in many formats. A professional team staffs the facility, and a graduate-prepared librarian serves as a consultant to students regarding reference questions and requests, resources, and materials. The library's in-house collection contains books, audiovisuals, journals, pamphlets, and government documents, complemented by access to unlimited electronic and virtual resources. The library can access many journal and research databases, including, among others, ETOH and CORK (specific to addiction), Medical, ERIC (education), and Academic Search Premier. The librarian is able to retrieve original or copies of documents found in other collections throughout the nation and abroad via active involvement in both the Minitex (regional) and Docline (national) document sharing systems.

Library services and resources are dedicated to assisting Graduate School students, staff, and others seeking information in the addictions and mental health fields.

### Online Library Resources

Students and faculty conducting research from off-campus have full access to the library's electronic resources through "online library." A link to the online library is found in all Populi courses, providing an easy, yet secure, connection to databases, journals and information.

### Butler Center for Research

The Butler Center for Research (BCR) informs and improves the Foundation's delivery of recovery services for individuals and conducts and publishes clinical research that benefits the field of addiction.

The theme of BCR's research is "pathways of recovery." While BCR knows that treatment is effective, the internal and external processes that produce change are relatively unknown. The more BCR can objectively describe and measure processes and indicators of change, the better to target our treatment efforts and communicate our results. BCR routinely collects and analyzes patient outcomes data and serves the data needs of all areas within the Foundation. BCR also conducts its own research and supports external research on addiction topics.

### The Foundation's Intranet

The Foundation's intranet site connects people with information and with other people. It facilitates intra-agency communication, provides access to information and tools, increases productivity, and improves daily operations. The intranet is the first thing students see when they log on to the Internet from a Foundation or Graduate School owned computer.



## Populi

The Graduate School utilizes Populi as the Student Information System (SIS). An online service accessible from anywhere by Internet connection, Populi provides an array of services for students, including a Learning Management System (LMS), student profile information, course registration, ongoing grades and cumulative GPA, course assignments, course files, syllabi, school news feeds, lesson materials, tests, and discussion postings. Those seeking admission also utilize Populi to submit an online application.

## Media Services

Enrolled students have access to computers for classroom presentations.

## The Hazelden-Pittman Archives

The Foundation is home to an extensive collection of books, journals, and other memorabilia about alcoholism, especially from the 1800s through the 1940s. The Hazelden-Pittman Archives, a major repository of historic pamphlets, books, tracts, and other materials on alcoholism and its treatment, is housed in Center City, Minnesota. The archives are a treasure trove for scholars, researchers, and writers interested in delving deeper into the social, economic, political, medical, and religious history of alcoholism.

In addition to books and pamphlets, materials in the Hazelden-Pittman Archives include song sheets, movie and television scripts, oral histories, scholarly papers, cartoons, newspapers, and other items. The catalog for the archive is online for the items in the collection--including materials from the late 1700s, the Women's Christian Temperance Union, the Anti-Saloon League, Prohibition, and the founding of Alcoholics Anonymous.

The Hazelden-Pittman Archives are available onsite to those interested in learning more about America's response to alcoholism and/or the history of Alcoholics Anonymous.

## Cork Fitness Center

The Cork Fitness Center, located on the Center City, Minnesota, campus is available to enrolled students free of charge. A Cork Fitness Center membership includes use of the entire facility, including a swimming pool, whirlpool, full-size gym, cardio machines, weights, running track, and recreation room.

## Computer Lab

There is one computer/study room in the Cork Building for student use, equipped with computers and printers. Students have access to this room 24 hours per day, seven days per week.

## Wireless Internet Access

Wireless access is provided to students at the Graduate School within the Cork building. Students are permitted to access the Graduate School wireless network, provided the policy for wireless access is followed. See Student Rule of Conduct #11 (Section 5) and Wireless Internet Access Policy (Section 6) for additional information.

## Food Services

Accommodation for food and dining includes a central dietary service, managed through a contract between the Foundation and the Sodexo Corporation. Three meals are prepared each day, including holidays, with student access to all campus food services starting at 6:45 a.m. and extending through the dinner hour until 6:00 p.m. Serving space includes three private dining rooms for students, faculty, and staff.

## Campus Accessibility for Students with Disabilities

The Graduate School is committed to providing students with disabilities access to its campus and facilities. A regular program of campus improvements is managed by the Foundation in collaboration with the Graduate School. Accommodations in place include accessible parking stalls, wheelchair access throughout the campus, signage in Braille, handrails, electronic door openers, elevators, lighted walkways, and fully accessible bathroom facilities, among others.

## Student Information – Academic Policies

<b>Section 5: Student Information—Academic Policies</b> .....	<b>page 26</b>
<b>Notice to Students</b> .....	<b>page 30</b>
Exception to Policies .....	page 30
Consumer Disclosures .....	page 30
<b>Equal Opportunity/Affirmative Action Policy Statement</b> .....	<b>page 30</b>
Employment.....	page 30
Educational Programs and Activities .....	page 30
Minnesota State Policy Against Discrimination.....	page 30
Statement of Institutional Diversity and Pluralism .....	page 30
<b>Student Conduct</b> .....	<b>page 31</b>
Rules of Conduct .....	page 31
Discipline and Sanction.....	page 34
Disciplinary Action for Violations of Student Conduct .....	page 35
Sanctions .....	page 35
<b>Professional Disposition</b> .....	<b>page 35</b>
<b>Support Services for Persons with Disabilities</b> .....	<b>page 36</b>
<b>Program and Degree Information</b> .....	<b>page 37</b>
Time Limits .....	page 37
Class, Group Supervision, Residency, and Clinical Placement Attendance.....	page 37
Use of Employment Toward Clinical Hours .....	page 38
Graduate Credit.....	page 38
Degree Conferral and Graduation .....	page 38
Participation in Commencement Exercises .....	page 38
Textbooks .....	page 38
New Student Orientation.....	page 38
Online Orientation .....	page 39
Grade Transcripts .....	page 39
Submission of Coursework and Course Extensions .....	page 39

Online Orientation Submission of Coursework and Course Extensions .	page 39
Course Withdrawal.....	page 40
Administrative Withdrawal .....	page 40
Administrative Withdrawal from Courses .....	page 40
Appeal for Reinstatement .....	page 40
Leave of Absence.....	page 41
<b>Advisement and Registration .....</b>	<b>page 41</b>
Advisement.....	page 41
Course Planning.....	page 41
Change of Catalog Year.....	page 41
Course Overload Policy.....	page 41
Course Closure Policy.....	page 42
Registration .....	page 42
Add/Drop Procedure .....	page 42
Class Schedules.....	page 42
Class Meeting Times for On-Campus Courses.....	page 42
Cancellation of Course .....	page 42
Auditing a Course .....	page 42
Withdrawal from the Graduate School .....	page 42
<b>Grades.....</b>	<b>page 43</b>
Grade Values and Points .....	page 43
Grading .....	page 43
Grade Point Average.....	page 43
Failing Grades .....	page 43
Repeated Courses.....	page 43
Change of Grade Limitations .....	page 43
Student Grade Reports .....	page 43
Academic Course Grade Appeals.....	page 43
<b>Tuition, Fees, and Payment.....</b>	<b>page 44</b>
Tuition .....	page 44
Tuition Payment .....	page 44
Method of Payment .....	page 44
Tuition and Fee Refund Policy .....	page 44
Refund Policy for Students who are Residents of Wisconsin.....	page 45

Delinquent Account Policy .....	page 45
Miscellaneous Fees.....	page 45
Course Fees.....	page 46
Professional Membership Fees.....	page 46
Liability Insurance Fees.....	page 46
Residency Fees .....	page 46
Master’s Applied Project (MAP) Deferral Fees.....	page 46
Master’s Applied Project (MAP) Failure Fee.....	page 46
Optional Practical Training (OPT) .....	page 46
GI Bill® Education Benefits for Veterans .....	page 46
Veterans Benefits Transition Act of 2018 Policy .....	page 46
<b>Financial Aid.....</b>	<b>page 47</b>
Enrollment Status Definition .....	page 47
Master of Arts Programs.....	page 47
Federal Student Aid Eligibility.....	page 47
Student Financial Aid Records .....	page 47
Default Management Plan—Title IV Funds.....	page 47
Satisfactory Academic Progress Policy (SAP) for Students Receiving Federal Financial Aid .....	page 48
Incompletes, Withdrawals, Repeated Courses, and Transfer Credits .....	page 49
Attendance Policy for Financial Aid Students .....	page 49
Leave of Absence Policy/Program Withdrawal Policy .....	page 49
<b>Academic Probation and Suspension .....</b>	<b>page 49</b>
Master of Arts Programs.....	page 49
Resolving Academic Probation.....	page 50
<b>Class Attendance Policy.....</b>	<b>page 50</b>
<b>Clinical Probation.....</b>	<b>page 50</b>
Resolving Clinical Probation.....	page 51
<b>Copyright and Intellectual Property.....</b>	<b>page 51</b>
<b>Ethics and Confidentiality.....</b>	<b>page 51</b>
Ethical Code .....	page 52
Ethics .....	page 52
Confidentiality .....	page 52
Clinical Supervision Guidelines.....	page 52

Internship Site Supervisor Credentials Policy .....	page 52
HIPAA—De-identified Information .....	page 52
Research Involving Human Subjects.....	page 53
Conflict of Interest.....	page 53
<b>Student Records.....</b>	<b>page 53</b>
Definition of Education Records and Exclusions.....	page 53
Students Rights Under FERPA .....	page 53
Directory Information.....	page 55
Record Retention .....	page 55

## Notice to Students

The Graduate School reserves the right to delete any course described in this publication for any reason and cannot guarantee enrollment in specific sections of courses. The Graduate School also reserves the right to make any other changes in curriculum, clinical placement, administration, tuition, fees, or any other phase of school activity without notice. The Graduate School expects students to have knowledge of the information presented in this student handbook. To make suggestions for better readability or offer comments, please send an e-mail message to [GraduateSchool@hazeldenbettyford.edu](mailto:GraduateSchool@hazeldenbettyford.edu).

### Exception to Policies

In compelling situations, the President/CEO may make exceptions to policies stated in this College Catalog and Student Handbook. Requests for exceptions must be made in writing via email to the President/CEO.

### Consumer Disclosures

The federal Higher Education Act and its implementing regulations require the Graduate School to provide consumer disclosures to students. For information regarding consumer disclosures, contact the Dean of Student Affairs at 651-213-4092 or [LTBrown@hazeldenbettyford.edu](mailto:LTBrown@hazeldenbettyford.edu).

## Equal Opportunity/Nondiscrimination Policy Statement

Please note that this policy may change at any time. Questions about these policies may be directed to the President/Chief Executive Officer at 651-213-4863 or [KDoyle@hazeldenbettyford.edu](mailto:KDoyle@hazeldenbettyford.edu); to the Student Success Advisor who coordinates disability services at [GraduateSchool@hazeldenbettyford.edu](mailto:GraduateSchool@hazeldenbettyford.edu); to the Title IX Coordinator at [TitleIX@hazeldenbettyford.edu](mailto:TitleIX@hazeldenbettyford.edu); or The Office of Civil Rights at The U.S. Department of Education at [www.ed.gov](http://www.ed.gov).

### Employment

The Foundation practices a policy of non-discrimination in recruiting, hiring, and promoting of all its employees, both faculty and staff. It is committed to administering all personnel actions—demotion, transfer, use of facilities, treatment during employment, rates of pay or other forms of compensation, selection for training, layoff, or termination—without regard to race, color, creed, religion, national origin, sex, gender identity, gender expression, sexual orientation, marital status, familial status, status with regard to public assistance, membership or activity in a local commission, age, disability, ancestry, veterans' status, socioeconomic status, or any other legal protected category. The

Foundation actively supports an affirmative action program in order to provide equal employment and educational opportunity in all areas: academic, support, and instruction.

### Educational Programs and Activities

It is the policy of the Foundation that no person shall be discriminated against because of race, color, creed, religion, national origin, sex, sexual orientation, marital status, status with regard to public assistance, age, disability, ancestry, veterans' status, socioeconomic status, membership or activity in a local human rights commission, or any other legally protected category, and that equal opportunity and access to programs and facilities shall be available to all.

As required by Title IX, the Graduate School does not discriminate on the basis of sex in any of its education programs or activities. Discrimination on the basis of sex includes discrimination on the basis of including sex stereotypes, sex characteristics, sexual orientation, gender identity, pregnancy or related conditions, and parental status.

### Minnesota State Policy Against Discrimination

The Graduate School abides by the Minnesota Human Rights Act, which provides that it is an unfair discriminatory practice for an educational institution to discriminate on the basis of race, color, creed, religion, national origin, sex, gender identity, sexual orientation, marital status, status with regard to public assistance, age, or disability, or to fail to ensure physical and program access for disabled persons.

### Statement of Institutional Diversity and Pluralism

The Foundation takes pride in its mission to meet the individual and group needs of a diverse and pluralistic society through education, research, and service. The people served by and associated with the Foundation vary widely; all must be valued for the richness their different cultures, heritages, perspectives, and ideas bring to this community. The Foundation is, in part, a conduit through which individual perspectives and global interrelationships are enhanced by a learning and teaching environment that is aware of and sensitive to the diversity of its constituents. Diversity in the Foundation is constituted by the full participation of persons of different racial and ethnic orientation; of persons with disabilities; and of people from other countries. Policies and procedures of the Foundation oblige its students, faculty, staff, and alumni to foster the awareness and sensitivity necessary for acceptance and understanding of all people in society. The Foundation strongly disapproves and disavows acts of racism, sexism, bigotry, harassment, and violence in any form and actively uses its human and other resources to provide opportunities for its constituents and public to learn and appreciate the values of a diverse and

multicultural world.

## Student Conduct

### Rules of Conduct

Students are expected to maintain a high standard of conduct, both on and off campus.

Appropriate conduct in a community of scholars includes obeying the law, showing respect for properly constituted authority, meeting contractual obligations, honestly communicating with the Graduate School, and maintaining integrity and individual honor in scholastic work.

Students are expected to be responsible for their actions whether acting individually or in a group.

The listing of types of misconduct to follow is not intended to be exhaustive. Students can be disciplined for other types of inappropriate behavior, even if not explicitly set out in the Rules of Conduct.

Disciplinary proceedings, including and up to expulsion from the Graduate School, may be brought against students who engage or who are alleged to have engaged in the following misconduct:

#### 1. *Violations of Criminal or Civil Laws*

Violation of conduct such as found in federal, state, or local laws or ordinances, committed singly or in concert with others or Foundation Policies.

#### 2. *Violations of Patient Confidentiality*

All students must abide by federal confidentiality standards pertaining to the alcohol and drug abuse patient record. Basic to the law is that a patient's mere presence in a Foundation program is a confidential matter. What happens to a patient during their participation in a program is protected as well. Also protected by law is information about a patient's participation even after discharge from a Foundation program. The Foundation's privacy policies and procedures are available on the Intranet or from the Office of the President/CEO.

#### 3. *Acts of Dishonesty*

Examples include, but are not limited to:

- Scholastic dishonesty. Cheating, plagiarism, or other forms of academic dishonesty.
- False information. Furnishing false information to or withholding required information from any Hazelden Betty Ford Foundation official, faculty member, or other official.
- Forgery. Forgery, alteration, or misuse of any official document, record, or instrument of identification, including Hazelden Betty Ford Foundation documents, records, or instrument of identification, or presenting such forged, altered,

or falsified records to a Hazelden Betty Ford Foundation official.

- Document misuse. Misusing, falsely representing, defacing, mutilating, or stealing a Hazelden Betty Ford Foundation document.
- ID misuse. The lending or giving to another person or the use by a person to whom the document was not issued, of a Hazelden Betty Ford Foundation ID card or any document that is intended for use solely by the individual to whom the document was issued.
- Election tampering. Tampering with the election of any Hazelden Betty Ford Foundation-recognized student organization.
- Mediation violation. Failure to comply with a mediated agreement.
- Artificial Intelligence (AI) use. The Graduate School does not allow the use of AI to produce or help with content for assignments. AI tools include, but are not limited to, ChatGPT, GPT-4, Bing, Dall-E2, and Bard. Any use of AI to produce or help with assignments will be considered academically dishonest and a violation of this policy. Faculty will be monitoring the use of AI through AI detecting tools.

#### 4. *Acts Against Self or Other Persons*

Examples include, but are not limited to:

- Assault. Causing, willfully or negligently, bodily injury to another human being.
- Endangerment. Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct that threatens or endangers the health or safety of any persons.
- Hazing. Hazing by individuals or groups is prohibited on and off campus. Hazing is defined as an act that, as an explicit or implicit condition for initiation to, admission into, affiliation with, or continued membership in a group or organization, could be seen by a reasonable person as endangering the physical health of an individual or as causing mental distress to an individual through, for example, humiliating, intimidating, or demeaning treatment; destroys or removes public or private property; or involves the consumption of alcohol, other drugs, or other substances. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing are not neutral acts; they are violations of this rule.
  - Interference. Conducting oneself in a manner that significantly interferes with the operations of the Foundation or endangers the health or safety of patients, members of the Foundation community, and/or visitors on campus, including actions that:



- a. substantially interfere with another's educational opportunities, peaceful enjoyment of residence, physical security, or terms/conditions of employment; and/or
  - b. are taken with a general intent to engage in the actions and with the knowledge that the actions are likely to substantially interfere with educational opportunities, peaceful enjoyment of residence, physical security, or terms/conditions of employment.
- Harassment. Harassment includes conduct that denigrates or shows hostility or aversion toward an individual because of their race, color, creed, religion, sex, age, national origin, disability, marital status, sexual orientation, status with regard to public assistance, membership or activity in a local commission, or any other protected class status defined by applicable law and that:
    - a. Has the purpose or effect of creating an intimidating, hostile, or offensive working or educational environment;
    - b. Has the purpose or effect of unreasonably interfering with an individual's work or educational performance; or
    - c. Otherwise adversely affects an individual's employment or educational opportunities.
  - Menacing. Menacing is knowingly frightening or attempting to frighten another person through threats of imminent and serious harm.
  - Terrorizing. Terrorizing means to threaten to commit an act of violence and/or to threaten to commit an act that would endanger another person's life.
  - Contact with current or former patients, on or off duty, which could adversely affect the patient or reflect discredit to the Foundation and/or Graduate School. See the Ethics policy for details.

### 5. **Disruptive Activity or Disorderly Conduct**

Examples include, but are not limited to:

- Classroom disruption. Disrupting classroom activity.
- Campus disruption. Participating in a demonstration, riot, or activity that disrupts the normal operations of the Foundation and/or infringes on the rights of other members of the Foundation community; leading or inciting others to disrupt scheduled and/or normal activities within

any campus building or area; intentionally obstructing or unreasonably interfering with freedom of movement, either pedestrian or vehicular, on campus.

- Failure to comply with Foundation officials. Failing to comply with the directions of Foundation officials or law enforcement officers acting in performance of their duties; failure to identify oneself to these persons when requested to do so; and/or failure to comply with the sanction(s) imposed under the Rules of Conduct.
- Abuse of the Foundation's disciplinary proceedings, including but not limited to:
  - a. disruption or interference with the orderly conduct of a hearing or a meeting;
  - b. falsification, distortion, or misrepresentation of information;
  - c. influencing or attempting to influence another person to commit an abuse of the Foundation's disciplinary proceedings;
  - d. attempting to discourage an individual's proper participation in, or use of, the Foundation's disciplinary proceedings;
  - e. initiating, in bad faith, an action under the Rules of Conduct;
  - f. failing to comply in a timely manner when contacted to meet regarding a student conduct violation; or
  - g. prohibited retaliation

### 6. **Possession of Prohibited Items**

Examples include, but are not limited to:

- Weapons/fireworks. Possessing or using unauthorized weapons or fireworks on Foundation property or in conjunction with a school-related activity off campus.
- Alcohol. Violations of federal, state, or city law or ordinances, including professional conduct and school policies.
- Drugs/paraphernalia. Illegally using, possessing, and/or selling a drug or narcotic, manufacturing drugs or narcotics, possessing drug paraphernalia, setting up or possessing laboratory equipment for the purpose of making drugs or narcotics.
- Cannabis/THC. Possessing, using, and/or selling cannabis on Foundation property or in conjunction with a school-related activity off campus.

### 7. **Acts Involving Property**

Examples include, but are not limited to:

- Theft/property damage. Attempted or actual theft of



and/or damage to property within the premises or jurisdiction of the Foundation, including Foundation property or any property of a member of the Foundation community and/or contractor(s), vendor(s), or guest(s) of the Foundation.

- Trespassing/Unauthorized entry. Unauthorized presence on or use of Graduate School premises, facilities, or property.
- Fire equipment misuse. Maliciously and/or negligently tampering with fire alarms or fire equipment.
- Computer and network misuse. Theft or other abuse of computer facilities and resources.
- Unauthorized distribution of copyrighted material, including copying, distributing, downloading, and/or uploading information as well as peer-to-peer file sharing.

### **8. Consensual Relationships**

The Foundation prohibits amorous, romantic, or sexual relationships, between faculty and students, staff and students, supervisors and subordinates, and students who have an authority relationship over other students. Such a relationship that existed prior to the student's enrollment or the faculty/staff member's employment at the Foundation may be maintained, but the person in the position of greater authority is obligated to report the relationship to their department head or supervisor immediately. Failure to report the relationship or any significant delay in reporting may be cause for disciplinary action.

Documentation of the reporting and any subsequent actions taken by the department head or supervisor, such as advising the parties of the potential for sexual harassment charges if the relationship ends, is required. The Foundation expressly prohibits any form of sexual harassment of employees and students when a previous consensual relationship ceases to exist or such a relationship is rejected by one of the parties.

### **9. Sexual Misconduct**

The Graduate School is committed to providing a learning and working environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex. The Graduate School considers sex discrimination in all its forms to be a serious offense. Sex discrimination constitutes a violation of this policy, is unacceptable, and will not be tolerated.

Sexual harassment, whether verbal, physical, visual, or digital, is a form of prohibited sex discrimination, and sexual violence is a particularly severe form of sexual harassment.

The Graduate School encourages students to report acts of sex discrimination to a faculty or staff member,

or through ETHICS Connection, a confidential third-party resource available 24 hours a day, by calling 866-895-4115 or visiting [HazeldenBettyFord.AlertLine.com/GCS/Welcome](http://HazeldenBettyFord.AlertLine.com/GCS/Welcome). ETHICS Connection reports may be lodged anonymously and will be reviewed by the Foundation's Legal, Compliance, and Human Resources departments.

Please see Appendix for the complete Sex Discrimination Policy & Title IX Grievance Procedures document.

### **10. Violation of the Alcohol and Drug Policy**

It is the policy of the Foundation that the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances is prohibited in any Foundation facility, office, or vehicle, or on any Foundation property. These include all mood-altering substances, whether legal or illegal, such as stimulants, depressants (including alcohol), cannabis, narcotics, and hallucinogens. Alcoholic beverages and controlled substances cannot be consumed anytime during the workday, if students are to return to work thereafter.

Prescription drugs are allowed if prescribed by a physician or other authorized prescriber for medical purposes and used only as prescribed.

The use of alcohol or other non-prescription drugs is not permitted during working hours. The use of alcohol is discouraged where specific Foundation business is being conducted.

Students, contractors, subcontractors, and volunteers who are directly responsible for patients or clients of recovery services programs are prohibited from abusing prescription medication or being under the influence of any substance or alcohol in any manner that impairs or could impair their ability to provide care or services.

An individual judged to be in violation of this policy will be immediately removed from patient or client care responsibilities and be subject to disciplinary action in accordance with the Foundation and the Graduate School disciplinary policies.

Disciplinary action may include expulsion or termination from academic programs. In addition, violation may result in local, state, and/or federal criminal charges.

A conviction for any offense during a period of enrollment during which students received federal aid will result in the loss of aid eligibility.

Students must notify the Dean of Academic Affairs in writing, within five days of being convicted under a criminal drug or alcohol statute. Disciplinary action will occur within 30 days of receipt of the written notification and may result in termination from enrollment at the School.

Students in need of assistance to overcome an alcohol and/or drug problem are advised to contact the Dean of Academic Affairs or the Student Success Advisor immediately. Students will be encouraged to seek assessment, information, and referral through the Graduate

School Student Assistance Program. The Student Assistance Program (SAP) is designed to help students experiencing alcohol or drug related difficulties assess the extent and severity of the problem and identify appropriate services. Referrals may include but are not limited to outpatient counseling, outpatient or residential treatment, and post-treatment continuing care. The cost of treatment and rehabilitation is the responsibility of the student.

Parents of children under the age of 21 will be notified of any alcohol and drug use.

### **11. Use of Tobacco Products on Hazelden Betty Ford Foundation Property**

The use of tobacco is prohibited within Foundation buildings, parking structures, walkways, and in Foundation vehicles.

### **12. Violation of the Wireless Internet Use Policy**

Examples include but are not limited to:

- Connecting student-owned devices to any wired Internet port or connection on the Hazelden Betty Ford Foundation campus
- Connecting student-owned devices to any other wireless network at the Foundation other than the Graduate School wireless network. If Internet connectivity is needed from a student owned device, the only method of access that is allowed is through the approved Graduate School wireless network
- Illegal file sharing (see Copyright and Intellectual Property section for details)
- Unauthorized use of Graduate School wireless or any part of the Foundation's corporate network, whether intentional or unintentional

### **13. Violation of Copyright Law**

Examples include but are not limited to:

- Illegal reproduction of materials registered as copyrighted material. This includes copyrighted theses and other student work
- Use of illegal software on any Foundation equipment
- Unauthorized distribution of copyrighted material, including copying, distributing, downloading, and/or uploading information as well as peer-to-peer file sharing
- Exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file sharing context, downloading or uploading substantial

parts of a copyrighted work without authority constitutes an infringement

Students are required to abide by all policies related to copyrighted and intellectual property. See Copyright and Intellectual Property section for details.

### **14. Violation of the Information Technology Business Use Policy**

Examples include but are not limited to:

- Use of the Foundation's technology services (TS) for business or commercial purposes unrelated to the Foundation
- Use of the Foundation email system as a personal mailing address
- Installation of personally owned software, including screensavers or game software, on Foundation computers
- Sending jokes, chain letters, and other such communications
- Accessing or attempting to access email or voice mail systems of other users without specific permission of those individuals
- Copying Foundation owned or Foundation licensed software programs to another computer without prior approval
- Using email and the Internet to solicit others for commercial ventures or religious or political causes; contacting outside organizations and/or other non-job-related solicitations except through the use of electronic bulletin boards and in conformance with the Foundation's solicitation policy
- Using IT in a manner that is wasteful of any technology resource or intentionally distributing a computer virus or other deceptive procedure
- Accessing, downloading, or transmitting pornographic, obscene, or sexually explicit or offensive materials
- Unauthorized distribution of copyrighted material, including copying, distributing, downloading, and/or uploading information as well as peer-to-peer file sharing
- Violating the social media policy

### **Discipline and Sanction**

The primary purpose for the imposition of discipline in the Foundation's setting is to protect the campus community. Consistent with that purpose, reasonable efforts will be made to foster the personal and social development of those students who are held accountable for violations of Foundation regulations.

Students are not only members of the academic community; they are members of the larger society. They neither lose their rights nor escape the responsibilities of

citizenship. Students are expected to conduct themselves in accordance with Foundation regulations, the Minnesota Office of Higher Education (MNOHE) policies, and federal and state laws and local ordinances. Students may be disciplined by the Foundation for violating Foundation and/or MNOHE standards of conduct even though the students may also be punished by local, state, or federal authorities for the same act. Institutional disciplinary action is not used to duplicate penalties by civil authorities.

In all conduct proceedings it is recognized that the Graduate School is an educational institution and not a court of law. Therefore, the concept of fair play will take precedence in all settings and the philosophy of discipline shall be educational in nature. Individuals should discuss their questions and concerns at the lowest level possible for effective resolution of the situation.

Disciplinary incidents may be settled through a discipline meeting with the following goals in mind: (1) assisting the student in confronting the value questions surrounding the behavior; (2) assisting the student in understanding the causes for the behavior; and (3) encouraging the student in understanding the importance of considering in advance the consequences of the undesirable behavior as to make more acceptable decisions in the future.

All reports made under the sexual misconduct policy shall be resolved pursuant to the Sex Discrimination Policy & Title IX Grievance Procedures in Appendix.

### Disciplinary Action for Violations of Student Conduct

- Any member of the Foundation community may make a complaint against a student for violations of the Code and/or Sexual Misconduct Policy (found in Appendix).
- In the case of sexual misconduct, the policy set forth in Appendix will apply and individuals should submit a complaint to the Title IX coordinator (see Appendix).
- For all other complaints, a complaint shall be prepared and directed to the Dean of Academic Affairs. Any complaint should be submitted as soon as possible after the event takes place. The Dean of Academic Affairs may conduct an investigation to determine if the complaint has merit and/or if it can be disposed of administratively by agreement. Such disposition shall be final and there shall be no subsequent proceedings or right to appeal. If the issue is not resolved through consensual agreement, then the Dean of Academic Affairs shall make a determination of disciplinary actions. The student subject to the discipline has fourteen days to request reconsideration by the Dean of Academic Affairs of the actions taken. Thereafter the decision of the Dean of

Academic Affairs is final.

### Sanctions

The disciplinary sanctions that may be imposed on students found to be in violation of the rules of conduct include, but are not limited to:

- Verbal warning: A formal verbal warning is given to students regarding the violation. An account of the warning is placed in student academic files.
- Written warning: A formal written warning is given to students regarding the violation. A copy of the warning is placed in student academic files.
- Suspension: Temporary removal of students from the academic community for a specific period of time, to be determined on a case-by-case basis.
- Expulsion: Permanent removal of students from the academic community.

The above sanctions may be administered in any order decided and approved by the Graduate School.

### Professional Disposition

Students in the Hybrid degree program will be formally evaluated on professional disposition by faculty while enrolled in COUN 500 Introduction to Theory and Practice, COUN 830 Practicum, COUN 831 Internship 1, and COUN 832 Internship 2. Professional disposition is defined in the CACREP Standards (2016) as: “The commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (p.43).

Students in the Online degree program will be formally evaluated on professional disposition by faculty while enrolled in COUN 606 Counseling Procedures and Skills, COUN 830 Practicum, COUN 831 Internship 1, and COUN 832 Internship 2. Professional disposition is defined in the CACREP Standards (2016) as: “The commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (p.43)

At the Graduate School, faculty assess student disposition by utilizing the Professional Disposition Competence Assessment-Revised (PDCA-R). The PDCA-R assesses behaviors associated with the dispositions of: Conscientiousness, Emotional Stability, Self-Awareness, Interpersonal Skills, Cooperativeness, Coping and Self-Care, Honesty, Openness, Cultural Sensitivity, and Ethical Behavior.

If students are rated as below expectations for any disposition, students may be placed on clinical probation. Resolving clinical probation procedures will be followed to provide evidence of meeting professional disposition expectations (see Clinical Probation Policy). This will include an individualized remediation plan developed by the student’s faculty advisor in collaboration with the student and the individual who assessed the student. This plan will

include a specific written and measurable remediation plan to improve the identified dispositional concerns. In some cases, the plan may include postponement or suspension from Practicum and Internship courses. This policy does not preclude adjudication under the Rules of Conduct or other policies in the College Catalog and Student Handbook.

## Support Services for Persons with Disabilities

The Foundation and Graduate School comply with all applicable laws relating to persons with disabilities. Pursuant to these laws, no qualified individual with a disability will unlawfully be denied access to our participation in the Graduate School on that basis. The Graduate School will provide reasonable accommodations to students in accordance with the Americans with Disabilities Act (ADA), the Minnesota Human Rights Act, and the Minnesota Respond, Innovate, Succeed, and Empower (RISE) Act.

In carrying out this policy, the Graduate School recognizes that there are many different types of disabilities and, therefore, wish to work with students to provide reasonable accommodations to qualified students with disabilities when there is no undue hardship to the Foundation and Graduate School. When a student self-discloses having a disability, the Graduate School will initiate the interactive process to determine reasonable accommodations, if needed. A student wishing to initiate the interactive process should do that following:

- Contact the School's Student Success Advisor at [GraduateSchool@hazeldenbettyford.edu](mailto:GraduateSchool@hazeldenbettyford.edu).
- Complete the Accommodation Request form, available on the Student Support Site

Timely requests for accommodations are encouraged but will be accepted at any time. Granted accommodations are not effective retroactively. Students can request additional accommodations and/or modifications to their already-granted accommodations at any time.

Students may be asked to provide documentation to substantiate the need for accommodation and the existence of a disability. This information will be reviewed for the purpose of evaluating the student's request for an accommodation. The extent of documentation required may vary depending on the claimed disability and requested accommodations. To maintain privacy, Graduate School faculty will not have access to or review any medical information. The Graduate School will retain such documentation as confidential information.

The Graduate School will consider types of changes

or adjustments that permit a qualified student with a disability to participate fully in their education and to perform the essential functions equal to those students without disabilities. These accommodations may include but are not limited to:

- Providing or modifying equipment or devices
- Adjusting or modifying examinations, training materials, or policies
- Arranging for readers and interpreters or providing video transcripts
- Providing a distraction- reduced environment with minimal visual, aural (sound), and social distractions
- Making the School campus accessible to and usable by people with disabilities

The Student Success Advisor will consult with students to discuss requests regarding appropriate accommodations. This is a give-and-take process that may take one or more consultations to reach a resolution. During this process, the Student Success Advisor will consider the accommodations requested by students and may suggest alternatives.

Temporary accommodation may be available while the Graduate School engages in an interactive process to determine whether ongoing accommodation is appropriate and, if so, which reasonable accommodations are needed. Any temporary accommodations provided do not reflect a determination that ongoing accommodation will be granted and/or which reasonable accommodations are appropriate, and do not create an obligation on the part of the Graduate School to continue accommodation. Students should be open to considering various alternative types of accommodations. The Student Success Advisor will provide recommendations for reasonable accommodations and will consult with the Dean of Academic Affairs when necessary to determine the feasibility of accommodations. When a reasonable accommodation has been granted, the Graduate School will provide the letter of accommodations to the student's instructors if the student gives affirmative permission to share that information.

Students with concerns about an accommodation are asked to raise it with a faculty member or the School's Student Success Advisor.

While the Graduate School will engage in an interactive process regarding a student's request, there are certain requests that the ADA and Minnesota law do not consider to be a reasonable accommodation.

- It is not a reasonable accommodation if making the accommodation or allowing participation poses a direct threat to the health or safety of others.
- It is not a reasonable accommodation if making the accommodation means making a substantial



change in an essential element of the curriculum (educational viewpoint) or a substantial alteration in the manner in which the school provides services.

- It is not a reasonable accommodation if it poses an undue financial or administrative burden.
- The provision of personal devices or services (e.g., wheelchairs, hearing aids, personal transportation) is not a reasonable accommodation.

Students with questions about this process are advised to contact the Student Success Advisor.

Students who are dissatisfied with the decision(s) pertaining to an accommodation request may file an appeal, in writing, with the President/CEO within 10 working days for a final decision.

## Program and Degree Information

### Time Limits

The program time limit for full-time and part-time master's degree students is seven years after the first date of enrollment. In extenuating circumstances (e.g. military service, severe medical illness), the Dean, or in absence of the Dean, the President/CEO and faculty will consider a request for readmission or extension of the time limit.

### Class, Group Supervision, Residency, and Clinical Placement Attendance

Academic faculty, faculty group supervisors, and field site supervisors expect consistent attendance from all students. Students assume the responsibility to attend all academic classes, group supervision, residency, and clinical placements, maintaining punctuality and proactively informing faculty, group supervisors, and field site supervisors of absences. Nonattendance may affect financial aid. If students fail to meet the attendance requirements identified below, the individual will be marked absent for that week.

#### *Class Attendance*

Students are expected to notify instructors of a pending absence. Failure to contact the instructor may impact the student's final course grade as indicated in the course syllabus. Students are required to maintain attendance of at least 80% in a course. If students are unable to meet the attendance requirements, they must consult with the course instructor and their faculty advisor to discuss available options which may include recommendation for course withdrawal. Failure to withdraw from a course may result in a grade of F. Special consideration may be given for illness, required religious observance, or other instances as noted below:

1. Students shall be permitted to make up an

examination\* or another academic requirement at another time or by an alternative method, without any prejudicial effect, where:

- a. There is a scheduling conflict between the student's religious beliefs and taking the examination or meeting the academic requirement; and
  - b. The student has notified the instructor, within the first three weeks of the beginning of classes of the specific days or dates on which the student will request relief from an examination or academic requirement.
2. Instructors may schedule a make-up examination or course requirement before or after the regularly scheduled examination or another academic requirement.
  3. Instructors shall accept, at face value, the sincerity of students' religious beliefs.
  4. Student notification of instructors and requests for relief under par. 1 shall be kept confidential.
  5. Complaints of failure to provide reasonable accommodation of a student's sincerely held religious beliefs as required by this rule may be filed under institutional complaint and grievance procedures.

\*Examination or other academic requirement is defined as any course requirement established by an instructor or the institution which will be considered in awarding the student's grade in the course.

Students will follow stated syllabus policies regarding late or missing work associated with an absence.

- On-campus class attendance is defined as presence in the classroom for the duration of the scheduled class period.
- Online class attendance is defined as active participation in academically related activities within the online classroom, such as:
  - Completion of tests/quizzes
  - Participation in discussion boards
  - Submission/completion of assignments
  - Students will follow stated syllabus policies regarding tardiness.

Faculty members will log attendance each Monday by noon based on student's attendance during the previous week (Monday through Sunday).

