



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 2025

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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 and mental health care 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, now referred to as substance use disorders, as well as mental health issues.

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 addiction 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 treatment. 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 1,200 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 physically located at Hazelden Betty Ford's largest campus in Center City, Minnesota, and includes students studying remotely via online learning. Students are provided access to clinical practice opportunities at various Hazelden Betty Ford and other provider sites across the country.

About the Graduate School

Mission Documents

Mission

The Hazelden Betty Ford Graduate School creates transformative educational experiences for future leaders in evidence-based care for addiction and mental health disorders.

Vision

The Hazelden Betty Ford Graduate School will set the standard in preparing future leaders to help and heal people affected by addiction and mental health conditions.

Values

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

- Championing empathy, knowledge, diversity, and social justice competencies and skills enabling students to treat the whole person as well as the substance use and mental health disorders and their complications
- Treating each person with dignity and respect
- Promoting Twelve Step fellowship as an effective method of sustaining therapeutic change
- Providing service to the larger community
- Advancing innovation as a tool for continuous improvement
- Fostering a scientific and open environment for inquiry and learning anchored in academic freedom and scholarship
- Advocating 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 substance use and mental health disorders and their complications.
- Appreciate diversity as a clinical opportunity, based on individual differences including social, cultural, physical, and psychological implications of recovery.
- Show the ability to facilitate a process of change,

including related factors such as family, environmental, and systemic issues.

- Demonstrate the ability to apply data and research to improve clinical services and outcomes.
- Understand the ethical, moral, and legal implications of clinical practice.

Organizational Priorities

Serving as a platform for the future, the Graduate School embraces the following priorities:

- To prepare students as future leaders in behavioral health.
- To enrich community engagement for more effective public service.
- To 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 2024

- Total master's students: 239
- Full-time master's students: 51%
- Part-time master's students: 49%
- Total professional development students: 19
- Total certification students: 6

Student Diversity

- Female students: 62%
- Male students: 36%
- Racially/Ethnically Diverse: 17%
- Out-of-state students: 62%
- International students: 2%
- Age range of students: 22-74
- Average age: 42.8
- Racial/ethnic self-identification
 - American Indian or Alaska Native: 6
 - Asian: 4
 - Black or African American: 14
 - Hispanic or Latino: 16
 - Native Hawaiian or Other Pacific Islander: 0
 - Two or More Races: 5
 - White, non-Hispanic: 214
 - Unknown: 1

Faculty

- Core faculty: 6
- Emeriti faculty: 1
- Adjunct faculty: 19

Licensure

Minnesota Licensed Alcohol and Drug Counselor (LADC)

Graduates from both the Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid Degree program and the Master of Arts in Counseling, Specialty: Addiction Counseling Online Degree program meet the academic requirements necessary to pursue the LADC credential in Minnesota.

State-specific licensure requirements may exceed the minimum hours required to pass the enrolled course. For example, as noted, students in Minnesota who are pursuing the LADC must complete a minimum of 880 total hours of practicum/internship (recommended 200 hours in Practicum, 300 hours in Internship 1, and 380 hours in Internship 2). It is the student's responsibility to understand state-specific licensure requirements and complete them accordingly.

Minnesota Licensed Professional Counselor (LPC)

Graduates from both the Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid Degree program and the Master of Arts in Counseling, Specialty: Addiction Counseling Online Degree program meet the academic requirements necessary to pursue the LPC credential in Minnesota.

Minnesota Licensed Professional Clinical Counselor (LPCC)

Graduates from both the Master of Arts in Counseling, Specialty: Addiction Counseling Hybrid Degree program and the Master of Arts in Counseling, Specialty: Addiction Counseling Online Degree program meet the academic requirements necessary to pursue the LPCC credential in Minnesota.

Out of State Licensure

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

Professional Licensure and Certification Documentation and Communication Policy

The Graduate School maintains a professional licensure and 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.

About the Graduate School

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.

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 the 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 the School sends professional licensure direct disclosures to admitted prospective students interested in an academic program designed or advertised to meet educational requirements for license/certification required for employment in an occupation before the student makes a financial commitment. The Graduate School sends a direct disclosure to a current student if the 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 the 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 faculty advisor and/or the Office of 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.

Accreditation

The Graduate School is accredited by the Higher Learning Commission (HLC), 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.

About the Graduate School

The Graduate School's counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), 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 both the Master's in Counseling, Specialty: Addiction Counseling Hybrid and Online Degree programs meet requirements for addiction counseling licensure or certification in Minnesota.
- Curricula for both the Master's in Counseling, Specialty: Addiction Counseling, Hybrid and Online Degree programs meet requirements for mental health counseling licensure or certification in Minnesota.
- Curricula for both the Master's in Counseling, Specialty: Addiction Counseling, Hybrid and Online Degree programs meet requirements for substance abuse counseling licensure in Wisconsin.
- Curricula for the Master's in Counseling, Specialty: Addiction Counseling Hybrid and Online Degree programs meet 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 students' 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. 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

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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 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

About the Graduate School

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.

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. 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 your country and/or 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 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 country, province, and/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 or 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

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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
- 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 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.

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

Graduate School 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 are student-led, may apply for funding to support annual costs, and are advised by a Graduate School Faculty/Staff member.

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 Counselors (LPC), 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 meet the following learning outcomes:

- *Professional Counseling Orientation and Ethical Practice:* Students will exhibit sound and ethical clinical practice aligned with professional counselor identity.
- *Social and Cultural Diversity:* Students will apply culturally sensitive methods of screening, assessment, and differential diagnosis of addiction and mental health disorders.
- *Human Growth and Development:* Students will appraise theories of development to meet individualized needs of clients with addiction and mental health disorders.
- *Career Development:* Students will analyze the interrelationships among work, well-being, relationships, and sociocultural factors.
- *Counseling and Helping Relationships:* Students will employ professional counselor characteristics and behaviors that influence the counseling process.
- *Group Counseling and Group Work:* Students will apply group counseling theories and skills to facilitate counseling groups.
- *Assessment and Testing:* Students will implement clinically appropriate methods of effectively preparing for and conducting assessments.
- *Research and Program Evaluation:* Students will critically apply research to inform counseling practice.
- *Addiction Counseling:* Students will demonstrate knowledge and skills specific to addiction counseling practice.

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 meet the following learning outcomes:

- *Professional Counseling Orientation and Ethical Practice:* Students will exhibit sound and ethical clinical practice aligned with professional counselor identity.
- *Social and Cultural Diversity:* Students will apply culturally sensitive methods of screening, assessment, and differential diagnosis of addiction and mental health disorders.
- *Human Growth and Development:* Students will appraise theories of development to meet individualized needs of clients with addiction and mental health disorders.
- *Career Development:* Students will analyze the interrelationships among work, well-being, relationships, and sociocultural factors.

Learning Opportunities

- **Counseling and Helping Relationships:** Students will employ professional counselor characteristics and behaviors that influence the counseling process.
- **Group Counseling and Group Work:** Students will apply group counseling theories and skills to facilitate counseling groups.
- **Assessment and Testing:** Students will implement clinically appropriate methods of effectively preparing for and conducting assessments.
- **Research and Program Evaluation:** Students will critically apply research to inform counseling practice.
- **Addiction Counseling:** Students will demonstrate knowledge and skills specific to addiction counseling practice.

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.

Clinical Placements

Clinical placements are 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 placements (or professional practice) provide 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 placements consist 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 an experienced 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 approving 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 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.

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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 they plan to complete internships and/or will practice 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 criterion if using 60 credit hours above in Group A.)

Admission Policy

To apply to the Hazelden Betty Ford Graduate School, applicants must have completed a bachelor's degree or meet the requirements of an Alternative Admissions Pathway.

To be considered for admission to the Graduate School, applicants must complete the relevant required steps for the degree program they selected by the prescribed deadline.

Admissions and Requirements

All applicants will be expected to:

- Request input from three professional references. Professional references must be people who are qualified to comment on academic or professional skills, abilities and qualities to be an effective addiction counselor, personal/professional readiness to help others, and knowledge of the applicant's values and ethics. Counselors, sponsors, therapists, family or friends should not be considered as professional references.
- Respond to five writing prompts listed in the application portal.

Applicants with an undergraduate degree will be expected to:

- Request an official transcript from undergraduate degree-granting institution to be sent to Graduate School.
- An admission interview may be requested.

Applicants who have not completed a four-year undergraduate degree will be allowed to apply through the Alternative Admissions Pathway. Applicants will need to show eligibility by satisfying requirements under Pathway 1 or Pathway 2. For detailed information, please refer to the Alternative Admissions Pathway section above. An admission interview will be requested.

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.

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 Graduate 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 may be required 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 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 at least 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.

Academic Calendar

The academic calendar can be found on the Graduate School website. The calendar includes semester dates, holidays, residencies, breaks, and other important dates.

Semester Dates

Fall Semester 2025: September 8 – December 20

Winter Semester 2026: January 12 – April 25

Summer Semester 2026: May 11 – August 22

Categories of Admission

Rolling Enrollment Options

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

International Student Application Deadlines

Due to the longer processing time involved in evaluating transcripts, international students must submit a completed application with all supporting documentation according to the following deadlines:

October 1 – Winter Semester

March 1 – Summer Semester

July 1 – Fall Semester

Master of Arts Programs

Full-time students: 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 students: 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 degree 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 Admissions Office.

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 classes, clinical placements, residency, and commencement.

Postponement

Students who have been accepted into a Graduate School program may postpone enrollment for up to two consecutive semesters after the semester of admittance. For example, a student admitted for fall semester may postpone enrollment to either winter or summer semesters but needs to enroll no later than summer semester. If student does not enroll for summer 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 the release of 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 Form I-20.

