

Hazelden Betty Ford



Graduate School
of Addiction Studies

College Catalog and Student Handbook

- Master of Arts in
Addiction Counseling:
Advanced Practice
- Master of Arts in
Addiction Counseling:
Integrated Recovery for
Co-Occurring Disorders
- Professional
Development



Fall 2022

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Introduction

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

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

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

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

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

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

Today, the Hazelden Betty Ford Graduate School of Addiction Studies has granted over 930 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 of Addiction Studies is located at Hazelden Betty Ford's largest campus in Center City, Minnesota. Students are provided access to clinical practice opportunities at various Hazelden Betty Ford and other provider sites across the country.

Mission Documents

Mission

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

Vision

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

Values

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

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

Goals

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

- Evaluate evidence-based and theoretical approaches in the treatment of addiction and co-occurring disorders
- Demonstrate cultural competence and cultural humility as the clinical and professional foundation of addiction and mental health counseling at individual, family, group, organizational, and societal levels
- Deliver clinical and professional counseling services to facilitate a process of change for individuals, families, groups, organizations, and communities
- Apply data and research to improve clinical services and outcomes

About the Graduate School

- Demonstrate clinical practice and professional counselor identity aligned with ethical, moral, and legal principles and standards

Organizational Priorities

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

- Provide student-centered models of education
- Expand internationally
- Deliver exceptional student support

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 academic achievement. 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 the scientific, professional, and clinical resources of Hazelden Betty Ford Foundation. 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 2021

- Total master's students: 235
- Full-time master's students: 54%
- Part-time master's students: 46%
- Total professional development students: 29

Student Diversity

- Female students: 71%
- Male students: 29%
- Students of color: 14%
- Out-of-state students: 54%
- International students: 1.0%
- Age range of students: 22-69
- Average age: 41.5
- Racial/ethnic self-identification
 - American Indian or Alaska Native: 3
 - Asian: 5
 - Black or African American: 10

- Hispanic or Latino: 10
- Native Hawaiian or Other Pacific Islander: 0
- Two or More Races: 8
- White, non-Hispanic: 227
- Unknown: 1

Faculty

- Core faculty: 6
- Emeriti faculty: 1
- Adjunct faculty: 28

Licensure

Minnesota Licensed Alcohol and Drug Counselor (LADC)

Graduates of the Master of Arts in Addiction Counseling: Advanced Practice programs meet the academic requirements necessary to pursue the Licensed Alcohol and Drug Counselor credential in Minnesota. Graduates of the Master of Arts in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders who complete program requirements as residents of the State of Minnesota, also meet the academic requirements for this licensure.

Minnesota Licensed Professional Counselor (LPC)

Graduates of the Master of Arts in Addiction Counseling: Advanced Practice program meet the academic requirements necessary to pursue the Licensed Professional Counselor credential in Minnesota. Graduates of the Master of Arts in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders who complete program requirements as residents of the State of Minnesota, also meet the academic requirements for this licensure.

Minnesota Licensed Professional Clinical Counselor (LPCC)

Graduates of the Master of Arts in Addiction Counseling: Advanced Practice program meet the academic requirements necessary to pursue the Licensed Professional Clinical Counselor credential in Minnesota. Graduates of the Master of Arts in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders who complete program requirements as residents of the State of Minnesota, also meet the academic requirements for this licensure.

Out of State Licensure

Licensing requirements vary from state to state. It is the student's responsibility to check licensing requirements in his/her respective state. For assistance, students are encouraged to contact the Clinical Placements and Credentialing Coordinator.

About the Graduate School

Professional Licensure and Certification Document and Communication Policy

The Hazelden Betty Ford Graduate School of Addiction Studies maintains a professional licensure and certification list regarding whether or not our programs meet state requirements, do not meet requirements, or no determination has been made. This information is reviewed annually and shared via our website and through emails to prospective students, newly admitted students, and currently enrolled students.

Accreditation

The Hazelden Betty Ford Graduate School of Addiction Studies is accredited by the Higher Learning Commission, www.hlcommission.org. Phone: 800-621-7440 or 312-263-0456.

The Hazelden Betty Ford Graduate School of Addiction Studies 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.