#### *Group Supervision Attendance*

Students enrolled in clinical courses and clinical placements have the responsibility to maintain regular and punctual attendance in group supervision. Students are expected to notify group supervisors of a pending absence prior to group supervision. If students are absent for more than two group supervision meetings during a given semester, students must attend other group supervision sessions to

make-up for the missed sessions beyond the acceptable two absences. Students who wish to attend a group supervision time other than their own, must ask and be granted permission in advance from the faculty group supervisor of the group they wish to attend. Failure to attend the required number of group supervision sessions in any given semester will result in an incomplete in one of the courses for which clinical placement hours are required.

### *Residency Attendance (Online Program Students)*

Residency attendance will be defined as present for all mandatory activities scheduled during a residency period. Any missed component of the residency may result in failing the course.

### *Clinical Placement Attendance*

Students are required to complete all clinical hours to receive credit for clinical placements. When students know in advance that clinical hours will be missed, students must email the field site supervisor and copy the group supervisor (instructor of record). When missing clinical hours, regardless of the reason, students must complete all missed hours, working with the field site supervisor to find alternative times at the placement. There is no minimum threshold of hours to be missed at clinical placements.

Failure to complete all clinical hours will result in an incomplete, no credit, or failure of the clinical course.

## **Use of Employment Toward Clinical Hours**

Clinical placement at Place of Employment positions may be used for practicum and/or internship experiences if they meet these guidelines:

- On-site clinical supervision meets program standards
- Work-related clinical practice correlates with specific coursework
- Scope and depth of employment provides clinical practice consistent with the roles and responsibilities of primary therapists, alcohol and drug counselors, and/or case managers, etc.

Students who are interested in using an employment position as clinical placement experience are required to provide the Training Director with a brief written explanation of how the above guidelines will be met. If students are employed for fewer hours than are required for a clinical placement, students are asked to include information about how they will obtain the remaining number of hours.

Students may use their place of employment as a practicum and/or internship; however, students need to determine with their supervisor what their practicum and/or internship would entail. Specifically, students need to be able to perform

duties that an intern would perform that might be outside of their job responsibilities. Be aware that there is the potential that if student's employment is terminated, students would not be able to complete internship.

## **Graduate Credit**

The Masters in Arts in Counseling degree programs require 60 credits.

The Graduate School follows a 15-week semester system. For on-campus classes, one credit hour involves one hour of classroom instruction plus an additional three hours of study for each week of the semester. In online courses, one academic credit involves four hours of faculty-directed instruction and study for each week of the semester.

## **Degree Conferral and Graduation**

Degree conferral (graduation) occurs when students have successfully completed all credit hours and degree requirements prior to program graduation deadlines. Students must have a cumulative grade point average of 3.0 or higher. A degree becomes official when it is posted to a student's transcript, not by their participation in commencement exercises. The Registrar's Office will hold diplomas for students with outstanding balances until all financial obligations are met.

## **Participation in Commencement Exercises**

The commencement ceremony provides special recognition for graduates through a formal hooding tradition signifying completion of a master's degree. Students are eligible to participate in the annual April commencement ceremony if they graduated in August or December of the previous calendar year or if they will be finishing their degree requirements in the winter semester of the current calendar year. Participation in commencement is not a guarantee of degree completion. If students would like to delay participation in commencement to a later time, students may do so with the permission of the Dean of Academic Affairs in writing.

## **Textbooks**

Students are responsible for purchasing their textbooks prior to the first day of class each semester. Prior to course registration each semester, students receive a list of required textbooks. Ordering textbooks early will prevent problems due to unanticipated shipping delays.

## **New Student Orientation**

Students in the Hybrid degree program are required to participate in on-campus orientation the week prior to their first fall semester. Hybrid degree students who start in the winter or summer semesters are required to participate in new student orientation the first week of the fall semester. Students in the Online degree program are required to successfully complete the online orientation course as a prerequisite for any course during their first semester of enrollment.



## Online Orientation

Online orientation is a non-credit, four-week course. Students who are admitted to the Online program must successfully complete this course prior to enrolling in first semester Online program courses. Students must complete at least 80% of the assignments in each of the five assignment groups/categories: (a) Academic Preparation, (b) Discussions, (c) Personal Preparation, (d) Quizzes, and (e) Technology, earning a total overall course grade of at least a “C”/70%. Students have two attempts during one twelve-month period to successfully pass online orientation. The first day of each course is a Monday. Students enrolled in the course have through Wednesday of week 1 to drop the course. If students have not participated in the course within the first 7 consecutive calendar days of the course – measured by (a) submitting an assignment, (b) contributing to a discussion activity, or (c) completing a quiz/exam, students will be administratively withdrawn from the course. Beginning Thursday of week 1 through Sunday of week 3, students may withdraw from the course and receive a grade of “W” (Withdraw). Beginning Monday of week 4, students who do not complete or do not pass the course will receive an “NP” (No pass).

Receiving either a W or an NP in the course constitutes an unsuccessful attempt to complete the course. Nonattendance does not constitute dropping the class. Credit earned in this course does not count toward graduation. The grade earned in this course is not calculated in cumulative grade point average (GPA).

## Grade Transcripts

In matters of transcripts and other student records, the Graduate School adheres to the Family Educational Rights and Privacy Act of 1974, as amended.

All coursework, grades, and internships will be documented on the individual’s transcript and updated each semester by the Registrar. Students can access their unofficial transcripts on Populi at no charge.

In order to provide the fastest service to students and alumni (those who enrolled September 1999 or after), the Graduate School has authorized Parchment to provide online official transcript ordering for both electronic and paper transcripts.

To order an official transcript, login to the Parchment secure website. The online service includes a step-by-step account set up, ordering process, including delivery options, attaching documents, and fees which can be paid using any major credit card. Multiple transcripts with multiple destinations can be ordered during a single online session. Orders may be placed 24 hours a day, 7 days a week. The order will be processed during regular Registrar Office

business hours. Electronic transcripts are \$7.50 each and paper transcripts are \$10.00 each. Expedited services available for additional fees. Payment for fees must be paid with a credit or debit card.

Transcript requests are not held for grades or degree posting. Students should verify their unofficial transcript first to ensure the grades or degree they need to display has been posted before requesting the official transcript through Parchment. Students may do this by viewing their official transcript in Populi.

## Submission of Course Work and Course Extensions

Course work must be submitted on the due date set by the faculty member.

The grade of “I” (Incomplete) is exceptional and is given only to students whose completed coursework has been qualitatively satisfactory, but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control.

To be eligible for an “I”, students must have completed 80 percent or more of the course requirements with a grade of “B” or better. Students must request an “I” before the last day of the course from their faculty member. Faculty members, however, are not required to grant the request.

Students with a grade of “I” must arrange to fulfill course responsibilities with their faculty member in order to receive credit.

To change a grade of incomplete (“I”) to a passing grade, all course requirements must be completed within 90 days of the last class meeting. If an “I” is not completed within 90 days, students will receive zeros for incomplete assignments; zeros will then be factored into the final grade for the course for which the incomplete was requested. If the faculty member is unavailable to change the “I”, the Registrar will make the change representing the grade earned. The exception to this is clinical courses. Required hours need to be completed (Practicum 100 hours, Internship 1-300 hours, Internship 2-300 hours).

A faculty member who grants an “I” has seven (7) days from the date of assignment submission by the student to grade and make the necessary changes to resolve an “I.”

## Online Orientation Submission of Coursework and Course Extensions

Students who are admitted to the Master of Arts in Counseling Online degree program must successfully complete online orientation prior to enrolling in first semester Online degree program courses. Course work must be submitted on the due date set by the instructor.

The grade of “I” (Incomplete) is exceptional and is given only to students whose completed coursework has been qualitatively satisfactory, but who have been unable to complete all course requirements because of illness or other extenuating circumstances beyond their control.

An incomplete may be used only if the student's prior performance and class attendance in the course have been satisfactory. Students must request an "I" before the last day of the course from their instructor.

Instructors, however, are not required to grant the request.

Online degree program students are required to complete an online orientation marked incomplete at least one week prior to the beginning of their first semester, or date decided by instructor.

To change a grade of incomplete to a passing grade, all course requirements must be completed within 45 days of the last class meeting. If an "I" is not completed within 45 days, students may receive a grade of "NP" (no pass) from the instructor of that course. If the instructor is unavailable to change the "I," the registrar will make the change to an "NP."

### Course Withdrawal

Students are allowed to withdraw from a course through 80% of the semester (11:59 pm CST Saturday of week 12). Courses that are shorter than the full semester will have an adjusted withdrawal schedule.

If students wish to withdraw from a course after the posted drop date, they must complete a "Withdrawal from Course" form. Withdrawal paperwork must be submitted to the Registrar. Tuition will be refunded as noted (see Tuition Refund Policy). Anyone who receives financial aid for the period for which they withdraw or take a leave of absence must be aware that they may be required to return a portion of the financial aid funds that they received. Students can contact the financial aid administrator to determine if a return to Title IV is required and the amount.

Withdrawal after the class has begun or an independent study contract signed is recorded on student's transcript as a "W" (withdrew), which has no credit value in grade point calculations. Nonattendance at classes or noncompliance with an independent study contract does not constitute official withdrawal. According to the Tuition Refund Policy, no tuition will be refunded, and a grade of "F" will be entered on the transcript.

### Administrative Withdrawal

All master's requirements must be completed within the completion time limit. Students who exceed this time limit will be administratively withdrawn. Students who have taken interim activity for three consecutive semesters will be administratively withdrawn on the first week of the following semester. Students who have been

administratively withdrawn must reapply and be accepted before resuming their studies.

### Administrative Withdrawal from Courses

The following action(s) will be taken by the Graduate School in the event that a student ceases to participate in a course:

- a. If no attendance was recorded in any courses during the first 14 consecutive calendar days of a semester, (the first 7 days for the Online Orientation course), students will be administratively withdrawn. A full refund will be made of all tuition paid within 40 days of the termination date.
- b. If students have attended a course but have no recorded attendance for 14 consecutive calendar days in the semester, the Graduate School will attempt to contact students to determine their intentions. If after a period of 21 consecutive calendar days no attendance has been recorded, the Graduate School will administratively withdraw students from the course. Students will be notified of this action via e-mail to their Graduate School e-mail account. Tuition refunds for administrative withdrawals will be based on the tuition refund schedule. Financial Aid refund calculations will follow Federal Financial Aid regulations.
- c. Students whose last date of attendance is the twelfth week of the semester will not be administratively withdrawn for lack of participation.

### Appeal for Reinstatement

Students dismissed for academic probation or clinical probation may appeal once within 10 days of being notified of the adverse action in writing for academic reinstatement. The procedure is as follows:

- Students shall submit a written appeal, including supporting documentation.
- A committee composed of the student's faculty advisor and two additional faculty members convene to review the student's written appeal within 30 days.
- The committee, chaired by the student's faculty advisor, may request additional information or may write a report to the Graduate School's Dean of Academic Affairs in writing, recommending or not recommending reinstatement based on review of the appeal within 15 days.
- If made, a recommendation for reinstatement will include specific provisions for making up the academic deficit (e.g., retaking a course and a date for reinstatement (e.g., immediately or the following semester) within 20 days.
- The Graduate School's Dean of Academic Affairs in writing, will make the decision regarding reinstatement and will communicate the decision in writing to the student.
- The student has the right to appeal the determination to the President/CEO. The request for appeal of the determination

regarding reinstatement must be made in writing within 14 days.

- The President/CEO's decision upon appeal is final.
- If a student is reinstated,
  - a. The student's faculty advisor will monitor the student's progress and report to the Dean of Academic Affairs in writing, whether the student has satisfied the stipulated provisions for reinstatement.
  - b. The student's advisor will provide a written report to the student stating whether all provisions for reinstatement have been met. If provisions have not been satisfied, the student will be dismissed. There shall be no right to appeal the determination for dismissal.

## Leave of Absence

Students may request a leave of absence (LOA) due to illness or other extenuating circumstances by submitting the "Leave of Absence" form to the Registrar for the purpose of holding their place in the program. Upon review of the request, a LOA may be granted for up to three full consecutive semesters. An approved LOA does not extend the deadlines for completion of coursework already in process. Students who are on an LOA and do not return to the Graduate School for a period of greater than three full consecutive semesters will be required to reapply for admission. If financial aid funds were received for the period of the LOA, students may be required to return a portion of the unearned funds. Contact the Financial Aid Office to determine if a return of funds is required and the amount that should be returned.

## Advisement and Registration

### Advisement

To help ensure the best education for every student, every time, faculty members partner with students as advisors to help identify and understand career aspirations, clarify learning needs, and address individual strengths and limitations. Every effort is made to ensure one faculty, one student model of advising from the very first semester through program completion. Faculty members routinely provide program advising, coaching, and mentoring necessary to facilitate successful adjustment. The faculty, in partnership with each student, develops a plan reflecting the student's individual learning needs that may include clinical placement considerations, study strategies, and referral to community and/or school services. A faculty advisor is designated for students to facilitate continuous communication and clarification of emerging issues or concerns.

Faculty members routinely provide program advising, coaching, and mentoring necessary to facilitate successful adjustment. The faculty, in partnership with each student, may develop a plan reflecting the student's individual learning needs that may include clinical placement considerations, study strategies, and referral to community and/or school services.

A faculty advisor is designated for students to facilitate continuous communication and clarification of emerging issues or concerns.

### Course Planning

Students may obtain course planning guidance from the Registrar. The Graduate School has defined a recommended full-time course sequence for each program. Part-time students are encouraged to consult with their faculty advisor to determine their course sequence.

### Change of Catalog Year

Students enter the Graduate School under the catalog year of their initial enrollment but may request to be moved under a subsequent catalog year while enrolled, and prior to their graduation, if it is to the student's benefit and approved by their faculty advisor and Dean of Academic Affairs in writing. Please note that when a catalog year is changed, the catalog year for student's academic plan, students will be bound by the specific coursework and the number of semester credit hours required by that particular catalog.

Students can always move forward to a future catalog but cannot move backwards. Students should consult with their faculty advisor, regarding these and other requirements, prior to completing the Change of Catalog Year form.

### Course Overload Policy

Each academic program has a preferred sequence of classes which is intended to optimize learning first, and time to degree second. The maximum credit load for any semester is 16 credits. Students wishing to enroll beyond that number must get approval from their faculty advisor, up to 18 credits. If students wish to take 19 or more credits, they must get approval from their faculty advisor and the Faculty Coordinator. Students wishing to take an overload of classes must submit the Course Overload Petition Form to their faculty advisor. The student's current GPA and academic standing should be reviewed by the faculty advisor. Only students with a minimum GPA of 3.8 and no previous or current academic or clinical probations will be considered for academic overload. Students are not eligible during any semester with an internship. The faculty advisor may consult with student's current and previous instructors in making a decision. If the overload is approved, the faculty advisor will sign the petition form, which is then submitted by the student to the Registrar. If students petition to take 19 or more credits, the Faculty Coordinator must also give approval.

Registrations for course overloads are made on a space- available basis, and course overload students may be dropped if there is insufficient room in the course for students taking courses according to the preferred sequence.

### Course Closure Policy

To protect the integrity of our courses and respect copyright guidelines, it is our policy to close courses 15 weeks after they end. Once a course is closed, students will not have access to course materials. Therefore, please download any desired documents before the course closes. It is highly recommended to keep all course syllabi and MAP chapters, but students may also choose to keep articles, discussion posts, and papers for future reference. Please note that in some courses, instructors may have left feedback on assignments using Populi's annotation feature. In those cases, their feedback cannot be downloaded. Incorporate their notes in another way to retain their feedback.

### Registration

Registration materials, including class schedules, are provided to students approximately eleven weeks before the semester starts. The Registrar will work with students in course registration. Students are required to register for courses in Populi during online registration.

Registrations from students with delinquent accounts or who have three or more grades of incomplete ("I") on their transcript will not be accepted until these problems are resolved. Students who fail to register for one calendar year or more must file for readmission. Once online registration has closed, students can change their registration (see "Add/Drop Procedure"). Students may not attend classes for which they have not registered.

Students are responsible for knowledge of and adherence to all regulations in this College Catalog and Student Handbook and other posted, emailed, or mailed notices. Students are responsible for completion of all program requirements of their catalog year of admission (or approved change of catalog year). Students may consider consultation with their faculty advisor for clarification and guidance in registering for coursework; however, students are ultimately responsible for knowing course requirements and for enrolling in appropriate courses.

### Add/Drop Procedure

Students who choose to add or drop classes, after online registration closes, must do so by submitting an Add/Drop Form to the Registrar. Enrollment is not permitted after a course has begun. Nonattendance does not constitute dropping a class, and students are held financially and academically responsible. See "Class Attendance" policy for definitions pertinent to online and on-campus courses. Students cannot drop a course after the posted drop date on the Populi

calendar.

### Class Schedules

Class schedules are posted in Populi approximately eleven weeks before the new semester begins. Changes or additions to the schedules will be posted, and students will be notified by postings and/or email.

### Class Meeting Times for On-Campus Courses

Classes are scheduled to allow sufficient time for students to complete the clinical requirements of the program. Classes are typically scheduled late afternoon, evenings and weekends but may vary as determined necessary by the Graduate School.

### Cancellation of Course

The Graduate School reserves the right to cancel any course due to low student enrollment, unavailability of an instructor, or other factors. If this occurs, students will be notified as soon as possible and receive a full tuition refund or credit.

### Auditing a Course

Students are not allowed to audit or take courses for no credit. Learning theories demonstrate that the most complete learning comes from incorporation of a variety of teaching strategies such as lecture, reading assignments, discussions, written work, and exams. It is to the student's benefit that they be required to participate fully in a course.

Graduates are allowed to audit courses. They will be charged one-half of the full tuition at the time of the audit. These students must obtain advance permission from the instructor to audit the course. Further, they must participate fully in classroom activities, but they are not required to complete written assignments or examinations. No grade or credit is assigned for an audit.

### Withdrawal from the Graduate School

Students who wish to withdraw from the Graduate School need to submit the "Withdrawal from School" form to the Registrar. The transcript will be noted "Inactive" with the effective date. Students who have not registered for a course within three consecutive semesters or requested in writing to be withdrawn from their program will be automatically withdrawn. Withdrawn students may reapply at any time. Students who have received federal financial aid through Unsubsidized or Grad PLUS loans are required to complete Exit Counseling when withdrawing from the Graduate School. Students withdrawing during a semester may be required to return a portion of the federal loan disbursements they received for the semester. Students will be contacted by the Financial Aid Office to determine if a return of funds is required and the amount to be immediately returned to the Graduate School.



## Grades

### Grade Values and Points

The Graduate School uses a grade point system to evaluate the overall quality of coursework. The number of grade points earned in a given course is the number of credits for that course multiplied by the grade point, as indicated in the following chart.

Grade	Description	Grade points (per credit hour)
A	Superior performance	4.0
B	Above average performance	3.0
C	Average performance	2.0
D	Below average performance	1.0
F	Failure	0.0
P	Pass	-
NC	No credit	-
I	Incomplete	-
W	Withdrew	-

- Not calculated in grade point average

### Grading

Upon completion of a course, the instructor assigns a letter grade. Grades provide academic evaluation and are the basis for establishing academic standing and satisfaction of the program components.

### Grade Point Average

Student's grade point average (GPA) is calculated by dividing the total number of grade points by the total number of credit hours attempted. The cumulative grade point average is computed by dividing the total number of grade points that students have earned in all courses by the total number of semester hours represented by those courses. "P," "NC," or "I" are not used in these calculations.

### Failing Grades

Students who receive a failing grade, "D" or "F," for any course must retake and successfully complete that course to receive credit. A grade of "D or F" will become a permanent part of the student transcript and is computed into the cumulative grade point average. When that course has been repeated, only the passing grade will be computed into the cumulative grade point average, although the "D or F" remains on the transcript.

### Repeated Courses

Credit toward completion of any Graduate School program will not be given more than once for the same course. If students choose to repeat a course for which they have already received credit, both courses will appear on their transcript and the best grade will be used in the calculation of their GPA. However, one of the two courses will be disallowed in calculating completion of program requirements.

### Change of Grade Limitations

An instructor may change a grade if there has been an error in the computation, transcription, or reporting of the grade. Changes may not be made on the basis of additional work completed by students unless all members of the class have the option to submit additional work.

### Student Grade Reports

Grades are posted approximately one week following the end of each semester. Students are able to access grade reports in Populi. The grade report is a cumulative record of credit hours earned and grade point average for the coursework completed.

### Academic Course Grade Appeals

Once a class grade has been assigned, corrections may be made as a result of an error, as described in Change of Grade Limitations (above). Appeals will be handled in the following manner:

- If the grade cannot be resolved between students and faculty member or clinical supervisor, students should consult with their faculty advisor.
- If the matter cannot be resolved with the assistance of the faculty advisor, students may appeal to the Dean of Academic Affairs for a grade correction within 30 days of receiving the grade. The Dean will have 15 days to evaluate the appeal of the grade, and the Dean's decision will be final. If the Dean is also the faculty member involved with the appeal, then the President/CEO will be responsible for evaluating and rendering a final decision.
- The Graduate School will not accept, in any form, retaliation of a student for a complaint brought forth in good faith.

## Tuition, Fees, and Payment

### Tuition

Tuition for the Master of Arts programs is calculated on a per credit basis. Total cost for a semester's tuition is based on the per credit fee, multiplied by the total number of credits taken for the semester.

- 2024 tuition rates are \$829/credit
- 2025 tuition rates are \$849/credit

Tuition for Professional Development and Certificate Programs is calculated on a per credit basis.

### Tuition Payment

The Graduate School reserves the right to revise tuition payment policies at any time. Should this occur, students will be notified prior to the effective date of the change.

Registration for classes at the Graduate School indicates acceptance of this tuition payment policy.

Tuition is billed at the beginning of each semester and is due by the 7th day of the semester start. If payment in full is not received by that date, a \$100 late fee is assessed to the student's account.

In cases of hardship, students can set up a payment schedule, whereby students will pay 50 percent of the total tuition for the semester on the tuition due date. The remaining 50 percent of the semester's tuition is due in two equal installments: the first within 30 days after the start of the semester, and the second 30 days later. All tuition must be paid in full within 60 days of the beginning of the semester. If tuition is not paid by scheduled dates, the late fee is assessed to the student's account. The School may alter this payment plan at the discretion of the Financial Aid Office and/or the President/CEO.

A \$20 service charge will be assessed against the student's account for each check returned due to insufficient funds. The Graduate School reserves the right to assess other fees, as necessary.

### Method of Payment

Tuition bills may be paid by federal loan funds directly applied to a student's account, personal check, money order, or credit/debit Visa, MasterCard, American Express, or Discover cards. Bank wire service is also available. Tuition payments can be made to the School or credit/debit card payments may be made online through Populi.

No students will be allowed to attend classes the following semester with an account balance from the previous semester. The only exceptions are for students with an approved payment plan on file with the School, or an approved tuition reimbursement plan on file. Special arrangements may be considered.

At time of registration, students are able to view

pending tuition/fee charges for the upcoming semester in Populi, as well as any credits due, such as grant awards, tuition credits, and payments made.

Students who have prior unpaid account balances due may not register for classes.

The Graduate School offers a specific method of tuition payments for Hazelden Betty Ford Foundation benefits-eligible employees to better manage the financial obligation while attending the School as degree-seeking students. (This will not apply to those enrolling in professional development courses). If the student-employee chooses this payment method, rather than paying the full 100% of tuition and waiting until documentation of receiving a B or higher in each class to be reimbursed, these student-employees will only be obligated to pay 25% of their financial obligation at the start of the semester (or under an agreed-upon payment plan). The remaining 75% will not be due until the start of the subsequent semester\*.

Students who are also Foundation employees must request reimbursement immediately after semester grades are posted, by submitting required paperwork via Candidly (tuition reimbursement platform). Student-employees should then pay their prior semester balance from the reimbursement. Students should work with the Financial Aid office to ensure that outstanding balances are satisfied before the start of the following semester, or within the first week of classes. Delays in processing reimbursements will be handled on a case-by-case basis and may result in a student with an outstanding balance not being permitted to enroll in the following semester or being administratively withdrawn from the current semester.

\**Note:* For any students receiving federal or private student education loans, per federal regulations, their tuition and fees are paid first before any refund can be made to the student. This would include the 75% due from tuition reimbursement.

### Tuition and Fee Refund Policy

Students need to submit the Withdrawal from Course form to the Registrar. The date of submission be deemed as the time of receipt. All times indicated below are in Central Time.

#### *On campus courses*

Students will receive tuition and fee refunds according to the following schedule:

- 100 percent before the third class meeting
- 75 percent before the fourth class meeting
- 50 percent before the fifth class meeting
- No refund after the fifth class meeting or nonattendance

#### *Online and Clinical courses*

Students will receive tuition and fee refunds according to  
College Catalog and Student Handbook



## Student Information – Academic Policies

the following schedule:

- 100 percent before 11:59 p.m. Saturday of the third week of class
- 75 percent before 11:59 p.m. Saturday of the fourth week of class
- 50 percent before 11:59 p.m. Saturday of the fifth week of class
- No refund after the fifth week of class or nonattendance

### **Weekend on-campus courses**

Students will receive tuition and fee refunds according to the following schedule:

- 100 percent before 8:59 a.m. of the first Saturday of class
- 75 percent before 11:59 a.m. of the first Saturday of class
- 50 percent before 2:59 p.m. of the first Saturday of class
- No refund after 3:00 p.m. of the first Saturday of class

Refunds will be sent to students within 40 days of registration change, including dismissal or withdrawal from the program.

Students with federal financial aid loans and institutional grants/scholarships may be required to return some of the funds upon total withdrawal from the program. Funding may also be reduced if dropping all classes in a semester. Federal loan money will be repaid first and deducted before any refund will be issued. See Financial Aid section for further details.

### **Refund Policy for Students who are Residents of Wisconsin**

In compliance with the Wisconsin Educational Approval Board regulations, the following refund policies will be utilized for students who are residents of Wisconsin:

1. A full refund of all money paid will be made if students
  - a. Cancel within three-business days of admission (EAB 6.04),
  - b. That was accepted was unqualified and the School did not secure a disclaimer under EAB 9.04; or
  - c. Enrollment was procured as the result of any misrepresentation in the written materials used by the School or in oral representations made by or on behalf of the School.

This refund will be made within ten business days of cancellation.

2. Students who withdraw or are dismissed after

attending at least one class, but before completing 60% of the instruction in the current enrollment period is entitled to a pro rata refund (less a \$100 administrative fee) as follows:

At Least	But Less Than	Refund of Tuition
1 class	2 weeks	90%
2 weeks	3 weeks	80%
3 weeks	5 weeks	70%
5 weeks	6 weeks	60%
6 weeks	8 weeks	50%
8 weeks	9 weeks no	40%
9 weeks		no refund

Each week in the semester ends Saturday night at 11:59 p.m. Central Time.

Students will receive the refund within 40 days of termination date. If students withdraw after completing 60% of the instruction, and withdrawal is due to mitigating circumstances beyond student's control, the School may refund a pro rata amount.

If written notification of withdrawal is not received by the Graduate School, student's withdrawal date will be determined by last date of attendance in class.

Attendance in online classes is demonstrated through participation in academically related activities within the online classroom, including completion of tests/quizzes, participation in discussion boards or the submission/completion of assignments.

### **Delinquent Account Policy**

Students are obligated to pay all tuition and fees by the 7th day of the semester start. Students with unresolved balances will be placed on a financial hold, preventing future registration.

The Graduate School reserves the right to modify the terms and conditions of this policy prior to registration for any semester by sending a written notice to students at their last known billing addresses. Students are responsible for providing the Registrar's Office with their current billing addresses and telephone numbers.

### **Miscellaneous Fees**

Students in Graduate School programs are responsible for the costs associated with all required textbooks, course fees, as well as the fees associated with any compilation of articles and/or research materials used for that course. A technology and student services fee is charged to all students each semester. Students who choose to join specific courses from Foundation site in St. Paul, Minnesota may need access to a laptop. Supplying this laptop is the responsibility of the students. An administrative fee of \$200 is charged to all degree program students their final semester to cover degree-granting costs.

## Course Fees

Students enrolled in practicum or internship will be required to purchase an individual subscription to Time2Track, an online tracking system to track clinical hours.

## Professional Membership Fees

Students enrolled in Practicum, Internship 1, and Internship 2 are required to demonstrate annual membership and active participation in at least one professional counseling organization. Students are responsible for all fees associated with memberships. Students will be required to provide verification of membership. Examples of acceptable memberships include: American Counseling Association (ACA) and its divisions and/or branches such as Minnesota Counseling Association (MnCA), and other major counseling organizations such as Chi Sigma Iota (CSI). For additional information, consult with the Student Success Advisor. Please note ACA membership includes individual professional counseling liability insurance. See the Liability Insurance Fees section for additional information. Online degree program students who enrolled prior to Fall 2020 and are enrolled in COUN 825 Internship, are not required to verify ACA membership.

## Liability Insurance Fees

All students enrolled in the Practicum, Internship 1, and Internship 2 must demonstrate they are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship. Students are required to maintain annual student membership in the American Counseling Association (ACA) during all practicum and internship experiences. Student membership in ACA includes liability coverage. Students are responsible for all fees associated with memberships. For additional information, consult with the Student Success Advisor. Online degree program students who enrolled prior to Fall 2020 and are enrolled in COUN 825 Internship, are not required to verify individual professional counseling liability insurance.

## Residency Fees

Active participation in an on-site residency (four days) is required for the successful completion of the following courses in the Online degree program:

- COUN 606 Counseling Procedures and Skills
- COUN 708 Group Counseling

A \$100 residency fee will be charged to students for each of these courses. Additionally, students are responsible to cover expenses associated with attendance at the residency, including, but not limited to, travel, transportation, housing, and meals.

## Master's Applied Project (MAP) Deferral Fee

Students are expected to complete the Master's Applied

Project (MAP) in their last semester of courses. If students request a delay until a later semester, students must submit the MAP Deferral Form to the Registrar and students will be registered in a zero (0) credit MAP course with a \$500 course fee. If students do not complete the MAP in that semester, students will need to register again for the zero (0) credit course and pay the \$500 course fee until the MAP is passed. The MAP is part of the degree requirement and students have seven years from admission to complete the degree.

## Master's Applied Project (MAP) Failure Fee

Students are expected to complete the Master's Applied Project (MAP) in their final semester of their coursework. If students are not successful in passing one or both components of the MAP (i.e., Final Summary Report, Oral Defense) on their first attempt, and the recommendation of the student's committee is to re-define one or both components in a subsequent semester, students must complete and submit the MAP Failure Form to the Registrar. As a result, students will be registered in a zero (0) credit MAP course with a \$500 course fee for that particular semester. Students who fail either component of the MAP twice will be dismissed from the program.

## Optional Practical Training (OPT)

International students who are enrolled in the Hybrid degree program have the option to apply for authorization to seek employment related to their field of study. Application information is available with the Principal Designated School Official (PDSO). Applications can be initiated no more than 90 days prior to completion of their program. Students continue to be in F-1 (master's) status while working or seeking employment with optional practical training authorization.

A \$100 student administration fee is charged to international students whose eligibility to remain in the United States is based on the Graduate School's supervision of their OPT. Regulations under SEVIS (Student & Exchange Visitor Information System) require the Graduate School to maintain the records of students for the duration of the time that is authorized. Students are responsible for notifying the PDSO of any changes in name, address, or interruption, change, or termination in employment and the PDSO must update the SEVIS record. The fee is paid at the time of application.

## GI Bill® Education Benefits for Veterans

The Graduate School is approved by the Minnesota State Approving Agency for GI Bill® Education benefits. For questions regarding GI Bill® Education benefits payment or veteran eligibility, call toll-free (888) 442-4551 or visit [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill)

## Veterans Benefits Transition Act of 2018 Policy

GI Bill® and Veteran Readiness and Employment beneficiaries (Chapter 33 and Chapter 31) are allowed to

attend a course of education or training for up to 90 days from the date the beneficiary provides a certificate of eligibility, or valid VA Form 28-1905. The Graduate School will not impose a penalty, or require the beneficiary to borrow additional funds to cover tuition and fees due to late payments from the Department of Veterans Affairs (VA).

## Financial Aid

The purpose of federal financial aid at the Graduate School is to assist students in obtaining the financial resources necessary to cover their educational costs and funds for living expenses while enrolled in school. The Graduate School has chosen to participate, and has been certified to participate, in the Federal Title IV funding program.

Eligible students will have access to funding through an unsubsidized loan, and a Grad PLUS loan. For questions on federal financial aid loans contact the Financial Aid Office.

The Graduate School offers grants and scholarships. Interested students are encouraged to review the Graduate School's website for more detailed information regarding grants and scholarships contact Student Services by calling 651-213-4175 or email GraduateSchool@hazeldenbettyford.edu.

## Enrollment Status Definition

### Master of Arts Programs

To qualify for Federal Student Aid, students must be enrolled as a half-time student taking 5 credits or more. Graduate students may qualify for federal unsubsidized loans and Grad PLUS loans.

- Full-time enrollment = 9 or more credits per semester
- Three quarter-time enrollment = 7 or 8 credits per semester
- Half-time enrollment = 5 or 6 credits per semester

## Federal Student Aid Eligibility

Students federal loan eligibility will be verified by the Financial Aid Office using the student's Free Application for Federal Student Aid (FAFSA). If any discrepancies are found through the verification process, students are responsible to make the corrections on their FAFSA. The Financial Aid Office will make the corrections on the student's FAFSA only with signed authorization from the student.

## Student Financial Aid Records

The Graduate School shall respect the privacy of student financial records. Student financial records shall be disclosed only to students, to persons within the School with a legitimate interest, to persons authorized by students to receive student financial aid records, and

to persons authorized to receive financial records without student consent. Students have the right to review their records, to challenge the contents of these records, and to file a complaint with the U.S. Department of Education.

### *Procedure:*

Students may send a request via email to the Financial Aid Office to request access to their records. A virtual meeting will be scheduled for students to review their file.

If students wish to authorize access to or discussions with another individual regarding their financial aid, students must sign a Student Information Release form and provide the original signed copy to the Financial Aid Office.

## Default Management Plan—Title IV Funds

To manage the default rate of student loans, the Graduate School's Financial Aid Office takes the following actions to educate students regarding finances and obligations.

Prior to taking loans, the following is offered to educate and assist students:

1. Entrance counseling is required of all students who are accepting Title IV funds. The Graduate School uses the online entrance counseling provided by the U.S. Department of Education at **studentaid.gov**. Once the counseling is completed, students will be required to take an exam on the counseling received.
2. Students are encouraged to go to studentaid.gov for further information on "Repaying Your Loans," which includes, but is not limited to, loan servicer and contact information, repayment information, repayment plans, and calculators.

Exit counseling is required when completing or leaving the Graduate School or anytime that enrollment drops to less than 5 required credits. This counseling is completed online at **studentaid.gov** and meets all federal regulations for Exit Counseling. It includes an overview of repayment obligations and the options available to students in the event they have trouble making payments.

The Financial Aid Office receives a Delinquent Borrower Report through the Department of Education and various loan servicers for past due and delinquent Direct Loans. The Financial Aid Office will attempt to contact the student to discuss the delinquency of their payment and remind the student to contact their loan servicer of their loan/s, as they will work with students to resolve the delinquency.

Contact information from students who have completed the program is updated whenever students contact the Graduate School. The Alumni Association maintains a web page that allows students to stay connected and has a form that requests updated contact information.

The above is a condensed version of the Default Management Plan. A complete copy of the plan is kept in the Financial Aid Office and can be viewed at any time

upon request.

### **Satisfactory Academic Progress Policy (SAP) for Students Receiving Federal Financial Aid**

In accordance with federal regulations the following policies and procedures governing standards for Satisfactory Academic Progress (SAP) are in effect for all students receiving federal financial aid while attending the Graduate School. Students who fail to meet both the qualitative and maximum timeframe requirements of SAP standards will be considered ineligible for federal financial aid.

SAP is measured by:

- 1) Grade Point Average (GPA) – Qualitative measurement
- 2) Maximum timeframe – Pace requirement – Progress to ensure completion within the maximum time frame

Students enrolled in a Master's program who receive federal financial aid must:

- maintain a cumulative GPA of at least 3.0 at the end of each semester
- complete a minimum of 50% cumulative credits they attempt
- complete the program within 84 months

#### **SAP Evaluation and Warning Status**

At the end of each semester the GPA will be calculated for each student. Satisfactory Academic Progress will be evaluated for each student to determine if the SAP requirements of GPA and timeframe have been met. Students who receive federal financial aid and have not achieved the Satisfactory Academic Progress requirements will be placed on financial aid warning for the upcoming semester. Students will continue to receive aid during the warning period. If at the end of the warning period semester students who fail to meet the Satisfactory Academic Progress requirements, both GPA and/or timeframe, students will be ineligible for federal financial aid the following semester unless criteria for an appeal are met. See Appeal Process. Students can be on SAP warning for only one semester.

#### **SAP Notification**

The Financial Aid Office will notify students in writing, via their Graduate School e-mail account, if they have failed to achieve Satisfactory Academic Progress and are put on warning status for the upcoming semester. If students were already on SAP warning and did not meet the SAP requirements at the end of the SAP warning semester students become ineligible for future federal financial aid disbursements. The Financial Aid Office will notify students via their Graduate School e-mail account that they are no longer eligible for federal financial aid. Included in that e-mail notification will be information on

what is required to again become eligible for federal financial aid.