The Graduate School will email 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/>.

International Student Physical Location Tracking

In order to maintain F-1 status, F-1 students need to provide proof of physical presence on the Graduate School's Center City campus three times per semester. Students will be required to sign the Physical Presence Check-in Form and obtain a signature of a Graduate School team member during the beginning, middle, and end of the semester. It is the student's responsibility to send this signed form to the Primary Designated School Official (PDSO) after each check-in.

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 the 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 Studies 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 not to 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.
- 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.
- Students 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 for admitted students 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.

Admitted students requesting transfer of credit should follow this procedure:

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

The Faculty Coordinator will review the request, and the Registrar will inform students in writing of the results of their request.

Degree Change

If students wish to change their program of study after having been admitted to a master's program at the Graduate School, students must confer with their faculty advisor and apply for the change by completing a Degree Change form. Students who wish to transfer from one -degree program to another must apply for

the change prior to graduating. 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. Please note that changing degree programs may require the completion of additional coursework to meet degree requirements and may delay graduation.

Master's degree graduates of the Graduate School who wish to enroll into a second master's 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

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Campus Location

The Graduate School is physically 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, Hudson (WI), and Mental Health Centers.

Practicum and internship opportunities are also possible at external community locations. Examples of external sites include MHealth Fairview, AIM Counseling Services, Nystrom and Associates, Northern Pines Mental Health Center, Maniilaq Association, Twin Town Treatment Centers, and Minnesota Adult and Teen Challenge.

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 thousands of 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.

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.

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 an outside vendor. Three meals (breakfast, lunch, dinner) are prepared each day, including holidays, with student access to all campus food services.

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.

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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.

Exception to Policies

In extraordinary situations, students who wish to request an exception to any Graduate School policy may submit a petition to request such an exception. In collaboration with the faculty and staff, Graduate School administration may grant exceptions to policy. Petitions requesting such an exception must present a well-reasoned argument—supported by strong rationale/justification—that demonstrates the policy is not appropriate for the situation in question and/or that strict adherence to the letter of the policy would compromise the spirit of the policy or undermine the Graduate School's values.

To be considered, petitions must include the following:

- Reference to the policy or policies in the College Catalog and Student Handbook
- Clear statement of the exception requested
- Cogent argument about the extraordinary circumstances warranting an exception

Petition Process

All petitions for exception to Graduate School policy must be submitted in writing via email to petition@hazeldenbettyford.edu. Petitions will be reviewed by the assigned Dean in collaboration with other faculty and/or staff as appropriate. Graduate School staff will decline incomplete petitions and will notify petitioners when a petition is declined, as well as when a petition is approved. If a petition is denied, students may appeal the decision to the President/CEO for further review. The decision of the President/CEO on the appeal is final and not subject to further review.

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.

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; to the Student Success Advisor who coordinates disability services at GraduateSchool@hazeldenbettyford.edu; to the Title IX Coordinator at TitleIX@hazeldenbettyford.edu; or The Office of Civil Rights at The U.S. Department of Education at www.ed.gov. Graduate School faculty and staff may refer to Hazelden Betty Ford Foundation's policies and procedures for more detailed information regarding employment practices.

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 equal access initiatives and inclusive recruitment strategies 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 (male or female), nor on the basis of pregnancy or related conditions, in any of its education programs or activities. The Graduate School further prohibits discrimination on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, and parental status as a matter of institutional policy and in compliance with applicable state law.

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 or admission application materials. AI tools include, but are not limited to, ChatGPT, GPT-4, Bing, Dall-E2, Grammarly, Copilot, 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.

In accordance with the Stop Campus Hazing Act, the Graduate School encourages students to report acts of hazing 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. Reports may be submitted anonymously and will

be reviewed by the Foundation's Legal, Compliance, and Human Resources departments. All confirmed hazing incidents will be disclosed in the institution's Annual Security Report (ASR) and published in the Campus Hazing Transparency Report, which is available on the Graduate School's website.

To foster a culture of safety and respect, the Graduate School publishes a Campus Hazing Transparency Report on our website, includes hazing incidents in our Annual Security Reports, and provides annual prevention training to faculty and staff.

- 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; failure to comply with faculty directions.
- 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. 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 copyright 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 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. In addition to structured assessment periods noted above, faculty may complete this assessment at other times during a student’s program of study.

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, wishes 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 the following:

- Contact the School’s Student Success Advisor at 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 students’ request for accommodation. The extent of documentation required may vary depending on the claimed disability and requested accommodations. To maintain privacy, the 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 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 of Academic Affairs 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 site supervisors expect consistent attendance from all students. Students assume the responsibility to attend all academic classes, group supervision, residency, and clinical placements, maintain punctuality and proactively inform faculty, group supervisors, and 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 a 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 on 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 from

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 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 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 a student's employment is terminated, students will not be able to complete internship.

Graduate Credit

The Master's 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. Degree conferral happens three times per year at the end of every semester.

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, consistent with any state or federal legal requirements, unless the balance owed is a result of an error on the Graduate School's behalf.

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 in 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 towards 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. Orders are 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. 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 have been posted before requesting the official transcript through Parchment.

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. Grades of Incomplete are not awarded for hours needed beyond the minimum requirements. Students who still need hours for licensure, after they have passed COUN 832 Internship 2, will need to register in the elective COUN 833 Internship 3 course for these hours.

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.”

Incomplete grades when students are in their final semester: Note that all course work is expected to be completed by the established due dates to graduate in your scheduled final semester. If an extension is needed, students can request approval from the course instructor. If approval is granted, an individual plan will be developed to complete late work before final grades are due and still

graduate in the same semester. If eligible, students may also request approval for an Incomplete (“I”) in the course. Students who receive approval for an “I” must complete work within 90 days. If a student takes an “I” in their final semester, the graduation date will be at the end of the following semester in which the work is completed.

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 after day 7 of the semester through 80% of the semester (11:59 pm CST Saturday of week 12).

If students wish to withdraw from a course after the posted drop date, they must complete a “Withdrawal from Course” form that is submitted to the Registrar. Tuition will be refunded as noted (see Tuition Refund Policy). Students who receive 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.

Course withdrawal 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 faculty 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, an 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.

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 obtain approval from their faculty advisor, up to 18 credits. If students wish to take 19 or more credits, they must obtain 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 the 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 Populi 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. Non-attendance 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 on the Support Site and emailed to students 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 and evenings 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 will 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 lectures, reading assignments, discussions, written work, and exams. It is to the students’ 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. The funds will be returned to G6, the Department of Education’s payment system, within 45 days of the date of determination and will be returned to the unsubsidized loan first, then to the Grad Plus loan.

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 grades and their 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 course instructor 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, the retaliation toward 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.

- 2025 tuition rates are \$849/credit
- 2026 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.

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 the 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 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

Refunds will be sent to students within 40 days of registration change, including dismissal or withdrawal from the program (after the R2T4 has been completed).

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 or withdrawing from all classes in a semester. Federal loan money will be repaid first and deducted before any refund will be issued.

- Existing – held for 14 days to complete R2T4
- Resulting from R2T4/Post-Withdrawal Disbursement – disbursed within 14 days

If a student withdraws from the Graduate School and did not receive all eligible federal financial aid (Title IV funds) prior to withdrawal, the student may qualify for a Post-Withdrawal Disbursement. Following the withdrawal, the Financial Aid Office will determine eligibility for additional

loan funds through the required Return of Title IV (R2T4) calculation. If eligible, the student will be notified within 30 days of the withdrawal date. The student must respond within 14 days of the notification to indicate whether they wish to accept all or part of the loan funds. If accepting the loan results in a credit balance, any refund due will be issued within 30 days of the student's response.

Refund Policy for Students who are Residents of Wisconsin

In compliance with the Wisconsin Educational Approval Board (EAB) 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	40%
9 weeks	no	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 the 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, the 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

Course Fees are defined as charges in addition to the regular tuition and technology fee. Some classes have fees associated with them. They can be a flat fee for enrolling in the class or a fee assessed per credit. The Graduate School may assess course fees to pay for certain instructional costs that are not covered by the regular instructional budget. Course fees may be used for a variety of purposes, as deemed necessary by the institution, for the delivery of a course.

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.

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.

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 for covering 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-defend both components in the following 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

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 for making the corrections on their FAFSA. The Financial Aid Office will make the corrections on the student's FAFSA only with signed authorization from the students.

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 students 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 within 10 days, whether full-time or part-time, 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. This notification will be emailed within 10 days of the posting of final grades after the end of the 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. An incomplete will not impact a student's GPA. A student's SAP will be evaluated the following term when the course is completed. A student has 90 days to resolve the Incomplete.

- Withdrawals do not impact the student's GPA, however, they are considered in determining a student's pace as attempted credits.
- Students may receive federal financial aid for the same course a maximum of two times. A student may only repeat a passed course once and receive financial aid.
- 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 to be returned to the Department of Education. The School will complete a refund to source for the unearned amount the student had received. Once the sales credit for the dropped courses has been applied to the student's account, should there be a credit balance resulting from the sales credit less the amount to be returned to the Department of Education. The resulting credit balance will be refunded to the student within 45 days.

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 will be 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 or Suspension

After students are placed on academic probation or suspension, 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.

Students returning from academic suspension will follow the same probation process outlined above during their first semester returning from suspension.