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

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

- Curricula for the Master's in Addiction Counseling: Advanced Practice Program and the Master's in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders Program meets requirements for addiction counseling licensure or certification in Minnesota.
- Curricula for the Master's in Addiction Counseling: Advanced Practice Program and the Master's in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders Program meets requirements for mental health counseling licensure or certification in Minnesota.
- Curricula for the Master's in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders Program meets requirements and is an approved Criteria C School for licensure as a Clinical Addiction Specialist with the North Carolina Addictions Specialist Professional Practice Board.

- Curricula for the Master's in Addiction Counseling: Advanced Practice and Master's in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders Programs meet requirements for certification as a Substance Use Disorder Professional with the Michigan Certification Board for Addiction Professionals.
- Curricula for the Master's in Addiction Counseling: Advanced Practice and Master's in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders Programs meet requirements for certification as an Advanced Alcohol and Drug Counselor with the West Virginia Certification Board for Addiction and Prevention Professionals.
- Curricula for the Master's in Addiction Counseling: Advanced Practice Program and the Master's in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders Program meets requirements for substance abuse counseling licensure in Wisconsin.
- Curricula for the Master's in Addiction Counseling: Advanced Practice Program and the Master's in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders Program meets requirements for mental health licensure in Wisconsin.

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

Minnesota State Registration

The Hazelden Betty Ford Graduate School of Addiction Studies 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

The Hazelden Betty Ford Graduate School of Addiction Studies is committed to protecting your privacy, developing technology that gives you a safe online experience. This Consumer Privacy Policy applies to the Hazelden Betty Ford Graduate School of Addiction Studies 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 your personal information.

About the Graduate School

Security of your Personal Information

The Hazelden Betty Ford Graduate School of Addiction Studies secures your personal information from unauthorized access, use or disclosure. The Graduate School secures the personally identifiable information you provide on computer servers in a controlled environment protected from unauthorized access, use or disclosure.

Use of your Personal Information

We use the information we gather from you to track user trends, abuse prevention, and for the other purposes described in this policy. If you send us an email, the email address you provide may be used to send you information, respond to inquiries, and/or other requests or questions. We will not share, sell, rent, swap, or authorize any third party to use your email address for commercial purposes without your permission.

We and our third-party vendors collect certain information regarding your use of www.HazeldenBettyFord.edu, such as your IP address and browser type. Your session and the pages you visit on www.HazeldenBettyFord.edu will be tracked, but you will remain anonymous. We may use your IP address to identify the general geographic area from which you are accessing www.HazeldenBettyFord.edu. We connect data from different systems but do not link IP addresses to any personal information.

User information may be shared with third-party vendors to the extent necessary to provide and improve web services or other communications to users. For example, we use third parties such as Google Analytics to generate reports on site usage, web traffic, user behavior, and user interests in order to optimize our website for our visitors. We also use geographic, demographic, and interest-based reports of our website visitors to create custom audience lists. We prohibit 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 our users.

We may also provide your information to third parties in circumstances where we 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 our rights and safety and the rights and safety of our 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.

How is this information collected and how can you opt out?

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 opt-out page. You can choose to opt out of having site activity logged by clicking on the Google Analytics opt-out browser add-on page.

The Graduate School will promptly honor any request from an inquiry, applicant, or student who chooses to be removed from phone, email, or contact lists. Such requests can be directed to Director of Enrollment and Student Services by e-mail at GraduateSchool@HazeldenBettyFord.edu or through regular mail at:

Director of Enrollment and Student Services
 Hazelden Betty Ford Graduate School of Addiction Studies
 15251 Pleasant Valley Rd
 Center City MN 55012

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About Learning Opportunities

The Hazelden Betty Ford Graduate School of Addiction Studies 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 Addiction Counseling: Advanced Practice is an in-person program that addresses the spectrum of human adjustment, addiction and mental health complications over the lifespan. The Master of Arts in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders is an online program that addresses the spectrum of human adjustment, addiction and mental health complications, along with their interactions, over the lifespan. Both programs provide a comprehensive education, which may include the development of clinical competencies that enable new graduates to practice throughout the continuum of care, improve practice based on research, and effectively address clinical complexity. Graduates have a sound foundation for the development of clinical leadership.