#### **Reestablishing eligibility to receive federal financial aid**

Once a student's cumulative GPA is at a minimum of 3.0 and they are progressing at a pace to complete the program within the maximum timeframe, the student will again become eligible to receive federal financial aid. Neither paying for their own classes nor sitting out for a period of time is acceptable to reinstate federal financial aid eligibility.

#### **Appeal Process**

If at the end of the warning semester, students who have not met the SAP requirement, have the right to appeal their eligibility based on the following circumstances: the death of a relative, student's injury or illness, or other special circumstance. A written appeal must be submitted to the financial aid administrator for review by the Appeals Committee. The student's appeal must include:

- an explanation of the circumstance that affected the student's progress from meeting SAP requirements
- appropriate supporting documents
- specific explanation of what has changed with the student's situation that will allow them to reach satisfactory academic progress at the end of the next semester

Students will receive a written decision in response to their appeal in approximately 15 business days. If the appeal is approved, students will be placed on financial aid SAP probation and federal financial aid eligibility will be reinstated for one semester.

If the appeal is denied and students feel there are factors that were not considered, a second appeal including any additional supporting documentation must be submitted to the President/CEO to be reviewed by the President/CEO with the Appeals committee. A response will be sent to students by the President/CEO in approximately 20 business days.

If at the end of the probation period, students have not yet met the SAP requirements they will become ineligible for federal financial aid. However, *if there are new circumstances since the prior appeal* students can again present an appeal following the same requirements as the first appeal with one addition. Students must also include, with the help of their faculty advisor, a plan that ensures that the student can meet the School's SAP policy by a specific timeframe. This plan will clearly indicate specific course grades in the upcoming semester that are required to raise the accumulative GPA to 3.0 or above, as well as the potential outcomes (e.g. inability to graduate,



suspension, dismissal) if those grades are not obtained. The financial aid administrator will be given a copy of the student's signed plan. If the appeal is not approved, students will not be eligible for federal financial aid. The same process for notification to students will be followed as for the initial appeal.

### **Incompletes, Withdrawals, Repeated Courses, and Transfer Credits**

- A grade of "I", incomplete, is assigned as a temporary mark for pending course completion and counts against the completion rate
- Withdrawals do not impact the student's GPA
- Students may receive federal financial aid for the same course a maximum of two times
- Transfer credits will count as both attempted and completed in the calculation for maximum timeframe
- Grades associated with transfer credits will not be used in calculating cumulative GPA

Students not on pace to complete the program within the maximum timeframe allowed will be ineligible to receive federal financial aid.

### **Attendance Policy for Financial Aid Students**

Each student's attendance is monitored by the Financial Aid Office. If students have not attended any class for 14 consecutive days, they may be withdrawn for financial aid purposes. A return to Title IV calculation will be done to determine if the students must immediately return federal loan funds disbursed to them. Students will be reported to the U.S. Department of Education as withdrawn and their 6-month grace period to pay back their student loan(s) will begin as of the last date of their attendance. (See Administrative Withdrawal Policy for the School's withdrawal policy.)

### **Leave of Absence Policy/Program Withdrawal Policy (for students receiving Federal Student Aid)**

If students who have received Federal Student Aid take a leave of absence (for any reason) during a semester in which financial aid has been disbursed this is considered a withdrawal and a Return to Title IV (R2T4) calculation must be completed to determine if the student has received unearned funds or is entitled to a post- withdrawal disbursement. Students with federal financial aid loans and institutional grants/scholarships may be required to return some of the funds upon total withdrawal from the program. Funding may also be reduced if dropping all classes in a semester. Federal loan money will be repaid first and deducted before any refund is issued. If the student has completed 60% of the semester-payment period, the student will not be required to return any unearned funds.

Students taking a leave of absence during a semester are

considered withdrawn for financial aid purposes and will be reported as withdrawn to the U.S. Department of Education. This will start the 6-month grace period to pay back their loan(s).

Exit Counseling is also required at the time of the Leave of Absence (LOA). Any overpayment must be re-paid by the student before any future Federal Student Aid can be disbursed. If students withdraw from the program, the earlier of:

- 1) The date the School is notified of the withdrawal, or
- 2) The last date the student attended class in the case of an unofficial withdrawal will be used as the program withdrawal date and return to Title IV calculations.

An over-award occurs when funds meant to cover tuition and/or living expenses for a certain semester have been disbursed in full to the student, but the student does not attend classes for the full period of time. Therefore, the funds are unearned and a calculation will be done by the Financial Aid Office to determine the amount that the student must return.

See sections on Course Withdrawal, Administrative Withdrawal, and Withdrawal from the Graduate School in Section 5 of this handbook for more information.

## **Academic Probation and Suspension**

### **Master of Arts Programs**

Satisfactory academic progress in the course of study being pursued includes the successful completion of semester courses with a cumulative 3.0 grade point average (GPA) or higher.

Students whose cumulative GPA falls between 2.50 and 2.99 are placed on academic probation. Students will also be placed on academic probation if the student receives three incompletes in any single semester. Students will be informed in writing by the Dean of Academic Affairs when they are placed on academic probation and documentation forwarded to the President/CEO. There is no right to appeal academic probation.

Students whose cumulative GPA falls below 2.50 in any semester may be subject to dismissal or suspension for one year. After the suspension period, students may be eligible for reinstatement on a case by case basis.

Timelines for academic probation may differ for part-time students based on the number of credits attempted in a given semester.

No grade of "I," "D," "F," or "NC" will be counted as fulfilling program requirements. No student will graduate with less than a 3.0 GPA. Students have the option to

retake courses to improve their GPA. Change of a grade can be made only by following the Academic Course Grade Appeals policy.

### Resolving Academic Probation

Once students are placed on academic probation, a specific written and measurable remediation plan must be implemented to improve the student's academic performance. Students who have been placed on academic probation due to a GPA between 2.50 and 2.99 must increase their GPA to 3.0 or above by the completion of the following semester to be removed from academic probation. Students who are on probation due to three incompletes must follow the procedure for resolving incompletes and must not receive any incompletes the following semester to be removed from academic probation. The following procedure will be followed:

- To continue in the program, students who have been placed on academic probation must attend a required meeting with their faculty advisor. It is the responsibility of the students to initiate this meeting with their faculty advisor. This meeting must occur within two weeks of the notification of probation by the Dean of Academic Affairs. If this procedure is not followed or the student does not arrive for the scheduled appointment, the student may be suspended temporarily from the Graduate School.
- At the probation meeting, the student and the faculty advisor collaboratively create a written and measurable remediation plan for improving academic performance. This plan, which must be finalized at the probation meeting, will indicate specific behavioral objectives and a timeline for completion of the objectives. If the student is on probation due to low GPA, the plan will clearly indicate specific course grades in the upcoming semester that are required to raise GPA to 3.0 or above, as well as the potential outcomes (e.g., inability to graduate, suspension, dismissal) if those grades are not obtained. Failure to achieve a GPA of 3.0 or higher in two consecutive semesters may also result in loss of eligibility for federal financial aid funding. Both student and faculty advisor must sign the plan, which is submitted to the Dean of Academic Affairs for approval. Refusal to sign the plan does not nullify academic probation or the remediation plan.
- To be removed from academic probation, students must successfully complete the remediation plan within the timeline. The faculty advisor monitors the completion of the plan and informs the Dean of Academic Affairs of progress toward the stated objectives.
- The Dean of Academic Affairs determines whether or not the plan is successfully completed. If the plan is successfully completed within the timeline, the Dean of Academic Affairs notifies the students in writing that probation is no longer in effect.

- If the plan is not successfully completed as determined at the sole discretion of the Dean of Academic Affairs, the President/CEO may recommend academic sanctions (e.g., extension of probation, suspension or dismissal from the program).

Timelines for academic probation may differ for part-time students based on the number of credits attempted in a given semester.

### Class Attendance Policy

The policy for attendance reflects the Graduate School's value that students make a commitment to making their education and classroom experience a priority. In this way, students should make sure that academic duties and responsibilities are prioritized equally and that they are not missing class to complete clinical responsibilities and vice versa. Students are expected to notify the instructor of pending absences, understanding that even when special consideration for an absence is given, students will still be counted as absent for official reporting purposes. For courses that meet in person, the faculty recognize there may be an occasion whereby a student cannot physically be in class, due to extenuating circumstances, but may want to attend class. For these instances, students can request to attend class via Zoom. Attending class via Zoom should be reserved for the rare instance when physically attending class is not possible. It should not be used when students feel like staying home or do not want to travel.

Students can request to attend via Zoom up to two times a semester. This mode of attendance cannot be used during exam days.

If students are experiencing an event that qualifies for Zoom attendance, they should contact the instructor as soon as possible to discuss whether it would be appropriate. Faculty have the final approval. Students attending via Zoom should be in a private space and able to participate fully in class. Video will need to be on for the full class, and a headset is recommended for audio. Students should not join while driving, or if in a space that is not private. Students suffering from serious illness, or who under the effects of a mind-altering medication, should not attend class and will be marked absent.

### Clinical Probation

Satisfactory clinical progress is determined by: (a) successful completion of the practicum and/or internship objectives delineated in the clinical course syllabi; (b) satisfactory attendance and participation in supervision; (c) reviews with clinical staff and faculty, and (d) demonstration of appropriate behavior in the clinical setting. A student may be placed on clinical probation if the student is not making sufficient progress on practicum or internship objectives, the student's midterm or semester-end clinical evaluations indicate a need for improvement, and/or the student is not



demonstrating appropriate behavior in the clinical setting. This process can occur at any time during a student's clinical experience.

Students will be informed in writing by the Dean of Academic Affairs when they are placed on clinical probation. There is no right to appeal clinical probation.

### Resolving Clinical Probation

Once a student is placed on clinical probation, a specific written and measurable remediation plan must be implemented to bring the student's clinical skill to the standard. The following procedure will be followed:

- To continue in the program, students who have been placed on clinical probation must attend a required meeting with their faculty group supervisor. It is the responsibility of the students to initiate this meeting with the faculty group supervisor. This meeting must occur within two weeks of the notification of probation by the Dean of Academic Affairs. If this procedure is not followed or the students do not arrive for the scheduled appointment, the students may be suspended temporarily from the Graduate School.
- During the probation meeting, the students and the faculty group supervisor collaboratively create a written and measurable remediation plan for improving clinical performance. This plan, which must be finalized during the probation meeting, will indicate specific remediation goals, timelines, and a next review date (at least six weeks after the creation of the remediation plan). Both students and faculty group supervisor must sign the plan, which is submitted to the Dean of Academic Affairs for approval. Refusal to sign the plan does not nullify clinical probation or the remediation plan.
- To be removed from clinical probation, students must successfully complete the remediation plan before the review date. The faculty group supervisor monitors the completion of the plan and informs the Dean of Academic Affairs of progress toward the stated objectives. Within a week of the review date, the faculty group supervisor will request feedback from the student's clinical supervisors and report to the Dean of Academic Affairs.
- Within a week of the review date, the Dean of Academic Affairs evaluates the student's progress. If the Dean of Academic Affairs determines that the plan has been successfully completed and no new concerns have arisen, the Dean of Academic Affairs notifies students in writing that probation is no longer in effect. If the plan is not successfully followed, the Dean of Academic Affairs may recommend extension of probation or an academic sanction (e.g., suspension or dismissal from the program) to the President/CEO.
- If clinical probation is recommended for the same student by a faculty advisor or faculty group

supervisor after that student has resolved their previous clinical probation, the Dean of Academic Affairs reviews the case and recommends a second probationary period or an academic sanction (e.g., suspension or dismissal from the program).

## Copyright and Intellectual Property

It is illegal to reproduce materials registered as copyrighted material. This includes copyrighted theses and other student work. The use of illegal software on any Hazelden Betty Ford Foundation equipment is prohibited. Unauthorized distribution of copyrighted material, including copying, distributing, downloading, and/or uploading information as well as peer-to-peer file sharing, is prohibited.

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed.

For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505.

Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense.

For more information, please see the website of the U.S. Copyright Office at [www.copyright.gov](http://www.copyright.gov), especially their FAQs at [www.copyright.gov/help/faq](http://www.copyright.gov/help/faq).

Unauthorized distribution of copyrighted material is subject to disciplinary sanctions including a formal, written warning for first offenses. Repeat infringers will have their computer account and other access privileges terminated and may be subject to other disciplinary actions. The procedure for seeking copyright approval for student work may be obtained from the librarian. In addition, a detailed handout articulating the procedures for intellectual property and copyright practices is distributed during student orientation.

## Ethics and Confidentiality

## Ethical Code

Students are expected to adhere to the counseling profession's ethical codes and standards of practice while enrolled at the Graduate School. At minimum, students will be held accountable to the current version of the American Counseling Association Code of Ethics.

## Ethics

All students enrolled in the Graduate School programs are responsible for protecting and following all Foundation policies regarding ethical conduct. As students may have contact with Foundation patients and clientele through clinical practicum and/or clinical internship experiences, maintaining ethical practices is paramount. All policies are made available to students during orientation. Students must protect the welfare of those who seek their services, use their skills only for purposes consistent with that responsibility, and not knowingly permit their misuse.

Students must be competent in clinical practicum and/or clinical internship assignments; be objective to the application of skills; and be concerned for the best interests of patients, colleagues, and society in general. For this reason, the Graduate School requests that students do not have any business involvement or transactions with a former patient within the first year of completing the graduate program. The Graduate School also requires that students have no intimate or close personal relationships with former patients within the first two years after the patient leaves the Foundation. The Foundation policy prohibits any contact with current or former patients, on or off duty, that could adversely affect the patient or reflect discredit to the Foundation and/or the Graduate School. A violation of these Foundation policies constitutes unprofessional conduct and may be subject to disciplinary action as described in Section 5. Accepting financial gifts, monies, or securities from patients is prohibited. However, small tokens of appreciation from a patient may be accepted if such items can be shared with the program or department, such as a plant or a box of candy.

## Confidentiality

The Foundation must abide by federal and state confidentiality standards pertaining to the alcohol and drug abuse patient record. These standards apply to all persons throughout the organization and within academic programs. Any information pertaining to a Foundation patient is afforded protection under federal and state law. Basic to the law is that a patient's mere presence in the program is a confidential matter, and what occurs while the patient is in treatment is protected as well. The sharing of patient or employee information with other students or employees at the Foundation is limited to only those situations in which the employee has a business need to know. No member of the Foundation staff or academic programs, current or past, is free to disclose patient participation, even discharge from the program. While patients are in

treatment, their therapist may release information only with the written consent of the patients. After patients have left treatment, the Health Information Department may release information on a specific patient to a third party, but only with the approval of the former patient via their signature on Consent to Release Confidential Information form. A violation of confidentiality may result in disciplinary action as described in Section 5. Foundation safeguards the confidentiality and privacy of patients and other program participants against unauthorized filming and photographing. If students observe someone with a camera, without an authorized staff member present, students should approach the person with the camera and let them know taking a photograph of anyone without permission is not allowed. Students participating in clinical placements at non-Foundation sites must abide by all additional confidentiality and privacy requirements in place at those sites.

## Clinical Supervision Guidelines

Guidelines for clinical supervision will follow the current best practices in clinical supervision as outlined by the American Counseling Association, the Association for Counselor Education and Supervision and corresponding ethical codes.

## Internship Site Supervisor Credentials Policy

Site supervisors for student interns must hold at least a master's degree in a related field. Related fields may include, but are not limited to counseling, psychology, psychiatry, social work, and/or addictions. Additionally, they must hold a clinical license and a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled, as required. The site supervisor must also have knowledge of the counselor education program's expectations, requirements, and evaluation procedures for students (field experience handbook and accompanying video) and relevant training in counseling supervision (evidence of this must be furnished by the field supervisor). If the field supervisor has not completed coursework on counseling supervision, they must watch a pre-recorded supervision training provided by the Graduate School. Verification of site supervisor credentials is completed by the Training Director in conjunction with the student.

## HIPAA—De-identified Information

Patient information needed to complete Graduate School requirements must be de-identified under the supervision of the health information supervisor in compliance with HIPAA, CFR42, and other regulations. Students may not print out or remove any patient information from the premises that has not been de-identified under the health information supervisor's direct supervision. Protected health information will be maintained in separate, secure files. De-identification of patient data under the supervision of the health information supervisor and restricting all other patient

information to the Foundation premises, helps to ensure patient privacy, provides additional clarity regarding student performance, and upholds the Foundation's core values of treating patients with dignity and respect.

Procedure:

- Students identify records for de-identification based solely on class assignments and “need to know.”
- Students confer with unit staff regarding the appropriateness of securing de-identified patient information.
- An appointment is made with the health information supervisor to de-identify information.
- Students confer with faculty, if questions arise, to ensure compliance.

### Research Involving Human Subjects

All research at the Foundation involving human subjects must be reviewed and approved by the Hazelden Betty Ford Research Advisory Panel. Research projects must be approved by an external (non-Foundation) Institutional Review Board (IRB) or a Graduate School approved IRB as applicable. The research proposal may emanate from either internal staff or from external researchers from other organizations or academic settings. Research projects may include:

Collection of new information for research purposes from patients via questionnaire, surveys, interviews, or tests

- Studies that test new treatments, activities, or interventions. This includes psychosocial treatment interventions or medications.
- Archival data collection from existing medical records

Students planning to undertake a research project who are uncertain about whether it meets the criteria for review should consult with the chair of the Research Advisory Panel.

### Conflict of Interest

The Graduate School seeks to avoid conflicts of interest in teaching and advising. A conflict of interest occurs when students or employees of the Foundation are engaged in both a professional teaching or advising relationship and a familial, co-habitational, supervisory, financial, or significant personal relationship with another student or employee of the Foundation.

Examples of conflicts of interest include:

- A faculty member or student uses class lists to solicit business for purposes other than Foundation business
- Students register for a course taught by a spouse or therapist
- Students are assigned a family member or personal friend as an advisor

- Any present or past relationship that causes discomfort for either party

Conflicts of interest shall be resolved by the Dean of Academic Affairs.

## Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal privacy law affording students certain rights related to the release of and access to their education records. The Registrar's Office ensures compliance with FERPA at the Graduate School, and this office should be contacted with any questions or concerns about this policy. Additionally, students may contact the following with any questions about their FERPA rights or to request clarification or further information: Kevin Doyle, President/CEO at 651-213-4863 or [KDoyle@hazeldenbettyford.edu](mailto:KDoyle@hazeldenbettyford.edu).

### Definition of Education Records and Exclusions

The definition of “education records” is any record maintained by the Graduate School that is directly related to students and includes, but is not limited to, grades, transcripts, and disciplinary files. Education records can exist in any medium, including hardcopy, typed, or electronic. However, there are some exclusions from the definition of education records, including:

1. Records kept in the sole possession of the maker, that are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
2. Records relating to an individual who is employed by the Graduate School (except if the individual is a student employed as a result of their status as a student) that are made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee and are not available for any other purpose;
3. Records on students 18 years of age or older made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity so long as the records are made, maintained or used only in connection with treatment of the student and are disclosed only to individuals providing treatment;
4. Records created or received by this Graduate School after students are no longer in attendance and are not directly related to the individual's attendance as a student.

### Student Rights Under FERPA

## Student Information – Academic Policies

Beginning with the first day of the student's first semester at the Graduate School, students have the following rights under FERPA:

1. The right to inspect and review the student's education records within 45 days of the day the Graduate School receives a request for access. Students should submit to the Registrar or other appropriate official a written request that identifies the record(s) the student wishes to inspect. The Graduate School official will make arrangements for access and notify the students of the time and place where the records may be inspected. If the records are not maintained by the Graduate School official to whom the request was submitted, that official shall advise students of the correct official to whom the request should be addressed.
  - a. The Graduate School reserves the right to have a school official present during a student's review of their education records.
  - b. The right of inspection and review includes the right to access and an explanation of the record. It does not include the right to a copy of the education record except in limited circumstances when failure to provide a copy would effectively prevent the student from inspecting and reviewing the record (e.g., the student lives outside of a reasonable commuting distance from the Graduate School).
  - c. Students have the right to inspect their education records regardless of their financial status with the Graduate School.
  - d. At the postsecondary level, parents have no inherent rights to inspect or review their child's education records. This right is limited solely to the students. Student's education records may be released to parents only if they have been given a written release by the students or if an exception to FERPA's general rule against disclosure without prior consent applies (such as in the case of a health and safety emergency).
  - e. This right of inspection and access does not extend to the financial records of a student's parents. Also, certain restrictions apply to a student's access to confidential letters and confidential statements of recommendation placed in a student's education records.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Students who wish to ask the Graduate School to amend a record should write the Graduate School official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed. If the Graduate School decides not to amend the record as requested, the Graduate School will notify students in writing of the decision and the student's right to a hearing regarding the request for amendment.
  - a. Additional information regarding the hearing procedures will be provided to students when notified of the right to a hearing, but the following general procedures will be followed:
    - i. A hearing officer or board will be appointed by the appropriate Graduate School official.
    - ii. A hearing will be held within a reasonable amount of time after the request for the hearing has been received.
    - iii. The hearing officer/board will notify students, reasonably in advance, of the date, place, and time of the hearing.
    - iv. If the hearing officer/board supports the complaint, the education record will be amended accordingly and students will be so informed.
    - v. If the hearing officer/board decides not to amend the education record, students have the right to place in the education record a statement commenting on the challenged information and/or stating the reasons for disagreement with the decision. This statement will be maintained as part of the education record as long as the contested portion of the record is maintained.
  - b. Requesting an amendment to an education record is not the proper avenue for challenging course grades. Students may challenge a final course grade by using the Academic Course Grade Appeals policy located in the College Catalog and Student Handbook.
3. The right to provide written consent before the Graduate School discloses personally identifiable information from student's education records, except to the extent that FERPA authorizes disclosure without consent. Below is a non-exhaustive list of parties and conditions under which FERPA allows the Graduate School to disclose education records without prior written consent from students (other exceptions can be found at 34 CFR § 99.31):
  - a. To school officials with a legitimate educational interest. A school official is defined as the Graduate School as a person employed by the Graduate School in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the Graduate School has contracted as its agent to provide a service instead of using Graduate School employees or officials (such as



an attorney, auditor, or collection agent); a person serving on the Board of Trustees or Board of Governors; or students serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the Graduate School.

- b. To officials at another college or postsecondary institution where students seek or intend to enroll or has enrolled.
  - c. In connection with the application for, or receipt of, financial aid.
  - d. To accrediting organizations.
  - e. To comply with a judicial order or lawfully issued subpoena. All subpoenas will first be reviewed by the Graduate School's legal counsel to determine the appropriate course of action.
  - f. To parents of a dependent student under the Internal Revenue Code.
  - g. When there is an articulable and significant threat to the health or safety of a student or other individuals. Factors to be considered in making a decision to release such information in these situations are: (1) the severity of the threat to the health or safety of those involved; (2) the need for the information; (3) the time required to deal with the emergency; (4) the ability of the parties to whom the information is to be given to deal with the emergency.
  - h. When the information has been classified by the Graduate School as "directory information" (see below for more discussion about directory information).
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Graduate School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
- U.S. Department of Education  
Student Privacy Policy Office 400  
Maryland Avenue, SW  
Washington, DC 20202-5920

## Directory Information

Directory information is data about students which can be released without prior consent because it would not generally be considered to be harmful or an invasion of privacy if disclosed. The Graduate School designates the following items as directory information:

- Student names

- Addresses
- Telephone numbers
- Email addresses
- Date and place of birth
- Dates of attendance
- Enrollment status
- Grade level
- Photographs
- Degrees, honors, and awards received
- Previous institutions attended by students
- Participation in officially recognized activities
- Field(s) of study

Unless the Graduate School has been notified by students that directory information about oneself is not to be released, the Graduate School may release such information at its discretion and without further permission. Note, however, that the Graduate School reserves the right to not disclose directory information in some situations or may choose to limit the scope of the release to specific parties, for specific purposes, or both, even if students have not opted-out of such disclosures.

Students who do not wish to permit the distribution of directory information should notify the Registrar's Office in writing by the tenth day of the semester. Students may request that all or part of their directory information not be released.

The Graduate School will honor all requests to withhold any of the categories of directory information but will not assume any responsibility to contact students for subsequent permission to release that information. Students should realize that requesting directory information be withheld could have negative consequences. For example, the names of students who have restricted their directory information will not appear in the commencement program or other Graduate School publications. Also, employers, potential employers, credit card companies, loan agencies, scholarship committees, and the like will be informed that the Graduate School has no information available about the student's attendance at the Graduate School if these entities were to request directory information that has been restricted. Regardless of the effect on students, the Graduate School assumes no liability for honoring a request of the students to restrict the disclosure of directory information.

Notwithstanding the above, students may not opt-out of the disclosure of the student's name, identification number or Graduate School email address in a class in which students are enrolled.

## Record Retention

The Graduate School will maintain records in the information management program that provides faculty, staff, and students with information and tools to help them with the systematic control of information from creation to final disposition.

A Records Retention Schedule is a document that sets

out the periods of time for which the Graduate School's records are to be retained. A Records Retention Schedule is an essential component of an effective records management program. This schedule ensures that all records are retained for only as long as they are needed, enabling efficient use of space, to enable it to operate effectively, to comply with federal and state laws, and to ensure the protection of vital records.

Most student records are retained for at least six years, with some documents such as transcripts and admissions documents being retained permanently. A copy of the Records Retention Schedule is available from the Registrar upon request.



# Student Information – General

<b>Section 6: Student Information—General</b> .....	<b>page 57</b>
<b>Alumni Association</b> .....	<b>page 58</b>
<b>Faculty/Student Forum</b> .....	<b>page 58</b>
<b>Student Representatives</b> .....	<b>page 58</b>
<b>Holidays</b> .....	<b>page 58</b>
<b>Incident Reports</b> .....	<b>page 58</b>
<b>Technology Requirements</b> .....	<b>page 58</b>
<b>Information Technology Business Use</b> .....	<b>page 59</b>
<b>Student Email</b> .....	<b>page 59</b>
<b>Wireless Internet Access</b> .....	<b>page 59</b>
<b>Technology Services Guidelines</b> .....	<b>page 60</b>
<b>Reference and Recommendation Letters for Graduate Students and Alumni Policy</b> .....	<b>page 60</b>
<b>Social Media Policy</b> .....	<b>page 60</b>
Authorized use of Social Media.....	<b>page 61</b>
Personal Social Media Use.....	<b>page 62</b>
Student Monitoring .....	<b>page 63</b>
Reporting Violations .....	<b>page 63</b>
Discipline for Violations .....	<b>page 63</b>
<b>Lockers</b> .....	<b>page 63</b>
<b>Overdue Library Items Policy</b> .....	<b>page 63</b>
<b>Verification of Student Identity Policy</b> .....	<b>page 63</b>
<b>Student Assistance Program — Counseling Services</b> .....	<b>page 63</b>
<b>Pregnancy Navigator</b> .....	<b>page 64</b>
<b>Student Concern Procedure</b> .....	<b>page 64</b>
<b>Tobacco-Free Environment</b> .....	<b>page 64</b>
<b>Violence Policy</b> .....	<b>page 64</b>
<b>Appeals, Complaints and Dispute Resolution</b> .....	<b>page 64</b>
<b>Campus Security</b> .....	<b>page 65</b>
<b>Safety and Emergency Procedures</b> .....	<b>page 68</b>
<b>Closure and Delay Procedures</b> .....	<b>page 68</b>

## Alumni Association

The Hazelden Betty Ford Graduate School Alumni Association (Alumni Association) is committed to cultivating a lifelong relationship between the Graduate School and its alumni through fostering camaraderie among all certificate and master's degree graduates. The Alumni Association supports the mission of the Graduate School and provides alumni with opportunities for continued professional development and scholarship.

For more information regarding the Alumni Association, e-mail [GradSchoolAlumni@hazeldenbettyford.edu](mailto:GradSchoolAlumni@hazeldenbettyford.edu) or visit the school's website for updates and news about the alumni association:

<https://www.hazeldenbettyford.org/education/graduate-school-addiction-studies>

## Faculty/Student Forum

Once each semester, faculty members participate in an open forum to discuss, to answer questions regarding, and to receive feedback about the Graduate School's policies and procedures, curricula, activities, and other matters that bear on their experience. Students who are unable to attend in person will be provided with alternative methods for participating.

## Student Representatives

The Graduate School values the input of students in continuing to improve the overall functioning of the School. Each new hybrid and online cohort will elect one student to serve as their representative. Student representatives will serve in an advisory capacity by participating in events such as the Faculty/Student Forum and occasional meetings with faculty, staff, and administration. Once students are elected, they will maintain their positions until they have resigned, graduated, or been removed under other circumstances deemed appropriate by the Dean of Academic Affairs. In the event of a vacancy designated staff will consult with the affected cohort to determine a process for filling the vacancy.

Election procedures will be determined through consultation with currently elected student representatives. The Dean of Academic Affairs holds final discretion in changes or variances to the election process.

## Holidays

All students are given time off for the following holidays: New Year's Day, Martin Luther King Jr. Day, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving, and Christmas. At the beginning of each semester, students should contact their instructor to make reasonable adjustments to their schedule in order to accommodate religious holidays and cultural practices they may observe. If a normal

clinical placement falls on one of the holidays, students are not required to be at the placement but must make up the hours missed if they choose not to be there that day. Students also must inform the placement field supervisor prior to the holiday.

## Incident Reports

When involved in any unusual events, activities, or injuries regarding themselves, patients, staff, or Foundation property, students must complete an incident report. The Academic Compliance and Accreditation Specialist assists students in accessing and completing incident reports and provides related data to the Dean of Student Affairs who reports findings to the Operations Committee.

## Technology Requirements

To provide support and a consistent educational experience for our students, the Graduate School has established a baseline set of technology skills and system requirements for students.

Success in graduate school, and as a clinician, requires, at a minimum, that an individual can utilize computer technology. Graduate School students are required to have the following skills:

- Basic keyboarding, Word processing, and computer skills
- The ability to create and edit presentations, spreadsheets, and PDFs
- Online skills such as navigating the web, conducting online research, video conferencing, and participating in online discussions

Most of the technological problems that students encounter stem from using outdated software or hardware. Online degree program students (and on-campus students using personal computers from home) need to ensure their computers meet the following requirements:

- Modern computer hardware
- Communication tools
- Up-to-date browsers
- Document composing software (students need the desktop version of the Microsoft Office Suite along with the Graduate School's Microsoft Office Suite)
- Security software

If a student is an applicant, please contact Student Services for a detailed list of our expectations. For current students, please go to the Support Site for more details.

## Information Technology Business Use

Students are not permitted to use the Foundation's Technology Services (TS) for business or commercial purposes unrelated to the Foundation.

Personal correspondence should be completed on a student's own time, and the Foundation may not be used as a personal mailing address. Students are not permitted to install personally owned software, including screensavers or game software, on Foundation computers.

Prohibited TS use includes, but is not limited to:

- Sending jokes, chain letters, and other such communications
- Accessing or attempting to access email or voice mail systems of other users without specific permission of those individuals
- Copying Foundation-owned or licensed software programs to another computer without prior approval
- Using email and the Internet to solicit others for commercial ventures or religious or political causes; contacting outside organizations and/or other non-job-related solicitations except through the use of electronic bulletin boards and in conformance with the Foundation's solicitation policy
- Using TS in a manner that is wasteful of any technology resource or intentionally distributing a computer virus or other deceptive procedure
- Accessing, downloading, or transmitting pornographic, obscene, or sexually explicit or offensive materials
- Unauthorized distribution of copyrighted material, including copying, distributing, downloading, and/or uploading information as well as peer-to-peer file sharing

Students are expected to immediately report any suspected violations to their field supervisor or advisor.

Prohibited use of TS is subject to disciplinary sanctions as described in Section 5.

## Student Email

The Graduate School has designated one email system as an official method of communication with students for all school-related business. Upon admission, the Graduate School will assign an email account to each individual.

The Graduate School holds students responsible for reading Graduate School emails sent to them via their Graduate School email accounts.

### ***Assignment and Activation of Email Account***

Office Graduate School email accounts are assigned to all admitted students. Students initially activate their accounts.

### ***Subsequent Use of Email Account***

Students are required to use their school-provided email address for school-related business conducted by email. Students who use a different email address for school-related business may be informed that the Graduate School cannot respond until the request is made via the school-provided email address.

### ***Terms of Email Accounts***

1. The Graduate School will cancel inactive email accounts. Student email accounts with no activity for twelve months will be sent email notifications one month before cancellation.
2. Graduates may continue their account access indefinitely. Graduates with no activity for twelve months will be sent email notifications one month before cancellation.

### ***Compliance with Related Policies***

All messages must adhere to all pertinent policies, including but not limited to, the Hazelden Betty Ford Information Technology and the Family Educational Rights and Privacy Act (FERPA).

### ***Unsolicited Email***

The Graduate School will attempt to minimize the amount of spam email users receive.

The Graduate School is not responsible for the content of messages received via spam or other unsolicited communications.

### ***Privacy***

The Graduate School does not routinely monitor student use of email and makes every effort to protect student privacy. All users should be aware, however, that email messages are written records that could be subject to review with just cause and may be subject to Freedom of Information Act requests. Additionally, email should not be considered a secure medium for transmitting data.

This policy will be reviewed as needed, due to changes in technology or, at a minimum, every two years.

## Wireless Internet Access

The Graduate School recognizes the role Internet connectivity plays in modern scholastic endeavors

while at the same time recognizing the need for the Foundation to effectively secure and manage its network. To this end, this policy outlines expectations and guidelines for student wireless Internet access and usage.

The objectives are twofold:

- To provide students at the Graduate School adequate connectivity for research and other course- related Internet activity
- To protect the privacy of the Foundation's electronic patient information and other corporate information assets

This policy governs all student connectivity, access, and usage of the Graduate School's wireless network regardless of the device being used (e.g., personal laptop, smart phone, tablet, or other handheld device).

The Graduate School provides connectivity via Foundation-owned devices such as those found in the computer labs in the Cork building. The Graduate School provides wireless connectivity for student-owned devices through the "HGSAS" wireless network. Students are permitted to access the "HGSAS" wireless network using student-owned devices provided the following conditions are met:

Students are prohibited from connecting student-owned devices to any wired Internet port or connection on a Foundation campus.

- **Proper Network Selection** – Students may connect to the "HGSAS" wireless network.
- **Proper Network Activity** – Students may use the wireless network for educational purposes. Inappropriate content will be blocked.
- **Proper Network Behavior** – Students must adhere to the Copyright & Intellectual Property policy and the Rules of Conduct sections of the College Catalog and Student Handbook while on the network. Student wireless access is limited to the "HGSAS" wireless network. Students are prohibited from connecting student owned devices to any other wireless network at the Foundation besides the "HGSAS" wireless network.

TS will make every effort to resolve frequency conflicts between wireless access points; however, TS will not be responsible for resolving problems resulting from non- network wireless devices, or non-Foundation owned devices.

Unauthorized use of the Graduate School's wireless network or any part of the Foundation's corporate network, whether intentional or unintentional, is subject to disciplinary sanctions including dismissal from the Graduate School.

## Technology Services Guidelines

The Foundation's Technology Services (TS) includes, but is not limited to, computer hardware and software, facsimiles, printers, email, voice mail, access to and use of Internet services, and all other associated computers, communications, network facilities, telephones, copiers, equipment, and related services.

Students do not have a personal privacy right in any matter created, received, or sent via the Foundation's TS. Any TS is subject to monitoring at any time, with or without notice, to verify that the Foundation's property is being used in a manner consistent with this policy. A student's use of email, voice mail, and other TS is considered consent to monitoring.

## Reference and Recommendation Letters for Graduate Students and Alumni Policy

Faculty, staff, and others serving in education roles (i.e. clinical placement supervisors), at their discretion, are permitted to provide verbal and written references or recommendations related to current and past students' participation in academic and related activities at the Graduate School. References and recommendations shall only be provided if a request is initiated by the student.

References and recommendations may include general directory information, unless students have requested to have this information withheld, and general observation of knowledge and skills related to the student's participation in academic and related activities.

References and recommendations must be in compliance with the School Records policy and may not include protected educational records. Requests for references and recommendations not related to academic activities are subject to the Foundation's Employment Verification and Recommendations policy.

## Social Media Policy

The Graduate School social media policy specifies guidelines for students related to school-authorized and personal use of social media. This policy is designed to protect the Graduate School and the Foundation from unauthorized disclosure of information.

Forms of social media include, but are not limited to, video or wiki postings, chat rooms, blogging, personal blogs or micro blogs, or other similar forms of online journals, diaries, or personal newsletters not affiliated with the Foundation. Examples of social media also include, but are not limited to LinkedIn, Instagram,



## Student Information – General

Facebook, X (formerly Twitter), YouTube, Flickr, and blogging platforms such as Blogger and WordPress.

Students are expected to protect the privacy of the Graduate School, its students, faculty, staff, Foundation employees, patients, clients, donors, and all of the Foundation's internal and external constituents. Students are prohibited from disclosing proprietary and nonpublic information to which they have access as a result of their enrollment in the Graduate School and their participation in clinical placements. Such information includes, but is not limited to, patient and customer information, trade secrets, financial information, and strategic business plans.

Unless specifically instructed, students are not authorized to speak on behalf of the Graduate School and the Hazelden Betty Ford Foundation. Students may not publicly discuss patients, products, employees, or any work-related matters when confidential or proprietary outside the Foundation or Graduate School-authorized communications.

When attending and participating in the Graduate School or Foundation events and activities, students must follow the Foundation's Photography and Film Policy found in PolicyManager on Atlas.