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 virtually through a Graduate School approved platform. Attending class virtually 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 virtually 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 virtual attendance, they should contact the instructor as soon as possible to discuss whether it would be appropriate. Faculty have the final approval. Students attending virtually should be in a private space and able to participate fully in class. Cameras 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 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 classroom (online or in-person) and clinical setting. Students may be placed on clinical probation if they are not making sufficient progress on practicum or internship objectives, the student's midterm or semester-end clinical evaluations indicate a significant need for improvement, and/or the student is not demonstrating appropriate behavior in the classroom or clinical setting. Although probation due to clinical concerns is typically associated with experiences in clinical placement, this process can occur at any time during a student's time in the program. Faculty assessment of student dispositions takes place at regularly scheduled times in the program and is based on the Professional Disposition Competence Assessment-Revised (PDCA-R). Faculty may also complete this assessment at other times during a student's program of study.

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 students are placed on clinical probation, a specific written and measurable remediation plan must be implemented to bring the student's clinical skill and/or disposition to the standard of meeting expectations. 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 or faculty advisor, as indicated in the Dean of Academic Affairs' notification of probation. It is the responsibility of the students to initiate this meeting with the faculty group supervisor or faculty advisor. This meeting must occur within two weeks of the notification of probation. 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 or faculty advisor collaboratively create a written and measurable remediation plan for improving dispositions and/or 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 or 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 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 or faculty advisor 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 or faculty advisor will request feedback from the student's clinical supervisors, if relevant to the concern leading to probation, 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 the student 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).
- If clinical probation is recommended for the same student by a faculty advisor or faculty group supervisor after the 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, especially their FAQs at 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 use 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. The Foundation safeguards the confidentiality and privacy of patients and other program participants against unauthorized filming and photography. 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 (clinical placement handbook and accompanying video) and relevant training in counseling supervision (evidence of this must be furnished by the site supervisor). If the site supervisor has not completed coursework on counseling supervision, they must watch 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.

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

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 at 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. Students may email the completed complaint form to FERPA at complaints@ed.gov or mail it to:
- U.S. Department of Education
Student Privacy Policy Office
400 Maryland Ave, SW
Washington, DC 20202-8520

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.

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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.

Faculty/Student Forum

Once each semester, faculty members participate in an open forum to discuss, to answer questions, 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 Fall hybrid and each new 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 Open 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 their site 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 browser version of the 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 student's own devices, 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 site supervisor or faculty 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 "HGuest" wireless network. Students are permitted to access the "HGuest" 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 "HGuest" 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 "HGuest" wireless network. Students are prohibited from connecting student owned devices to any other wireless network at the Foundation besides the "HGuest" 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, 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 DocTract 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 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 to 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.

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 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 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 where direct consultation would be inappropriate, unsafe, or likely to cause the student significant distress.
- 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.

Wisconsin Educational Approval Board

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 Dr., Ste. 102
Madison, WI 53719
Phone: 608-266-1996
Email:
eabmail@eab.wisconsin.gov
Website: <http://eab.state.wi.us>

The National Council for State Authorization Reciprocity Agreements (NC-SARA)

The Graduate School is authorized to offer online courses to students outside Minnesota through the State Authorization Reciprocity Agreement (SARA). If a complaint is unresolved, students can appeal to the Minnesota Office of Higher Education. Note that SARA covers complaints about courses offered across state lines, not within a student's home state. Website: <https://www.nc-sara.org/content/sara-and-students>

Minnesota Office of Higher Education (MNOHE)

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:

Office of Higher Education
Registration & Licensing
1450 Energy Park Dr., Ste. 350 St.
Paul, MN 55108
Phone: 651-259-3975 or 800-657-3866
Fax: 651-797-1664
Email: betsy.talbot@state.mn.us
[Minnesota Office of Higher Education](http://www.mnohe.org)

Higher Learning Commission (HLC)

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](http://www.hlcommission.org)

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

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 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 by qualified Hazelden Betty Ford clinicians 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.

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. 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.

Emergency codes:

- Code Blue: medical emergency
- Code Gray: combative person
- Code Orange: shelter in place
- Code Pink: infant abduction
- Code Purple: child abduction
- Code Red: fire
- Code Silver: active shooter
- Code Yellow: bomb threat
- Code Green: elopement/missing person

In the event that the Foundation's emergency alarm system is activated, students are expected to 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 one 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. 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 for 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.

Professional Development Funds Request Policy

Current graduate students can request funding to attend conferences related to their degree program (e.g., ACA, MARRCH, NAADAC), subject to the availability of graduate school funds. The application can be found on the Student Support Site. For questions or assistance, please contact the Student Success Advisor.

To be eligible to apply, applicants must be:

- currently enrolled graduate students in good academic standing.
- demonstrate that attending the conference will contribute to their academic and professional development.
- active in the program at the time of applying for conference funding.
- Priority will be given to applications submitted prior to the close of early bird registration.
- Priority will also be given to students who are presenting, co-presenting, or volunteering.

How to apply:

1. The application should be submitted via the Professional Development Funds Request form located on the Student Support Site.
2. The application must include:
 - a. completed application form.
 - b. statement of purpose detailing conference benefits to academic and career goals.
 - c. An estimated budget, including registration fees, airfare, lodging, ground transportation, and parking costs.
3. Applications will be reviewed by a committee

comprising faculty members and administrative staff. Decisions will be based on the availability of funds, the academic merit of the request, and the potential impact on the student's development.

4. Applicants will be notified of the decision before early bird registration closes.
5. If approved, applicants must respond to communications (emails, phone calls, texts through Populi, etc.) from the Graduate School regarding the conference or event within two business days.

Funding Conditions:

- Approved students must submit a 1-2 page report to their faculty advisor after the conference or event detailing their conference experience and its impact on their academic progress. Recipients may be asked to acknowledge gifts when donor funds are utilized.
- Funding is contingent upon the submission of all required documentation and adherence to the graduate school's guidelines.
- Funding is also contingent upon availability of funds and may only include partial expenses in the event that sufficient funds are not available.
- Students must be enrolled during the semester of application (or on approved leave) and funds may not be used post-graduation. Only expenses incurred while a student is enrolled will be eligible for funding (e.g. registration fees). Travel expenses will not be paid post-graduation.

Academic Programs and Course Descriptions

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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, students can find prior year catalogs on the Support Site.

Required Academic 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 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 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 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 the 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 (full-time)	
Semester I	
Course #	Credits
COUN 500	2
COUN 600	3
COUN 601	3
COUN 701	3
Total	11
Semester II	
COUN 501	2
COUN 602	3
COUN 604	3
COUN 702	2
COUN 830	2
Total	12
Semester III	
COUN 502	3
COUN 503	3
COUN 506	3
COUN 831	3
Total	12
Semester IV	
COUN 505	3
COUN 809	3
COUN 811	3
COUN 832	4
Total	13
Semester V	
COUN 508	3
COUN 810	3
COUN 812	3
Elective	3
Master's Applied Project (MAP)	0
Total	12

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 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 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 833 Internship 3 – 1-4 credit

Requirements for Program Completion

To graduate with the Master of Arts in Counseling, Specialty: Addiction 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 (full-time)	
Semester I	
Course #	Credits
COUN 520	3
COUN 606	3
COUN 609	3
Total	9
Semester II	
COUN 607	3
COUN 701	3
COUN 705	3
COUN 809	3
Total	12
Semester III	
COUN 505	3
COUN 708	3
COUN 810	3
COUN 830	3
Total	12
Semester IV	
COUN 503	3
COUN 811	3
COUN 831	3
Total	9
Semester V	
COUN 707	3
COUN 812	3
COUN 832	4
Total	10
Semester VI	
COUN 508	3
COUN 706	3
Elective	3
Master's Applied Project (MAP)	0
Total	9

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 Corequisites

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

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

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 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
9. 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

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 substance use disorders. 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 5TR) 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. Apply scientific methods to investigate questions about, or problems with, treatment modalities and clinical outcomes
2. Conceptualize and formulate abstract hypotheses and using statistical procedures to test them
3. Use statistical principles to analyze data and interpret findings
4. Integrate results into a cohesive understanding of the phenomena of interest
5. Apply the components of effective quality measurement systems
6. 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. Connect developmental, mental health and addictions counseling approaches based on current evidence-based practices for individuals and programs
2. Integrate ethical and legal principles and standards in developmental counseling
3. Apply developmental approaches to counseling diverse populations
4. Integrate developmental approaches in treatment planning
5. 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

Prerequisite(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
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

- Integrating concepts of sexual identity and the psychological, social, and cultural implications of a given sexual identity into a holistic understanding of the client
- Applying advanced assessment skills to distinguish between developmentally appropriate, healthy sexual behavior and maladaptive, sexual behavior requiring intervention
- 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:

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

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

In this course, students will learn to manage the needs of children and adolescents with co-occurring disorders, while involving their support system in all aspects of care. Students will apply ethical and legal standards in designing culturally- and developmentally-appropriate service delivery method and treatment approaches.

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 bio- psychosocial 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. Examine cultural definitions and practices related to 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 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 5TR), 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. Summarize 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

- 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:

- Analyze and integrate personality theory with individual counseling approaches
- Relate abstract counseling theories to concrete clinical situations
- Integrate diverse counseling approaches to stages of change
- Evaluate the effectiveness of counseling interventions
- Define a hierarchy of interventions based upon clinical issues and individual differences
- Understand the ethical considerations for counseling practice
- Value personal style and implementation of counseling procedures
- Recognize and plan for continued professional growth
- Recognize and incorporate culturally competent practices when considering psychotherapeutic interventions.