## Guidelines

### ***Authorized Use of Social Media***

The goal of authorized use of social media, such as blogging, is to become a part of industry conversation and promote web-based sharing of ideas and exchange of information regarding the Graduate School or the Foundation. When granted authority from the Graduate School administration or its designated employees, students may utilize social media to convey information about school and Foundation products and services, to promote and raise awareness of the Graduate School and the Foundation's brand, to pursue academic collaboration within the guidelines of the School's policies and procedures, to communicate with fellow students and Foundation employees for academic purposes, and to discuss school-specific activities and events.

When using social media, students must seek the approval of the Graduate School administration and designated employees. In those cases, students must ensure that use of these communications maintains the School's identity, integrity, and reputation, while minimizing actual or potential legal risks, whether used inside or outside the workplace.

1. Only authorized Graduate School employees can prepare and modify content for social media postings located on any social media site or any link within **hazeldenbettyford.org** or **hazeldenbettyford.edu**.
2. Content must be relevant, add value, and meet at least one of the specified goals or purposes listed in Authorized Use of Social Media. If uncertain with any information, material, or conversation, students should discuss the content with Graduate School administration or designated employees.
3. All students must identify themselves as students of the Graduate School when posting comments or responses on the School's social media sites or blogs.
4. Any copyrighted information, where written reprint information has not been obtained in advance, cannot be posted on the Graduate School blog or social media sites.
5. The Graduate School and its students are responsible for ensuring all posted information complies with the Foundation's guidelines for social media use and those set forth in this policy. Graduate School administration and its designated employees are authorized to remove any content that does not meet the rules and guidelines of the social media policy or may be illegal or offensive. Removal of such information will be done without permission of the author or advance warning.
6. The Graduate School expects all guest bloggers or posters to abide by all rules and guidelines of the Graduate School's social media policy and reserves the right to remove, without advance notice or permission, all guest content considered inaccurate or offensive. The Graduate School also reserves the right to take legal action against guests who engage in prohibited or unlawful conduct.
7. Blogging software, whether installed as a separate application or as an add-on to a web browser, is subject to the same policies and guidelines as other software and must be approved by the Graduate School administration, its designated employees, and the Foundation's TS management. Authorization for blogging does not guarantee TS approval of any blogging software or other software tools.
8. Blogging websites, or sites where blog content may appear, may be blocked by Internet filtering used by the Graduate School administration, its designated employees, and the Foundation. Requests to unblock such sites will be considered on a case-by-case basis and may remain blocked after assessment by the Graduate School administration, its designated employees, and Foundation TS staff.
9. As the Foundation engages in conversations online, the following code of ethics applies to the Foundation and the Graduate School sponsored sites and in comments on other sites.
  - Graduate School posts and comments will



## Student Information – General

be accurate and factual.

- The Graduate School will acknowledge and correct mistakes promptly.
- When corrections are made, the Graduate School will preserve the original post, showing by strike through what corrections have been made, to maintain integrity.
- The Graduate School will link directly to online references and original source materials.
- Graduate School staff will disclose conflicts of interest and will not attempt to conceal their identity or that they work for the Graduate School and the Foundation.

### ***Personal Social Media Use***

The Graduate School respects the right of students to use social media and does not discourage students from self-publishing and self-expression. Students are expected to follow these guidelines and policies, the purpose of which is to provide a clear line between the student as an individual and the student as a representative of the Graduate School.

The Foundation respects the right of students to use social media as a medium of self-expression and public conversation and does not discriminate against students who use these mediums for personal interests and affiliations or other lawful purposes. Students are personally responsible for their commentary. Students can be held personally liable for commentary that is considered defamatory, obscene, proprietary, or libelous by any offended party, including commentary that is incompatible with the mission of the Graduate School and the Foundation.

1. Graduate School students cannot use Foundation-owned equipment, including computers, networks, company-licensed software, or other electronic equipment, nor facilities or company time, to conduct personal social media use.
2. Students cannot use blogs or other forms of social media to harass, threaten, discriminate against, or disparage fellow students, Graduate School administration or its employees, or anyone associated with or doing business with the Foundation.
3. Students can be held responsible if their comments are considered defamatory, obscene, insulting, or proprietary by any offended party, not just the Graduate School and the Foundation.
4. Students should write in the first person. When a connection to the Graduate School and the Foundation is apparent, students must state that

they are speaking for themselves and not on behalf of the Graduate School and the Foundation. In those circumstances, students using social media should include this disclaimer: “The views expressed on this [blog, website, account] are my own and do not reflect the views of the Graduate School and the Foundation.”

5. Students cannot post the name, trademark, or logo of the company or any business with a connection to the Graduate School and the Foundation. Students cannot post Foundation and Graduate School-privileged information, including copyrighted information or Foundation-issued documents.
6. The Graduate School recognizes that students engage in activities outside of the Graduate School with other students and Foundation employees. If photographs are taken, students should seek the consent of those photographed before posting to any social media website or Internet website.
7. Students cannot post any advertisements of the Graduate School and Foundation products nor sell Graduate School and Foundation products and services.
8. Students should use a personal email address (not hazeldenbettyford.org or Hazeldenbettyford.edu addresses) as primary means of identification when posting.
9. If contacted by the media or press about posts that relate to the Graduate School or Foundation business, students are required to speak with Graduate School administration or its designated employees before responding.
10. Downloading software used for personal blogging purposes is prohibited on Graduate School- or Foundation-owned equipment.
11. If students identify themselves as a student at the Graduate School and/or have connected themselves with others affiliated with the Foundation (including fellow students, Graduate School and Foundation employees, managers and patients), students are responsible for making sure that content is professional and appropriate.
12. The same basic policies that apply to confidentiality, harassment, ethics, etc., and the School’s Rules of Conduct apply to the use of social media.
13. If a student has any questions about this policy or personal blogs or posts, the student should consult with Graduate School administration, its designated employees, and Foundation TS staff.
14. Students are encouraged to be respectful and professional to fellow students, Foundation

employees, Graduate School administration and employees, Foundation and Graduate School business partners, competitors, and patients. Students should avoid using unprofessional online personas.

### **Student Monitoring**

The Graduate School and Foundation reserve the right to monitor comments or discussions about the Graduate School and the Foundation, and its employees, products, patients, and competitors posted by anyone on the Internet.

### **Reporting Violations**

The Graduate School requests and strongly urges students to report any violations or possible or perceived violations to Graduate School administration, its designated employees, or Human Resources. Violations may include inappropriate and disrespectful discussions of the Graduate School, Foundation, its employees and patients, and fellow students.

Violations may also encompass unauthorized discussion of proprietary information and any unlawful activity related to blogging or posting.

### **Discipline for Violations**

The Graduate School and Foundation investigate and respond to all reports of violations of the social media guidelines and other related policies. Violation of the Graduate School and Foundation policy will result in disciplinary action including possible dismissal from the Graduate School.

## Lockers

Lockers are available for student use and the Graduate School will assign lockers, as available, to students upon request. Students are required to secure their own lock. The Graduate School and its affiliates are not responsible for the personal items stored in the locker.

Lockers are the property of the Foundation and students are specifically advised that they do not have a personal privacy right to a specific locker; will be subject to opening if a school/business issue arises.

## Overdue Library Items Policy

Students borrowing items from the Hazelden Betty Ford Addiction Research Library are responsible for returning these items in good condition and by the due date. If items become overdue, the librarian will send each student a reminder. If items remain overdue, subsequent reminders will be sent and copied to Graduate School staff. If items are ultimately lost or not returned, the librarian will ask the borrower to purchase a new copy for the library or bill the borrower for the replacement amount. Prior to leaving the School or receiving their degree, students

must return all borrowed items to the library. If items are not returned, replaced, or paid for, class registration may be locked.

## Verification of Student Identity Policy

In compliance with the Higher Education Opportunity Act, the Graduate School has processes in place through which the School establishes the identity of the student who registers in an online course is the same student who participates in and completes the course or program and receives the academic credit. A variety of approaches are used which may include, in any combination:

- Mandatory and secure login and pass codes
- Encrypted data transmission of login information
- Student business with the Graduate School must be conducted using the School issued email account (name@hazeldenbettyford.edu. Student email inquiries about confidential information such as registration, financial aid, grades or course advising must be addressed using the hazeldenbettyford.edu e-mail account, except when factors outside the student's control prohibit it. Students are not to share their email password with anyone else in order to ensure privacy.
- A log of questions and answers that may be used for authentication purposes at the Graduate School's discretion. Newly admitted students must supply answers to a list of authentication questions prior the start of the online course(s). At the discretion of a school official, students may be required to answer these questions to verify their identity.
- Copies of photo IDs maintained in student files
- Personally identifiable information (e.g. date of birth, social security number) collected by the Graduate School may be used, at the School's discretion, as a method of verifying student identity
- New or emerging technologies or practices that are effective in verifying student identity

## Student Assistance Program — Counseling Services

The Student Assistance Program (SAP) is a confidential and voluntary program that allows students to seek assistance with problems that affect their personal lives or work-related issues. Multiple face-to-face or virtual counseling sessions per unique incident are available at no cost to students. Unlimited in-the-moment behavioral health support is available 24/7.

Students are financially responsible for further treatment, personally or through medical insurance coverage. To access services, please call 1-800-383-1908. To access web-based information, please see the log-in and password information within the SAP document available on the Student Support Site.

## Pregnancy Navigator

In accordance with Minnesota requirements, the Graduate School will provide assistance to any pregnant student via a Pregnancy Navigator. This role will be filled by the Student Success Advisor, who will reach out to any pregnant student of whom the school becomes aware to offer assistance to include connections with support resources.

## Student Concern Procedure

### *Policy*

The Graduate School supports the health of its students in several ways while recognizing students' privacy and autonomy as adult learners.

### *Procedure*

1. Students are oriented to resources and procedures during their initial orientation to graduate study, overseen by the Student Success Advisor. Resources for support are provided in the College Catalog and Student Handbook and the Student Support site.
2. The Graduate School provides direct access to all students to the confidential Student Assistance Program (SAP) designed to support students experiencing difficulty with mental health and/or substance use issues. Students are provided with contact information at orientation, on the Student Support site, and in the College Catalog and Student Handbook. Students have access to multiple counseling sessions per problem area. The SAP will provide referrals for students at the conclusion of these sessions if needed.
3. The Student Success Advisor is available to students experiencing difficulty in academic or personal areas and will provide additional assistance in locating resources or support for students. The Student Success Advisor is not a clinician and will not provide professional counseling, therapy, or mental health treatment.
4. If faculty or staff become aware of a mental health concern about a student, the faculty or staff member should complete an Early Alert Notification and inform the student's faculty advisor, if not directly involved. The faculty advisor will reach out to the student to make an initial contact. In an emergency situation, the faculty advisor will direct the student to

access their local emergency services. In such a situation, the faculty advisor shall complete an incident report and inform the Dean of Academic Affairs in a timely manner.

## Tobacco-Free Environment

Students, employees, patients, and visitors have the right to conduct their affairs in a clean and healthful environment. This means the adverse effects of passive smoke do not interfere with the provision of services to adult patients or with the work environment of employees, students, and volunteers. To this end, the Foundation has implemented a tobacco-free campus. Students are prohibited from smoking or using other tobacco products on any Foundation campus or grounds, in any Foundation-owned or Foundation-leased building, or in any Foundation vehicle. Adult residential treatment programs where effective service to patients would be jeopardized may have designated patient smoking areas. These areas are not available for tobacco use by Foundation employees or Graduate School students.

## Violence Policy

Students have a responsibility to maintain the safety and security of their environment. Threats, threatening behavior, or acts of violence against employees, students, visitors, guests, or other individuals by anyone on School property will not be tolerated. Any person who verbally or physically threatens another, exhibits threatening behavior, or engages in violent acts on School property may, at the Graduate School's discretion, be removed from the property and/or prohibited from participating in online courses and will remain off company property pending the outcome of an investigation. During an investigation, students may be permitted to independently complete and submit coursework. If the School determines that violations of this policy may have occurred, the School may take appropriate disciplinary action that may include, but is not limited to, reassignment of job duties, suspension or termination of student status, or legal action as appropriate.

Carrying or possessing handguns or other weapons in the workplace, while on School business, in School-owned vehicles, or while on a School-sponsored activity, whether or not business-related, will not be tolerated.

Violations of this policy are subject to disciplinary action as described in Section 5.

## Appeals, Complaints, and Dispute Resolution

All students have the right to have their complaints and appeals heard in an objective manner, without

## Student Information – General

predisposed thought or discrimination. Students have the right to be treated with respect and dignity throughout the complaints or appeals process. In kind, students bringing a complaint to the appeals level will treat the appeals process and Graduate School faculty and staff members with the same dignity and respect that they are afforded.

The Graduate School views the complaint and appeals process as an educational opportunity for students that can help to prepare them to address issues as professionals.

At any point in the process, students are encouraged to consult with their faculty advisor or another Graduate School staff member to provide advisement, guidance, and support regarding the process.

All students have the right to have the complaints or appeals process held in confidence to the extent possible from other students, faculty, or staff not determined to have a need to know. Students are encouraged to make their complaints as soon as possible.

The following procedure applies when making a complaint:

- The Graduate School strongly recommends that students first consult with the faculty member, clinical supervisor, or other staff member with whom the student has a complaint. No written record will be kept if a satisfactory resolution can be met at this step in the process. This step does not apply to cases of discrimination, harassment, sexual misconduct, violence, or other matters that would result in undue hardship on the student.
- If the complaint cannot be resolved between the student and faculty member, clinical supervisor, or staff member, the student should contact the Dean of Academic Affairs unless that person is the subject of the complaint, in which case the student should contact the President/CEO.
- In the event that the Dean of Academic Affairs and student cannot resolve the complaint, the student shall submit a signed written complaint to the President/CEO. All decisions made by the President/CEO will be final. A record of the appeal is kept on file.

Students who are residents in the state of Wisconsin may contact the Wisconsin Educational Approval Board in the event that the complaint is not resolved satisfactorily.

Wisconsin Educational Approval Board  
431 Charmany Drive, Suite 102  
Madison, WI 53719  
Phone: 608-266-1996  
Email:  
[eabmail@eab.wisconsin.gov](mailto:eabmail@eab.wisconsin.gov)

Website: <http://eab.state.wi.us>

The Graduate School is registered with the Minnesota Office of Higher Education. Students who wish to file a complaint with the Office of Higher Education may contact:

Registration & Licensing  
Office of Higher Education  
1450 Energy Park Drive, Suite  
350 St. Paul, MN 55108  
Phone: 651-259-3975 or 800-657-3866  
Fax: 651-797-1664  
Email: [betsy.talbot@state.mn.us](mailto:betsy.talbot@state.mn.us)  
[Minnesota Office of Higher Education](https://www.ohe.state.mn.us/mPg.cfm?pageID=1078) (link to <https://www.ohe.state.mn.us/mPg.cfm?pageID=1078>)

The Graduate School is accredited by the Higher Learning Commission (HLC). Students who wish to file a complaint with the HLC may contact:

Higher Learning Commission  
<https://www.hlcommission.org/Students-Communities/complaints.html>

The Graduate School is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students who wish to file a complaint with CACREP may do so by completing this form:

<https://www.cacrep.org/wp-content/uploads/2023/08/CACREP-Complaint-Form-892023.docx>

All complaints will be resolved as expeditiously as possible. The Graduate School will not accept, in any form, retaliation toward a student for a complaint brought forth in good faith.

See the specific sections in this handbook for procedures related to:

- Harassment complaints
- Complaint against a student for violating the Rules of Conduct
- Grievance against a disciplinary action (see the Rules of Conduct section)
- Grade appeals
- Appeal for academic reinstatement
- Amending the educational records
- Appealing an accommodation decision

## Campus Security

The Graduate School, in conjunction with the Foundation, is committed to providing an environment that provides security for person and property without unduly burdensome policies and practices. With the cooperation of students, faculty, staff, and visitors, it is possible to provide a level of security that is reasonable and effective. The



## Student Information – General

Graduate School Annual Security Report sets forth the guidelines for facility security, crime(s), and crime alerts. It can be found at <https://www.hazeldenbettyford.org/education/graduate-school-addiction-studies/current-students/campus-services/safety>.

Under the Campus Security Act of 1990, also known as the Jeanne Clery Act, and the Crime Statistics Act, which was effective October 1, 1998, the Foundation is responsible for reporting crime statistics and providing safety information to the campus community.

The annual security report for the Graduate School includes statistics for the previous three years and includes crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by the Foundation, and on public property within or immediately adjacent to and accessible from the campus.

In accordance with mandated reporting requirements, information concerning the monitoring and recording of any criminal activity in which students engaged at off-campus locations and/or within student organizations that are officially recognized by the Graduate School, are gathered from local police agencies. These agencies include any city, county, state, or federal agencies that may have relevant information. The statistics are to be published annually and provided within all incoming student packets. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters.

It is the policy of the Graduate School to immediately notify the campus community of any reported crime(s), emergencies, or dangerous situations that are determined to pose an imminent threat to the health or safety of the campus community. Means of notification may include campus-wide email and/or postings. Reports of a lesser nature (e.g., personal property thefts) may be posted as notices within the campus facility.

The following procedures set forth guidelines for facility security, crime(s), and crime alerts:

Facility security and management:

- The Graduate School, in cooperation with the Foundation, provides protection of buildings, property, and parking lots. The Foundation investigates crimes, alarms, suspicious incidents and persons and provides responses to medical and fire incidents on premises.
- Campus facilities and buildings are generally open to the campus community; guests visiting the campus are required to sign in at designated areas and wear a nametag. Students and

employees on the Center City campus are required to wear official name tags.

- All prospective patients are screened pre-admission for risk to self or others. Those with current risk factors for violent acting out, inappropriate to a non-hospital setting, are referred to a more intensive level of care. Assessment and reassessment of patients is routinely addressed through the on-campus mental health center to safeguard patient, staff, and student safety.
- Campus shrubbery, trees, and other vegetation are routinely trimmed and artificial lighting maintained with safety issues in mind. The campus community is encouraged to report unsafe conditions, safety concerns, exterior lighting issues, or telephone malfunctions to Environment of Care personnel at 651-213-4232 or 651-213-4340.
- Prevention services include education for students during new student orientation, which includes information concerning personal safety, weather hazards, fire prevention, crime, and reporting processes for criminal acts. Faculty are required to successfully complete training each year that addresses personal safety and emergency procedures involving risk to self or others, fire hazard, and protective procedures.

Annual disclosure of campus crime statistics:

- Annual disclosure of campus crime statistics is managed through the Foundation's Human Resources Department.
- A centrally managed phone number, 651-213-3600, is a voluntary, confidential reporting system available to report criminal acts, all emergencies, or suspected risk factors. Reports are screened through the Medical Unit and referred to the appropriate resource for immediate intervention and/or referral to the appropriate resource. The phone reports are recorded as part of the Annual Crime Statistics Report through the Foundation's Human Resources.
- The following individuals are informed for the purpose of making timely warnings and the annual statistical disclosure:
  - The Foundation President and CEO
  - The Graduate School President/CEO
- The annual disclosure includes a statement disclosing the voluntary, confidential reporting system for annual crime statistics.
- Publicly-available crime statistics exclude identifying information about the victim to the extent permissible by law.



## Student Information – General

Sexual assault, domestic violence, dating violence, and stalking:

- The Graduate School prohibits offenses of sexual misconduct. See the Sex Discrimination Policy & Title IX Grievance Procedures in the Appendix.
- Safety and sexual assault prevention are topics addressed during the new student orientation. Crime prevention pamphlets are available in the Admissions Office of the Graduate School. The intranet is an additional resource used by the Graduate School for the dissemination of crime bulletins, department presentations, crime prevention tips, and newsworthy information.

Reporting sexual assaults, domestic violence, dating violence and/or stalking:

- Please see the Title IX Grievance Procedures of the Sex Discrimination Policy & Title IX Grievance Procedures document in the Appendix for detailed information.
- Every effort is made to ensure that our campus environment promotes and assists in prompt reporting of sexual assaults, domestic violence, dating violence, and/or stalking and provides compassionate support services for survivors. Prompt reporting of sexual assaults, domestic violence, dating violence, and/or stalking is encouraged either by the victim or a third party who can assist them. Sexual assault includes, but is not necessarily limited to, acts or attempted acts or rape, forced sodomy, forced oral copulation, rape by foreign object, sexual battery, and acquaintance/date rape.
- Victims are encouraged to preserve evidence necessary to the proof of criminal domestic violence, dating violence, sexual assault, or stalking.
- Sexual assaults, domestic violence, dating violence, and stalking may be reported to any of the following agencies, which provide a variety of support options and resources:
  - In the event of an emergency: 911
  - Human Resources 651-213-4900
  - Hazelden Betty Ford's Center City security number 651-213-3600
  - Faculty Advisor or Dean of Academic Affairs (as applicable) or President/CEO
  - Chisago County Sheriff Office  
313 N Main St., Ste. 100 Center City, MN 55012
    - First, call Dispatch at (651) 257-4100
    - Second, call Chisago County Sheriff at (651) 213-6301
  - Fairview Lakes Regional Medical Center

Emergency Room  
5200 Fairview Blvd.  
Wyoming, MN 55092

-- School referral to expedite clinic appointment at (651) 982-7300

- Legal options:

Any person who has been sexually assaulted has several legal options:

- Criminal prosecution against the assailant
- Civil prosecution against the assailant
- The Graduate School's disciplinary procedure if the assailant is an employee or student

- Victims are provided with assistance in changing academic situations if requested of the Dean of Academic Affairs and if options are reasonably available, regardless of whether the victim reports the crime to the local law enforcement. Assistance may include, among other options, moving a student to a different section of a course. See the Sex Discrimination Policy & Title IX Grievance Procedures in the Appendix for more information.

- Graduate School Disciplinary Procedures:

The Graduate School is committed to providing proceedings that are supportive, sensitive, expedient, and respectful to each individual's rights. Prompt, fair, and impartial investigations will be completed. For complaints involving allegations of sexual misconduct, please see the Sex Discrimination Policy & Title IX Grievance Procedures in the Appendix for details.

Criminal report:

- To report an EMERGENCY, DIAL 911 immediately (for a crime in progress, bomb threat, medical emergency, suspicious persons or unusual behavior, etc.) or the campus security number at extension 651-213-3600. The Graduate School is committed to providing proceedings that are supportive, sensitive, expedient, and respectful to each individual's rights. Prompt, fair, and impartial investigations will be completed. For complaints involving allegations of sexual misconduct, please see the Sex Discrimination Policy & Title IX Grievance Procedures in the Appendix for details.

Crime and emergency alert notices:

- The Graduate School is committed to maintaining a safe campus and believes that a well-informed community is an integral component in achieving this goal. It is the policy of the Foundation to immediately issue alerts for the campus community when a crime of a serious nature, significant emergency, or dangerous situation that is considered to represent a threat to students or employees occurs. Alerts shall include, but are not

limited to, those crimes that are listed in the Clery Act.

- The following individuals are informed of crime(s), significant emergencies, and dangerous situations for the purpose of making timely warnings:
  - The Foundation President and CEO
  - The Graduate School President/CEO
  - The Dean of Academic Affairs, as applicable
- Upon notice, this group of individuals will, without delay, and taking into account the safety of the community, determine the content of the crime and emergency notification and initiate a notification, unless issuing a notification will, in the professional judgment of responsible authorities, compromise efforts to assist a victim or to contain, respond to, or otherwise mitigate the emergency.
- Notices are made to the entire campus community that is comprised of students, faculty, and School staff.
- Crime alerts shall be made electronically via email to the campus community.
- Severe weather, fire, or other facility-based emergency alerts are made via the Foundation's automated auditory and visual alarm system. In the event of a sustained emergency situation, email alerts will be issued to the entire campus community.

National Registry of Sex Offenders:

Information about registered sex offenders may be obtained at the National Sex Offender Public Website (NSOPW) at [www.nsopw.gov](http://www.nsopw.gov). The NSOPW is a public safety resource that provides the public with access to sex offender data nationwide.

## Safety and Emergency Procedures

It is the intention of the Graduate School to maintain a safe environment for all students. It is the expectation that all students will ensure their safety by being familiar with the following procedures as well as those described under the Campus Security Policy above.

To report an emergency, dial 911 immediately (crime in progress, bomb threat, medical emergency, suspicious persons or unusual behavior, etc.) or the Foundation's Center City security number at extension 651-213-3600.

To report a crime that is not an emergency, contact the Foundation's security number at 651-213-3600 or the Chisago County Sheriff's Office at (651) 257-4100 (Dispatch) or (651) 213-6301.

In the event that the Foundation's emergency alarm system is activated, students should follow directions

or other alerts to evacuate the building or seek shelter.

Always follow procedures as directed and remember that personal safety is paramount and takes precedent.

The following procedures set forth student guidelines when safety/emergency plans are imminent:

- In the event of a fire, fire drill or related emergency (Code Red), students will follow the Fire and Emergency Evacuation Procedures Guide communicated to them during new student orientation while being observant to emergency signs and auditory alarms. Emergency signs are posted in common areas within the Graduate School. Exits and fire extinguishers are located on each floor. Students are also expected to report any fire immediately to 651-213-3600.

### Fire and Emergency Evacuation Procedures Guide When in Cork Building – Area 12

#### Fire or fire drill in Area 12

Evacuation is mandatory. If present on the upper level of Cork Building, evacuate to Nelson Bradley Dining Center (NBC). If present on the lower level of Cork Building, evacuate to the first floor of Betty Ford Women's Recovery Center.

#### Fire or fire drill elsewhere on campus

No evacuation required. Reporting to a designated area in the Cork Building during a fire or fire drill elsewhere on campus is followed by Foundation professionals responsible for patients in their presence or currently meeting with patients in the Cork Building.

### When in other areas on campus

#### Fire or fire drill in the presence of patients

*Applies whether in the area students are in or elsewhere on campus*

Evacuation is mandatory. Please follow evacuation directions unique to the area students are in on the Center City campus and evacuate to designated location.

- In the event of a bomb threat, students are expected to follow the same evacuation plan as above.
- In the event of a tornado or other severe weather, students are expected to seek shelter as directed by any official announcement.

## Closure and Delay Procedures

While the Graduate School will make every effort to remain open for scheduled classes, there may be instances where conditions make it impossible to do so. These may include, but are not limited to: severe

weather, declared state of emergency, utility disruptions, natural disasters, and contagious diseases. In all cases, student safety will be the primary consideration.

The following procedure will set forth student guidelines when circumstances impact the School's ability to remain open for classes:

- The Graduate School will issue an email and text message alert (for students who have opted into this feature) notifying students of the closing. The Graduate School will report any closures or opening delays to local news stations. Students should follow the information provided by the local news stations.
  - Channel 4 (CBS) [wcco.com](http://wcco.com)
  - Channel 5 (ABC) [kstp.com](http://kstp.com)
  - Channel 11 (NBC) [kare11.com](http://kare11.com)
  - WCCO Radio (830 AM)

Students will be notified regarding make-up or assigned an online component via the learning management system (Populi). School closures will apply to all on-campus classes, activities, and services. Online students may also experience interruptions in classes, activities, and services due to school closures and will be notified accordingly.

- Should classes be in session and a student does not attend class, class attendance policy will be followed.
- Interns who miss hours due to facility closure will be required to fulfill all required hours of the practicum or internship. Hours will be made up at a later date.
- Should classes be canceled an extended period of time due to a catastrophic reason, the School will make every effort to resume classes within a reasonable amount of time.

# Academic Programs and Course Descriptions

<b>Section 7: Academic Programs and Course Descriptions</b> .....	<b>page 70</b>
<b>Master of Arts in Counseling Hybrid Degree Program</b> .....	<b>page 71</b>
Required Courses .....	page 71
Elective Courses .....	page 71
Requirements for Program Completion .....	page 71
Sample Course Sequence: Master's in Counseling Hybrid Degree Program (Full-Time Program) .....	page 72
<b>Master of Arts in Counseling Online Degree Program</b> .....	<b>page 73</b>
Required Academic Courses .....	page 73
Required Clinical Courses .....	page 73
Elective Courses .....	page 73
Requirements for Program Completion .....	page 73
Sample Course Sequence: Master's in Studies Online Degree program (Full-Time Program) .....	page 73
<b>Professional Development</b> .....	<b>page 75</b>
Course Offerings .....	page 75
<b>Course Prerequisites</b> .....	<b>page 75</b>
<b>Course Co-requisites</b> .....	<b>page 75</b>
<b>Course Descriptions</b> .....	<b>page 75</b>

## Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid Degree Program

The following graduate courses are based on semester hour credits. The core requirements for this degree incorporate 48 credits of required academic courses, 9 credits of required clinical courses (practicum and internships) and 3 credits of electives. If students enrolled prior to this catalog year, please see the catalog year, students can find prior year catalogs on the Student Support Site.

### Required Courses

- COUN 500 Introduction to Theory and Practice – 2 credits
- COUN 501 Biological Perspectives – 2 credits
- COUN 502 Assessment, Diagnosis, and Treatment for Co-Occurring Disorders – 3 credits
- COUN 503 Research & Clinical Practice (online course) – 3 credits
- COUN 505 Lifespan Development (online course) – 3 credits
- COUN 506 Families and Systems – 3 credits
- COUN 508 Career Development (online course) – 3 credits
- COUN 600 Assessment and Diagnosis for Substance Use Disorders – 3 credits
- COUN 601 Counseling Procedures and Skills – 3 credits
- COUN 602 Group Counseling – 3 credits
- COUN 604 Social and Cultural Diversity in Counseling - 3 credits
- COUN 701 Ethics and Professionalism – 3 credits
- COUN 702 Case Management – 2 credits
- COUN 809 Advanced Assessment and Diagnosis for Co-occurring Disorders (online course) – 3 credits
- COUN 810 Evidence-Based Counseling and Theory (online course) – 3 credits
- COUN 811 Treatment and Recovery Planning for Co- Occurring Disorders (online course) – 3 credits
- COUN 812 Evaluation Methodologies for the Clinician and Treatment Administrator (online course) – 3 credits
- Elective course – 3 credits

### Required Clinical Courses

- COUN 830 Practicum – 2 credits (minimum of 100 hours)
- COUN 831 Internship 1 – 3 credits (minimum of 300 hours)
- COUN 832 Internship 2 – 4 credits (minimum of 300 hours)

### Elective Courses

Elective courses allow students to customize their degree according to personal and professional interests. Elective courses will be offered on a rotating basis. It is highly recommended to check any state-specific Section e requirements when selecting an elective. Students may opt to take elective courses in any semester.

- COUN 509 Behavioral Addictions (online course) – 3 credits
- COUN 511 Human Sexuality (online course) – 3 credits
- COUN 512 Medications for Addiction Treatment (MAT) and Counseling (online course) – 3 credits
- COUN 513 Advanced Motivational Interviewing (online course) – 3 credits
- COUN 514 Advanced Cognitive-Behavioral Therapy (online course) – 3 credits
- COUN 515 Advanced Twelve Step Facilitation (online course) – 3 credits
- COUN 516 Adolescent Development and Counseling (online course) – 3 credits
- COUN 517 Eating Disorders (online course) – 3 credits
- COUN 519 Grief, Loss, and Death (online course) – 3 credits
- COUN 520 Foundations of Addiction and Alcohol and Drug Counseling (online course) – 3 credits
- COUN 605 Independent Study (online course) – 1-3 credits
- COUN 610 Theoretical Basis: Population Substance Abuse Prevention (online course) – 3 credits
- COUN 611 Applied Approaches: Population Substance Abuse Prevention (online course) – 3 credits
- COUN 710 Clinical Supervision (online course) – 3 credits
- COUN 711 Applied Clinical Supervision (online course) – 3 credits
- COUN 833 Internship 3 – 1-4 credits

### Requirements for Program Completion

To graduate with the Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid degree, students must meet these requirements:

1. Complete 48 credits of required academic courses
2. Complete 9 credits of required clinical courses
3. Complete 3 credits of elective courses
4. Complete a Master's Applied Project the last semester, with a minimum score of 20 on the rubric rating (minimum of 10 for written Final Summary Report and 10 for Oral Defense)
5. Complete program within a seven-year period of time, including the Master's Applied Project
6. Good academic standing with a minimum cumulative GPA of 3.0 or higher, in addition to absence of outstanding sanctions associated with



the rules of conduct and requirements of academic honesty

7. All financial obligations to the Graduate School must be met

### Sample Fall Semester Course Sequence

Master of Arts in Counseling Hybrid Degree Program	
<b>Semester I</b>	
<b>Course #</b>	<b>Credits</b>
COUN 500	2
COUN 600	3
COUN 601	3
COUN 701	3
<b>Total</b>	<b>11</b>
<b>Semester II</b>	
COUN 501	2
COUN 602	3
COUN 604	3
COUN 702	2
COUN 830	2
<b>Total</b>	<b>12</b>
<b>Semester III</b>	
COUN 502	3
COUN 503	3
COUN 506	3
COUN 831	3
<b>Total</b>	<b>12</b>
<b>Semester IV</b>	
COUN 505	3
COUN 809	3
COUN 811	3
COUN 832	4
<b>Total</b>	<b>13</b>
<b>Semester V</b>	
COUN 508	3
COUN 810	3
COUN 812	3
Elective	3
<b>Total</b>	<b>12</b>

*This space intentionally left blank*

## Master of Arts in Counseling, Specialty: Addiction Counseling Online Degree Program

The following graduate courses are based on semester hour credits. The core requirements for this degree incorporate 48 credits of required academic courses, 9 credits of required clinical courses (practicum and internships) and 3 credits of electives. If students enrolled prior to this catalog year, students can find prior year catalogs on the Student Support Site.

### Required Academic Courses

- COUN 503 Research & Clinical Practice – 3 credits
- COUN 505 Lifespan Development – 3 credits
- COUN 508 Career Development – 3 credits
- COUN 520 Foundations of Addiction and Alcohol and Drug Counseling – 3 credits
- COUN 606 Counseling Procedures and Skills – 3 credits
- COUN 607 Medical Issues, Psychopharmacology, and Medication Management – 3 Credits
- COUN 609 Etiology, Screening and Assessment of Co- Occurring Disorders – 3 credits
- COUN 701 Ethics and Professionalism – 3 credits
- COUN 705 Social and Cultural Diversity in Counseling – 3 credits
- COUN 706 Crisis and Trauma – 3 credits
- COUN 707 Family Psychoeducation and Counseling for Co-Occurring Disorders – 3 credits
- COUN 708 Group Counseling – 3 credits
- COUN 809 Advanced Assessment and Diagnosis for Co-occurring Disorders – 3 credits
- COUN 810 Evidence-Based Counseling and Theory – 3 credits
- COUN 811 Treatment and Recovery Planning for Co- Occurring Disorders – 3 credits
- COUN 812 Evaluation Methodologies for the Clinician and Treatment Administrator – 3 credits
- Elective – 3 credits

### Required Clinical Courses

- COUN 830 Practicum – 2 credits (minimum of 100 hours)
- COUN 831 Internship 1 – 3 credits (minimum of 300 hours)
- COUN 832 Internship 2 – 4 credits (minimum of 300 hours)

### Elective Courses

Electives courses allow students to customize their degree according to personal and professional interests. Electives courses will be offered on a

rotating basis. It is highly recommended to check any state-specific licensure requirements when selecting an elective. Students may opt to take elective courses in any semester.

- COUN 509 Behavioral Addictions – 3 credits
- COUN 511 Human Sexuality – 3 credits
- COUN 512 Medications for Addiction Treatment (MAT) and Counseling – 3 credits
- COUN 513 Advanced Motivational Interviewing – 3 credits
- COUN 514 Advanced Cognitive-Behavioral Therapy – 3 credits
- COUN 515 Advanced Twelve Step Facilitation – 3 credits
- COUN 516 Adolescent Development and Counseling – 3 credits
- COUN 517 Eating Disorders – 3 credits
- COUN 519 Grief, Loss, and Death – 3 credits
- COUN 605 Independent Study – 1-3 credits
- COUN 610 Theoretical Basis: Population Substance Abuse Prevention – 3 credits
- COUN 611 Applied Approaches: Population Substance Abuse Prevention – 3 credits
- COUN 710 Clinical Supervision – 3 credits
- COUN 711 Applied Clinical Supervision – 3 credits
- COUN 833 Internship 3 – 1-4 credit

### Requirements for Program Completion

To graduate with the Master of Arts in Counseling Online Degree, students must meet these requirements:

1. Complete 48 credits of required academic courses.
2. Complete 9 credits of required clinical courses.
3. Complete 3 credits of elective courses.
4. Complete a Master's Applied Project the last semester, with a minimum score of 20 on the rubric rating (minimum of 10 for written Final Summary Report and 10 for Oral Defense).
5. Complete program within a seven-year period of time, including the Master's Applied Project.
6. Complete two required on-campus residencies (4 days each) in Center City, Minnesota.
7. Good academic standing with a minimum cumulative GPA of 3.0 or higher, in addition to absence of outstanding sanctions associated with the rules of conduct and requirements of academic.
8. All financial obligations to the Graduate School must be met.

### Sample Fall Semester Course Sequence

Master of Arts in Counseling Online Degree Program	
Semester I	
Course #	Credits
COUN 520	3
COUN 606	3
COUN 609	3

<b>Total</b>	<b>9</b>
<b>Semester II</b>	
COUN 607	3
COUN 701	3
COUN 705	3
COUN 809	3
<b>Total</b>	<b>12</b>
<b>Semester III</b>	
COUN 505	3
COUN 708	3
COUN 810	3
COUN 830	3
<b>Total</b>	<b>12</b>
<b>Semester IV</b>	
COUN 503	3
COUN 811	3
COUN 831	3
<b>Total</b>	<b>9</b>
<b>Semester V</b>	
COUN 707	3
COUN 812	3
COUN 832	4
<b>Total</b>	<b>10</b>
<b>Semester VI</b>	
COUN 508	3
COUN 706	3
Elective	3
<b>Total</b>	<b>9</b>

## Professional Development

Professional Development is an individualized learning opportunity designed for experienced professionals seeking greater depth or added skill in counseling practice. Prospective students choose from courses in order to reach anticipated learning outcomes. Students will receive a transcript that documents the academic credits earned.

### Course Offerings

Students may choose from a menu of master's level course offerings. Contact the Admissions Office for a list of courses available each semester.

## Course Prerequisites

A prerequisite is a course (or qualifications) which must be taken before a student may register for a subsequent course. It is the student's responsibility to comply with prerequisites of all courses for which they enroll in. Course prerequisites are listed in this catalog and in the Semester Schedule each semester. All prerequisite courses must be completed with a "C" or better grade.

## Course Co-requisites

A co-requisite is a course which must be taken prior to or at the same time as another course. If a co-requisite is listed for a course, it means that the student either must have met the co-requisite prior to enrollment in the course or must take the co-requisite course in the same semester.

## Course Descriptions

### COUN 500 Introduction to Theory and Practice – 2 credits

This course examines the historical, current, and emerging models of therapeutic change concerning addiction and mental health conditions. Implications for prevention, treatment, and continuing care are considered along with exploration of clinical pathways to sustain change and evidence-based treatment. A bio-psychosocial approach is emphasized, which integrates clinical practice and therapeutic models in order to treat the whole person—physically, mentally, and spiritually. This course includes 30 hours of observation in a clinical setting.

Prerequisite(s): None

*Learning outcomes include:*

1. Understand the value of a helping relationship in promoting therapeutic change
2. Discuss the consultative processes in contrast to direct counseling service
3. Analyze trends in counselor practice concerning the interacting complexities of social, cultural,

vocational, developmental, and family implications in therapeutic change

4. Understand the development of addiction counseling and the various theories and models of substance use disorders in relation to both etiologies and treatment approaches
5. Discuss the multiple pathways of recovery that exist alongside Twelve Step programs and other mutual self-help groups
6. Understand evidence-based counseling practices, as well as theoretical implications for designated clinical populations
7. Appreciate the value of teamwork and collaboration necessary for mobilizing resources and expertise for treating the whole person
8. Understand the importance of advocacy within the role of a counselor and its relationship to advancing the profession, eliminating stigma, and improving access to treatment
9. Analyze different approaches utilized by counselors through direct observation of their work with clients, which may include assessments, individual counseling, group counseling, family counseling, and consultation with other health professionals examines the historical, current, and emerging models of therapeutic change concerning addiction and mental health conditions. Implications for prevention, treatment, and continuing care are considered along with exploration of clinical pathways to sustain change and evidence-based treatment. A biopsychosocial approach is emphasized, which integrates clinical practice and therapeutic models in order to treat the whole person—physically, mentally, and spiritually.

### COUN 501 Biological Perspectives – 2 credits

The biology of addiction and mental disorders is explored through the study of brain chemistry and related causal factors and patho-physiological processes, including brain function and behavioral correlates, molecular adaptation, and the genetics of addiction and mental disorders. The role of psychopharmacology is addressed from a broad perspective, particularly in relationship to drugs of abuse, management of withdrawal, medication-assisted therapies, and medication management for mental disorders.

Prerequisite(s): None

*Learning outcomes include:*

1. Relate scientific concepts and facts to concrete clinical situations
2. Analyze diverse symptoms to conceptualize a clinical strategy
3. Analyze theories and research concerning the

## Academic Programs and Course Descriptions

biology of human behavior, and the neurological, behavioral, and psychosocial effects of psychoactive substances

4. Appreciate the role of referral and consultation
5. Understand the scientific and practice implications of pharmacology
6. Integrate the use and practice of medication-assisted treatment for addiction and medication management for co-occurring disorders within the context of counseling practice
7. Examine both the epidemiology of substance use disorders and other co-occurring disorders and the known risk factors for addiction and co-occurring disorders
8. Articulate the roles of culture and diversity in relation to the etiologies of psychopathology and physiologic responses to the drugs of abuse and psychotherapeutic medications

#### COUN 502 Assessment, Diagnosis, and Treatment for Co-Occurring Disorders – 3 credits

This course offers a comprehensive overview of an integrated model for mental health conditions and alcohol and drug dependence. Psychopathology and diagnostic symptoms are reviewed in relationship to adolescents, youth, and adults. Treatment is addressed with emphasis on the dynamics of psychotherapy and empirically based treatment strategies. The role of psychotherapy in treating mental disorders is explored, as are community resources. The American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM 5) is used as a key reference for assessment methods. Integrated models for sustaining behavior change, continuing care planning, and relapse prevention are discussed.

Prerequisite(s): None

*Learning outcomes include:*

1. Identify characteristics, symptoms, and diagnosis for mental disorders across the lifespan
2. Analyze concepts and models of psychopathology
3. Synthesize and apply an integrated treatment approach for co-occurring disorders
4. Identify trauma and appropriate interventions and report abuse as stipulated by legal standards
5. Define empirically based treatment interventions for individuals with co-occurring disorders
6. Identify relapse prevention strategies and implications for individuals with co-occurring disorders
7. Evaluate the cultural influences on the expression

and interpretation of psychopathology, diagnosis, and treatment of co-occurring disorders

8. Utilize effective suicide prevention and intervention procedures

#### COUN 503 Research and Clinical Practice – 3 credits

This course provides a comprehensive overview of clinical research processes and functions that encompass an array of clinically relevant practices. These processes and functions include basic statistics; methods and design; review of research literature and application to treatment innovations; program evaluation procedures and outcomes; and understanding the application of research design and methodology.

Prerequisite(s): None

*Learning outcomes include:*

1. Critically evaluate cultural norms and patterns that are reflected among research participants and their impact on research findings
2. Apply scientific methods to investigate questions about, or problems with, treatment modalities and clinical outcomes
3. Conceptualize and formulate abstract hypotheses and using statistical procedures to test them
4. Use statistical principles to analyze data and interpret findings
5. Integrate results into a cohesive understanding of the phenomena of interest
6. Apply the components of effective quality measurement systems
7. Critically evaluate the research literature and use the literature to inform counseling practice

#### COUN 505 Lifespan Development – 3 credits

This course is designed to foster knowledge and understanding concerning cognitive, social, physical, emotional and spiritual development across the lifespan. Issues specific to human adjustment difficulties, addiction and mental health problems are woven into a spectrum of theoretical models of development. Counseling implications are investigated for each milestone of life.

Prerequisite(s): None

*Learning outcomes include:*

1. Integrate and apply developmental theoretical approaches for professional counseling to individuals and groups through a lifespan
2. Analyze the needs and individual abilities of clients utilizing developmental approaches and theories of learning
3. Connect developmental, mental health and addictions counseling approaches based on current evidence-based practices for individuals and programs



## Academic Programs and Course Descriptions

4. Integrate ethical and legal principles and standards in developmental counseling
5. Apply developmental approaches to counseling diverse populations
6. Integrate developmental approaches in treatment planning
7. Integrate systemic and environmental factors that affect human development, functioning and behavior

**COUN 506 Families and Systems – 3 credits**

This course is an introduction to systemic thought. A broad overview of current family therapy approaches is presented with an emphasis on application to family dysfunction associated with addiction and mental health conditions. Family dynamics are explored and discussed, and healthy family development is compared to patterns of dysfunction. Concepts of family lifecycle stages, styles of communication, boundary settings, family rules and roles, and cultural diversity are examined, as are strategies for clinical intervention.

Prerequisite(s) for Hybrid Degree: COUN 601

Prerequisite(s) for Professional Development Program: Master's level Counseling Procedures/Skills course or equivalent

*Learning outcomes include:*

1. Compare and contrast systemic process and individual approaches to family therapy
2. Demonstrate family therapy methods using specific approaches
3. Discuss the family life cycle stage model, emphasizing the impact of addiction on family members at various stages of life cycle development
4. Identify, compare and contrast basic models of family therapy
5. Integrate family systems approaches and an addiction recovery model by explaining and demonstrating application of the Twelve Step philosophy and family therapy models
6. Discuss the strengths and limitations of systemic thought and various models of family therapy to culturally diverse groups.
7. Identify how the models of family therapy include the influence of cultural differences

**COUN 508 Career Development – 3 credits**

A survey of theories and models of career counseling are presented, including an in-depth review of special issues for people with addiction and mental health issues. Multicultural issues are explored for sexual, cultural, and ethnic minorities. Gender-specific skill enhancement is included. Tools utilized for testing and evaluation in career counseling are presented.

Prerequisite(s) for Online Degree: COUN 609

Prerequisite(s) for Hybrid Degree: COUN 502 or 600

Prerequisite(s) for Professional Development Program:

Master's level Assessment course or equivalent

*Learning outcomes include:*

1. Integrate and apply theoretical approaches to career development and counseling in working with individuals in mental health and addiction counseling practice
2. Assess needs of clients from a contextual perspective addressing inter-relationships among work, family, and other life factors, including multicultural and gender issues
3. Connect career, mental health and addiction counseling approaches based on current evidence-based practices for individuals and programs
4. Integrate ethical and legal issues as well as principles and standards in career counseling
5. Utilize basic assessment tools for career counseling, including computer-based systems
6. Understand public policy issues related to the role of work in psychological health and well-being
7. Identify and use career, avocational, educational, occupational and labor market information resources and technology in a counseling practice

**COUN 509 Behavioral Addictions – 3 credits**

Non-substance-related addictions to gambling, food, the Internet, sex, exercise, and shopping, among others, – often described as behavioral addictions – frequently co- occur with substance use and other mental health disorders. Substantial evidence exists for the validity of the diagnosis of Gambling Disorder, and other repetitive behavioral patterns that result in stimulation of the brain's reward system are currently under investigation. This course examines the evidence for these disorders, describes what is known about their prevalence, course, and etiology, and provides recommendations for treatment. Students will learn effective tools for assessment, treatment planning, and intervention for patients with behavioral addictions. The course also addresses the psychosocial impact of behavioral addictions on social systems as well as financial, occupational, social, and legal consequences.

Prerequisite(s) for Online Degree: COUN 520

Prerequisite(s) for Hybrid Degree: COUN 500

Prerequisites(s) for Professional Development Program: Master's level Introduction to Addictions course or equivalent

*Learning outcomes include:*

1. Analyze evidence for behavioral addictions and examine their prevalence, comorbidity, etiology, stages of development, and functional consequences
2. Evaluate the features and phenomenology of behavioral addictions compared to substance use, impulse control, obsessive-compulsive, and other mental health disorders

## Academic Programs and Course Descriptions

3. Utilize assessment tools to identify, evaluate, and diagnose behavioral addictions and develop comprehensive treatment plans
4. Apply interventions to individuals and families affected by behavioral addictions
5. Synthesize interventions used for behavioral addictions with those approaches used in the treatment of substance use and other mental health disorders

**COUN 511 Human Sexuality – 3 credits**

This course provides an in-depth examination of the biological, psychological, developmental, social, and cultural aspects of human sexuality. Relationships among human sexuality, substance use, and co-occurring disorders are discussed with an emphasis on the implications for case conceptualization and treatment planning.

Prerequisite(s): None

*Learning outcomes include:*

1. Applying research and theoretical knowledge of human sexual anatomy, physiology, and processes to the development of case conceptualizations and treatment planning
2. Integrating concepts of sexual identity and the psychological, social, and cultural implications of a given sexual identity into a holistic understanding of the patient
3. Applying advanced assessment skills to distinguish between developmentally appropriate, healthy sexual behavior and maladaptive, sexual behavior requiring intervention
4. Applying knowledge of the interactions among sexuality, substance use, and co-occurring disorders to develop a treatment plan to effectively treat sexual dysfunctions and promote sexual health

**COUN 512 Medications for Addiction Treatment (MAT) and Counseling – 3 credits**

This course provides counseling students with an overview of medications used in the treatment of substance use disorders, including opioid use disorder, alcohol use disorder, tobacco use disorder, and others. Incorporating medications into recovery-oriented substance use treatment will be addressed, as well as ethical issues relating to scope of practice for counselors. The course will also include review of the neurobiology of substance use disorders and basic pharmacologic principles, instruction on critical review of pharmacologic outcome studies, and information/guidance on counselors' participation on multidisciplinary treatment teams with medical providers.

Prerequisite(s): None

*Learning outcomes include:*

1. Understanding basic pharmacology principles and how they apply to specific medications used for the treatment of substance use disorders
2. Understanding the most current medications used for the treatment of substance use disorders
3. Appreciating the role of counselors when medications are incorporated into addiction treatment, including scope of practice issues and boundaries.
4. Integrating counseling and 12-step/mutual help approaches with medications for addiction treatment
5. Utilizing a multidisciplinary approach to the treatment of substance use disorders and the important role counseling professionals play
6. Enhanced knowledge of professional practice boundaries between medical practice and counseling

**COUN 513 Advanced Motivational Interviewing – 3 credits**

Individuals with co-occurring disorders often present for services with different levels of motivation to address their substance use and mental health issues. These clients may not initially be motivated to abstain from chemical use or to effectively manage the symptoms and consequences of their co-occurring conditions. In this course, students will advance their skills in utilizing motivational interviewing theory and techniques, both in the assessment process and as a general counseling style, to help clients achieve and sustain ongoing recovery from co-occurring disorders. Students will apply motivational interviewing theory and skills to work with specific populations of individuals with co-occurring disorders, including adolescents, criminal justice populations, and culturally and economically diverse clients.

Prerequisite(s): None

*Learning outcomes include:*

1. Apply the theory and methods of motivational interviewing to the therapeutic relationship with clients with co-occurring disorders
2. Utilize motivational interviewing principles and techniques in assessment of co-occurring disorders
3. Apply motivational interviewing in phases of treatment to build and strengthen motivation for and commitment to change
4. Demonstrate specific motivational interviewing skills to respond to resistance and overcome obstacles to recovery
5. Utilize harm reduction and abstinence-based principles and techniques to support overall wellness and movement through recovery from co-occurring disorders
6. Apply the transtheoretical stages of change model to select appropriate interventions for clients with co-occurring disorders

## Academic Programs and Course Descriptions

7. Synthesize motivational interviewing techniques with other evidence-based approaches to improve patient outcomes

#### COUN 514 Advanced Cognitive Behavioral Therapy – 3 credits

Cognitive Behavioral Therapy (CBT) has long been recognized as an effective evidence-based practice for both substance use disorders and many mental health disorders. This course provides students with advanced therapeutic skills to help clients with co-occurring disorders change maladaptive thoughts and behaviors. Students will advance their skills in psycho-education, self-monitoring, cognitive restructuring, behavioral activation, breathing and relaxation, guided imagery, problem solving, activity scheduling, and social skills training in both group and individual settings. Throughout the course, students will deepen their understanding of advanced CBT practice including providing the rationale for treatment, orienting the client to CBT, setting goals and creating a treatment plan with the client, creating session agendas, and utilizing homework to promote client progress between therapy sessions. Prerequisite(s): None

##### *Learning outcomes include:*

1. Apply the cognitive behavioral model and approach to the therapeutic relationship with clients with co-occurring disorders
2. Conceptualize, plan, and structure group and individual interventions for clients with co-occurring disorders
3. Utilize a variety of CBT techniques to educate clients about co-occurring disorders and to help clients manage thoughts, beliefs, emotions, behaviors, and crises that contribute to symptoms
4. Utilize CBT applications designed for substance use disorders and co-occurring depression, bipolar, anxiety, psychotic, trauma-related, personality, and eating disorders
5. Apply cognitive behavioral relapse prevention methods to co-occurring disorders
6. Synthesize CBT techniques with other evidence-based approaches to improve patient outcomes

#### COUN 515 Advanced Twelve Step Facilitation – 3 credits

Twelve Step Facilitation (TSF) is a brief, structured, evidence-based practice that was originally designed to actively engage clients with substance use disorders in abstinence-based Twelve Step groups such as Alcoholics Anonymous. Students will advance their skills in this approach and examine their application to clients with co-occurring disorders. Students will deepen their understanding of the history and traditions of Twelve Step programs, as well as the research

supporting this model, to provide context to the TSF approach. Students will learn and practice interventions designed to help clients achieve and sustain recovery from both addiction and mental health issues that influence mind, body, and spirit. Prerequisite(s): None

##### *Learning outcomes include:*

1. Implement the TSF approach through client education and active, supportive interventions such as therapeutic confrontation of denial and other potential blocks to recovery
2. Evaluate the research on Twelve Step Facilitation as an evidence-based treatment
3. Utilize TSF techniques to monitor and facilitate client attendance at both single purpose and dual diagnosis self-help groups
4. Apply basic principles of Twelve Step groups such as acceptance, willingness, fellowship, and service to therapy for clients with co-occurring disorders
5. Utilize TSF techniques to help clients with co-occurring disorders work and conceptually understand the Steps and related principles
6. Address the concept of spirituality in clients with co-occurring disorders
7. Integrate Twelve Step literature and principles into clinical practice

#### COUN 516 Adolescent Development and Counseling – 3 credits

In this course, students will complete activities and assignments to demonstrate understanding of adolescent development, with an emphasis on counseling adolescents with mental health and addiction problems. Major biological, social, emotional, and cognitive models of adolescent development are addressed in addition to current trends in substance use and mental health to provide relevant information in working with adolescent clients. Throughout the course, cultural, social, family, and ethical considerations are highlighted as a means of providing developmentally appropriate counseling. Prerequisite(s): None

##### *Learning outcomes include:*

1. Demonstrate understanding of major models of adolescent development
2. Examine current trends in adolescent substance use and mental health
3. Analyze developmentally-appropriate counseling approaches in working with adolescent clients
4. Apply developmentally-appropriate strategies for specific co-occurring disorders
5. Identify the role of culture, peers, family, and risk/resilience factors in adolescent development

6. Understand ethical considerations unique to counseling adolescents

#### COUN 517 Eating Disorders – 3 credits

Eating disorders frequently co-occur with substance use disorders and result in physical and psychological complications that require integrated assessment and intervention. Patients typically benefit from a positive therapeutic alliance, education, and support around nutrition and exercise. In this course, students will learn to utilize a patient-centered, strengths-based approach to integrated service provision for patients with substance use and co-occurring eating disorders. The biopsychosocial causes and consequences of eating and substance use disorders will be examined. Multicultural and developmental considerations are also addressed, as well as the impact on social systems and strategies to promote holistic wellness.

Prerequisite(s): None

*Learning outcomes include:*

1. Analyzing the epidemiology, etiology, and course of eating disorders and their co-occurrence with substance use
2. Creating a supportive, empathic therapeutic alliance with individuals with disordered eating patterns and body image concerns
3. Utilizing validated assessment techniques to determine level of care and identify appropriate interventions for patients with substance use disorders and co-occurring eating disorders, including anorexia, bulimia, binge eating disorder, and symptom presentations that could be diagnosed as other-specified or unspecified eating disorders
4. Utilizing appropriate biopsychosocial treatment approaches for individuals with substance use disorders and co-occurring eating disorders
5. Providing psychoeducation around nutrition, exercise, and wellness practices that promote physical, mental, and chemical health
6. Utilizing collaboration and referral to promote management of medical complications of substance use and eating disorders
7. Integrating cultural perspectives and the special needs of women, men, adolescents, and families into service provision for patients with substance use disorders and co-occurring eating disorders
8. Integrating diverse care planning methods and interventions to address assessed problems.

#### COUN 519 Grief, Loss, and Death – 3 credits

The process of grief, the effects of various losses, and

the understanding of and fears related to death are experiences that can complicate both the onset and maintenance of recovery. This course addresses the skills counselors need in order to effectively and meaningfully address issues associated with the grief process, the experience of loss, as well as the concepts and realities of death as experienced across the lifespan. Students will examine how grief and loss are experienced in the context of co-occurring disorders. Students will explore how personal conceptualizations of death interact with counseling dynamics. Students will critique the development of grief counseling and the evolution of social constructs related to discussions of death.

Students will develop skills in assessing the role grief may play in the initiation of recovery and in the onset of relapse. Students will contrast the differences in how adults and children experience grief and will develop methods for appropriately adjusting counseling techniques to address those differences.

Prerequisite(s): None

*Learning outcomes include:*

1. Analyze how grief interacts with addiction recovery and relapse
2. Analyze how grief interacts with common mental health issues
3. Distinguish how individuals experience grief, loss, bereavement and death across the lifespan
4. Explain the dynamics that contribute to unresolved grief
5. Delineate the roles of resolution and acceptance in the grieving process
6. Assess how perceptions of death aid or restrict the process of grief
7. Critique societal definitions of grief, loss, and death
8. Examine the interactions between the therapist's personal definition of death and the process of grief counseling

#### COUN 520 Foundations of Addiction and Alcohol and Drug Counseling – 3 credits

This course provides a foundational overview of topics related to addiction and the alcohol and drug counseling profession ranging from historical perspectives to current issues and practices. Topics of study include etiology, models, and processes of addiction; basic pharmacology; roles and functions of professionals, approaches to prevention, treatment, and recovery; and ethical, legal, and professional expectations. Students will also examine concepts and impacts of addiction from individual, familial, societal, cultural, and other diverse frameworks.

Prerequisite(s): None

1. Compare and contrast applicability of historical



## Academic Programs and Course Descriptions

- perspectives to current issues and practices in the alcohol and drug counseling field
2. Examine etiology, models, and processes of addiction
  3. Describe and define the basic pharmacology of psychoactive drugs of abuse
  4. Review the functions of diagnosis, assessment, and documentation as they relate to treatment and recovery planning
  5. Identify and explain the roles and functions of alcohol and drug counselors while differentiating their roles from related professionals
  6. Evaluate approaches to prevention, treatment, and recovery with special emphasis on the co-occurrence of substance use disorders, mental health disorders, and primary health care issues
  7. Examine behavioral addictions in the context of holistic approaches to the role of alcohol and drug counselors
  8. Learn to access and apply resources related to ethical, legal, and professional expectations of the alcohol and drug counseling field
  9. Explore the interrelationship between addiction and various social, cultural, and psychological factors

#### COUN 600 Assessment and Diagnosis for Substance Use Disorders – 3 credits

This course is a comprehensive overview of assessment and appraisal methods that emphasize comprehensive models and approaches. It also addresses diagnostic skills needed to evaluate addiction and mental disorders. Students take an in-depth look at target interviewing techniques, use of self-report questionnaires, the American Psychiatric Association's Diagnostic and Statistical Manual of the Mental Health Disorders (DSM 5), psychometric methods, application of database information, and structured interview techniques.

Standard methods for establishing a diagnosis are explored within the context of counselor practice. Viewed as a function of assessment and diagnosis, treatment planning is aligned with issues involving addiction and its mental health complications.

Prerequisite(s): None

*Learning outcomes include:*

1. Summarizing historical perspectives and critiquing appraisal models and diagnostic assessment tools
2. Selecting appraisal methods that assess the whole person
3. Relating assessment and appraisal findings to treatment methods
4. Preparing for and conducting assessments to establish diagnosis

5. Analyzing and interpreting patient data to establish diagnosis
6. Evaluating individual differences in perception, motivation, and capacity for change in relationship to diagnostic procedures and treatment response
7. Synthesizing data and clinical impressions to formulate, update, and revise treatment planning
8. Appreciation of the role of team collaboration, referral, and clinical consultation
9. Interpreting and applying patient information to create individualized treatment and continuing care plans
10. Utilizing ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

#### COUN 601 Counseling Procedures and Skills – 3 credits

In this course, students are introduced to the helping relationship by examining methods of client engagement, empathic response, personal boundaries, and professional standards. Students learn techniques in creating and maintaining a safe, welcoming therapeutic alliance with clients and collaborating with clients, families, and support systems. This course provides an orientation to evidence-based methods of mental health and addiction counseling, including a history of the counseling profession and counselor roles, functions, scope of practice, and ethical expectations. Students begin to conceptualize how counselors working from an integrated behavioral health model can best collaborate with clients, families, and other professionals to ensure appropriate services across the continuum of care and within communities. Part of this course involves the practice and demonstration of introductory counseling skills.

Prerequisite(s): None

*Learning outcomes include:*

1. Creating and maintaining a quality therapeutic alliance to facilitate a collaborative and effective therapeutic environment
2. Articulating the history of and current trends in the counseling profession
3. Synthesizing and applying evidence-based prevention and intervention methods and common models of mental health and addiction counseling
4. Implementing professional practices that are consistent with ethical and legal guidelines related to issues such as personal and professional boundaries, scope of practice, consultation, referral, and supervision
5. Preparing for professional issues related to licensing, credentialing, reimbursement for services, and managed care



## Academic Programs and Course Descriptions

6. Demonstrating mastery of introductory counseling skills such as expressing empathy and active listening
7. Practicing evidence-based therapeutic techniques that match clients' stage of change and emphasize individual strengths
8. Analyzing and differentiating ways that culture impacts the delivery of evidence-based practices, therapeutic alliances and clinical professionalism

**COUN 602 Group Counseling – 3 credits**

This course provides an overview of theory and practice of group counseling as applied to addiction and mental health. Theory and experiential learning of group process are integrated. The course applies research findings and best practices relevant to various types of groups. Assessment issues for group referral and inclusion, ethical and culturally relevant strategies and legal considerations, and roles and responsibilities for group leadership are addressed.

Students are required to participate in and facilitate supervised group process in-class, for a minimum of 10 clock hours. At the successful completion of the course, students will be able to demonstrate competence in group counseling facilitation.

Prerequisite(s) for Hybrid Degree: COUN 601

Prerequisite(s) for Professional Development Program: Master's level Counseling Procedures/Skills course or equivalent

*Learning outcomes include:*

1. Analyze and apply group theoretical foundations and therapeutic factors to group process
2. Demonstrate foundational group counseling skills
3. Identify dynamics associated with group development and counseling, including distinguishing between group process and content
4. Identify characteristics and functions of effective group leaders to develop personal style of group facilitation
5. Recognize and plan for continued professional growth in approaches to group work
6. Analyze ethical standards and culturally relevant strategies for designing and facilitating groups
7. Integrate administrative aspects of group formation with types of groups as indicated by clinical need and setting
8. Gain direct experience in being a group member and facilitating a group in-class, for a minimum of 10 clock hours

**COUN 604 Social and Cultural Diversity in Counseling – 3 credits**

This course addresses individual differences in culture and ethnicity as key considerations in assessment, diagnosis,

and treatment of substance use and mental health disorders. An examination of the constructs of worldview, bias, privilege, and social justice informs a study of help-seeking behaviors of diverse groups.

Also examined is the use of identity development models to improve the therapeutic relationship and treatment planning. Implications for clinical intervention are addressed for people from a variety of cultural and ethnic backgrounds. An emphasis on self-examination of the clinician's worldview and the impact this has on the client, along with the facilitation of knowledge of other cultural worldviews and experiences, are key goals for this course.

Prerequisite(s): None

*Learning outcomes include:*

1. Demonstrate cultural humility, showing consideration for clients' worldviews and their impact on the development and expression of co-occurring disorders
2. Analyze the interplay of culture, mental health, and substance use disorders, with an emphasis on intersectionality in cultural identities
3. Identify the impact of racism, discrimination, sexism, privilege, spiritual beliefs, political climate, and oppression on counselors and clients
4. Demonstrate cultural awareness, knowledge, and skills in utilizing culturally-appropriate, evidenced based approaches to counseling activities including prevention, intervention, and assessment
5. Integrate theoretical constructs and empirical findings into a strengths-based model of service for culturally diverse individuals, families, and communities
6. Promote the availability of and access to culturally-sensitive mental health and substance use disorder services through social justice and advocacy
7. Analyze effects of crisis, disasters, and trauma on diverse individuals across the lifespan

**COUN 605 Independent Study – 1-3 credits**

The independent study is a learning opportunity to expand and integrate knowledge, skills, and/or attitudes relative to the practice of counseling. The student develops a learning contract that includes a clearly articulated description, specific goals, learning assignments, scheduled appointments with faculty, and measurable learning outcomes. The student and the faculty advisor determine requirements for completion.

Faculty approval is required before the study begins. The learning contract clarifies what the student intends to learn and the anticipated outcomes. The contract furthermore serves as a source of accountability for the duration of the independent study.

Students are expected to concentrate their independent

## Academic Programs and Course Descriptions

study within the parameters of counseling competencies closely aligned with the current curriculum.

Throughout the independent study, the student is expected to communicate with faculty at regular intervals as designated on the contract in order to receive feedback and academic guidance. The study must be completed by the end of the semester.

Independent study demands are the equivalent of 15 contact hours per credit.

*Learning outcomes include:*

1. Goals and outcomes that measure skills, competence, and synthesis of learning from diverse resources
2. Detail of learning strategies used, such as specific projects, formal training, readings, professional meetings, informational interviewing, etc.
3. A relationship to academic experience, including areas of professional discipline, research, and theories that are professionally relevant and beneficial
4. A final product(s) with predetermined criteria used to evaluate achievement of learning outcomes (theory or topic paper, program evaluation, personal journal, book report, manual, etc.)

#### COUN 606 Counseling Procedures and Skills – 3 credits

In this course, students are introduced to the helping relationship by examining methods of patient engagement, empathic response, personal boundaries, and professional standards. Students learn techniques in creating and maintaining a safe, welcoming therapeutic alliance with patients and collaborating with patients, families, and support systems. This course provides an orientation to evidence-based methods of mental health and addiction counseling, including a history of the counseling profession and counselor roles, functions, scope of practice, and ethical expectations. Students begin to conceptualize how counselors working from an integrated behavioral health model can best collaborate with patients, families, and other professionals to ensure appropriate services across the continuum of care and within communities. Part of this course is a residency experience on the Hazelden Betty Ford Foundation campus in Center City, Minnesota. During this experience, students will practice introductory counseling skills and basic motivational interviewing, cognitive-behavioral, and twelve-step facilitation techniques.

Active participation in a 4-day on-site residency is required for the successful completion of this course. Each student is responsible to cover expenses associated with attendance at the residency, including but not limited to travel, transportation, housing, and

meals. Prerequisite(s): None

*Learning outcomes include:*

1. Creating and maintaining a quality therapeutic alliance to facilitate a collaborative and effective therapeutic environment
2. Articulating the history of and current trends in the counseling profession
3. Synthesizing and applying evidence-based prevention and intervention methods and common models of mental health and addiction counseling
4. Implementing professional practices that are consistent with ethical and legal guidelines related to issues such as personal and professional boundaries, scope of practice, consultation, referral, and supervision
5. Preparing for professional issues related to licensing, credentialing, reimbursement for services, and managed care
6. Demonstrating mastery of introductory counseling skills such as expressing empathy and active listening
7. Practicing evidence-based therapeutic techniques that match patients' stage of change and emphasize individual strengths
8. Analyzing and differentiating ways that culture impacts the delivery of evidence-based practices, therapeutic alliances and clinical professionalism

#### COUN 607 Medical Issues, Psychopharmacology, and Medication Management – 3 credits

This course explores the complex interactions among addiction, mental health, physical health, and psychopharmacology. Students will learn to conceptualize the nature of these interactions and to use

these conceptualizations to inform treatment planning. Students will classify and understand the indications, contraindications, and side effects of commonly prescribed medications for addiction and mental health. Evidence-based approaches to medication management will also be discussed. This course will provide instruction on working effectively as a counselor on an integrated team of treatment providers that includes medical professionals. Prerequisite(s): None

*Learning outcomes include:*

1. Analyzing interactions among substance use, addiction, mental health, physical health, and psychopharmacology
2. Integrating the uses, side effects, and classifications of commonly prescribed psychopharmacological medications
3. Assessing intoxication and withdrawal from psychoactive substances, as well as the potential toxicity of the substance use

## Academic Programs and Course Descriptions

4. Synthesizing assessment data to develop a treatment plan that addresses addiction, mental health, and physical health
5. Demonstrating the capacity to function well as a member of an interdisciplinary team of treatment providers
6. Recognizing and incorporating culturally competent practices when considering psychopharmacological interventions

#### COUN 609 Etiology, Screening and Assessment of Co-Occurring Disorders – 3 credits

Students in this course will learn evidence-based, culturally sensitive methods of screening and diagnostic assessment of mental health and addictive disorders. The course examines signs and symptoms of these conditions and the complex relationships among mental, physical, behavioral, and substance use health issues. Students will take a biopsychosocial approach to assessment of individual and relationship functioning, differential diagnosis using the most current edition of the Diagnostic and Statistical Manual, and basic developmental psychopathology to clinically evaluate presenting problems, stages of change, and risk. The course involves an examination of a variety of screening and assessment tools in order to inform level of care considerations and treatment planning.

Prerequisite(s): None

##### *Learning outcomes include:*

1. Gathering and synthesizing information regarding signs and symptoms of mental health and substance use disorders
2. Utilizing principles of developmental psychopathology to understand the etiology and projected course of mental health and substance use disorders
3. Analyzing interactions between substance-related and mental health symptoms to differentiate among diagnostic categories
4. Utilizing evidence-based screening and assessment tools to establish diagnosis, determine stage of spiritual issues
5. Documenting and communicating assessment results with a team of collaborating professionals to establish level of care and an appropriate service plan

#### COUN 610 Theoretical Basis: Population Substance Abuse Prevention – 3 credits

This course outlines effective public health approaches to the prevention of alcohol and other drug abuse in youth populations. Starting with a history of the ecological model and other public health models for prevention, health promotion, universal, primary prevention, and early intervention strategies

and their theoretical underpinnings will be defined. Students will be guided in their understanding of the assessment, capacity building, planning, implementation, and evaluation steps of a comprehensive prevention effort across the prevention continuum. Students will also explore the evidence-based use of the social norms approach to substance abuse prevention and how effective prevention practices are leveraged using this approach with fidelity within family, school, and community contexts.

Prerequisite(s): None

##### *Learning outcomes include:*

1. Analyze modern and historical prevention practices based on public health theories, models, and outcomes
2. Define upstream universal and primary prevention, health promotion and early intervention from the public health and ecological systems approaches
3. Build a complete understanding of how systemic and upstream prevention practices work together as a spectrum of strategy in K-12 school and community settings
4. Accurately identify risk and protective factors that present differently across ages and grades, as well as a comprehensive range of steps in the adolescent progression to substance use disorder with corresponding points of intervention
5. Conceptualize culturally competent prevention best practices as their characteristics shift across youth demographics, location, and substances of focus
6. Build a complete understanding of social norms theory, terminology, modeling, and approach as practiced within universal prevention settings
7. Understand and have ability to persuasively defend the efficacy of the social norms approach
8. Use diverse social norms data, current prevention models, and lived experience to define and address gaps in health and support the fulfillment of school- and community-relevant prevention objectives

#### COUN 611 Applied Approaches: Population Substance Abuse Prevention– 3 credits

This course challenges students to apply a comprehensive prevention planning model to effectively bring together prevention stakeholders who impact student health outcomes. Students dissect a multi-tiered, multi-modal prevention process of assessment, capacity building, planning, implementation and evaluation both conceptually and practically within their own environments, using a prevention planning wheel as well as belief and purpose

statements as the basis for their model. Students will be guided to manage resource limitations and troubleshoot group dynamics that threaten effectiveness. Throughout the course, the ability to build, launch, evolve and improve a broad-based, cohesive and proactive prevention plan with continuous quality improvement of prevention goals and objectives for varied populations and circumstances is developed.

Prerequisite(s) for Online Degree: COUN 610

Prerequisite(s) for Hybrid Degree: COUN 610

Prerequisite(s) for Professional Development Program: master's level Theory course in Population Substance Abuse Prevention or equivalent

*Learning outcomes include:*

1. Accurately conceptualize and articulate the Comprehensive Prevention Planning (CPP) model and process
2. Identify the roles of faculty, administrators, healthcare staff, parents, students, trustees, and other community members in promoting the health and welfare of young people through effective prevention goals and objectives
3. Assess one's own community's values, ethics and mission in alignment with the purposes of CPP
4. Build capacity to facilitate the process of creating belief and purpose statements for one's own community's or CPP team
5. Pinpoint the unique health and alcohol-and-other-drug prevention opportunities and challenges in one's own school climate using the Prevention Solutions Prevention Wheel and 20-Question Assessment
6. Build familiarity with common CPP action steps, such as:
  - a. the development and execution of new, evaluated, and community-tailored prevention initiatives
  - b. health, wellness, prevention, and substance policy review and revision
  - c. the use of qualitative and quantitative assessment tools to track prevention benchmarks
  - d. the provision of professional development offerings
  - e. the support of existing community prevention structures
  - f. data-driven, continuous measurement of quality improvement.
7. Facilitate an effective prevention planning team process, learning to critique and emulate lesson planning and execution by participant peers

8. Accurately assess available human resources to support the development of a working CPP process

#### COUN 701 Ethics and Professionalism – 3 credits

This course addresses ethical, moral, legal, and professional behavior as key competencies interwoven throughout counseling practice. To this end, topics and conceptual underpinnings are explored in relationship to practice across the spectrum of therapeutic intervention. A counseling orientation is provided that reviews historical development, current professional challenges, licensure and certification, and future trends. The importance of active involvement in professional counseling organizations is covered as a means to develop identity as a professional counselor.