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:

- Analyze and apply group theoretical foundations and therapeutic factors to group process
- Demonstrate foundational group counseling skills
- Identify dynamics associated with group development and counseling, including distinguishing between group process and content
- Identify characteristics and functions of effective group leaders to develop personal style of group facilitation
- Recognize and plan for continued professional growth in approaches to group work
- Analyze ethical standards and culturally relevant strategies for designing and facilitating groups
- Integrate administrative aspects of group formation with types of groups as indicated by clinical need and setting
- 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:

- Appreciate multicultural and pluralistic characteristics within diverse populations and how

- worldviews of counselors, clients, and communities affect the recognition and treatment of co-occurring disorders
- Analyze the interplay of culture, mental health, and substance use disorders, with an emphasis on intersectionality in cultural identities
 - Appreciate the impact of racism, discrimination, sexism, privilege, spiritual beliefs, political climate, and oppression on counselors and clients
 - Develop awareness, knowledge, and skills in utilizing culturally-appropriate, evidenced based approaches to counseling activities including prevention, intervention, and assessment
 - Integrate theoretical constructs and empirical findings into a strengths-based model of service for culturally diverse individuals, families, and communities
 - Promote the availability of and access to culturally-sensitive mental health and substance use disorder services through social justice and advocacy
 - 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 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:

- Goals and outcomes that measure skills, competence, and synthesis of learning from diverse resources
- Detail of learning strategies used, such as specific projects, formal training, readings, professional

meetings, informational interviewing, etc.

- A relationship to academic experience, including areas of professional discipline, research, and theories that are professionally relevant and beneficial
- 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 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 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, which will be further developed throughout the program.

Active participation in a 4-day on-site residency is required for the successful completion of this course. Each student is responsible for covering expenses associated with attendance at the residency, including but not limited to travel, transportation, housing, and meals. Prerequisite(s): None

Learning outcomes include:

- Creating and maintaining a quality therapeutic alliance to facilitate a collaborative and effective therapeutic environment
- Articulating the history of and current trends in the counseling profession
- Synthesizing and applying evidence-based prevention and intervention methods and common models of mental health and addiction counseling
- 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 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 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
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
7. 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

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 the 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 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
 11. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

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, 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 the 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 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
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
7. Appreciating the historical development, professional challenges, and future trends for counseling.
8. Apply trauma-informed and community-based approaches for crisis intervention

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 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 psychoeducation 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 for covering 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. Integrate administrative aspects of group formation with types of groups as indicated by clinical need and setting
7. Analyze ethical standards and culturally relevant strategies for designing and facilitating groups
8. Gain direct experience in being a group member and facilitating a group in-class, for a minimum of 10 clock hours

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-5TR 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. 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

2. Selecting, applying, and interpreting screening and assessment instruments for mental status, risk/crisis situations, and co-occurring disorders
3. Apply concepts and models of developmental psychopathology to clinical practice
4. Differentiate between cultural norms and psychopathology, appreciate the variation in human expression of mental health symptoms
5. Communicating results of the diagnostic process with the client, other treatment providers, and the client's support system

COUN 810 Evidence-Based Counseling and Theory – 3 credits

This course provides an examination of major counseling theories, and evidence-based practice for counseling clients with co-occurring disorders. Major counseling theories will be integrated to examine the foundation of evidence-based practices, and students will learn how to apply counseling theories to treatment. There will also be a focus on the development of one's own theoretical orientation throughout the course.

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

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. 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
2. Utilize evidence-based, community-centered approaches such as assertive community treatment and supported housing and employment for clients with serious mental illness
3. Organize and summarize clinical impressions, treatment rationales, and integrated discharge and continuing care plans through clear, objective documentation
4. Manage service needs through the collaboration of clients, support networks, community resources, and other professionals and the utilization of supervision, consultation, and referral
5. 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, students will also learn about program evaluation methodologies that are used 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
 Prerequisite(s) for Professional Development Program: Master's level Research course or equivalent

Learning outcomes include:

1. Operationalize outcomes to address research questions to evaluate and monitor individual patient functioning as well as clinical and prevention programming
2. 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
3. Select and apply research models to evaluate and monitor individual patient functioning as well as clinical and prevention programming
4. Analyze and use data to monitor and improve individual patient function as well as clinical and prevention programming
5. 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 site 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 120 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 site 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 120 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 site 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 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 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 300-hour internship (including a minimum of 120 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 site 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

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

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Administration and Core Faculty

Kevin Doyle, EdD, 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.

Matthew Glowiak, PhD, LCPC, CAADC, ACS, NCC

Pronouns: he/him/his

Associate Professor & Training Director

- PhD, Walden University, MN, Counselor Education and Supervision, 2015
- MS, Walden University, MN, Mental Health Counseling, 2010
- BS, The University of Illinois, IL, Psychology, 2005

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, 2018
- MEd, William & Mary, Williamsburg, VA, Family, Marriage, and Couples Counseling, 2015
- BS, University of Houston, TX, Psychology, 2011

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

- 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, existential theory, and technology-related addictive disorders.

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. Prior to entering his academic career, he was a professional counselor working primarily with adolescents in outpatient settings. In addition to teaching, he is involved in advising, supervision, and research. Dr. Hansen has previously served as Training Director.

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

- 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. She will serve as Interim Dean of Academic Affairs for the 2025-2026 academic year.

Emeritus Faculty

Eileen McCabe O'Mara, EdD

Professor Emerita

- 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 internationally and nationally 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.

Donna Branch, MA, LADC, LMFT

- MA, Adler Graduate School, Minnetonka, MN, Counseling and Psychotherapy-MFT
- BA, Metropolitan State University, St. Paul, MN, Counseling and Advocacy for Chemically Dependent and Mentally Ill Populations
- AS, Century College, Mahtomedi, MN, Alcohol and Drug Counseling

Ms. Branch has been a practicing alcohol and drug counselor since 2011 and expanded her work to include marriage and family therapy in 2016, with a strong emphasis on Motivational Interviewing. She currently serves as Director of Operations at Hazelden Betty Ford Foundation's California Outpatient site and has been with the organization since 2015. A member of the Motivational Interviewing Network of Trainers (MINT) since 2022, she leads efforts to integrate Motivational Interviewing principles across patient care.

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.

Cindy Doth, MA, LPCC, LADC

- MA, Hazelden Betty Ford Graduate School of Addiction Studies, Center City, MN, Integrated Recovery for Co-Occurring Disorders, 2018
- MA, Hazelden Betty Ford Graduate School of Addiction Studies, Center City, MN, Addiction

Counseling, 2006

- Bachelor of Elective Studies in Community Psychology, St. Cloud State University, St. Cloud, MN

Ms. Doth has been with Hazelden Betty Ford Foundation since 2006 in a variety of roles including residential case management, school-based support, and currently in the outpatient mental health clinic. She is a Licensed Alcohol and Drug Counselor as well as a Licensed Professional Clinical Counselor. Ms. Doth has strong conflict resolution skills using motivational interviewing, and has been trained in CRAFT therapy techniques, EMDR, and DeTUR.

Lisa Doyle, MA, CRADC

- MA, University of South Dakota, Vermillion, SD, Community, Agency, and School Counseling, 1996

Ms. Doyle is a highly credentialed and experienced counselor and trainer, currently self-employed in private practice. She serves as the Substance Awareness Traffic Offender Program Coordinator for the St. Joseph Safety and Health Council. She holds multiple professional certifications, including a Kansas Certified Substance Abuse Counselor, Missouri Certified Substance Abuse Counselor and Clinical Supervisor, a Certified Anger Management Facilitator and Domestic Violence Batterer's Interventionist, and a Certified Cognitive Behavioral Therapy Life Coach. She is also an International Consortium Reciprocal Counselor and a Substance Abuse Professional for the Department of Transportation.

Princess Drake, PsyD, LP

- 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 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 Regional LPCC Supervisor at the Hazelden Betty Ford Foundation in Center City, MN. Previously, he was an Outpatient Counselor at Hazelden Betty Ford in St. Paul, MN.

Nicole Groschen, DSW, LICSW (MN), LCSW (WI)

- BA, University of Minnesota, MN, Psychology
- MSW, University of Southern California, Social Work
- DSW, University of Southern California, Social Work

Dr. Groschen has been serving co-occurring populations in both outpatient and hospital-based behavioral health settings since 2012. She currently manages clinical services for the Co-Enhanced Program at the Hazelden Betty Ford Foundation's Center City, MN site. In addition to her leadership role, Dr. Groschen supervises licensure-track clinicians as a board-certified supervisor through both the Board of Social Work (BOSW) in Minnesota and Wisconsin, and the Board of Behavioral Health and Therapy (BBHT) in Minnesota.

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 the Hazelden Betty Ford Foundation as a Master Trainer Consultant.

Danny Jordan, MA, LPC, LADC

- MA, Hazelden Betty Ford Graduate School, Center City, MN, Addiction Counseling, 2022
- BA, Whitworth University, WA, Humanities, 2019

Mr. Jordan is a dually licensed therapist and Manager of Clinical Services at Hazelden Betty Ford in Wisconsin, bringing extensive expertise in both mental health and addiction treatment. As an adjunct professor, he is dedicated to connecting academic learning with real-world clinical practice. Outside of work, he enjoys time with his wife, son, and two dogs—and is an avid pickleball player.

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.

Simone Lambert, PhD. LPC

- PhD, University of North Carolina at Greensboro, Counseling and Counselor Education, 2001
- MA, University of Southern Mississippi, Counseling Psychology, 1997
- BS, University of New Orleans, Psychology, 1995

Dr. Lambert is a past president of the American Counseling Association (2018-2019) and the International Association of Addiction and Offender Counselors (2007-2008). She is an ACA Fellow and an active member of AAUW Lobby Corps.

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 is the Clinical Instructor & Coordinator Addiction & Recovery Counseling at Georgia Southern University. He 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. Dr. Love was the Executive Director of Britelife Recovery, and of the University of Alabama's Collegiate Recovery and Intervention Program, where he supervised an outpatient AOD program and the Collegiate Recovery Program.