Prerequisite(s): None

*Learning outcomes include:*

1. Appreciate the historical development, professional challenges, and future trends for counseling and its specialty areas
2. Develop a professional counselor identity that helps inform ethical, moral, legal, and professional conduct
3. Integrate a variety of professional and ethical codes into appropriate practice behaviors
4. Synthesize ethical codes with legal mandates specific to addiction counseling
5. Conceptualize a model of ethical decision making and applying it to ethical conflicts
6. Develop awareness of and sensitivity to the roles of culture and diversity throughout personal and professional ethical conduct
7. Analyze the similarities and differences among a variety of ethical codes and construct a personal code of ethics for clinical practice
8. Analyze the influence of technology on the profession, process, and ethical and cultural considerations of counseling
9. Examine counseling and addiction counseling credentialing, including licensure, certification, and accreditation practices and standards, and the effects of public policy related to these issues and service delivery
10. Examine ethical standards of professional counseling organizations, and gain awareness of the benefits of membership and active participation in professional counseling and addiction organizations

#### COUN 702 Case Management – 2 credits

This course synthesizes diverse aspects of case management across practice domains to increase knowledge and skills in providing comprehensive services. Case management models, roles, responsibilities, and strategies are covered in this course, including: documentation and practice management considerations,



## Academic Programs and Course Descriptions

working in an interdisciplinary team, interfacing with the legal system, emergency management, and engaging community systems.

Prerequisite(s): None

*Learning outcomes include:*

1. Appreciate the value of case management roles and responsibilities
2. Evaluate models of case management
3. Gain knowledge and skills related to record keeping, third party reimbursement, and other practice and management considerations in addiction counseling
4. Integrate case management principles into clinical practice, including recognition of the importance of vocation, family, social networks, and community systems in the addiction treatment and recovery process
5. Understand strategies for interfacing with the legal system and working with court referred clients
6. Incorporate multicultural competencies and cultural awareness into case management principles, including the role of wellness and spirituality in the addiction recovery process
7. Understand the interdisciplinary role of the counselor in interacting with community service and emergency management response teams

#### COUN 705 Social and Cultural Diversity in Counseling – 3 credits

This course addresses individual differences in culture and ethnicity as key considerations in assessment, diagnosis, and treatment of substance use and mental health disorders. An examination of the constructs of worldview, bias, privilege, and social justice informs a study of help-seeking behaviors of diverse groups. Also examined is the use of identity development models to improve the therapeutic relationship and treatment planning. Implications for clinical intervention are addressed for people from a variety of cultural and ethnic backgrounds. An emphasis on self-examination of the clinician's worldview and the impact this has on the client, along with the facilitation of knowledge of other cultural worldviews and experiences, are key goals for this course.

Prerequisite(s): None

*Learning outcomes include:*

1. Demonstrate cultural humility, showing consideration for clients' worldviews and their impact on the development and expression of co-occurring disorders
2. Analyze the interplay of culture, mental health, and substance use disorders, with an emphasis on intersectionality in cultural identities

3. Identify the impact of racism, discrimination, sexism, privilege, spiritual beliefs, political climate, and oppression on counselors and clients
4. Demonstrate cultural awareness, knowledge, and skills in utilizing culturally-appropriate, evidenced based approaches to counseling activities including prevention, intervention, and assessment
5. Integrate theoretical constructs and empirical findings into a strengths-based model of service for culturally diverse individuals, families, and communities
6. Promote the availability of and access to culturally-sensitive mental health and substance use disorder services through social justice and advocacy
7. Analyze effects of crisis, disasters, and trauma on diverse individuals across the lifespan

#### COUN 706 Crisis and Trauma – 3 credits

This course provides a comprehensive overview of prevention and management of crisis and trauma. Students will acquire knowledge and skills needed to assess and assist individuals who have experienced trauma, as well as individuals involved in medical, environmental, psychological, and situational crises. The course addresses the complex relationships among chemical use, crisis, and trauma, as well as a variety of therapeutic interventions including individual and group counseling, medical services, and mobilization of community resources. Students will learn to apply empirically-supported theories and methods that foster healing, reduce harm, honor cultural diversity, and promote resilience. Ethical and legal issues related to crisis management and trauma-informed services will be highlighted throughout the course.

Prerequisite(s) for Online Degree: COUN 606, 609

Prerequisite(s) for Professional Development Program: Master's level Counseling Procedures/Skills course or equivalent

*Learning outcomes include:*

1. Utilizing culturally-appropriate, evidence-based assessment tools to assess patient risk for suicide, self-harm, and violence, and to identify traumatic experiences and their physical, psychosocial, and behavioral effects
2. Synthesizing assessment data and principles of crisis intervention to inform planning and implementation of crisis prevention and management techniques
3. Creating and implementing effective crisis prevention and intervention plans, as well as appropriate debriefing and follow-up procedures for individuals involved in crisis situations
4. Collecting, analyzing, and synthesizing assessment and diagnostic data to develop individualized treatment and continuing care plans



## Academic Programs and Course Descriptions

5. Implementing evidence-based counseling strategies to address immediate and long-term reactions to trauma experiences
6. Collaborating with emergency management systems, healthcare organizations, communities, and professionals in medicine, mental health, and addiction treatment services

#### COUN 707 Family Psychoeducation and Counseling for Co- Occurring Disorders – 3 credits

This course provides a conceptualization of addiction and mental health issues from a systemic perspective. Family counseling approaches are discussed and analyzed with an emphasis on their application to treating addiction and mental health problems. The relevance of psycho-education in treating co-occurring disorders is highlighted. Research exploring the efficacy of using family counseling and psycho-education to treat a wide variety of clinical problems is synthesized alongside a discussion of theory and practice.

Prerequisite(s): COUN 606

Prerequisite(s) for Professional Development Program: Master's level Counseling Procedures/Skills course or equivalent

*Learning outcomes include:*

1. Integrating knowledge of systems theory, evidence- based practices, and effective therapeutic relationships to produce positive patient outcomes in couples and family counseling
2. Educating patients' support systems about the symptoms of co-occurring disorders, the social effects of these disorders, and the recovery process
3. Developing awareness of the impact of co-occurring disorders and the recovery process for family members at various states of family lifecycle development
4. Collaborating with the individual's support systems in the assessment, treatment planning, and recovery processes
5. Applying knowledge of family counseling and psychoeducation to public advocacy and resource development in support of quality, accessible, integrated services, while promoting self-advocacy and empowerment in patients and their support systems
6. Synthesizing an understanding of risk and resilience factors associated with co-occurring disorders to formulate prevention programs for families and communities

#### COUN 708 Group Counseling – 3 credits

This course provides an overview of theory and practice of group counseling approaches as applied to addiction and mental health. Theory and experiential learning of group process are integrated. The course applies

research findings and best practices relevant to various types of groups. Assessment issues for group referral and inclusion, ethical and culturally relevant strategies and legal considerations, and roles and responsibilities for group leadership are addressed. At the successful completion of the course, students will be able to demonstrate competence in ground counseling facilitation. Part of this course is a residency experience on the Hazelden Betty Ford Foundation campus in Center City, Minnesota. During this experience, students will participate in and facilitate supervised group counseling experiences for a minimum of 10 clock hours.

Active participation in a 4-day on-site residency is required for the successful completion of this course. Each student is responsible to cover expenses associated with attendance at the residency, including but not limited to travel, transportation, housing, and meals.

Prerequisite(s) for Online Degree: COUN 606

*Learning outcomes include:*

1. Analyze and apply group theoretical foundations and therapeutic factors to group process and content
2. Demonstrate foundational group counseling skills
3. Identify dynamics associated with group development and counseling, including distinguishing between group process and content
4. Identify characteristics and functions of effective group leaders to develop personal style of group facilitation
5. Recognize and plan for continued professional growth in approaches to group work
6. Analyze ethical standards and culturally relevant strategies for designing and facilitating groups
7. Integrate administrative aspects of group formation with types of groups as indicated by clinical need and setting
8. Gain direct experience in being a group member and facilitating a group in-class, for a minimum of 10 clock hours
9. Appreciate and value the significance of individual variability, including social, cultural, physical, and psychological variations on recovery.

#### COUN 710 Clinical Supervision – 3 credits

For professionals who supervise counselors in behavioral health settings, effective clinical supervision skills are necessary to develop a competent workforce that is able to respond to the complex needs of the patients they serve. In this course, students will evaluate and synthesize diverse models of clinical supervision. Students will learn tools for providing effective clinical supervision. Students will be required to apply knowledge and skills in clinical

## Academic Programs and Course Descriptions

supervision while receiving academic supervision. To be eligible for this course, students are required to make arrangements to participate in an ongoing clinical supervision experience for the duration of the semester. This is verified by completing and returning the COUN 710 Supervision Agreement Form prior to registration.  
Prerequisite(s) for Online Degree: COUN 832  
Prerequisite(s) for Hybrid Degree: COUN 832  
Prerequisite(s) for Professional Development Program: Master's degree and relevant experience in the addiction and/or mental health counseling field

*Learning outcomes include:*

1. Evaluate and synthesize diverse models of clinical supervision
2. Understand and utilize stages of counselor development to deliver individualized clinical supervision
3. Integrate various cultural factors that influence both counselors and patients into clinical supervision
4. Identify and evaluate supervisee's needs and issues that arise within the clinical relationship
5. Synthesize the application of clinical supervision with evidence-based practices used in the treatment of substance use and other mental health disorders
6. Apply critical thinking to effectively respond to legal and ethical concerns within the context of clinical supervision
7. Establish and apply a personal model of clinical supervision
8. Self-evaluate clinical supervision skills by applying established clinical supervision models

**COUN 711 Applied Clinical Supervision – 3 credits**

This course provides an advanced, applied experience in the theory and practice of clinical counseling supervision. Students who have successfully completed this course will have demonstrated knowledge, skills, and practices in the relevant core content areas of theory and practice of counseling supervision, including models, techniques, process, case conceptualization, ethical issues, and legal considerations. Students must be enrolled in the certificate program and are required to make arrangements to participate in an ongoing clinical supervision experience for the duration of the semester. This is verified by completing and returning the COUN 711 Supervision Agreement Form prior to registration.  
Prerequisite(s) for Online Degree: COUN 710  
Prerequisite(s) for Hybrid Degree: COUN 710  
Prerequisite(s) for Professional Development Program: Master's degree and Clinical Supervision course or equivalent

*Learning outcomes include:*

1. Compare, contrast, and incorporate appropriate theoretical frameworks and models into the clinical

supervision setting

2. Model skills in roles and relationships encountered in clinical supervision, including culturally relevant strategies and use of technology
3. Demonstrate appropriate use clinical supervision skills
4. Develop an individual style of clinical supervision that reflects best practice
5. Complete an assessment of supervisees that incorporates developmental level and other relevant characteristics
6. Outline administrative procedures and responsibilities related to clinical supervision
7. Compare and contrast issues and best practice regarding ethical and legal issues, evaluation, remediation, and gatekeeping in clinical supervision
8. Facilitate, record, and analyze two supervision sessions as supervisor

**COUN 809 Advanced Assessment and Diagnosis for Co-occurring Disorders – 3 credits**

This course provides students with current, evidence-based assessment and appraisal methods needed to formulate a comprehensive DSM-5 differential diagnosis of addiction and commonly co-occurring disorders for adults, adolescents, and children.

Using an integrated biopsychosocial approach to assessment, students will learn to examine the whole person, paying close attention to the intricacies of differentiating chemical use, addiction, mental health symptomatology and disorder, and medical issues, in order to establish an accurate diagnosis. Students will also develop skills in communicating diagnostic findings with the client, the support system, and other professionals in order to provide appropriate treatment plans and coordination of care.

Prerequisite(s) for Online Degree: COUN 609

Prerequisite(s) for Hybrid Degree: COUN 502 or 600

Prerequisite(s) for Professional Development Program: Master's level Assessment course or equivalent

*Learning outcomes include:*

1. Demonstrate familiarity with interactions among chemical use, mental health symptoms, medical conditions, and effects of prescription medications
2. Analyze clinical presentation to effectively practice differential diagnosis of addiction and co-occurring disorders, including anxiety and trauma, mood disorders, and personality disorders across the lifespan
3. Select, apply, and interpret screening and assessment instruments for mental status, risk/crisis situations, and co-occurring disorders
4. Apply concepts and models of developmental

## Academic Programs and Course Descriptions

psychopathology to clinical practice

5. Differentiate between cultural norms and psychopathology, appreciate the variation in human expression of mental health symptoms

### COUN 810 Evidence-Based Counseling and Theory – 3 credits

This course provides an examination of evidence-based practice for counseling clients with co-occurring disorders. Students complete activities and assignments to demonstrate understanding of evidence-based practices as applied to specific diagnoses and client problems. Additionally, major counseling theories will be integrated to examine the foundation and development of specific evidence-based practices. Integrated treatment, cultural adaptation to treatment, and personalized counseling are highlighted throughout course content.

Prerequisite(s) for Online Degree: COUN 606

Prerequisite(s) for Hybrid Degree: COUN 601

Prerequisite(s) for Professional Development Program: Master's level Counseling Procedures/Skills course or equivalent

#### *Learning outcomes include:*

1. Apply an integrated treatment approach for addiction and co-occurring disorders, with a focus on collaboration with the client, the support system, community resources, and other treatment providers
2. Identify and critically examine theories and evidence-based practices in counseling according to diagnosis, individual, and cultural factors
3. Apply evidence-based strategies and techniques for prevention and intervention
4. Apply knowledge of the role of psychopharmacology in the treatment of co-occurring disorders to assist clients with the behavioral and self-advocacy aspects of medication management
5. Apply trauma-informed and community-based approaches for crisis intervention
6. Utilize a culturally competent approach in evaluating appropriateness of applying empirically supported treatments to diverse individuals

### COUN 811 Treatment and Recovery Planning for Co-Occurring Disorders – 3 credits

This course provides students with an opportunity to integrate clinical data into an effective service plan for individuals with addiction and co-occurring disorders. Individualized clinical treatment planning involves collaboration with the patient, the support system, and other professionals, agencies, and community resources. Treatment planning is a creative, dynamic process in which addiction and mental health counselors identify ongoing needs and adapt the plan to best serve the patient. Development of comprehensive, treatment and recovery plans for individuals with co-occurring

substance use disorders, mental health complications, and other health concerns, is the focus of this course.

Prerequisite(s) for Online Degree: COUN 609

Prerequisite(s) for Hybrid Degree: COUN 600

Prerequisite(s) for Professional Development Program:

Master's level Diagnostic course or equivalent

#### *Learning outcomes include:*

1. Analyze clinical data through a holistic and culturally sensitive perspective to develop comprehensive case conceptualizations and measurable treatment objectives for individuals with addiction and co-occurring disorders
2. Create individualized intervention plans according to stages of change and client preferences, and updating plans in response to changes in client motivation, circumstances, and progress
3. Utilize evidence-based, community-centered approaches such as assertive community treatment and supported housing and employment for clients with serious mental illness
4. Organize and summarize clinical impressions, treatment rationales, and integrated discharge and continuing care plans through clear, objective documentation
5. Manage service needs through the collaboration of clients, support networks, community resources, and other professionals and the utilization of supervision, consultation, and referral
6. Apply strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use, and the benefits of recovery

### COUN 812 Evaluation Methodologies for the Clinician and Treatment Administrator – 4 credits

This course provides an in-depth examination of research and evaluation methodologies relevant to the clinician and treatment administrator. Students will learn to assess clinical progress with empirically-based behavioral observation and psychometric scales, the purpose of which is to determine the effectiveness of individualized counseling interventions. In addition to feedback informed treatment, students will learn about single-case design and its application to improve outcomes. Focused on a broader perspective, program evaluation will be presented as a method to enhance the performance of organized clinical services offered at various levels of care. In the process, students will learn about the determination and utilization of evidence-based methods, the research related to treatment outcomes, the necessity of empirical derived assessment, the statistics used to analyze client and program data, and the importance of consultation and collaboration with stakeholders to advance treatment effectiveness.

Prerequisite(s) for Online Degree: COUN 503

Prerequisite(s) for Hybrid Degree: COUN 503

## Academic Programs and Course Descriptions

Prerequisite(s) for Professional Development Program:  
Master's level Research course or equivalent

*Learning outcomes include:*

1. Consult the literature, clients, colleagues, and clinical expertise to construct research questions to evaluate and monitor individual patient functioning as well as clinical and prevention programming
2. Operationalize outcomes to address research questions to evaluate and monitor individual patient functioning as well as clinical and prevention programming
3. Select and use different types of reliable and valid assessments to measure, evaluate, and monitor individual patient functioning as well as clinical and prevention programming
4. Select and apply research models to evaluate and monitor individual patient functioning as well as clinical and prevention programming
5. Analyze and use data to monitor and improve individual patient function as well as clinical and prevention programming
6. Disseminate findings to researchers, clinicians, clients, and administrators to improve the effectiveness of patient functioning as well as clinical and prevention programming

#### COUN 830 Practicum – 2 Credits (Grading: Pass/Fail)

This minimum 100-hour practicum (including a minimum of 40 hours of direct service with clients) builds on previously developed skills and knowledge in counseling. Students will advance their competence in implementing evidence-based practices under the supervision of a licensed practitioner in the behavioral health field. Clinical hours will take place at sites that provide professional counseling for the treatment of emotional, behavioral, and mental disorders including addiction. Students are expected to observe and co-facilitate both individual and group counseling sessions during their clinical placement experience based on their developmental level and under the guidance of their field supervisor. In addition to weekly onsite supervision, students will attend a 1 ½ - 2-hour weekly group supervision with a faculty member. Each student is required to maintain a log of clinical hours to be verified by the onsite supervisor. Each student is required to participate and review evaluations from both onsite and faculty supervisors designed to evaluate knowledge, skills, and dispositions. Students are responsible for communicating their individual licensing needs to the course instructor.

Prerequisite(s) for Online Degree: COUN 520, 606, 609, 701

Prerequisite(s) or Co-requisite(s) for Online Degree: COUN 705, 708

Prerequisite(s) for Hybrid Degree: COUN 500, 600, 601, 701

Prerequisite(s) or Co-requisite(s) for Hybrid Degree:  
COUN 602, 604

*Learning outcomes include:*

1. Begin to develop skills in screening and assessing substance use disorders, and/or other co-occurring conditions
2. Develop skills to address the prevention and management of patient crises
3. Develop skills in treatment and recovery planning that is designed to sustain long-term recovery from addiction and mental health disorders
4. Develop competence in implementing theory and evidence-based treatment approaches
5. Increase capacity to prioritize and coordinate complex clinical case services
6. Develop and maintain therapeutic relationships to enhance patients' motivation to change
7. Facilitate a process of change, by addressing critical factors such as familial, environmental, and systemic issues
8. Appreciate diversity as a clinical asset based on individual variability across the lifespan, including social, cultural, and psychological implications of therapeutic change
9. Maintain patient records and reports through application of effective documentation skills
10. Maintain, evaluate, and promote professional and ethical standards of behavior and practice
11. Begin to develop professional counselor identity, including participation in ongoing self-assessment of current skills and future developmental professional needs
12. Develop and utilize self-care to address stress-related issues relative to professional roles and responsibilities
13. Continually self-appraise and recognize professional practice limitations and effectively seek and utilize clinical supervision

Note: Students who register for COUN 830 Practicum will be required to purchase an individual subscription to Time2Track, an online tracking system to track clinical hours.

Note: Students who register for COUN 830 Practicum will be required to purchase individual professional counseling liability insurance.

#### COUN 831 Internship 1 – 3 Credits (Grading: Pass/Fail)

This minimum 300-hour internship (including a minimum of 100 hours of direct service with clients) further builds and develops skills and knowledge in counseling as students advance their counselor identity. Students will advance their competence in implementing evidence-based



## Academic Programs and Course Descriptions

practices under the supervision of a licensed practitioner in the behavioral health field. Clinical hours will take place at sites that provide professional counseling for the treatment of emotional, behavioral, and mental disorders including addiction. Students are expected to observe and co-facilitate both individual and group counseling sessions during their clinical placement experience based on their developmental level and under the guidance of their field supervisor. In addition to weekly onsite supervision, students will attend a 1 ½ - 2-hour weekly group supervision with a faculty member. Each student is required to maintain a log of clinical hours to be verified by the onsite supervisor. Each student is required to participate and review evaluations from both onsite and faculty supervisors designed to evaluate knowledge, skills, and dispositions. Students are responsible for communicating their individual licensing needs to the course instructor.

Prerequisite(s) for Online Degree: COUN 830

Prerequisite(s) for Hybrid Degree: COUN 830

*Learning outcomes include:*

1. Further develop skills in screening and assessing substance use disorders, and/or other co-occurring conditions
2. Further develop skills to address the prevention and management of patient crises
3. Further develop skills in treatment and recovery planning that are designed to sustain long-term recovery from addiction and mental health disorders
4. Further develop competence in implementing theory and evidence-based treatment approaches
5. Continue to increase capacity to prioritize and coordinate complex clinical case services
6. Advance skills in the development and maintenance of therapeutic relationships to enhance patients' motivation to change
7. Facilitate a process of change by addressing critical factors such as familial, environmental, and systemic issues
8. Appreciate diversity as a clinical asset based on individual variability across the lifespan, including social, cultural, and psychological implications of therapeutic change
9. Educate patients, support systems, and communities, as relevant, about topics critical to recovery from addiction and mental health disorders
10. Maintain patient records and reports through application of effective documentation skills
11. Maintain, evaluate, and promote professional and ethical standards of behavior and practice

12. Further establish professional counselor identity, including participation in ongoing self-assessment of current skills and future developmental professional needs

13. Further develop and utilize self-care to address stress-related issues relative to professional roles and responsibilities

Note: Students who register for COUN 831 Internship 1 will be required to purchase an individual subscription to Time2Track, an online tracking system to track clinical hours.

Note: Students who register for COUN 831 Internship 1 will be required to purchase individual professional counseling liability insurance.

**COUN 832 Internship 2 – 4 Credits (Grading: Pass/Fail)**

This minimum 300-hour internship (including a minimum of 140 hours of direct service with clients) further builds and develops skills and knowledge in counseling as students advance their counselor identity. Students will advance their competence in implementing evidence-based practices under the supervision of a licensed practitioner in the behavioral health field. Clinical hours will take place at sites that provide professional counseling for the treatment of emotional, behavioral, and mental disorders including addiction. Students are expected to observe and co-facilitate both individual and group counseling sessions during their clinical placement experience based on their developmental level and under the guidance of their field supervisor. In addition to weekly onsite supervision, students will attend a 1 ½ - 2-hour weekly group supervision with a faculty member. Each student is required to maintain a log of clinical hours to be verified by the onsite supervisor. Each student is required to participate and review evaluations from both onsite and faculty supervisors designed to evaluate knowledge, skills, and dispositions. Students are responsible for communicating their individual licensing needs to the course instructor.

Prerequisite(s) for Online Degree: COUN 831

Prerequisite(s) for Hybrid Degree: COUN 831

*Learning outcomes include:*

1. Further develop skills in screening and assessing substance use disorders, and/or other co-occurring conditions
2. Further develop skills to address the prevention and management of patient crises
3. Further develop skills in treatment and recovery planning that are designed to sustain long-term recovery from addiction and mental health disorders
4. Further develop competence in implementing theory and evidence-based treatment approaches
5. Continue to increase capacity to prioritize and coordinate complex clinical case services
6. Advance skills in the development and maintenance of



## Academic Programs and Course Descriptions

therapeutic relationships to enhance patients' motivation to change

7. Facilitate a process of change by addressing critical factors such as familial, environmental, and systemic issues
8. Appreciate diversity as a clinical asset based on individual variability across the lifespan, including social, cultural, and psychological implications of therapeutic change
9. Educate patients, support systems, and communities, as relevant, about topics critical to recovery from addiction and mental health disorders
10. Maintain patient records and reports through application of effective documentation skills
11. Maintain, evaluate, and promote professional and ethical standards of behavior and practice
12. Further establish professional counselor identity, including participation in ongoing self-assessment of current skills and future developmental professional needs
13. Further develop and utilize self-care to address stress-related issues relative to professional roles and responsibilities
14. Continually self-appraise and recognize professional practice limitations and effectively seek and utilize clinical supervision

Note: Students who register for COUN 832 Internship 2 will be required to purchase an individual subscription to Time2Track, an online tracking system to track clinical hours.

Note: Students who register for COUN 832 Internship 2 will be required to purchase individual professional counseling liability insurance.

### COUN 833 Internship 3 – 1–4 Credits (Grading: Pass/Fail)

This course is for students who elect to pursue additional clinical hours based on their individualized educational goals and professional career plans. The internship builds on clinical skills and knowledge gained in Practicum, Internship 1, and Internship 2. Students will advance their competence in implementing evidence-based practices under the supervision of a licensed practitioner in the behavioral health field. Clinical hours will take place at sites that provide professional counseling for the treatment of emotional, behavioral, and mental disorders including addiction. Students are expected to observe and co-facilitate both individual and group counseling sessions during their clinical placement experience based on their developmental level and under the guidance of their field supervisor. In addition to weekly onsite supervision, students will attend a 1 ½ - 2-hour weekly group supervision with a faculty member. Each student is required to maintain a log of clinical

hours to be verified by the onsite supervisor. Each student is required to participate and review evaluations from both onsite and faculty supervisors designed to evaluate knowledge, skills, and dispositions. Students are responsible for communicating their individual licensing needs to the course instructor.

Prerequisite(s) for Online Degree: COUN 832

Prerequisite(s) for Hybrid Degree: COUN 832

#### *Learning outcomes include:*

1. Further develop skills in screening and assessing substance use disorders, and/or other co-occurring conditions
2. Further develop skills to address the prevention and management of patient crises
3. Further develop skills in treatment and recovery planning that are designed to sustain long-term recovery from addiction and mental health disorders
4. Further develop competence in implementing theory and evidence-based treatment approaches
5. Continue to increase capacity to prioritize and coordinate complex clinical case services
6. Advance skills in the development and maintenance of therapeutic relationships to enhance patients' motivation to change
7. Facilitate a process of change by addressing critical factors such as familial, environmental, and systemic issues
8. Appreciate diversity as a clinical asset based on individual variability across the lifespan, including social, cultural, and psychological implications of therapeutic change
9. Educate patients, support systems, and communities, as relevant, about topics critical to recovery from addiction and mental health disorders
10. Maintain patient records and reports through application of effective documentation skills
11. Maintain, evaluate, and promote professional and ethical standards of behavior and practice
12. Further establish professional counselor identity, including participation in ongoing self-assessment of current skills and future developmental professional needs
13. Further develop and utilize self-care to address stress-related issues relative to professional roles and responsibilities
14. Continually self-appraise and recognize professional practice limitations and effectively seek and utilize clinical supervision

Note: Students who register for COUN 833 Internship 3 will be required to purchase an individual subscription to Time2Track, an online tracking system to track clinical

hours.

Note: Students who register for COUN 833 Internship 3 will be required to purchase individual professional counseling liability insurance.

# Administration, Faculty, and Staff

<b>Section 8: Administration, Faculty, and Staff .....</b>	<b>page 94</b>
<b>Administration and Core Faculty .....</b>	<b>page 95</b>
<b>Emeritus Faculty.....</b>	<b>page 97</b>
<b>Adjunct Faculty .....</b>	<b>page 97</b>
<b>Administrative Staff.....</b>	<b>page 100</b>
<b>Board of Governors .....</b>	<b>page 102</b>

## Administration and Core Faculty

### Kevin Doyle, EdD, LPCC, LPC (VA), LSATP (VA)

*Pronouns: he/him/his*

*President and Chief Executive Officer, Hazelden Betty Ford Graduate School*

*Professor*

- EdD, University of Virginia, Counselor Education and Supervision, 1999
- EdS, James Madison University, Counseling Psychology, 1986
- BA, College of William and Mary, American Studies (Interdisciplinary), 1982

#### **Academic Contributions**

Dr. Doyle is a counselor educator, higher education administrator, and licensed professional counselor. His scholarly activity has focused on counseling ethics, collegiate recovery, the opioid epidemic, and counselor licensure. He has published widely in professional journals and counseling publications. He has also served on the editorial review boards of two counseling journals, and is a member of Chi Sigma Iota, the international counseling honor society.

#### **Leadership and Service**

Dr. Doyle was named the President/CEO of the Hazelden Betty Ford Graduate School in January 2022, after having served as Dean since January 2021 and then as Interim Provost and Interim President. Before joining Hazelden Betty Ford, Dr. Doyle served as Chair of the Department of Education and Counseling at Longwood University in Farmville, VA, where he was an Associate Professor and Program Coordinator of the Counselor Education program. Prior to that he taught as an adjunct professor at the University of Virginia and worked in a variety of leadership positions in addiction treatment for over 25 years.

Dr. Doyle was the 2021-22 President of the American Association of State Counseling Boards and has served four terms on the Commonwealth of Virginia Board of Counseling, including three terms as Chair. He is a former Chair of the Ethics Committee of the American Counseling Association as well that of the International Association of Addiction and Offender Counselors. He has also served on a number of non-profit and professional boards.

### Trevor Buser, PhD, LPC, NCC

*Pronouns: he/him/his*

*Dean of Academic Affairs*

*Professor (rank pending)*

- PhD, Syracuse University, Counselor Education and Supervision
- MA, Wake Forest University, Counseling

- MDiv, Princeton Theological Seminary
- BA, University of California, Los Angeles

#### **Academic Contributions**

Dr. Buser is a counselor educator, higher education administrator, and licensed professional counselor. His scholarly activity has focused on non-suicidal self-injury, behavioral addictions, and counselor training. He has published widely in professional journals and counseling publications. He also served as editor-in-chief of the *Journal of Addictions and Offender Counseling* and is a past president of the International Association of Addictions and Offender Counselors.

#### **Leadership and Service**

Dr. Buser was named the Dean of Academic Affairs of the Hazelden Betty Ford Graduate School in July 2024. Prior to joining Hazelden Betty Ford, Dr. Buser served as Associate Dean and Professor at Naropa University in Boulder, Colorado.

### Matthew Glowiak, PhD, LCPC, CAADC, ACS, NCC

*Pronouns: he/him/his*

*Associate Professor*

- PhD, Walden University, MN, Counselor Education and Supervision
- MS, Walden University, MN, Mental Health Counseling
- BS, The University of Illinois, IL, Psychology

#### **Academic Contributions**

Dr. Glowiak has a PhD in counselor education and supervision and has served those struggling with addiction while continuing to spread awareness on the topic to students, clinicians, instructors, and the general public.

#### **Leadership and Service**

Dr. Glowiak joined the Hazelden Betty Ford Graduate School in August 2024. He is a Licensed Clinical Professional Counselor (LCPC), Certified Advanced Alcohol and Other Drug Counselor (CAADC), National Certified Counselor (NCC), Approved Clinical Supervisor (ACS), professor, presenter, advocate, and writer.

### Edith Gonzalez, PhD, LPC (VA), NCC

*Pronouns: she/her/hers*

*Associate Professor*

- PhD, William & Mary, Williamsburg, CA, Counselor Education and Supervision
- MEd, William & Mary, Williamsburg, VA, Family, Marriage, and Couples Counseling
- BS, University of Houston, TX, Psychology

#### **Academic Contributions**

Dr. Gonzalez's education and research areas of expertise include Latinx families, bilingual counseling, social justice and advocacy, and underrepresented populations.

#### **Leadership and Service**

Dr. Gonzalez joined the Hazelden Betty Ford Graduate School in December 2022. Her clinical experience includes couples, family, and group counseling in community mental health settings. She is a Licensed Professional Counselor (LPC) in the commonwealth of Virginia and National Certified Counselor. In addition to teaching, she is involved in advising, supervision, and research.

#### **Zachary Hansen, EdD, LADC, NCC**

*Pronouns: he/him/his*

*Associate Professor & Training Director*

- EdD, Minnesota State University, Mankato (MSU), Mankato, MN, 2015
- MS, St. Cloud State, Minnesota, Mental Health Counseling, 2009
- BS, College of St. Scholastica, Minnesota, Psychology, 2007

#### **Academic Contributions**

Dr. Hansen has completed his Doctorate in Counselor Education and Supervision (EdD). Academic and research interests include clinical supervision, adolescent treatment, the use of intuition in counseling, and existential theory.

#### **Leadership and Service**

Dr. Hansen joined the Hazelden Betty Ford Graduate School in July 2015. Previously, he was the Coordinator of the Alcohol and Drug Studies Program and Assistant Professor at Minnesota State University, Mankato. In addition to teaching, he is involved in advising, supervision, and research.

#### **Eleni Honderich, PhD, ACS, NCC, MAC, LCPC (IL)**

*Pronouns: she/her/hers*

*Associate Professor*

- PhD, The College of William and Mary, Virginia, Counselor Education and Supervision, 2014
- M.Ed., The College of William and Mary, Virginia, Community Counseling (Addictions Emphasis), 2006
- BA, The University of Central Florida, Psychology, minor in Sociology, 2002

#### **Academic Contributions**

Dr. Honderich started her career in the addictions sector nearly 20 years ago - primarily around the delivery of addictions treatment within various levels of care, including OP, IOP, PHP, and residential treatment. In 2014, she graduated with a PhD in Clinical Mental

Health and Supervision from the College of William and Mary.

#### **Leadership and Service**

Dr. Honderich joined the Hazelden Betty Ford Graduate School in August 2024. She has found passion in teaching the next generation of clinical mental health counselors, infusing her knowledge/experience related to addiction within her coursework.

#### **Jorja Jamison, PhD, LP**

*Pronouns: she/her/hers*

*Professor*

- PhD, University of Illinois - Urbana Champaign, Counseling Psychology, 2010
- MS, University of Illinois--Urbana Champaign, Educational Psychology, 2007
- BA, University of North Carolina - Chapel Hill, Latin Language and Literature, 1995

#### **Academic Contributions**

Dr. Jamison is a licensed psychologist, author, and professor at the Hazelden Betty Ford Graduate School. She has a strong counselor educator and social justice identity, with research and academic interests in diversity, equity, inclusion, and belonging issues for individuals from marginalized backgrounds in substance use assessment, diagnosis, and treatment. She also studies vocational issues for recovering individuals, adolescent psychology, and supervision development. She is the author of *Wounded Healing: The Art and Soul of Surviving*.

#### **Leadership and Service**

Dr. Jamison joined the Hazelden Betty Ford Graduate School in August of 2012. As a professor, she is involved in teaching, advising, supervision, and research. She has presented at numerous local, state, and national conferences, including the American Psychological Association, the National Conference on Addiction Disorders, and the American Counseling Association's Association for Counselor Education and Supervision.

#### **Jennifer Rio, PhD, LPC (MI), CAADC**

*Pronouns: she/her/hers*

*Assistant Professor & Faculty Coordinator*

- PhD, University of Toledo, Counselor Education and Supervision, 2021
- MA, University of Detroit Mercy, Addiction Counseling, 2016
- BS, University of Michigan-Ann Arbor, Brain, Behavior, and Cognitive Science, 2010

#### **Academic Contributions**

Dr. Rio has a PhD in counselor education and supervision and research interests in co-occurring mental health and substance use disorders, persons who have offended, and multicultural and social justice competencies in counseling.

#### **Leadership and Service**

Dr. Rio joined the Hazelden Betty Ford Graduate School in



April of 2022. As an assistant professor, she is involved in teaching, advising, supervision, and research. Dr. Rio specializes in adolescent mental health, co-occurring mental health and substance use disorders, and individuals who have been involved in the criminal justice system.

## Emeritus Faculty

Eileen McCabe O'Mara, EdD  
Professor Emeriti

- EdD, Fairleigh Dickinson University, Counseling, Addiction, and Work, 1985
- MS, California State University at Los Angeles, Community College Counseling, 1967
- BS, New York University, Business and Education, 1964

### Academic Contributions

Dr. O'Mara is a Licensed Alcohol and Drug Abuse Counselor in Minnesota and the former Assistant Dean of the Hazelden Betty Ford Graduate School. She has published in the addiction counseling field and presented nationally and internationally on supervision and addiction counseling issues.

### Leadership and Service

Dr. O'Mara was a core faculty member at Capella Education Company and at the Hazelden Betty Ford Graduate School where she is Professor Emeriti. Dr. O'Mara is an apprentice Healing Touch professional, integrating energy work into her counseling and supervision.

## Adjunct Faculty

### Kelsey Boyea, PsyD, LP

- PsyD, University-Louisville, KY, Clinical Psychology, 2021
- MA, Spaulding University-Louisville, KY, Clinical Psychology, 2017
- BA, University of Wisconsin-La Crosse, Psychology and Sociology, 2014

Dr. Boyea is a Licensed Clinical Psychologist at Allina Health.

### Dustin Brockberg, PhD, LP

- PhD, University of Wisconsin-Madison, Counseling Psychology, 2019
- MA, University of Minnesota-Twin Cities, Counseling Psychology, 2014
- BA, University of Minnesota-Twin Cities, Child Psychology and Applied Psychology in Education and Community Settings, 2012

Dr. Brockberg is a Licensed Psychologist in the

Chronic Pain Program at Courage Kenny Rehabilitation Institute. Dr. Brockberg is the co-author of *End Your Covert Mission: A Veterans Guide to Fighting Pain and Addiction*.

### Steve Delisi, MD, DABAM, FASAM

- MD, Loyola University Medical Center – Chicago, Medicine, 1994
- BA, University of Illinois – Urbana Champaign, Biology & Psychology, 1990

Dr. Delisi is the Chief Medical Officer for YourPath, Inc. He served as the Assistant Dean of the Hazelden Betty Ford Graduate School from November 2016 to February 2019. Prior to his role as Assistant Dean, Dr. Delisi served as the Midwest Regional Medical Director then the Medical Director for Professional Education Solutions for the Foundation.