Josie Mansergh-Johnson, MA, LPCA (CT), MBACP (UK)

- MA, Counseling with Specialty in Addiction Counseling, Hazelden Betty Ford Graduate School, 2024
- Post Graduate Diploma, Addiction Psychology and Counseling, London South Bank University, UK, 2021
- BSc International Marketing with Languages, University of Buckingham, UK, 2013

Ms. Josie Mansergh-Johnson is a trauma-informed clinician and educator with over seven years of experience supporting children, families, and emerging adults facing addiction and co-occurring disorders. Trained in both the UK and US, she brings a culturally responsive, systemic, and developmental lens to her work—specializing in high-achieving families and complex relational dynamics. As a faculty member, she is

passionate about preparing future clinicians to lead meaningful, sustainable change across clinical, community, and organizational settings.

Stephanie Moore, PhD, LPCC-S

- PhD, Counselor Education and Supervision, Walden University, OH, 2021
- MS, Community Counseling and Addictions, Youngtown State University, OH, 2012
- BA, Ohio State University, Classical Literature, 2004

Dr. Moore is a licensed professional counselor and counselor educator with a strong commitment to client care and student development. Her research and presentations focus on advocacy for the LGBTQIA+ community. In her private practice, she specializes in supporting individuals managing chronic illness and medical trauma.

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.

Gus Raymond, MA, tLMHC, NCC, CADC

- MA, Clinical Mental Health Counseling, Adler University, IL, 2022
- BA, Southern New Hampshire University, Psychology, 2020

Mr. Raymond is a licensed therapist and substance counselor in Iowa, with a background in clinical mental health counseling from Adler University. He is currently pursuing a doctorate in cultural sociology at the University of Iowa. His professional experience spans peer recovery coaching, community mental health, and private practice. Outside of work, he enjoys cooking, spending time outdoors with his family, and engaging in community activism.

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.

John Solomon, MA, LPC

- MA, Addiction Studies, Integrated Recovery for Co-Occurring Disorders, Hazelden Betty Ford Graduate School of Addiction Studies, Center City, MN, 2019
- BA, Saint John's University, MN

Mr. Solomon is a licensed professional counselor in Alaska and CEO of the Alaska Behavioral Health Association, where he advocates for over 120 organizations statewide. Before earning his master's degree from Hazelden Betty Ford Graduate School, he was a professional musician and mental health advocate. His clinical experience includes four years working in tribal behavioral health above the Arctic Circle, designing culturally responsive programs in remote villages.

Katie Stabile, MA, LMHC, NCC, QS, LPC (FL, NY, NJ)

- Ph.D. (in progress), Counselor Education and Supervision, University of the Cumberland
- M.A., Clinical Mental Health Counseling, Florida Gulf Coast University, 2017
- B.A., Psychology, William Paterson University

Ms. Stabile is a Licensed Mental Health Counselor, Qualified Supervisor, and National Certified Counselor with extensive experience in clinical practice and intern supervision. She specializes in treating substance use disorders, eating disorders, and trauma, and is deeply committed to counselor education and training future mental health professionals.

Britta Svihel, MA, LPCC, LADC

- MA, Addiction Counseling, Hazelden Betty Ford Graduate School of Addiction Studies, Center City, MN, 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 Community and Belonging Director at Hazelden Betty Ford since 2021. He leads the execution of the Foundation and Graduate School's inclusive excellence 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 into the 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.

Lezli Fang

Pronouns: she/her/hers

Director of Financial Aid

- MA, University of Nottingham, UK, Finance and Investment, 2003
- BA, Remin University of China, Accounting, 1997

Ms. Fang administers the student financial aid program including federal, state, and local funds. Assesses the 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 residency 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.

Jenni Larson

Pronouns: she/her/hers

Enrollment Advisor

- BS, University of Wisconsin – River Falls, Broad Area English Education, 2018

Ms. Larson oversees the student application process and

coordinates graduation activities. As part of the Student Services team, she also supports daily operations by assisting with the main phone line, responding to email inquiries, and contributing to a variety of student support functions.

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 aiding in the processing and verification of requests for Title IV funding for students of the Hazelden Betty Ford Graduate School. She serves as the point of contact for the VA/GI bill recipients.

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.

Marissa Stedman

Pronouns: she/her/hers

Sr. Administrative 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. She also provides faculty support for academic and accreditation purposes as well as assists with state licensure and credentialing.

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)
- Suzanne Jessee
- John F. Kelly, PhD
- Lisa Laitman
- William Lammers (Vice Chair)
- Patricia Lampkin, EdD
- Joseph Lee, MD (President and Chief Executive Officer - Hazelden Betty Ford Foundation)
- Dawn McFarland
- Bennett Rosenthal (Chair)
- Anderson Saint Georges
- Cameron Strang
- William White

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Hazelden Betty Ford Foundation Web Addresses

hazeldenbettyford.edu

(Graduate School information)

hazeldenbettyford.org

(General Hazelden Betty Ford Foundation information)

Revised August 2025

Hazelden Betty Ford Graduate School

Sex Discrimination Policy & Title IX Grievance Procedures

SEXDISCRIMINATION 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. 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 that occurs within 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.

As further defined herein, Sex Discrimination includes Sexual Harassment, Sex-based Harassment, Quid Pro Quo Harassment, Hostile Environment Harassment, Sexual Assault, Domestic Violence, Dating Violence, and Stalking.

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 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.

This policy does not apply to Sex Discrimination that occurs off-campus, in a private setting, and outside the scope of the Graduate School’s Education Programs or Activities; such Sex Discrimination may be prohibited by the Student Code of Conduct if committed by a student, the Faculty Handbook if committed by a faculty member, or other Graduate School or Foundation policies and standards.

This policy does not apply to Sex Discrimination that occurs outside the geographic boundaries of the United States, even if the Sex Discrimination occurs in the Graduate School’s Education Programs or Activities, such as a study abroad program. Sex Discrimination that occurs outside the geographic boundaries of the United States is governed by the Student Code of Conduct if committed by a student, the Faculty Handbook if

committed by a faculty member, or other Graduate School or Foundation policies and standards if committed by an employee.

Complaints involving allegations that do not meet the definition of Sex Discrimination under this Policy are governed by the Graduate School's Non- Discrimination Policy and Code of Conduct Procedures, and the faculty Handbook if committed by a faculty member, or other Graduate School or Foundation policies and standards.

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 which prohibit discrimination based on sex in the Graduate School's Education Programs or Activities. Title IX and its implementing regulations also prohibit retaliation for asserting claims of Sex Discrimination. The Graduate School has designated the following Title IX Coordinator to coordinate its compliance with Title IX and to receive inquiries regarding Title IX, including complaints of Sex Discrimination:

Jenna Koski
Title IX Coordinator
15251 Pleasant Valley Road
PO Box 11
Center City, MN 55012
651-213-4790
TitleIX@hazeldenbettyford.edu

A person may also file 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 or by calling 1-800-421-3481.

IV. DEFINITIONS

- A. "Sex-based harassment" is conduct on the basis of sex that constitutes Quid Pro Quo Harassment, Hostile Environment Harassment, Sexual Assault, Domestic Violence, Dating Violence, or Stalking. This term will be used throughout the remainder of this policy and the Title IX Grievance Procedures when collectively referring to these types of conduct.
- B. "Quid Pro Quo Harassment" is defined as an employee of the Graduate School conditioning the provision of an aid, benefit, or service of the Graduate School on an individual's participation in unwelcome sexual conduct.
- C. "Hostile Environment Harassment" is unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it

effectively denies a person access to the Graduate School's Education Programs or Activities.

- D. "Sexual Assault" includes the sex offenses of Rape, Sodomy, Sexual Assault with an Object, Fondling, Incest, and Statutory Rape.¹
1. "Rape" is the carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. There is "carnal knowledge" if there is the slightest penetration of the vagina or penis by the sex organ of the other person. Attempted Rape is included.
 2. "Sodomy" is oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 3. "Sexual Assault with an Object" is using an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything used by the offender other than the offender's genitalia.
 4. "Fondling" is the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental or physical incapacity.
 5. "Incest" is sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by Minnesota law.
 6. "Statutory Rape" is sexual intercourse with a person who is under the statutory age of consent as defined by Minnesota law.
- E. "Domestic Violence" is felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence

¹ This policy's definition of "Sexual Assault" is mandated by federal regulations implementing Title IX of the Education Amendments of 1972. Those regulations require the Covered Entities to adopt a definition of "Sexual Assault" that incorporates various forcible and non-forcible sex crimes as defined by the FBI's Uniform Crime Reporting System. See 34 C.F.R. § 106.30(a).

laws of Minnesota, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of Minnesota.

- F. "Dating Violence" is violence committed by a person –
1. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
 2. Where the existence of such a relationship will be determined based on a consideration of the following factors:
 - The length of the relationship;
 - The type of relationship; and
 - The frequency of interaction between the persons involved in the relationship.
- G. "Stalking" is 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.
- H. Stalking can include conduct that occurs via electronic communications, including social media (i.e., cyberstalking).
- I. "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.
- J. "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.
- K. "Retaliation" is intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX and its implementing regulations or because an individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy.
- L. "Complainant" means an individual who is alleged to be the victim of conduct that could constitute Sex Discrimination.
- M. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute Sex Discrimination.

- N. “Formal Complaint” means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sex Discrimination against a Respondent and requesting that the Graduate School investigate the allegation of Sex Discrimination in accordance with this policy. At the time of filing a Formal Complaint, a Complainant must be participating in or attempting to participate in the Graduate School’s Education Programs or Activities. A “document filed by a Complainant” means a document or electronic submission (such as an email) that contains the Complainant’s physical or electronic signature or otherwise indicates that the Complainant is the person filing the Complaint.
- O. “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, or to deter Sex Discrimination.
- P. “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.