### Lisa Doyle, MA, CRADC

- MA, University of South Dakota, Vermillion, SD, Community, Agency, and School Counseling, 1996

Ms. Doyle is an adjunct instructor of psychology at the Western State University in St. Joseph, Missouri. She is the Clinical Director and Chief Administrative Officer of Addiction Awareness LLC.

### Princess Drake, PsyD

- PsyD, Florida School of Professional Psychology at Argosy, FL, Clinical Psychology, 2018
- MS, Lipscomb University, TN, Professional Counseling, 2012
- BS, Lipscomb University, TN, 2009

Dr. Drake is a Licensed Clinical Psychologist at the U.S. Department of Veteran Affairs providing individual and group psychotherapy, and diagnostic assessments in outpatient services.

### David Ducharme, MA, LPCC, LADC

- MA, Hazelden Betty Ford Graduate School, Addiction Counseling, 2017
- BS, Bemidji State University, Business Administration and Elementary Education, 2006

Mr. Ducharme is a Mental Health Professional at Hazelden Betty Ford Foundation in Center City, MN. Previously, he was an Outpatient Counselor at Hazelden Betty Ford in St. Paul, MN.

### Kathrin Hohenstern, PhD

- PhD, Walden University, Minneapolis, MN, Social Work, 2019
- MSW, University of Kansas, Lawrence, KS, 2001
- BA, Minnesota State University Moorhead, Psychology, 1998

Dr. Kathrin Hohenstern has been a social worker for over

20 years, providing group and individual therapy for mental health, substance use, and co-occurring disorders, including 14 years with the veteran population. She completed a Master of Social Work (MSW) degree at University of Kansas in 2001 and a PhD in social work at Walden University in 2019 with a focus on disaster, crisis, and intervention. She currently works for VA with the VISN 9 Suicide Prevention 2.0 telehealth program.

### **Hosia Keene, MA, LPC (WA)**

- MA, Lewis and Clark Graduate School of Counseling and Education, Mental Health Counseling – Addictions Specialization, 2018
- BS, Portland State University College of Liberal Arts and Sciences, Psychology and Film Studies, 2015

Ms. Keene is a Co-occurring Professional at the Hazelden Betty Ford Clinic in Bellevue, WA. Previously, she held the position of Patient Placement Counselor at Hazelden Betty Ford Foundation, Bellevue Clinic, working with dually licensed clinicians to complete mental health assessments, and provide individual and couples and family counseling.

### **Gerard Love, EdD**

- EdD, Vanderbilt University, Nashville, TN. Human Development Counseling, 1989
- MA University of Missouri, Columbia, MS. Counseling Psychology, 1985
- BA, Saint Norbert College, DePere, WI. Psychology, 1982

Dr. Gerard Love was the Executive Director of BriteLife Recovery in Hilton Head Island, South Carolina where he supervised and actively participated in programming and client care by conducting psychoeducational and recovery-oriented groups as well as assisting with virtual family education. Previous to that, Dr. Love was the Executive Director of the University of Alabama's Collegiate Recovery and Intervention Program, where he supervised an outpatient AOD program and the Collegiate Recovery Program.

### **Joseph Nowinski, PhD**

- PhD, University of Connecticut, 1977
- MA, Syracuse University, 1973
- BS, Hofstra University, 1967

Dr. Nowinski has an independent clinical and consulting practice. He has over 20 years of experience as an adjunct Associate Professor at the University of Connecticut and as the Supervising Psychologist at the University of Connecticut Health Center, Correctional Managed Health Care Division supervising multidisciplinary staff. Dr. Nowinski is the author of many books such as *Recovery after Rehab:*

*A Guide for the Newly Sober and Their Loved Ones.*

### **Martin Ouellette, MA, LADC**

- MA, Hazelden Betty Ford Graduate School, Addiction Counseling, 2015
- BA, University of Minnesota, 1991

Mr. Ouellette is a Clinical Services Manager at Hazelden Betty Ford Foundation in Center City, MN. Previously, he was a Licensed Counselor at Hazelden Betty Ford in Center City, MN.

### **Luther Philaya, MD**

- MD, University of Minnesota Medical School
- BA, Concordia University, Biology

Dr. Philaya is a retired physician from the Hazelden Betty Ford Foundation.

### **John Rogers, PhD, LPC (VA & ID)**

- PhD, James Madison University, Harrisonburg, VA, Counseling and Supervision, 2021
- MA, James Madison University, Harrisonburg, VA, Education Specialist in Clinical Mental Health Counseling, 2018
- MA, Stanford University, Palo Alto, CA, East Asian Studies, 1985
- BA, Yale University, New Haven, CT, Distinction in History, 1983

Dr. Rogers is an adjunct instructor at Longwood University in Virginia and is a counselor in a private practice.

### **Joshua Seezs, MSW, CSW**

- MSW, George Warren Brown School of Social Work, Washington University in St. Louis, St. Louis, Missouri, 2007
- BS, South Dakota State University, Psychology and Sociology, 2004

Mr. Seezs is a Master Trainer Consultant with Hazelden Betty Ford Foundation Publishing and is responsible for leading innovation and research and development for Hazelden Publishing's Professional Education Solutions department.

### **Britta Svihel, MA, LPCC, LADC**

- MA, Hazelden Betty Ford Graduate School, 2010
- BA, Hamline University, St. Paul, MN, Psychology and Studio Arts, 2008

Ms. Svihel works as a therapist in a private practice specializing in working with youth, families, and co-occurring disorders. She serves a wide range of individuals ranging from age 10 and up with presenting problems including addiction, anxiety disorders, PTSD, mood disorders, self-injury, suicidality, oppositional and defiant teens, OCD, grief and loss concerns, school

related problems including college level.

**Andrew Williams, MA**

- MA, University of Michigan, Ann Arbor, Cultural Anthropology, 1993
- BA, Earlham College, Richmond, IN, Sociology-Anthropology, 1985

Mr. Williams is the National Director of Diversity, Equity, and Inclusion at Hazelden Betty Ford since 2021. He leads the execution of the Foundation and Graduate School's DEI strategy at a national level, serves as an internal diversity consultant to key executive leaders, drives efforts to create a more diverse, equity-minded, and inclusive organization, and partner with key colleagues and community stakeholders to create opportunities to serve more individuals, families, and communities from historically underrepresented and marginalized backgrounds.

## Administrative Staff

### Cassie Berg

*Pronouns: she/her/hers*

*Academic Compliance & Accreditation Specialist  
Administrative Professional for President Doyle*

- ABA, Minnesota School of Business, Business Administration, 2012

Ms. Berg is responsible for providing administrative support to the President/CEO, serving as liaison to the Graduate School's Board of Governors, and supports academic activities along with bringing continuity to the administrative activities of the Graduate School's main office. Her responsibilities include compliance work for the Graduate School requirements of the Higher Learning Commission, NC-SARA, and other accrediting/oversight bodies.

### LeAnn Brown, MS

*Pronouns: she/her/hers*

*Dean of Student Affairs*

- MS, Minnesota State University, Mankato, Educational Leadership, 2001
- BS, St. Cloud State University, English 1998

Ms. Brown is responsible for managing the School's enrollment process, partnering with marketing and school leadership to create recruitment, persistence, and retention strategies, and providing analysis and reporting on the School's enrollment trends. She manages student services along with partnering with the Foundation's Development department.

### Mindy Hansen

*Pronouns: she/her/hers*

*Admissions Advisor*

- BS, St. Catherine University, Communications, 2017

Ms. Hansen is responsible for the inquiries to application process for our students. As a member of the Student Services team, Ms. Hansen also assists with student tours, campus visitors, the main phone line, email messages, and other Student Services responsibilities.

### Ginger Howell, PhD

*Instructional Designer/Educational Technologist*

- PhD, Capella University, Instructional Design for Online Learning, 2014
- MS, Harding University, Educational Technology, 2008
- MA, Harding University, Teaching, 2007
- BA, Harding University, Early Childhood Education, 2002

Dr. Howell works with faculty to design interactive online courses and course components utilizing research-based techniques, learning theories, engaging activities, and appropriate instructional technologies. She works to

ensure that the online courses are designed to increase student engagement with the content. In addition to supporting faculty and improving line courses, Dr. Howell is available to assist and train students who experience technical difficulty.

### Connie Kastens

*Pronouns: she/her/hers*

*Financial Aid Administrator*

Ms. Kastens administers the student financial aid program including federal, state, and local funds. Assesses financial needs of students, and advises students regarding financial aid options, processes, and requirements. She serves as the point of contact for all in-house and outside grants and scholarships along with coordinating benefits for VA/GI bill recipients.

### Jessica Lackner, MSW, LGSW

*Pronouns: she/her/hers*

*Student Success Advisor*

- MSW, University of St. Thomas, Clinical Social Work, 2022
- BSW, University of Wisconsin – River Falls, Social Work, 2020

Ms. Lackner is responsible for coordinating residencies and leading new students through online and in-person orientations. Additional responsibilities include helping students navigate student life, assisting international and veteran students, assisting with study skills, time management, and any other issues related to being an online or hybrid student.

### Jennifer Olson

*Pronouns: she/her/hers*

*Assistant Financial Aid Administrator*

- AAS, Duluth Business University, Accounting, 2001
- AAS, Duluth Business University, Business Administration, 2001

Ms. Olson is responsible for providing assistance in the processing and verification of requests for Title IV funding for students of the Hazelden Betty Ford Graduate School.

### Debra Selin

*Pronouns: she/her/hers*

*Registrar*

- BA, College of St. Scholastica, Sports and Recreation Management, 1989

Ms. Selin is responsible for the administrative activities related to student enrollment, billing, course scheduling, textbooks, registration, and maintenance of student records.

### Jacquelyn Senske

*Pronouns: she/her/hers*

*Enrollment Advisor*

- BA, St. Olaf College, English and Media Studies, 2004

Ms. Senske is responsible for the application process for our students. Additional responsibilities include coordinating graduation activities including the ceremony and reception. As a member of the Student Services team, Ms. Senske also assists with the main phone line, email messages, and other Student Services responsibilities.

### **Marissa Stedman**

*Pronouns: she/her/hers*

*Assistant to the Deans*

- BA, Arizona State University, Tempe, AZ, Philosophy, 2018

Ms. Stedman is responsible for providing administrative support to the Dean of Academic Affairs and Dean of Student Affairs and provides faculty support for academic and accreditation purposes.

### **Pam Wood**

*Pronouns: she/her/hers*

*Continuing Education Specialist*

- BA, Augsburg College, Business Management, 1991

Ms. Wood is responsible for coordinating continuing education offerings for the Foundation staff and Graduate School alumni.



## Board of Governors

The Board of Governors is comprised of public members representing the School's key constituent communities. These accomplished leaders provide not only expertise concerning policy development, academic effectiveness, and strategic planning, but also important opportunities for linkage to the larger higher education culture and constituency.

The principle responsibility of the Board of Governors is to ensure academic freedom, school autonomy, and shared governance. As an institution of higher learning within a large non-profit health care organization, governors seek to vision, create, and advance a sustainable future for the Graduate School through contributions to policy development, strategic planning, and representation of the Graduate School to the larger Foundation and community at large.

- Stephen Dinwiddie, MD
- Kevin Doyle, EdD (President and Chief Executive Officer - Hazelden Betty Ford Graduate School)
- Hon. Susan Fox Gillis (Chair)
- Suzanne Jessee
- John F. Kelly, PhD
- Lisa Laitman
- William Lammers
- Patricia Lampkin, EdD
- Joseph Lee, MD (President and Chief Executive Officer - Hazelden Betty Ford Foundation)
- Dawn McFarland
- Bennett Rosenthal
- Anderson Saint Georges
- Cameron Strang

# Directory



**Section 9: Directory..... page 103**  
**Hazelden Betty Ford Foundation Locations..... page 104**  
**Hazelden Betty Ford Foundation Web Addresses..... page 105**

## Hazelden Betty Ford Foundation Locations

### **Aurora, Colorado - Children's Program**

14001 East Iliff Avenue, Suite 120  
Aurora, Colorado 80014-1417  
303-745-2275

### **Beaverton, Oregon - Hazelden Betty Ford**

6600 SW 105<sup>th</sup> Ave., Suite 120  
Beaverton, Oregon 97008-8800  
971-245-1332

### **Bellevue, Washington - Hazelden Betty Ford**

1231 116<sup>th</sup> Ave. NE, Suite 410  
Bellevue, Washington 98004  
855-336-1677

### **Center City, Minnesota - Hazelden Betty Ford**

15251 Pleasant Valley Road, PO Box 11  
Center City, Minnesota 55012-0011  
651-213-4000

### **Center City, Minnesota - Publishing**

15251 Pleasant Valley Road, PO Box 176  
Center City, Minnesota 55012-0176  
800-328-9000

### **Chaska, Minnesota - Hazelden Betty Ford**

1107 Hazeltine Boulevard, Suite 300  
Chaska, Minnesota 55318-1065  
952-679-2936

### **Chicago, Illinois - Hazelden Betty Ford**

867 North Dearborn Street  
Chicago, Illinois 60610-3310  
312-631-7947

### **Los Angeles, California - Betty Ford**

**Center** 10700 Santa Monica Boulevard, Suite  
310 Los Angeles, CA 90025-6588  
310-307-7059

### **Maple Grove, Minnesota - Hazelden Betty Ford**

7001 East Fish Lake Road, Suite 120  
Maple Grove, Minnesota 55311-2805  
763-401-5890

### **Naples, Florida - Hazelden Betty Ford**

950 6<sup>th</sup> Avenue North, Suite 101  
Naples, Florida 34102-5633  
239-659-2344

### **New York (Tribeca), New York**

Hazelden Betty Ford - Tribeca  
283 West Broadway  
New York, New York 10013-  
2204 646-601-7594

### **Newberg, Oregon - Hazelden Betty Ford**

1901 Esther Street  
Newberg, OR 97132-9529  
503-554-4300

### **Newton, Massachusetts - FCD Educational Services**

29 Crafts Street, Suite 150  
Newton, Massachusetts 02458--1288  
617-964-9300

### **Plymouth, Minnesota - Hazelden Betty Ford's Center for Teens, Young Adults and Families**

11505 36<sup>th</sup> Avenue North  
Plymouth, Minnesota 55441-2304  
763-509-3810

### **Rancho Mirage, California - Betty Ford Center**

39407 Vista Del Sol  
Rancho Mirage, California  
92270 760-423-6715

### **Saint Paul, Minnesota - Hazelden Betty Ford Development/Legal**

2550 University Ave. W., Suite  
315N St. Paul, Minnesota 55114--  
1903 651-213-4300

### **Saint Paul, Minnesota – Hazelden Betty Ford**

680 Stewart Avenue  
St. Paul, Minnesota 55102-  
4117 651-292-2450

### **San Diego, California – Betty Ford Center**

11720 El Camino Real, Suite 200  
San Diego, California 92130-  
2244 858-766-9685

## Hazelden Betty Ford Foundation Web Addresses

**hazeldenbettyford.edu**

(Graduate School information)

**hazeldenbettyford.org**

(General Hazelden Betty Ford Foundation information)

*Revised August 2024*

**Hazelden Betty Ford Graduate School**

**Sex Discrimination and Sex-Based  
Harassment Policy & Title IX Grievance  
Procedures**



# **SEX DISCRIMINATION AND SEX-BASED HARASSMENT POLICY**

## **I. POLICY STATEMENT**

Hazelden Betty Ford Graduate School (the “Graduate School”), part of the Hazelden Betty Ford Foundation (the “Foundation”) is committed to providing a learning and working environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination on the basis of sex. Discrimination on the basis of sex (“Sex Discrimination”) includes discrimination on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, pregnancy or related conditions, and parental status. The Graduate School considers Sex Discrimination in all its forms to be a serious offense.

Consistent with the Graduate School’s Non-Discrimination Notice and the U.S. Department of Education’s implementing regulations for Title IX of the Education Amendments of 1972 (“Title IX”) (see 34 C.F.R. § 106 et seq.), the Graduate School prohibits Sex Discrimination in all of its Education Programs or Activities. This prohibition extends to all aspects of the Graduate School’s Education Programs or Activities, including, but not limited to, admissions, employment, academics, and student services.

## **II. SCOPE**

This policy applies to all Graduate School employees, including staff, faculty, and administrators; students; applicants for employment; customers; third-party contractors; and all other persons that participate in the Graduate School’s Education Programs or Activities, including third-party visitors on campus (the “Graduate School Community”). This policy applies to Sex Discrimination that occurs within the Graduate school’s Education Programs or Activities and that is committed by a member of the Graduate School Community.

This Policy does not apply to Sex Discrimination that occurs outside the scope of the Graduate School’s Education Programs or Activities. Nevertheless, the Graduate School will address a sex-based hostile environment under its Education Programs or Activities even when some conduct alleged to be contributing to the hostile environment occurred outside the Education Programs or Activities or outside of the United States.

This policy prohibits Sex Discrimination when the complainant and alleged perpetrator are members of the same or opposite sex, and it applies regardless of national origin, immigration status, or citizenship status.

While this policy is the exclusive policy governs Complaints involving allegations of Sex Discrimination that occurs within the Graduate School’s Education Programs or Activities, reports or complaints of Sex Discrimination may implicate conduct that violates other Graduate School policies and standards. The Graduate School retains full discretion to enforce its other policies and standards with respect to applicable conduct, whether prior to, at the same time as, or after allegations of Sex Discrimination have been resolved pursuant to this policy.

### **III. TITLE IX STATEMENT**

It is the policy of the Graduate School to comply with Title IX of the Education Amendments of 1972 and its implementing regulations, Title VII of the Civil Rights Act of 1964, and other applicable state and local laws which prohibit discrimination based on sex in the Graduate School's Education Programs or Activities. The Graduate School's prohibition on Sex Discrimination extends to all aspects of its operations, including admissions and employment. Title IX and its implementing regulations also prohibit retaliation for asserting claims of Sex Discrimination. The Graduate School has designated a Title IX Coordinator to coordinate its compliance with Title IX and to receive inquiries regarding Title IX, including complaints of Sex Discrimination:

Title IX Coordinator  
15251 Pleasant Valley Road  
PO Box 11, Mail Stop CO9  
Center City, MN 55012  
TitleIX@hazeldenbettyford.edu

A person may also make a Complaint of Sex Discrimination with the United States Department of Education's Office for Civil Rights regarding an alleged violation of Title IX by visiting [www2.ed.gov/about/offices/list/ocr/complaintintro.html](http://www2.ed.gov/about/offices/list/ocr/complaintintro.html) or by calling 1-800-421-3481.

The Graduate School encourages members of the Graduate School community to report any and all instances of Sex Discrimination, even if they are unsure whether the conduct rises to the level of a policy violation.

### **IV. DEFINITIONS**

- A. "Complaint" means an oral or written request to the Graduate School that objectively can be understood as a request for the Graduate School to investigate and make a determination about alleged discrimination.
- B. "Complainant" means a student or employee who is alleged to have been subjected to conduct that could constitute Sex Discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute Sex Discrimination and who was participating or attempting to participate in the Graduate School's education program or activity at the time of the alleged Sex Discrimination.
- C. "Consent" refers to words or actions that a reasonable person in the perspective of the Respondent would understand as agreement to engage in the sexual conduct at issue. A person who is incapacitated is not capable of giving Consent.
- D. "Incapacitated" refers to the state where a person does not appreciate the nature or fact of sexual activity due to the effect of drugs or alcohol consumption, medical condition or disability, or due to a state of unconsciousness or sleep.
- E. "Disciplinary sanctions" means consequences imposed on a respondent following a

determination under Title IX that the respondent violated the Graduate School's prohibition on Sex Discrimination.

- F. "Education Programs or Activities" refers to all the operations of the Graduate School, including, but not limited to, in-person and online educational instruction, employment, research activities, extracurricular activities, dining services, and community engagement and outreach programs. The term applies to all activity that occurs on campus or on other property owned or occupied by the Graduate School. It also includes off-campus locations, events, or circumstances over which the Graduate School exercises substantial control over the Respondent and the context in which the Sex Discrimination occurs.
- G. "Parental status" means the status of a person who, with respect to another person who is under the age of 18 or who is 18 or older but is incapable of self-care because of a physical or mental disability, is a biological parent, adoptive parent, foster parent, or stepparent; a legal custodian or guardian; in loco parentis with respect to such a person; or actively seeking legal custody, guardianship, visitation, or adoption of such a person.
- H. "Peer retaliation" means retaliation by a student against another student.
- I. "Pregnancy or related conditions" means pregnancy, childbirth, termination of pregnancy, or lactation, including related pregnancy-related medical conditions and/or recovery.
- J. "Respondent" means a person who is alleged to have violated the Graduate School's prohibition on sex discrimination.
- K. "Retaliation" means intimidation, threats, coercion, or discrimination against any person by the Graduate School, a student, or an employee or other person authorized by the Graduate School to provide aid, benefit, or service under the Graduate School's education program or activity, for the purpose of interfering with any right or privilege recognized by this policy, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation or proceeding under this policy, including in a grievance procedure.
- L. "Sex-Based" means on the basis of:
  - 1. Sex
  - 2. Sex stereotypes
  - 3. Sex characteristics
  - 4. Pregnancy or related conditions
  - 5. Sexual orientation

6. Gender identity.

M. “Sex-Based Harassment” is a form of Sex Discrimination and means sexual harassment and other harassment on the basis of sex, that is:

1. Quid Pro Quo Harassment: an employee, agent, or other person authorized to act on behalf of the Graduate School explicitly or impliedly conditioning the provision of an aid, benefit, or service on a person’s participation in unwelcome sexual conduct;
2. Hostile Environment Harassment: unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the recipient’s education program or activity (i.e., creates a hostile environment); or
3. Specific Offenses:
  1. Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
  2. Dating violence, meaning violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim;
  3. Domestic violence, meaning felony or misdemeanor crimes committed by a person who is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the Minnesota, or a person similarly situated to a spouse of the victim; is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner; shares a child in common with the victim; or commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of Minnesota; or
  4. Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others or suffer substantial emotional distress.

N. “Supportive Measures” are non-disciplinary, non-punitive individualized services offered, as appropriate, and reasonably available, and without fee or charge, that are designed to restore or preserve equal access to the Graduate School’s Education Programs or Activities without unreasonably burdening another party, including measures designed to protect the safety of all parties implicated by a report or the Graduate School’s education environment, to deter sex-based harassment, or to provide support to a party during the Graduate School’s grievance procedures or in resolution process.

## **V. UNDERSTANDING HOSTILE ENVIRONMENT HARASSMENT**

In determining whether a hostile environment exists, the Graduate School will consider the totality of circumstances, including the degree to which the unwelcome sex-based conduct affected the Complainant's ability to access the Graduate School's Education Programs or Activities; the nature and severity of the conduct at issue; the type, frequency, and duration of the conduct; the parties' roles and relationship to each other within the Graduate School, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct; the respective ages of the parties; the location and context in which the conduct occurred; and the number of persons affected. Hostile environment harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

Some specific examples of conduct that may constitute hostile environment harassment include, but are not limited to:

- Pressure for a dating, romantic, or intimate relationship, or for sexual activity
- Unwelcome touching, kissing, hugging, rubbing, or massaging
- Unnecessary references to parts of the body
- Sexual innuendos, jokes, humor, or gestures
- Displaying sexual graffiti, pictures, videos, or posters
- Using sexually explicit language, including but not limited to profanity
- Asking or telling about sexual fantasies or sexual activities
- Leering or staring at someone in a sexual way, such as staring at a person's breasts or groin
- Commenting on a person's dress in a sexual manner
- Giving unwelcome personal gifts such as flowers, chocolates, or lingerie that suggest the desire for a romantic relationship
- Commenting on a person's body, gender, sexual relationships, or sexual activities
- Insulting, demeaning, or degrading another person based upon their gender identity or a perception that the other person fails to conform to stereotypical notions of expected characteristics for men and women

The above-listed examples may constitute sex-based harassment whether conducted in-person or electronically, for example, through email, text messages, or social media.

## **VI. UNDERSTANDING CONSENT**

Lack of consent is a critical factor in determining whether sexual violence has occurred. Consent is informed, freely given, and mutually understood. Consent requires an affirmative act or statement by each participant. Consent is not passive.

- If coercion, intimidation, threats, and/or physical force are used, there is no consent.
- If a person is mentally or physically incapacitated or impaired by alcohol or



drugs such that the person cannot understand the fact, nature, or extent of the sexual situation, there is no consent.

- Warning signs of when a person may be incapacitated due to drug and/or alcohol use include slurred speech, falling down, passing out, and vomiting.
- If a person is asleep or unconscious, there is no consent.
- If a person is below the minimum age of consent in the applicable jurisdiction, there cannot be consent.
- Consent to one form of sexual activity does not imply consent to other forms of sexual activity.
- Consent can be withdrawn. A person who initially consents to sexual activity is deemed not to have consented to any sexual activity that occurs after he or she withdraws consent.
- Being in a romantic relationship with someone does not imply consent to any form of sexual activity.
- Effective consent may not exist when there is a disparity in power between the parties (e.g., faculty/student, supervisor/employee).

## **VII. PREGNANCY AND PREGNANCY-RELATED CONDITIONS**

The Graduate School will not discriminate against any student, employee, or applicant based on that person's current, potential, or past pregnancy or related conditions. The Title IX Coordinator is responsible for ensuring that pregnant students, employees, and applicants are treated equitably.

### A. Students

#### 1. Employee Reporting

When a student informs any employee of the student's pregnancy or related conditions, the employee shall promptly provide that student with the Title IX Coordinator's contact information and inform the student that the Title IX Coordinator can coordinate specific actions to prevent Sex Discrimination and ensure the student's equal access to the Graduate School's Education Programs or Activities.

#### 2. Title IX Coordinator

When the Title IX Coordinator becomes aware of a student's pregnancy, the Title IX Coordinator shall provide the student with a copy of the Graduate School's notice of nondiscrimination and inform the student of the Graduate School's obligations to offer:

- Reasonable modifications to the Graduate School's policies, practices, or procedures, based on the student's individual need(s);
- Voluntary leave of absence and reinstatement upon return;
- Voluntary access to separate and comparable portion of the Education Program of Activity (for example, switching from in-person to online programming); and
- Clean, private lactation space which is not a bathroom.

The Title IX Coordinator shall not require supporting documentation unless the documentation is reasonable and necessary for the determination of reasonable modifications or other accommodations for the student; nor shall the Title IX Coordinator require a student who is pregnant or has a pregnancy-related condition to provide certification from a healthcare provider that the student is physically able to participate in the Education Programs or Activities.

**B. Employees**

The Graduate School shall treat pregnancy or related conditions as any other temporary medical conditions for all job-related purposes, including commencement, duration, and extensions of leave; payment of disability income; accrual of seniority and any other benefit or service; reinstatement; and any fringe benefits offered to employees by virtue of employment.

The Graduate School shall treat pregnancy or related conditions as a justification for a voluntary leave of absence without pay for a reasonable period of time, at the conclusion of which the employee shall be reinstated to the status held when the leave began or to a comparable position, without decrease in rate of compensation or loss of promotional opportunities or any other right or privilege of employment.

Graduate School employees have access to lactation space which is clean, private, and not a bathroom. Employees shall be granted reasonable break time to express breast milk or breastfeed as needed.

**VIII. ROLES AND RESPONSIBILITIES**

**A. Title IX Coordinator**

It is the responsibility of the Title IX Coordinator to coordinate the Graduate School's efforts to comply with Title IX. The Title IX Coordinator shall respond promptly and effectively to any Sex Discrimination in the Graduate School's Education Programs and Activities, prevent its recurrence, and remedy its effects. The Title IX Coordinator's responsibilities include:

- Monitoring the Graduate School's Education Programs and Activities to identify conduct that could constitute Sex Discrimination and barriers to reporting Sex Discrimination, and take steps reasonably calculated to address any such barriers;
- Preventing discrimination against, and coordinate accommodations to ensure access for, students who are pregnant or have related conditions;
- Offering and coordinating supportive measures to students affected by Sex Discrimination, including Sex-Based Harassment;
- Receiving Complaints and reports from Graduate School faculty or staff regarding conduct that might constitute sex-based discrimination;
- Treating complainants and respondents equitably and notifying affected individuals of their rights;

- Ensuring that employees and students are aware of the procedures for reporting Complaints of Sex Discrimination;
- Implementing the Title IX Grievance Procedures, including determining whether to initiate a complaint as Title IX coordinator;
- Ensuring compliance with Title IX recordkeeping requirements.

**B. Administrators, Deans, Department Chairs, and Other Managers**

It is the responsibility of administrators, deans, department chairs, and other managers (i.e., those that formally supervise other employees) to:

- Inform employees under their direction or supervision of this policy
- Work with the Title IX Coordinator to implement education and training programs for employees and students
- Implement any corrective actions that are imposed as a result of findings of a violation of this policy

**C. Employees – Reporting Requirement**

Throughout this policy, the term “employees” includes all faculty, staff, and administrators. It is the responsibility of employees to review this policy and comply with it.

All Graduate School employees also have a duty to report Sex Discrimination to the Title IX Coordinator when they receive a report of such conduct, witness potential Sex Discrimination, or learns of potential Sex Discrimination through some other means. This includes employees who may have a professional license requiring confidentiality if they are not employed by the Graduate School in that professional role. An employee not reporting Sex Discrimination as required by this policy may be disciplined accordingly, up to and including termination.

**D. Students**

It is the responsibility of students to review this policy and comply with it.

**IX. REPORTING SEX DISCRIMINATION**

Any person, whether the person reporting is the person alleged to be the victim of conduct that could constitute Sex Discrimination, including Sex-Based Harassment, may report Sex Discrimination to the Title IX Coordinator. Reports may be made in person, by regular mail, telephone, electronic mail, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. In- person reports must be made during normal business hours, but reports can be made by regular mail, telephone, or electronic mail at any time, including outside normal business hours.

All members of the Graduate School Community should be aware that all employees at the Graduate School, other than those identified as confidential resources in the next section,

have an obligation to report information about Sex Discrimination to the Title IX Coordinator and they may not keep this information confidential.

#### **X. CONFIDENTIAL RESOURCES**

If a victim desires to talk confidentially about his or her situation, the Student Assistance Program (SAP) is an available resource. Please see section 6 of the College Catalog and Student Handbook for information on accessing the SAP.

#### **XI. SPECIAL ADVICE FOR INDIVIDUALS REPORTING SEXUAL ASSAULT, DOMESTIC VIOLENCE, DATING VIOLENCE, OR STALKING**

If you are the victim of sexual assault, domestic violence, dating violence, or stalking, do not blame yourself. These crimes are never the victim's fault. When a physical crime of violence has been perpetrated against you, the Graduate School recommends that you immediately go to the emergency room of a local hospital and contact local law enforcement, in addition to making a prompt complaint under this policy.

If you are the victim of sexual assault, domestic violence, or dating violence, do everything possible to preserve evidence by making certain that the crime scene is not disturbed. Preservation of evidence may be necessary for proof of the crime or in obtaining a protection order. As necessary to preserve evidence, victims of sexual violence, domestic violence, or dating violence should not bathe, urinate, douche, brush teeth, or drink liquids until after they are examined and, if necessary, a rape examination is completed. Clothes should not be changed. When necessary, seek immediate medical attention at an area hospital and take a full change of clothing, including shoes, for use after a medical examination.

It is also important to take steps to preserve other types of evidence such as letters, emails, text messages, social media posts, etc., rather than evidence of physical contact and violence. While preserving these types of evidence is important in all situations, they may be the only evidence available in cases of stalking.

In addition to making a complaint of sexual assault, domestic violence, dating violence, or stalking to the Graduate School, the Complainant has several other options such as, but not limited to:

- Contacting law enforcement. However, whether to notify law enforcement is a decision that will be left to the victim in most cases, and the Graduate School recognizes a victim's right to decline to report to law enforcement.
- Contacting parents or a relative
- Seeking legal advice
- Seeking personal counseling (always recommended)
- Receiving assistance with accessing fair and respectful health care and counseling services
- Pursuing legal action against the perpetrator
- Pursuing a Complaint through the Graduate School

- Requesting that no further action be taken
- Requesting further information about the Graduate School’s policy and procedures for addressing Sex Discrimination
- Requesting further information about available resources

If a victim elects to report an incident to law enforcement, at the request of the victim, Graduate School personnel, as designated by the Title IX Coordinator, will provide prompt assistance in notifying the appropriate law enforcement officials.

## **XII. RESOURCES**

Any individual affected by or accused of Sex Discrimination will have equal access to support and counseling services offered through the Graduate School. The Graduate School encourages any individual who has questions or concerns to seek support of Graduate School identified resources. The Title IX Coordinator is available to provide information about the Graduate School’s policy and procedure and to provide assistance.

Resources for counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services available for victims of Sex Discrimination can be found below:

### *Institutional Resources*

- Student Assistance Program. To access services, please call 1-800-383-1908. To access web-based information, please see the log-in and password information within the Student Assistance Program pdf document available in Populi shared files.
- Student Financial Aid – Sometimes a victim of a crime may feel the need to take a leave of absence from school. If a student is considering a leave of absence based on the circumstances of a complaint, he/she should understand there may be financial aid implications in taking such leave. This should be discussed with financial aid personnel, and the Title IX Coordinator can assist in facilitating this conversation if desired. The institution’s financial aid website can be found at [www.hazeldenbettyford.org/education/graduate-school-addiction-studies/admissions-aid/financial-aid](http://www.hazeldenbettyford.org/education/graduate-school-addiction-studies/admissions-aid/financial-aid)

### *State/Local Resources*

- Fairview Lakes Medical Center, 5200 Fairview Blvd, Wyoming, MN 55092. (651) 982-7000. <https://www.mhealthfairviewped.org/locations/M-Health-Fairview-Lakes-Medical-Center---Wyoming>
- St. Croix Regional Medical Center, 235 E State St, St Croix Falls, WI 54024. (800) 642-1336. <https://www.saintcroixhealth.org/>
- Fairview Counseling Services--Chisago City, 11725 Stinson Ave, Chisago City, MN 55013. (651) 257-8499. <https://www.mhealthfairview.org/locations/M-Health-Fairview-Clinic---Chisago-City>
- Canvas Health crisis help and counseling, 555 West Broadway Avenue, Suites 2



- & 3, Forest Lake, MN. Sexual Assault Crisis: (651) 777-1117.  
<https://www.canvashealth.org/crisis-support/>
- Washington County Crisis Line, Stillwater, MN. (651) 777-4455.  
<https://www.washingtoncountymn.gov/2923/Crisis-Response>
- LawHelpMN. <https://www.lawhelpmn.org/issues/abuse-violence-crime-victims-rights/sexual-assault-and-other-crime-victims>

#### *National Resources*

- National Domestic Violence Hotline: 1-800-799-7233
- National Sexual Assault Hotline: 1-800-656-4673
- Rape, Abuse and Incest National Network (RAINN): <https://www.rainn.org/>
- US Dept. of Justice Office on Violence Against Women:  
<https://www.justice.gov/ovw>
- National Coalition Against Domestic Violence: <http://www.ncadv.org/>
- National Sexual Violence Resource Center: <http://www.nsvrc.org/>
- U.S. Citizenship and Immigration Services: <https://www.uscis.gov/>
- Immigration Advocates Network: <https://www.immigrationadvocates.org/>

Please contact the Title IX Coordinator if you have any questions about these resources or need assistance in accessing them.

### **XIII. PRELIMINARY ASSESSMENT**

Upon receipt of a report made pursuant to Section VIII, the Title IX Coordinator will conduct a preliminary assessment to determine:

- Whether the conduct, as reported, falls or could fall within the scope of the policy specified in Section II; and
- Whether the conduct, as reported, constitutes or could constitute Sex Discrimination.

If the Title IX Coordinator determines that the conduct reported could not fall within the scope of the policy, and/or could not constitute Sex Discrimination, even if investigated, the Title Coordinator will close the matter and may notify the reporting party if doing so is consistent with the Family Educational Rights and Privacy Act (“FERPA”). The Title IX Coordinator may refer the report to other Graduate School offices, as appropriate.

If the Title IX Coordinator determines that the conduct reported could fall within the scope of the policy, and/or could constitute Sex Discrimination, if investigated, the Title IX Coordinator will proceed to contact the Complainant as specified in Section XIV.

As part of the preliminary assessment, the Title IX Coordinator may take investigative steps to determine the identity of the Complainant, if such identity is not apparent from the report.

### **XIV. CONTACTING THE COMPLAINANT**

If a report is not closed as a result of the preliminary assessment specified in Section XIII and the Complainant's identity is known, the Title IX Coordinator will promptly contact the Complainant to discuss the availability of Supportive Measures specified in Section XV; to discuss and consider the Complainant's wishes with respect to such Supportive Measures; to inform the Complainant of the availability of such Supportive Measures with or without filing a Complaint; to explain the process for making a Complaint; and to advise the Complainant of the investigation and adjudication procedures set forth in this policy. The Complainant will also be provided options for filing complaints with the local police and information about resources that are available on campus and in the community.

## **XV. SUPPORTIVE MEASURES**

If a report is not closed as a result of the preliminary assessment specified in Section XIII, the Title IX Coordinator will offer and make available Supportive Measures to the Complainant regardless of whether the Complainant elects to make a Complaint.

Contemporaneously with the Respondent being notified of a Complaint, the Title IX Coordinator will notify the Respondent of the availability of Supportive Measures for the Respondent, and the Graduate School will offer and make available Supportive Measures to the Respondent in the same manner in which it offers and makes them available to the Complainant. The Graduate School will also offer and make available Supportive Measures to the Respondent prior to the Respondent being notified of a Complaint, if the Respondent requests such measures.