V. UNDERSTANDING HOSTILE ENVIRONMENT HARASSMENT

In determining whether a hostile environment exists, the Graduate School will consider the totality of circumstances, including factors such as the actual impact the conduct has had on the Complainant; the nature and severity of the conduct at issue; the frequency and duration of the conduct; the relationship between the parties (including accounting for whether one individual has power or authority over the other); the respective ages of the parties; the context in which the conduct occurred; and the number of persons affected. The Graduate School will evaluate the totality of circumstances from the perspective of a reasonable person in the Complainant’s position. A person’s adverse subjective reaction to conduct is not sufficient, in and of itself, to establish the existence of a hostile environment.

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.

Some specific examples of conduct that may constitute Sex Discrimination if unwelcome include, but are not limited to:

- Unreasonable 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 profanity
- Asking about, or telling about, sexual fantasies, sexual preferences, or sexual activities
- Social media use that violates this policy
- Leering or staring at someone in a sexual way, such as staring at a person's breasts or groin
- Sending sexually explicit emails or text messages
- 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 on gender or gender stereotypes

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. ROLES AND RESPONSIBILITIES

A. Title IX Coordinator

It is the responsibility of the Title IX Coordinator to: (1) ensure the Graduate School's compliance with Title IX; (2) identify and address any patterns or systemic problems of Sex Discrimination at the Graduate School; (3) coordinate dissemination of information and education and training programs; (4) receive Formal Complaints under this policy; (5) assist members of the Graduate School Community in understanding that Sex Discrimination is prohibited by this policy; (6) answer questions about this policy; (7) coordinate the effective implementation of Smarter Measures; (8) ensure that employees and students are aware of the procedures for reporting and addressing complaints of Sex Discrimination; and (9) to implement the Title IX Grievance Procedures or to designate appropriate persons for implementing the Title IX Grievance Procedures.

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 such conduct, or otherwise obtain information about such conduct. 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.

VIII. REPORTING SEX DISCRIMINATION

Upon receiving actual knowledge of Sexual Harassment in an education program or activity against a person in the United States, the Graduate School will respond promptly in a manner that is not deliberately indifferent.

- For purposes of this policy, "actual knowledge" means notice of Sexual Harassment or allegations of Sexual Harassment to the Title IX Coordinator or any official who has authority to institute corrective measures on behalf of the Graduate School.
- A response is "deliberately indifferent" only if it is clearly unreasonable in light of the known circumstances. The Graduate School will treat complainants and respondents equitably by offering supportive measures to complainants and by following a grievance process that complies with 34 CFR 106.45 before imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent.

Any person 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.

IX. 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.

X. 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 formal 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
- Contacting parents or a relative
- Seeking legal advice
- Seeking personal counseling (always recommended)
- Pursuing legal action against the perpetrator
- Pursuing a Formal 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

XI. 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

State/Local Resources

- Fairview Lakes Medical Center, 5200 Fairview Blvd, Wyoming, MN 55092. (651) 982-7000. <https://www.mhealthfairview.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/locations/st-croix-regional-medical-center/>

- 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, 4 & 6, Forest Lake, MN. Sexual Assault Crisis: (651) 777-5222. <https://www.canvashealth.org/canvas-locations/forest-lake/>
- ESS Emergency Social Services: 1 (800) 733-2767; Shelter; transport for abuse victims <https://www.redcross.org/local/mn-nd-sd/get-help.html>
- Washington County Crisis Line, Stillwater, MN. (651) 430-6484. (651) 275-7400 (after 4:30pm and on weekends). Statewide Crisis Numbers, text “MN” to 741741. <https://www.washingtoncountymn.gov/798/Mental-Health>
- 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, text “START” to 88788, or chat online at thehotline.org
- National Sexual Assault Hotline: 1-800-656-4673, online chat available at rainn.org
- Rape, Abuse and Incest National Network (RAINN): <https://www.rainn.org/>
- US Dept. of Justice Office on Violence Against Women (OVW): <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.

XII. 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 XIII.

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.

XIII. CONTACTING THE COMPLAINANT

If a report is not closed as a result of the preliminary assessment specified in Section XII 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 XIV; 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 Formal Complaint; and to explain the process for filing and pursuing a Formal Complaint. 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.

XIV. SUPPORTIVE MEASURES

If a report is not closed as a result of the preliminary assessment specified in Section VIII, the Graduate School will offer and make available Supportive Measures to the Complainant regardless of whether the Complainant elects to file a Formal Complaint.

Contemporaneously with the Respondent being notified of a Formal 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 Formal Complaint, if the Respondent requests such 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.

XV. 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 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 Section II of 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.

XVI. FORMAL COMPLAINTS

A Complainant may file a Formal 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. 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. At the time the Complainant submits a Formal Complaint, the Complainant must be participating in, or attempting to participate in, one or more of the Graduate School's Education Programs or Activities.

A Complainant may file a Formal Complaint with the Title IX Coordinator in person, by regular mail, or by email using the contact information specified in Section III above. No person may submit a Formal Complaint on the Complainant's behalf.

So that the Graduate School has sufficient information to investigate, the formal complaint should 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 any case, including a case where a Complainant elects not to file a Formal Complaint, the Title IX Coordinator may file a Formal Complaint on behalf of the Graduate School if doing so is not clearly unreasonable. Such action will normally be taken in limited circumstances involving serious or repeated conduct or where the alleged perpetrator may pose a continuing threat to the Graduate School Community.

If the Complainant or the Title IX Coordinator files a Formal 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 Formal 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 files a Formal Complaint, the Title IX Coordinator will not act as a Complainant or otherwise as a party for purposes of the investigation and adjudication processes.

XVII. CONSOLIDATION OF FORMAL COMPLAINTS

The Graduate School may consolidate Formal Complaints as to allegations of Sex Discrimination 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 Formal Complaint of Retaliation may be consolidated with a Formal Complaint of Sex Discrimination.

XVIII. DISMISSAL PRIOR TO COMMENCEMENT OF INVESTIGATION

In a case where the Complainant files a Formal Complaint, the Title IX Coordinator will evaluate the Formal Complaint and must dismiss it if the Title IX Coordinator determines:

- The conduct alleged in the Formal Complaint would not constitute Sex Discrimination, even if proved; or
- The conduct alleged in the Formal Complaint falls outside the scope of the policy specified in Section II (i.e., because the alleged conduct did not occur in the Graduate School's Education Programs or Activities and/or the alleged conduct occurred outside the geographic boundaries of the United States).

In the event the Title IX Coordinator determines the Formal Complaint should be dismissed pursuant to this Section, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal as specified in Section IV of the Title IX Grievance Procedures. The Title IX Coordinator may refer the subject matter of the Formal Complaint to other Graduate School offices, as appropriate. A dismissal pursuant to this Section is presumptively a final determination for purposes of this policy, unless otherwise specified in writing by the Title IX Coordinator in the written notice of dismissal.

XIX. NOTICE OF FORMAL COMPLAINT

Within fifteen (15) business days of the Title IX Coordinator receiving a Formal Complaint, the Title IX Coordinator will transmit a written notice to the Complainant and Respondent that includes:

- A physical copy of this policy or a hyperlink to this policy;
- Sufficient details known at the time so that the parties may prepare for an initial interview with the investigator, to include the identities of the parties involved in the incident (if known), the conduct allegedly constituting Sex Discrimination, and the date and location of the alleged incident (if known);
- A statement that the Respondent is presumed not responsible for the alleged Sex Discrimination and that a determination of responsibility will not be made until the conclusion of the adjudication and any appeal;
- Notifying the Complainant and Respondent of their right to be accompanied by an advisor of their choice, as specified in Section II.A.4 of the Title IX Grievance Procedures.
- Notifying the Complainant and Respondent of their right to inspect and review evidence as specified in Section II.B.3 of the Title IX Grievance Procedures.
- Notifying the Complainant and Respondent of the Graduate School's prohibitions on retaliation and false statements as specified in Section XXII of this policy and Section IX of the Title IX Grievance Procedures.
- Information about resources that are available on campus and in the community.

Should the Graduate School elect, at any point, to investigate allegations that are materially beyond the scope of the initial written notice, the Graduate School will provide a supplemental written notice describing the additional allegations to be investigated.

XX. CONDUCT THAT CONSTITUTES A CRIME

Any person who wishes to make a complaint of Sex Discrimination 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 Formal 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.

XXI. 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.

XXII. RETALIATION

It is a violation of this policy to retaliate against any member of the Graduate School Community who reports or makes a formal complaint of Sex Discrimination or who participates in the investigation of a formal 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 Formal Complaint of Retaliation will be processed under this policy in the same manner as a report or Formal Complaint of Sex Discrimination, as the case may be. The Graduate School retains discretion to consolidate a Formal Complaint of Retaliation with a Formal Complaint of Sex Discrimination for investigation and/or adjudication purposes if the two Formal Complaints share a common nexus.

XXIII. CONFIDENTIALITY AND SHARING INFORMATION

The Graduate School will keep confidential the identity of any individual who has made a report or Formal 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 Formal 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 Formal 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 Discrimination 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.

XXIV. 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.

XXV. VICTIM RIGHTS

In addition to the rights enumerated in this policy and the Title IX Grievance Procedures, victims of Sex Discrimination and other forms of sexual violence have the following additional rights under Minnesota law:

- To be treated with dignity;
- 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;
- 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.

XXVI. 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.

XXVII. 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.

XXVIII. 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, hearing officer, informal resolution officer, and/or appeals officer.

The Graduate School also retains discretion to appoint two or more persons to jointly fulfill the role of investigator, hearing officer, informal resolution officer, 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, hearing officer, informal resolution officer, 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.

XXIX. 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.

XXX. 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 Formal Complaints under the Sex Discrimination Policy. They apply to the resolution of Formal Complaints against students, faculty, administrators, staff, and third parties, and they are the exclusive means of resolving Formal Complaints of Sex Discrimination.

B. Administration

For purposes of these Title IX Grievance Procedures, “investigator” means the individual(s) designated by the Title IX Coordinator to investigate a Formal 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. Promptness, Fairness and Impartiality

These procedures provide for prompt, 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. Training

The Graduate School will assure that Graduate School officials acting under this policy, including but not limited to the Title IX Coordinator, investigators, hearing officers, informal resolution facilitators, Graduate School provided advisors, and appeals officers receive training in compliance with 34 C.F.R. § 106.45(b)(1)(iii) and any other applicable federal or state law. Such training will include, but is not limited to: the definition of Sexual Harassment; the scope of the Graduate School's Education Programs or Activities; how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes; how to serve impartially, including by avoiding prejudice of the facts at issue, conflicts of interest, and bias; issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant; and issues of relevance to create an investigative report that fairly summarizes relevant evidence.

II. INVESTIGATION AND RESOLUTION OF THE FORMAL COMPLAINT

A. Preliminary Matters

1. Timing of the Investigation

The Graduate School will conclude its investigation and resolution of the Formal Complaint in a prompt manner, though timing is often based on many things, such as the facts of a case, the availability of the parties and witnesses, scheduling conflicts, etc. The investigator may require the production of information by the parties by a certain date in order to facilitate a timely resolution. Both the Complainant and the Respondent will be given periodic updates regarding the status of the investigation. 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. Informal Resolution

At any time after the parties are provided written notice of the Formal Complaint and before the completion of any appeal specified in Section IV, the parties may voluntarily consent, with the Title IX Coordinator's approval, to engage in mediation, facilitated resolution, or other form of dispute resolution the goal of which is to enter into a final resolution resolving the allegations raised in the Formal Complaint by agreement of the parties.

The specific manner of any informal resolution process will be determined by the parties and the Title IX Coordinator, in consultation together. Prior to commencing the informal resolution process agreed upon, the Title IX Coordinator will transmit a written notice to the parties that:

- Describes the parameters and requirements of the informal resolution process to be utilized;
- Identifies the individual responsible for facilitating the informal resolution (who may be the Title IX Coordinator, another Graduate School official, or a suitable third-party);
- Explains the effect of participating in informal resolution and/or reaching a final resolution will have on a party's ability to resume the investigation and adjudication of the allegations at issue in the Formal Complaint; and
- Explains any other consequence resulting from participation in the informal resolution process, including a description of records that will be generated, maintained, and/or shared.

After receiving the written notice specified in this paragraph, each party must voluntarily provide written consent to the Title IX Coordinator, before the informal resolution may commence. During the pendency of the informal resolution process, the investigation and

adjudication processes that would otherwise occur are stayed and all related deadlines are suspended.

A party may withdraw their consent to participate in informal resolution at any time before a resolution has been finalized. If informal resolution is reached, it will be documented in writing and signed by both parties. An informal resolution cannot be appealed.

Other language in this Section notwithstanding, informal resolution will not be permitted if the Respondent is a non-student employee accused of committing Sex Discrimination against a student.

3. Preponderance of the Evidence 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.

4. Advisor of Choice

From the point a Formal Complaint is made, and until an investigation, adjudication, and appeal are complete, the Complainant and Respondent will have the right to be accompanied by an advisor of their choice to all meetings, interviews, and hearings that are part of the investigation, adjudication, and appeal process. The advisor may be, but is not required to be, an attorney.

Except for the questioning of witnesses during the hearing specified in Section II.C.5, the advisor will play a passive role and is not permitted to communicate on behalf of a party, insist that communication flow through the advisor, or communicate with the Graduate School about the matter without the party being included in the communication. In the event a party's advisor of choice engages in material violation of the parameters specified in these Title IX Grievance Procedures, the Graduate School may preclude the advisor from further participation, in which case the party may select a new advisor of their choice.

In the event a party is not able to secure an advisor to attend the hearing specified in Section II.C.5, and requests the Graduate School to provide an advisor, the Graduate School will provide the party an advisor, without fee or charge, who will conduct questioning on behalf of the party at the hearing. The Graduate School will have sole discretion to select the advisor it provides. The advisor the Graduate School provides may be, but is not required to be, an attorney.

The Graduate School is not required to provide a party with an advisor in any circumstance except where the party does not have an advisor present at the hearing specified in Section II.C.5 and requests that the Graduate School provide an advisor.

5. Rights of the Parties

During the investigation, the investigator will provide an equal opportunity for the parties to be interviewed, to present witnesses (including fact and expert witnesses), and to present other inculpatory and exculpatory evidence. Notwithstanding the foregoing, the investigator retains discretion to limit the number of witness interviews the investigator conducts if the investigator finds that testimony would be unreasonably cumulative, if the witnesses are offered solely as character references and do not have information relevant to the allegations at issue, or if the witnesses are offered to render testimony that is categorically inadmissible, such as testimony concerning sexual history of the Complainant, as specified in Section II.A.7. The investigator will not restrict the ability of the parties to gather and present relevant evidence on their own.

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 Formal 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.

6. 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.

7. 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.

8. Presumption of Non-Responsibility

From the time a report or Formal Complaint is made, a Respondent is presumed not responsible for the alleged misconduct until a determination regarding responsibility is made final.

B. INVESTIGATION

1. Commencement and Timing

After the written notice of Formal Complaint is transmitted to the parties, an investigator selected by the Title IX Coordinator will undertake an investigation to gather evidence relevant to the alleged misconduct, including inculpatory and exculpatory evidence. The burden of gathering evidence sufficient to reach a determination in the adjudication lies with the Graduate School and not with the parties.

During the investigation, the Complainant will have the opportunity to describe his or her 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.

The investigation will culminate in a written investigation report, specified in Section II.C.9, that will be submitted to the adjudicator. Although the length of each investigation may vary depending on the totality of the circumstances, the Graduate School strives to complete each investigation within thirty (30) to forty-five (45) calendar days of the transmittal of the written notice of Formal Complaint.

2. 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.

3. 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 Formal Complaint, including evidence the Graduate School may choose not to rely on at any hearing and 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.

4. Investigation Report

After the period for the parties to provide any written response as specified in Section II.B.3 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.

C. ADJUDICATION

1. Hearing Officer

After selection of the hearing process as the form of administrative adjudication, the Title IX Coordinator will promptly appoint a hearing officer who will oversee the hearing process and render a determination of responsibility for the allegations in the Formal Complaint, at the conclusion of the hearing process. The Title IX Coordinator will see that the hearing officer is provided a copy of the investigation report and a copy of all evidence transmitted to the parties by the investigator as specified in Section II.B.3.

2. Hearing Notice and Response to the Investigation Report

After the hearing officer is appointed by the Title IX Coordinator, the hearing officer will promptly transmit written notice to the parties notifying the parties of the hearing officer's appointment; setting a deadline for the parties to submit any written response to the investigation report; setting a date for the pre-hearing conference; setting a date and time for the hearing; and providing a copy of the Graduate School's Hearing Procedures. Neither the pre-hearing conference, nor the hearing itself, may be held any earlier than ten

(10) calendar days from the date of transmittal of the written notice specified in this Section.

A party's written response to the investigation report must include:

- To the extent the party disagrees with the investigation report, any argument or commentary regarding such disagreement;
- Any argument that evidence should be categorically excluded from consideration at the hearing based on privilege, relevancy, the prohibition on the use of sexual history specified in Section II.A.7, or for any other reason;
- A list of any witnesses that the party contends should be requested to attend the hearing pursuant to an attendance notice issued by the hearing officer;
- A list of any witnesses that the party intends to bring to the hearing without an attendance notice issued by the hearing officer;
- Any objection that the party has to the Graduate School's Hearing Procedures;
- Any request that the parties be separated physically during the pre-hearing conference and/or hearing;
- Any other accommodations that the party seeks with respect to the pre-hearing conference and/or hearing;
- The name and contact information of the advisor who will accompany the party at the pre-hearing conference and hearing;
- If the party does not have an advisor who will accompany the party at the hearing, a request that the Graduate School provide an advisor for purposes of conducting questioning as specified in Section II.C.5.

A party's written response to the investigation report may also include:

- Argument regarding whether any of the allegations in the Formal Complaint are supported by a preponderance of the evidence; and
- Argument regarding whether any of the allegations in the Formal Complaint constitute Sex Discrimination.

3. Pre-Hearing Conference

Prior to the hearing, the hearing officer will conduct a pre-hearing conference with the parties and their advisors. The pre-hearing conference will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By

default, the pre-hearing conference will be conducted with the hearing officer, the parties, the advisors, and other necessary Graduate School personnel together in the same physical location. However, upon request of either party, the parties will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio.

In the hearing officer's discretion, the pre-hearing conference may be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

During the pre-hearing conference, the hearing officer will discuss the hearing procedures with the parties; address matters raised in the parties' written responses to the investigation report, as the hearing officer deems appropriate; discuss whether any stipulations may be made to expedite the hearing; discuss the witnesses the parties have requested be served with notices of attendance and/or witnesses the parties plan to bring to the hearing without a notice of attendance; and resolve any other matters that the hearing officer determines, in the hearing officer's discretion, should be resolved before the hearing.

4. Issuance of Notices of Attendance

After the pre-hearing conference, the hearing officer will transmit notices of attendance to any Graduate School employee (including administrator, faculty, or staff) or student whose attendance is requested at the hearing as a witness. The notice will advise the subject of the specified date and time of the hearing and advise the subject to contact the hearing officer immediately if there is a material and unavoidable conflict.