Supportive Measures that burden a Respondent will only be imposed after a Complaint is made and will be terminated at the conclusion of the investigation and adjudication process. Supportive Measures that burden a Respondent must be no more restrictive of the Respondent than is necessary to restore or preserve the Complainant's access to the Graduate School's Education Programs or Activities and will not be imposed for punitive or disciplinary reasons.

For Supportive Measures, other than those that burden a Respondent, the Graduate School may, as appropriate, modify or terminate such Supportive Measures at the conclusion of the investigation and adjudication process, or the Graduate School may continue them beyond that point.

Either party may request that the Title IX Coordinator modify, augment, or terminate Supportive Measures, after their imposition, if circumstances have changed materially.

If a party affected by Supportive Measures qualifies as a person with a disability under applicable law, the Title IX Coordinator may consult, as appropriate, with the individual or office at the Graduate School designated to provide support to persons with disabilities to ensure that the Graduate School complies with relevant disability law in the implementation of Supportive Measures.

Supportive Measures may include counseling, extensions of academic or other deadlines, course-related adjustments, modifications to work or class schedules, campus escort services, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of campus, and other similar measures. Supportive Measures

may also include mutual restrictions on contact between the parties implicated by a report.

Supportive Measures are available regardless of whether the individual chooses to report the crime to local law enforcement. The Graduate School will maintain the confidentiality of Supportive Measures provided to either a Complainant or Respondent, to the extent that maintaining such confidentiality does not impair the Graduate School's ability to provide the Supportive Measures in question.

Failure to comply with the terms of any Supportive Measures that have been implemented may constitute a separate violation of this policy.

If a Complainant has obtained an ex parte order of protection, full order of protection, or any other temporary restraining order or no contact order against the alleged perpetrator from a criminal, civil, or tribal court, the Complainant should provide such information to the Title IX Coordinator. The Graduate School, in conjunction with law enforcement or other Graduate School officials as necessary, will take all reasonable and legal action to implement the order.

If a party is affected by the Title IX Coordinator's decision to provide, deny, modify, augment, or terminate Supportive Measures, and wishes to seek a modification or reversal of the decision, the party may appeal the matter to the Graduate School's President/CEO. Such an appeal must be made in writing and generally must be made within seven (7) days of the date the party is notified of the decision that the party wishes to appeal, provided, however, that the [insert title of official] may hear appeals made outside the seven (7) day window for good cause shown, after considering all the facts and circumstances. If the Supportive Measures at issue in an appeal are ones that may affect the other party, the [insert title of official] will notify the potentially affected party and allow that party to submit a written response, prior to deciding the appeal. The decision of the [insert title of official] is final and not subject to further review.

If a Supportive Measure burdens the Respondent, the Respondent will be given an opportunity to appeal the imposition of the Supportive Measure prior to the Supportive Measure taking effect unless such pre-imposition appeal is impractical, in which case the Respondent will be given an opportunity to appeal as soon as possible after the Supportive Measure has taken effect.

## **XVI. INTERIM REMOVAL**

At any time after receiving a report of Sex Discrimination, the Title IX Coordinator may remove a student Respondent from one or more of the Graduate School's Education Programs or Activities on a temporary basis if an individualized safety and risk analysis determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Sex Discrimination justifies removal. In the event the Title IX Coordinator imposes an interim removal, the Title IX Coordinator must offer to meet with the Respondent within twenty-four hours and provide the Respondent an opportunity to challenge the interim removal. In the event the Title IX Coordinator imposes an interim removal, the interim removal is subject to appeal pursuant to the appeal procedure specified in "Supportive Measures."

In the case of a Respondent who is a non-student employee (administrator, faculty, or staff), and in its discretion, the Graduate School may place the Respondent on administrative leave at any time after receiving a report of Sex Discrimination, including during the pendency of the investigation and adjudication process specified in the Title IX Grievance Procedures.

For all other Respondents, including independent contractors and guests, the Graduate School retains broad discretion to prohibit such persons from entering onto its campus and other properties at any time, and for any reason, whether after receiving a report of Sex Discrimination or otherwise.

## **XVII. COMPLAINTS**

A person may make a Complaint with the Title IX Coordinator requesting that the Graduate School investigate and adjudicate a report of Sex Discrimination in accordance with the Title IX Grievance Procedures, provided, however, that the person must (1) meet the definition of Complainant; (2) be a person who has the legal right to act on the Complainant's behalf; (3) be the Title IX Coordinator; or (4) with respect to Complaints of Sex Discrimination other than Sex-Based Harassment, be a Student or Employee or a third-party who is participating or attempting to participate in the Graduate School's education programs or activities when the alleged Sex Discrimination occurred. The Graduate School encourages persons to make complaints of Sex Discrimination as soon as possible because late reporting may limit the Graduate School's ability to investigate and respond to the conduct complained of. The Complainant must have been participating in, or attempting to participate in, one or more of the Graduate School's Education Programs or Activities at the time of the alleged Title IX violation.

A Complainant may file a Complaint with the Title IX Coordinator in person, by regular mail, or by email using the contact information specified in Section III above.

So that the Graduate School has sufficient information to investigate, the Complaint may include: (1) the date(s) and time(s) of the alleged conduct; (2) the names of all person(s) involved in the alleged conduct, including possible witnesses; (3) all details outlining what happened; and (4) contact information for the Complainant so that the Graduate School may follow up appropriately.

In deference to the agency of alleged victims of Sex Discrimination, the Title IX Coordinator will exercise the authority to make a Complaint only after careful consideration of multiple factors suggests there is an immediate and serious threat to the health or safety of the Complainant or other person or where not making a Complaint would prevent the Graduate School from maintaining a non-discriminatory environment. Such factors to be considered include: (1) the Complainant's request not to proceed with initiation of a complaint; (2) the Complainant's reasonable safety concerns regarding initiation of a Complaint; (3) the risk of additional Sex Discrimination; (4) the severity of the alleged Sex Discrimination, including whether the discrimination, if established, would require the removal of the Respondent from campus or imposition of another disciplinary

sanction to end the discrimination and prevent its recurrence; (5) the age and relationship of the parties involved; (6) whether the alleged perpetrator is an Employee; (7) the scope of the alleged Sex Discrimination, including information suggesting a pattern, ongoing Sex Discrimination, or Sex Discrimination alleged to have impacted multiple individuals; (8) the availability of evidence; and (9) whether the Graduate School could end the alleged Sex Discrimination and prevent its recurrence without initiating the investigation and adjudication procedures.

A Complaint for allegations of Sex Discrimination, excluding Sex-Based Harassment, may be made by a person who observes or becomes aware of the potential discrimination, provided that the person is a student, employee, or other person who is participating or attempting to participate in the Graduate School's Education Programs or Activities at the time of the alleged Sex Discrimination.

If the Title IX Coordinator makes a Complaint, the Title IX Coordinator will notify the Complainant prior to doing so and appropriately address reasonable concerns about the Complainant's safety or the safety of others, including by providing Supportive Measures.

If the Complainant or the Title IX Coordinator files a Complaint, then the Graduate School will commence an investigation and proceed to adjudicate the matter as specified in Section II of the Title IX Grievance Procedures. In all cases where a Complaint is filed, the Complainant will be treated as a party, irrespective of the party's level of participation.

In a case where the Title IX Coordinator makes a Complaint, the Title IX Coordinator will not act as a Complainant or otherwise as a party for purposes of the investigation and adjudication processes.

If the Title IX Coordinator elects not to make a Complaint, and no other person makes a Complaint, the Title IX Coordinator will still evaluate the need for and, if appropriate, implement other prompt and effective steps to ensure that Sex Discrimination does not continue or recur in the Graduate School's Education Programs or Activities and to remedy its effects, if any.

#### **XVIII. CONSOLIDATION OF COMPLAINTS**

The Graduate School may consolidate Complaints as to allegations of Sex-Based Harassment where the allegations arise out of the same facts or circumstances. Where the investigation and adjudication process involve more than one Complainant or more than one Respondent, references in this policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable. A Complaint of Retaliation may be consolidated with a Complaint of Sex Discrimination.

#### **XIX. DISMISSAL PRIOR TO COMMENCEMENT OF INVESTIGATION**

Any time after a Complaint is made, the Title IX Coordinator will evaluate the Complaint and may dismiss it if the Title IX Coordinator determines:



- The Graduate School is unable to identify the Respondent after taking reasonable steps to do so.
- The Respondent is not participating in the Graduate School’s education programs or activities and is not employed by the Graduate School.
- The Complainant voluntarily withdraws any or all of the allegations in the Complaint, in writing, and the Title IX Coordinator determines that without the withdrawn allegations, the conduct that remains part of the Complaint, if any, would not constitute Sex Discrimination even if proven.
- After first taking reasonable efforts to clarify the allegations, the Title IX Coordinator determines that the conduct alleged in the Complaint, even if proven, would not constitute Sex Discrimination.

Upon dismissal, the Title IX Coordinator must promptly notify the Complainant of the dismissal and its basis, in writing. If the dismissal occurs after the Respondent has been notified of the Complaint, the Title IX Coordinator must also simultaneously notify the Respondent of the dismissal and its basis, in writing. The written notice to the Complainant and/or the Respondent, as applicable must advise the party of their right to appeal the dismissal pursuant to the procedures specified in “Appeals.”

Even when a Complaint is dismissed, the Complainant and, as applicable, the Respondent, are still eligible for Supportive Measures as set forth in “Supportive Measures,” and the Title IX Coordinator shall evaluate whether to take other prompt and effective steps to ensure that Sex Discrimination does not continue in the Graduate School’s education programs or activities.

## **XX. NOTICE OF COMPLAINT**

Within five (5) business days of the Title IX Coordinator receiving a Complaint, the Title IX Coordinator will notify the Complainant and Respondent in writing that includes:

- A full copy of this policy and the Title IX Grievance Procedures, whether in physical or electronic form.
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identifies of the parties involved in the incident, the conduct alleged to constitute Sex Discrimination, and the date and location of the alleged incident, to the extent that information is available to the Graduate School.
- A statement that the Respondent is presumed not responsible for the alleged Sex Discrimination until an adjudication of responsibility is made final and that the parties will have an opportunity to present relevant evidence to a trained, impartial decisionmaker prior to such adjudication being made.
- A statement that the party is entitled to receive access to relevant evidence or to an investigative report that accurately summarizes the evidence; if the Graduate School provides the party with a summary of the relevant evidence, the parties will have an equal opportunity to access the relevant and not otherwise impermissible

evidence upon the request of any party.

- Notification to the Complainant and Respondent of the Graduate School's prohibitions on Retaliation and false statements.
- If the case is one involving Sex-Based Harassment and a student Complainant or student Respondent, a statement that the party may be accompanied by an advisor of their choice, who may be an attorney, and who is permitted to fulfill the role.

If there are legitimate concerns for the safety of any person because of providing the written notice of Complaint, providing such written notice may be reasonably delayed to address the safety concern appropriately. Safety concerns that would justify delay of providing the written notice must be based on an individualized safety and risk analysis and not mere speculation or stereotypes. In any event, the written notice of Complaint will be provided to a party sufficiently in advance of their initial investigative interview such that the party has sufficient time to prepare.

If, in the course of an investigation, the Graduate School decides to investigate additional allegations of Sex Discrimination by the Respondent toward the Complainant that are not included in the notice provided or that are included in a complaint that has been consolidated, the Graduate School will notify the parties of the additional allegations.

## **XXI. CONDUCT THAT CONSTITUTES A CRIME**

Any person who wishes to make a complaint of Sex-Based Harassment that also constitutes a crime—including sexual violence, domestic violence, dating violence, or stalking—is encouraged to make a complaint to local law enforcement.

If requested, the Graduate School will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911. A victim may decline to notify such authorities.

This policy sets forth the Graduate School's processes for responding to reports and Complaints of Sex Discrimination. The Graduate School's processes are separate, distinct, and independent of any criminal processes. The pendency of a criminal investigation does not relieve the Graduate School of its responsibilities under Title IX. While the Graduate School may temporarily delay its processes under this policy to avoid interfering with law enforcement efforts if requested by law enforcement, the Graduate School will otherwise apply this policy and its processes without regard to the status or outcome of any criminal process.

## **XXII. VENDORS, CONTRACTORS, AND THIRD PARTIES**

This policy applies to the conduct of vendors, contractors, and third parties. Members of the Graduate School Community who believe they have been subject to Sex Discrimination in violation of this policy by a vendor, contractor, or other third party can make a complaint to the Title IX Coordinator.

Notwithstanding any rights that a given vendor, contractor, or third-party Respondent may have under this policy, the Graduate School retains its right to limit any vendor, contractor, or third-party's access to campus for any reason. And the Graduate School retains all rights it enjoys by contract or law to terminate its relationship with any vendor, contractor, or third-party irrespective of any process or outcome under this policy.

### **XXIII. RETALIATION**

It is a violation of this policy to retaliate against any member of the Graduate School Community who reports or makes a complaint of Sex Discrimination or who participates in the investigation of a complaint in any way. Persons who believe they have been retaliated against in violation of this policy should make a complaint to the Title IX Coordinator.

Any report or Complaint of Retaliation will be processed under this policy in the same manner as a report or Complaint of Sex Discrimination, as the case may be. The Graduate School retains discretion to consolidate a Complaint of Retaliation with a Complaint of Sex Discrimination for investigation and/or adjudication purposes if the two Complaints share a common nexus.

### **XXIV. CONFIDENTIALITY AND SHARING INFORMATION**

The Graduate School will keep confidential the identity of any individual who has made a report or Complaint of Sex Discrimination or Retaliation including any Complainant, the identity of any individual who has been reported to be a perpetrator of Sex Discrimination or Retaliation including any Respondent, and the identity of any witness. This does not prevent the disclosure of the identity of the Complainant and Respondent to one another as permitted below.

The Graduate School will also maintain the confidentiality of its various records generated in response to reports and Complaints, including, but not limited to, information concerning Supportive Measures, notices, investigation materials, adjudication records, and appeal records.

Notwithstanding the foregoing, the Graduate School may reveal the identity of any person or the contents of any record if permitted by FERPA, if necessary to carry out the Graduate School's obligations under Title IX and its implementing regulations including the conduct of any investigation, adjudication, or appeal under this policy or any subsequent judicial proceeding, or as otherwise required by law. Further, notwithstanding the Graduate School's general obligation to maintain confidentiality as specified herein, the parties to a report or Complaint will be given access to investigation and adjudication materials in the circumstances specified in this policy.

While the Graduate School will maintain confidentiality specified in this Section, the Graduate School will not limit the ability of the parties to discuss the allegations at issue in a particular case. Parties are advised, however, that the manner in which they communicate about, or discuss a particular case, may constitute Sex Discrimination or Retaliation in certain circumstances and be subject to discipline pursuant to the processes

specified in this policy.

Note that certain types of Sex-Based Harassment are considered crimes for which the Graduate School must disclose as crime statistics in its Annual Security Report that is provided to the campus community and available to the public. These disclosures will be made without including personally identifying information.

## **XXV. RESOLUTION**

Administrators, faculty member, staff, students, contractors, guests, and other members of the Graduate School community who commit Sex Discrimination are subject to the full range of discipline including verbal reprimand; written reprimand; mandatory training, coaching, or counseling; mandatory monitoring; partial or full probation; partial or full suspension; fines; permanent separation from the institution (i.e., termination or dismissal); physical restriction from Graduate School property; cancellation of contracts; and any combination of the same.

The Graduate School will provide persons who have experienced Sex Discrimination ongoing remedies as reasonably necessary to restore or preserve access to the Graduate School's Education Programs or Activities.

## **XXVI. VICTIMS' RIGHTS**

In addition to the rights enumerated in this policy and the Title IX Grievance Procedures, victims of sexual assault, dating violence, domestic violence, stalking, and other forms of sexual violence have rights under the Crime Victims Bill of Rights, Minn. Stat. §§ 611A.01–611A.06, including the right to assistance from the Crime Victims Reimbursement Board and the commissioner of public safety, as well as the following additional rights under Minnesota law:

- To be treated with dignity by all members of the Graduate School community;
- To be free from suggestion that they are at fault for crimes or violations that occurred;
- To be free from suggestion that they should have acted in a different manner to avoid such a crime;
- To make a report with local law enforcement officials;
- The complete and prompt assistance of campus authorities, at the direction of law enforcement authorities, in obtaining, securing, and maintaining evidence in connection with a sexual assault incident;
- The assistance of campus authorities in preserving for a sexual assault complainant or victim materials relevant to a campus disciplinary proceeding;
- At the request of the victim, providing a student who reported sexual assault to the

Graduate School and subsequently choose to transfer to another postsecondary institution with information about resources for victims of sexual assault at the institution to which the victim is transferring; and

- Consistent with laws governing access to student records, providing a student who reported an incident of sexual assault with access to the student's description of the incident as it was reported to the Graduate School, including if that student transfers to another postsecondary institution.

Additionally, to the extent it does not otherwise conflict with the requirements of other sections of this policy, Complainants and Respondents have the right to decide when and whether to repeat a description of an alleged incident of Sex Discrimination.

#### **XXVII. AMNESTY**

A witness or victim of an incident of sexual assault who reports the incident in good faith shall not be sanctioned by the Graduate School for admitting in the report to a violation of the Graduate School's student conduct policy on the personal use of drugs or alcohol.

#### **XXVIII. OTHER VIOLATIONS OF THIS POLICY**

Alleged violations of this policy, other than violations of the prohibitions on Sex Discrimination and Retaliation, will be subject to review under the Student Code of Conduct for students, the Faculty Handbook for faculty, or other Graduate School or Foundation policies and standards for employees.

#### **XXIX. OUTSIDE APPOINTMENTS, DUAL APPOINTMENTS, AND DELEGATIONS**

The Graduate School retains discretion to retain and appoint suitably qualified persons who are not Graduate School employees to fulfill any function of the Graduate School under this policy, including, but not limited to, the investigator and/or appeals officer.

The Graduate School also retains discretion to appoint two or more persons to jointly fulfill the role of investigator and/or appeals officer.

The functions assigned to a given Graduate School official under this policy, including but not limited to the functions assigned to the Title IX Coordinator, investigator, and appeals officer, may, in the Graduate School's discretion, be delegated by such Graduate School official to any suitably qualified individual and such delegation may be recalled by the Graduate School at any time.

#### **XXX. ACADEMIC FREEDOM**

While the Graduate School is committed to the principles of free inquiry and free expression, Sex Discrimination is neither legally protected expression nor the proper exercise of academic freedom.

#### **XXXI. EDUCATION**



Because the Graduate School recognizes that the prevention of Sex Discrimination is important, it offers educational programming to a variety of groups such as: campus personnel; incoming students and new employees participating in orientation. Among other elements, such training will cover relevant definitions, procedures, and sanctions; will provide safe and positive options for bystander intervention; and will provide risk reduction information, including recognizing warning signs of abusive behavior and how to avoid potential attacks. To learn more about education resources, please contact the Title IX Coordinator.

# **TITLE IX GRIEVANCE PROCEDURES**

## **I. GENERAL PRINCIPLES**

### **A. Applicability**

These Title IX Grievance Procedures apply to the resolution of all Complaints under the Sex Discrimination Policy.

### **B. Administration**

For purposes of these Title IX Grievance Procedures, “investigator” means the individual(s) designated by the Title IX Coordinator to investigate a Complaint. The investigator shall have responsibility for administering these Title IX Grievance Procedures. During an investigation, the investigator may receive counsel from Graduate School administrators, the Graduate School’s attorneys, or other parties as needed.

### **C. Fairness and Impartiality**

These procedures provide for fair and impartial investigations and resolutions. All Graduate School officials involved in the investigation process shall discharge their obligations under these Title IX Grievance Procedures fairly and impartially. If an involved Graduate School official determines that he or she cannot apply these procedures fairly and impartially because of the identity of a Complainant, Respondent, or witness, or due to any other conflict of interest, another appropriate individual will be designated to administer these procedures.

### **D. Privacy**

The Graduate School will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.

#### **1. Treatment Records and Other Privileged Information**

During the investigation and adjudication processes, the investigator and adjudicator are not permitted to access, consider, disclose, permit questioning concerning, or otherwise use:

- A party’s records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional or paraprofessional’s capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party; or
- Information or records protected from disclosure by any other legally recognized privilege, such as the attorney client privilege;

unless the Graduate School has obtained the party’s voluntary, written consent to do so for the

purposes of the investigation and adjudication process.

Notwithstanding the foregoing, the investigator and/or adjudicator may consider any such records or information otherwise covered by this Section if the party holding the privilege affirmatively discloses the records or information to support their allegation or defense.

## 2. Sexual History of the Complainant

During the investigation and adjudication processes, questioning regarding a Complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the Complainant's prior sexual behavior are offered to prove that someone other than the Respondent committed the conduct alleged, or if the questions and evidence concern specific incidents of the Complainant's prior sexual behavior with respect to the Respondent and are offered to prove consent. Notwithstanding the foregoing, a Complainant who affirmatively uses information otherwise considered irrelevant by this Section for the purpose of supporting the Complainant's allegations, may be deemed to have waived the protections of this Section.

### **E. Rights of the Parties**

The burden is on the Graduate School—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether Sex Discrimination occurred.

During the investigation, the investigator will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible. The investigator will not restrict the ability of the parties to gather and present relevant evidence on their own. Notwithstanding the foregoing, the investigator retains discretion to limit the number of witness interviews the investigator conducts if the investigator finds that such testimony would be irrelevant or impermissible.

The investigation is a party's opportunity to present testimonial and other evidence that the party believes is relevant to resolution of the allegations in the Complaint. A party that is aware of and has a reasonable opportunity to present particular evidence and/or identify particular witnesses during the investigation, and elects not to, will be prohibited from introducing any such evidence during the adjudication absent a showing of mistake, inadvertence, surprise, or excusable neglect.

### **F. Presumption of Non-Responsibility**

From the time a report or Complaint is made, a Respondent is presumed not responsible for the alleged sex discrimination until a determination regarding responsibility is made final. The Graduate School will not impose discipline on a Respondent for Sex Discrimination prohibited by Title IX unless there is a determination at the conclusion of the Title IX grievance procedures that the Respondent engaged in prohibited Sex Discrimination.

### **G. Evidentiary Standard**

In making any determination on the resolution of the complaint, the evidentiary standard is the preponderance of the evidence; that is, whether it is more likely than not that Sex Discrimination occurred.

## **H. Training**

The Graduate School will assure that Graduate School officials acting under this policy, including but not limited to the Title IX Coordinator, investigators, Graduate School–provided advisors, and appeals officers receive training in compliance with 34 C.F.R. § 106.8(d)(4) and any other applicable federal or state law. Such training will include issues related to sex discrimination, sexual assault, domestic violence, dating violence, and stalking and how to conduct an investigation that protects the safety of victims and promotes accountability.

## **II. INVESTIGATION AND RESOLUTION OF A SEX DISCRIMINATION COMPLAINT**

### **A. INVESTIGATION**

#### **1. Commencement**

During the investigation, the Complainant will have the opportunity to describe their allegations and present supporting witnesses or other evidence. The Respondent will have the opportunity to respond to the allegations and present supporting witnesses or other evidence. The investigator will review the statements and evidence presented and may, depending on the circumstances, interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the complaint. All parties and witnesses involved in the investigation are expected to provide complete and truthful information.

If either the Complainant or Respondent needs additional time to prepare or to gather witnesses or information, they shall notify the investigator in writing explaining how much additional time is needed and why it is needed. The investigator shall promptly respond to any such request.

#### **2. Proceedings**

Any party whose participation is invited or expected shall be provided written notice of the date, time, location, participants, and purpose of all meetings or proceedings with sufficient time for the party to prepare to participate.

The investigator's process for proposing and asking relevant and not otherwise impermissible questions and follow-up questions of parties and witnesses, including questions challenging credibility, will:

- Allow the investigator to ask such questions during individual meetings with a party or witness;
- Allow each party to propose such questions that the party wants asked of any party or witness and have those questions asked by the investigator during one or more individual meetings, including follow-up meetings, with a party or witness, subject to the procedures for evaluating and limiting questions discussed below; and
- Provide each party with an audio recording or transcript with enough time for the party to have a reasonable opportunity to propose follow-up questions.

The investigator will determine whether a proposed question is relevant and not otherwise impermissible before the question is posed and will explain any decision to exclude a question as not relevant or otherwise impermissible. Questions that are unclear or harassing of the party or witness being questioned will not be permitted.

#### **3. Documentation of Investigation**

The investigator will take reasonable steps to ensure the investigation is documented.



Interviews of the parties and witnesses may be documented by the investigator's notes, audio recorded, video recorded, or transcribed. The particular method utilized to record the interviews of parties and witnesses will be determined by the investigator in the investigator's sole discretion, although whatever method is chosen shall be used consistently throughout a particular investigation.

#### 4. Access to the Evidence

At the conclusion of the evidence-gathering phase of the investigation, but prior to the completion of the investigation report, the investigator will transmit to each party and their advisor, in either electronic or hard copy form, all evidence obtained as part of the investigation that is directly related to the allegations raised in the Complaint, including inculpatory or exculpatory evidence whether obtained from a party or some other source. Thereafter, the parties will have ten (10) calendar days in which to submit to the investigator a written response, which the investigator will consider prior to completing the investigation report.

The parties and their advisors are permitted to review the evidence solely for the purposes of this grievance process and may not photograph or disseminate the evidence to the public.

#### 5. Investigation Report

After the period for the parties to provide any written response as specified in Section II.A.4 has expired, the investigator will complete a written investigation report that fairly summarizes the various steps taken during the investigation, summarizes the relevant evidence collected, lists material facts on which the parties agree, and lists material facts on which the parties do not agree. When the investigation report is complete, the investigator will transmit a copy to the Title IX Coordinator. The investigator will also transmit the investigation report to each party and their advisor, in either electronic or hard copy form.

### **B. RESOLUTION**

#### 1. Deliberation and Determination

The Title IX Coordinator will appoint an adjudicator whose responsibility it will be to adjudicate the Complaint. Within three (3) days of being notified about the adjudicator's identity, either party may raise concerns, if any, about bias or conflict of interest to the Title IX Coordinator or, if the concerns relate to the Title IX Coordinator as adjudicator, to the President/CEO. The adjudicator may be the investigator or the Title IX Coordinator themselves. The investigation report and its appended evidence will be transmitted to the adjudicator.

The adjudicator will promptly send written notice to the parties notifying the parties of the adjudicator's appointment; setting a deadline for the parties to submit a written response to the investigation report and its appended evidence which shall not be sooner than seven

(7) days from the date the investigator transmitted the investigation report; and setting a date and time for each party to meet with the adjudicator separately. The adjudicator's meetings with the parties will not be held any earlier than ten (10) days from the date the investigator transmitted the investigation report to the parties.

A party's written response to the investigation report must include:

- To the extent the party wishes to respond to any aspect of the investigation report or evidence, any such response.
- A statement as to whether the party contends the credibility of the other party or any witness is in dispute; if so, how such credibility dispute is relevant in evaluating any of the allegations in the Complaint; and what questions the party contends should be asked to the party or witness to test credibility.
- Any argument that a particular piece or class of evidence should be categorically excluded from consideration at the hearing based on any one or more of the standards specified in these grievance procedures.
- Argument regarding whether any of the allegations in the Complaint are supported by a preponderance of the evidence.
- Argument regarding whether any of the allegations in the Complaint constitute Sex Discrimination.

While the party may receive assistance in preparing the written response, the written response must be submitted and signed by the party themselves or someone with legal authority to act on their behalf.

After reviewing the parties' written responses to the investigation report, the adjudicator will meet separately with each party to ask questions concerning the party's written response, the investigation report, and/or the evidence collected during the investigation, including questions that may bear on credibility. The adjudicator may also meet with specific witnesses whose credibility is in dispute, and whose testimony is potentially relevant in evaluating any allegations in the Complaint, to pose questions that may bear on credibility.

After meeting with each party and any witness whose credibility is in dispute, the adjudicator will objectively evaluate all relevant evidence collected during the investigation, including both inculpatory and exculpatory evidence, and ensure that any credibility determinations made are not based on a person's status as a Complainant, Respondent, or witness. The adjudicator will take care to exclude from consideration any evidence that was ruled inadmissible by operation of Section I.D. The adjudicator will resolve disputed facts using a preponderance of the evidence (i.e., "more likely than not") standard and reach a determination regarding whether the facts that are supported by a preponderance of the evidence constitute one or more violations of the policy as alleged in the Complaint. If the adjudicator is not persuaded under the applicable standard by the evidence that Sex Discrimination occurred, whatever the quantity of the evidence is, the

adjudicator will not determine that Sex Discrimination occurred.

## 2. Discipline and Remedies

In the event the adjudicator determines that the Respondent is responsible for violating this policy, the adjudicator will, prior to issuing a written decision, consult with an appropriate Graduate School official with disciplinary authority over the Respondent and such official will determine any discipline to be imposed. The adjudicator will also, prior to issuing a written decision, consult with the Title IX Coordinator who will determine whether and to what extent ongoing supportive measures or other remedies will be provided to the Complainant. The adjudicator may seek legal advice from the Graduate School's in-house or outside counsel.

## 3. Written Decision

After reaching a determination and consulting with the appropriate Graduate School official and Title IX Coordinator as required by Section II.B.2, the adjudicator will prepare a written decision that will include:

- Identification of the allegations potentially constituting Sex Discrimination made in the Complaint;
- A description of the procedural steps taken by the Graduate School upon receipt of the Complaint, through issuance of the written decision, including notification to the parties, interviews with the parties and witnesses, site visits, and methods used to gather non-testimonial evidence;
- Information about the policies and procedures that the Graduate School used to evaluate the allegations;
- The adjudicator's evaluation of the relevant and not otherwise impermissible evidence and determination whether Sex Discrimination occurred;
- A statement of, and rationale for, each allegation that constitutes a separate potential incident of Sex Discrimination, including a determination regarding responsibility for each separate potential incident;
- Articulated findings of fact, made under a preponderance of the evidence standard, that support the determination;
- If the adjudicator determines that Sex Discrimination occurred, any discipline determined by the appropriate Graduate School official as referenced in Section II.B.2;
- Whether the Complainant and/or any other students identified by the Graduate School to be experiencing the effects of the Sex Discrimination will receive any ongoing

support measures or other remedies as determined by the Title IX Coordinator; and

- A description of the Graduate School’s process and grounds for appeal, as specified in Section III.

The adjudicator’s written determination will be transmitted to the parties and the Title IX Coordinator. Transmittal of the written determination to the parties concludes the investigation, subject to any right of appeal as specified in Section III.

Content in the written decision regarding ongoing Supportive Measures and other remedies for the Complainant, if applicable, may be redacted from the version of the written report shared with the Respondent, to the extent necessary to comply with this Policy and FERPA. Transmittal of the written decision to the parties concludes the adjudication process, subject to any right of appeal as specified in “Appeals.” Any discipline imposed will be stayed pending the completion of any appeal.

Although the length of time needed to issue the written decision will vary depending on the totality of the circumstances, the Graduate School strives to issue the adjudicator’s written decision within thirty (30) days of the adjudicator’s appointment.

4. Procedures Following a Determination that Sex Discrimination Occurred

If there is a determination that Sex Discrimination occurred, as appropriate, the Title IX Coordinator will:

- Coordinate the provision and implementation of remedies to the Complainant and other people the Graduate School identifies as having had equal access to the Graduate School’s education program or activity limited or denied by Sex Discrimination;
- Coordinate the imposition of any disciplinary sanctions on the Respondent, including notification to the Complainant of any such disciplinary sanctions; and
- Take other appropriate prompt and effective steps to ensure that Sex Discrimination does not continue or recur within Graduate School’s Education Program or Activity.

**III. APPEALS**

Either party may appeal the determination or a dismissal of a Complaint, on one or more of the following grounds:

- A procedural irregularity that would change the determination of whether a policy violation occurred;
- There is new evidence that was not reasonably available at the time the determination or dismissal was made, that could have affected the outcome;

- The Title IX Coordinator, investigator, or adjudicator had a conflict of interest or bias for or against complainants or respondents generally, or against the individual Complainant or Respondent, that affected the outcome.

No other grounds for appeal are permitted.

A party must file an appeal within seven (7) business days of the date they receive notice of dismissal or determination appealed from or, if the other party appeals, within three (3) business days of the other party appealing, whichever is later. The appeal must be submitted in writing to the President/CEO, who serves as the appeal officer. The appeal officer will be an individual who did not take part in the investigation of the allegations or dismissal of the Complaint. The appeal must specifically identify the determination and/or dismissal appealed from, articulate which one or more of the three grounds for appeal are being asserted, explain in detail why the appealing party believes the appeal should be granted, and articulate what specific relief the appealing party seeks.

Promptly upon receipt of an appeal, the appeal officer will conduct an initial evaluation to confirm that the appeal is timely filed and that it invokes at least one of the permitted grounds for appeal. If the appeal officer determines that the appeal is not timely, or that it fails to invoke a permitted ground for appeal, the appeal officer will dismiss the appeal and provide written notice of the same to the parties.

If the appeal officer confirms that the appeal is timely and invokes at least one permitted ground for appeal, the appeal officer will provide written notice to the other party that an appeal has been filed and that the parties may submit a written statement in support of, or challenging, the outcome within seven (7) business days. The appeal officer shall also promptly obtain from the Title IX Coordinator any records from the investigation and adjudication necessary to resolve the grounds raised in the appeal.

Upon receipt of any opposition, or after the time period for submission of an opposition has passed without one being filed, the appeal officer will promptly decide the appeal and transmit a written decision to the parties that explains the outcome of the appeal and the rationale.

The determination of a Complaint, including any discipline, becomes final when the time for appeal has passed with no party filing an appeal or, if any appeal is filed, at the point when the appeal officer has resolved all appeals, either by dismissal or by transmittal of a written decision.

No further review beyond the appeal is permitted.

Although the length of each appeal will vary depending on the totality of the circumstances, the Graduate School strives to issue the appeal officer's written decision within (21) business days of an appeal being filed.

#### **IV. CONFLICTS OF INTEREST, BIAS, AND PROCEDURAL COMPLAINTS**

The Title IX Coordinator, investigator, adjudicator and appeals officer will be free of any



material conflicts of interest or material bias. Any party who believes one or more of these Graduate School officials has a material conflict of interest or material bias must raise the concern promptly so that the Graduate School may evaluate the concern and find a substitute, if appropriate. The failure of a party to timely raise a concern of a conflict of interest or bias may result in a waiver of the issue for purposes of any appeal specified in Section III or otherwise.

#### **V. OBJECTIONS GENERALLY**

Parties are expected to raise any objections, concerns, or complaints about the investigation, adjudication, and appeals process in a prompt and timely manner so that the Graduate School may evaluate the matter and address it, if appropriate.

#### **VI. RECORDINGS**

Wherever this policy specifies that an audio recording will be made, the recording will be made only by the Graduate School and is considered property of the Graduate School, subject to any right of access that a party may have under this policy, FERPA, and other applicable federal, state, or local laws. Only the Graduate School is permitted to make audio recordings under this policy. The surreptitious recording of any meeting, interview, or other interaction contemplated under this policy is strictly prohibited.

#### **VII. SPECIAL PROCEDURE CONCERNING COMPLAINTS AGAINST THE PRESIDENT, THE TITLE IX COORDINATOR, OR OTHER ADMINISTRATORS RANKED HIGHER THAN THE TITLE IX COORDINATOR**

If a complaint involves alleged conduct on the part of the Graduate School's President, the Graduate School's Board of Governors ("Board") will designate the investigator and oversee the investigation and adjudication process. Based on the outcome of the adjudication, the Board will implement any sanctions or remedial measures.

If a complaint involves alleged conduct on the part of the Title IX Coordinator or any administrator ranked higher than the Title IX Coordinator, the President/CEO will designate the Investigating Officer and oversee the investigation and adjudication process. Based on the outcome of the adjudication, the President/CEO will implement any sanctions or remedial measures.

#### **VIII. BAD FAITH COMPLAINTS AND FALSE INFORMATION**

The Graduate School will not discipline a party, witness, or others participating in the Title IX grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

It is a violation of this policy for any person to submit a report or Complaint that the person knows, at the time the report or Complaint is submitted, to be false or frivolous. It is also a violation of this policy for any person to knowingly make a materially false statement

during an investigation, adjudication, or appeal under this policy. Violations of this Section are not subject to the investigation and adjudication processes in this policy; instead, they will be addressed under the Code of Student Conduct in the case of students and other Graduate School policies and standards, as applicable, for other persons.

#### **IX. DOCUMENTATION**

Throughout all stages of the investigation and resolution, the investigator and the Title IX Coordinator are responsible for maintaining documentation of the investigation, including documentation of all proceedings conducted under these Title IX Grievance Procedures, which may include written findings of fact, transcripts, and audio recordings.

The Graduate School will retain those records specified in 34 C.F.R. § 106.45(b)(10) for a period of seven years after which point in time they may be destroyed, or continue to be retained, in the Graduate School's sole discretion. The records specified in 34 C.F.R. § 106.45(b)(10) will be made available for inspection, and/or published, to the extent required by 34 C.F.R. § 106.45(b)(10) and consistent with any other applicable federal or state law, including FERPA.

#### **X. INTERSECTION WITH OTHER PROCEDURES**

While this Policy is the exclusive policy governing Sex Discrimination that occurs within the Graduate School's Education Programs or Activities, Reports and Complaints of Sex Discrimination may implicate conduct that violates other Graduate School policies and standards. The Graduate School retains full discretion to enforce its other policies and standards with respect to applicable conduct, whether prior to, at the same time as, or after allegations of Sex Discrimination have been resolved pursuant to this Policy.