The subject of an attendance notice should notify any manager, faculty member, or other supervisor, as necessary, if attendance at the hearing will conflict with job duties, classes, or other obligations. All such managers, faculty members, coaches, and other supervisors are required to excuse the subject of the obligation, or provide some other accommodation, so that the subject may attend the hearing as specified in the notice.

The Graduate School will not issue a notice of attendance to any witness who is not an employee or a student.

5. Hearing

After the pre-hearing conference, the hearing officer will convene and conduct a hearing pursuant to the Graduate School's Hearing Procedures. The hearing will be audio recorded. The audio recording will be made available to the parties for inspection and review on reasonable notice, including for use in preparing any subsequent appeal.

The hearing will be conducted live, with simultaneous and contemporaneous participation by the parties and their advisors. By default, the hearing will be conducted with the hearing officer, the parties, the advisors, witnesses, and other necessary Graduate School personnel together in the same physical location. However, upon request of either party, the parties

will be separated into different rooms with technology enabling the parties to participate simultaneously and contemporaneously by video and audio.

In the hearing officer's discretion, the hearing will be conducted virtually, by use of video and audio technology, where all participants participate simultaneously and contemporaneously by use of such technology.

While the Hearing Procedures and rulings from the hearing officer will govern the particulars of the hearing, each hearing will include, at a minimum:

- Opportunity for each party to address the hearing officer directly and to respond to questions posed by the hearing officer;
- Opportunity for each party's advisor to ask directly, orally, and in real time, relevant questions, and follow up questions, of the other party and any witnesses, including questions that support or challenge credibility;
- Opportunity for each party to raise contemporaneous objections to testimonial or non-testimonial evidence and to have such objections ruled on by the hearing officer and a reason for the ruling provided;
- Opportunity for each party to submit evidence that the party did not present during the investigation due to mistake, inadvertence, surprise, or excusable neglect;
- Opportunity for each party to make a brief closing argument.

Except as otherwise permitted by the hearing officer, the hearing will be closed to all persons except the parties, their advisors, the investigator, the hearing officer, the Title IX Coordinator, and other necessary Graduate School personnel. Apart from the investigator and the parties, witnesses will be sequestered until such time as their testimony is complete.

During the hearing, the parties and their advisors will have access to the investigation report and evidence that was transmitted to them pursuant to Section II.B.3.

While a party has the right to attend and participate in the hearing with an advisor, a party and/or advisor who materially and repeatedly violates the rules of the hearing in such a way as to be materially disruptive, may be barred from further participation and/or have their participation limited, as the case may be, in the discretion of the hearing officer.

Subject to the minimum requirements specified in this Section, the hearing officer will have sole discretion to determine the manner and particulars of any given hearing, including with respect to the length of the hearing, the order of the hearing, and questions of admissibility. The hearing officer will independently and contemporaneously screen questions for relevance in addition to resolving any contemporaneous objections raised by the parties and will explain the rationale for any evidentiary rulings.

The hearing is not a formal judicial proceeding and strict rules of evidence do not apply. The hearing officer will have discretion to modify the Hearing Procedures, when good cause exists to do so, and provided the minimal requirements specified in this Section are met.

6. Subjection to Questioning

In the event that any party or witness refuses to attend the hearing, or attends but refuses to submit to questioning by the parties' advisors, the statements of that party or witness, as the case may be, whether given during the investigation or during the hearing, will not be considered by the hearing officer in reaching a determination of responsibility.

Notwithstanding the foregoing, the hearing officer may consider the testimony of any party or witness, whether given during the investigation or during the hearing, if the parties jointly stipulate that the testimony may be considered or in the case where neither party requested attendance of the witness at the hearing.

In applying this Section, the hearing officer will not draw an inference about the determination regarding responsibility based solely on a party or a witness's absence from the live hearing and/or refusal to submit to questioning by the parties' advisors.

7. Deliberation and Determination

After the hearing is complete, the hearing officer will objectively evaluate all relevant evidence collected during the investigation, including both inculpatory and exculpatory evidence, together with testimony and non-testimony evidence received at the hearing, and ensure that any credibility determinations made are not based on a person's status as a Complainant, Respondent, or witness. The hearing officer will take care to exclude from consideration any evidence that was ruled inadmissible at the pre-hearing conference, during the hearing, or by operation of Section II.A.7. The hearing officer 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 Formal Complaint.

8. Discipline and Remedies

In the event the hearing officer determines that the Respondent is responsible for violating this policy, the hearing officer 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 hearing officer will also, prior to issuing a written decision, consult with the Title IX Coordinator who will determine whether and to what extent ongoing support measures or other remedies will be provided to the Complainant.

9. Written Decision

After reaching a determination and consulting with the appropriate Graduate School official and Title IX Coordinator as required by Section II.C.8, the hearing officer will prepare a written decision that will include:

- Identification of the allegations potentially constituting Sex Discrimination made in the Formal Complaint;
- A description of the procedural steps taken by the Graduate School upon receipt of the Formal Complaint, through issuance of the written decision, including notification to the parties, interviews with the parties and witnesses, site visits, methods used to gather non-testimonial evidence, and the date, location, and people who were present at or presented testimony at the hearing.
- Articulate findings of fact, made under a preponderance of the evidence standard, that support the determination;
- 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;
- The discipline determined by the appropriate Graduate School official as referenced in Section II.C.8;
- Whether the Complainant 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 IV.

The hearing officer's written determination will be transmitted simultaneously to the parties. Transmittal of the written determination to the parties concludes the hearing process, subject to any right of appeal as specified in Section IV.

Although the length of each adjudication by hearing will vary depending on the totality of the circumstances, the Graduate School strives to issue the hearing officer's written determination within fourteen (14) business days of the conclusion of the hearing.

III. DISMISSAL DURING INVESTIGATION OR ADJUDICATION

The University shall dismiss a Formal Complaint at any point during the investigation or adjudication process if the Title IX Coordinator determines that one or more of the following is true:

- The conduct alleged in the Formal Complaint would not constitute Sex Discrimination, even if proved; or
- The conduct alleged in the Formal Complaint falls outside the scope of the policy specified in Section II (i.e., because the alleged conduct did not occur in the University's Education Programs and Activities and/or the alleged conduct occurred outside the geographic boundaries of the United States).

The Graduate School may dismiss a Formal Complaint at any point during the investigation or adjudication process if the Title IX Coordinator determines that any one or more of the following is true:

- The Complainant provides the Title IX Coordinator written notice that the Complainant wishes to withdraw the Formal Complaint or any discrete allegations therein (in which case those discrete allegations may be dismissed);
- The Respondent is no longer enrolled in the Graduate School or employed by the Graduate School or Foundation, as the case may be; or
- Specific circumstances prevent the Graduate School from gathering evidence sufficient to reach a determination as to the Formal Complaint, or any discrete allegations therein (in which case those discrete allegations may be dismissed).

In the event the Title IX Coordinator determines that a Formal Complaint should be dismissed pursuant to this Section XIX, the Title IX Coordinator will provide written notice of dismissal to the parties and advise them of their right to appeal as specified in Section IV. The Title IX Coordinator may refer the subject matter of the Formal Complaint to other Graduate School offices, as appropriate. A dismissal pursuant to this Section is presumptively a final determination as it pertains to this policy, unless otherwise specified in writing by the Title IX Coordinator in the written notice of dismissal.

IV. APPEALS

Either party may appeal the determination of an adjudication, or a dismissal of a Formal Complaint, on one or more of the following grounds:

- A procedural irregularity affected the outcome;
- 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 hearing officer 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 Title IX Coordinator who will appoint an appeal officer. 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 other party may submit a written opposition to the appeal 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 Formal 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.

V. CONFLICTS OF INTEREST, BIAS, AND PROCEDURAL COMPLAINTS

The Title IX Coordinator, investigator, hearing officer, appeals officer, and informal resolution facilitator 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 IV or otherwise.

VI. 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.

VII. RECORDINGS

Wherever this policy specifies that an audio or video 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 or video recordings under this policy. The surreptitious recording of any meeting, interview, hearing, or other interaction contemplated under this policy is strictly prohibited. Any party who wishes to transcribe a hearing by use of a transcriptionist must seek pre-approval from the hearing officer.

VIII. 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 will designate the Investigating Officer and oversee the investigation and adjudication process. Based on the outcome of the adjudication, the President will implement any sanctions or remedial measures.

IX. BAD FAITH COMPLAINTS AND FALSE INFORMATION

It is a violation of this policy for any person to submit a report or Formal Complaint that the person knows, at the time the report or Formal 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. Charging an individual with a Code of Student Conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under this

policy does not constitute retaliation, provided that a determination regarding responsibility, alone, is not sufficient to conclude that any party has made a materially false statement in bad faith

X. 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. Such documentation and records include: records of any actions, including supportive measures, taken in response to a report or formal complaint of Sexual Harassment; documentation of the basis for the Graduate School's conclusion that its response was not deliberately indifferent; documentation that the Graduate School has taken measures designed to restore or preserve equal access to its Education Programs or Activities; and if supportive measures were not provided to a complainant, documentation of the reasons why such a response was not clearly unreasonable in light of the known circumstances.

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.

XI. INTERSECTION WITH OTHER PROCEDURES

These Title IX Grievance Procedures are the exclusive means of resolving complaints alleging violations of the Sex Discrimination Policy. To the extent there are any inconsistencies between these procedures and other Graduate School grievance, complaint, or discipline procedures, these procedures will control the resolution of complaints alleging violations of the Sex Discrimination Policy.