Professional Development is tailored to the individual needs of each student and enables individuals to continue their education, better meet the needs of their patients, and potentially advance their credentials. Available courses focus on a variety of topic areas, such as Advanced Cognitive-Behavioral Therapy, Advanced Motivational Interviewing, Clinical Supervision, Medications for Addiction Treatment, Career Development, and Families and Systems.

Continuing education hours are offered in cooperation with the Graduate School of Addiction Studies, 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), Association for Addiction Professionals (NAADAC), California Association for Drug/Alcohol Educators (CAADE), California Consortium of Addiction Programs and Professionals (CCAPP), California Association of DUI Treatment Programs (CADTP), California Board of Registered Nursing (CA BRN).

Career Opportunities

Graduates are prepared for professional positions in such fields as:

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

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

Academic Expectations Agreement

The Hazelden Betty Ford Graduate School of Addiction Studies 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

Hazelden Betty Ford 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, from being a member of a student organization, to conducting research with a faculty member, or volunteering at a social service agency. The Graduate School hosts multiple opportunities for student involvement which allow students to expand their learning through leadership, service, and socializing with a diverse group of peers. Student Organizations register each year with the Graduate School and are student-led. Student Organizations may apply for funding to support annual costs and are advised by a Graduate School Faculty/Staff member. Student Services provides ongoing support to encourage the success of these organizations, their members, and their leaders.

Master of Arts in Addiction Counseling: Advanced Practice

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

Learning Outcomes

The Master of Arts in Addiction Counseling: Advanced Practice 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 build toward advanced clinical competencies. Classroom and supervised clinical experiences foster in-depth competencies in counseling practice including differential diagnosis, treatment planning, and empirically-supported interventions for addiction and commonly co-occurring conditions. Upon completion of the program, graduates will be able to:

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

Learning Opportunities

- Apply codes of ethics, laws, and regulations to addiction and mental health counseling
- Exhibit a professional disposition
- Effectively utilize supervision and consultation to ensure ethical and competent counseling
- Demonstrate self-care to support counselor development

Master of Arts in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders

The Master of Arts in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders 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.

Learning Outcomes

The Master of Arts in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders 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 build toward counseling competencies. The virtual learning environment and supervised clinical experiences foster in-depth competencies in counseling practice, including differential diagnosis, treatment planning, and empirically-supported interventions for addiction, mental health, and commonly co-occurring disorders. Upon completion of the program, graduates will be able to:

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

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

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

Professional Development

Professional Development meets individual learning needs based on past and current competence in addiction as well as student-defined outcome goals. 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.

Learning Outcomes

Learning outcomes are developed with the student and advisor. An educational plan is developed and serves as a blueprint for learning opportunities and outcomes. Students selecting an individual course are not required to develop an educational plan.

Licensure

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

Clinical Placement

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

Practicum

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

Internships 1 and 2

Internships 1 and 2 are completed after the student has 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 a Master's Applied Project (MAP) final summary report. This report integrates, synthesizes, and applies all that the student has learned throughout the course of their education and culminates in an oral defense.

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 then made available on the school's website. An annual Job and Internship Fair is coordinated by the Graduate School. No direct placement activities are undertaken by the school. While graduates are prepared for a wide variety of career opportunities, the 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.

Credits

Continuing education clock hours and/or continuing education units are awarded in conjunction with sponsoring organizations including the American Psychological Association (APA), Association of Social Work Boards (ASWB), National Board for Certified Counselors (NBCC), National Association for Addiction Professionals (NAADAC), 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.

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Admission Requirements

The Hazelden Betty Ford Graduate School of Addiction Studies 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, age, 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.

The admission requirements are:

- A bachelor's degree from a regionally or nationally accredited institution of higher learning, or equivalent, as pertinent for international students
- Certification of no chemical use problems within the two years prior to admission for residential programs. Students in online programs must follow requirements for the state in which the student plans to complete internships and/or will practice in upon graduation.
- An applicant who does not speak English as a first language is required to complete the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), or equivalent. TOEFL requirements are the following: score of 213 or more on the computer-based test, or a score of 550 or more on the written test, or a score of 80 or more on the Internet-based test. If an international applicant chooses the IELTS academic exam, a score of 6.0 must be achieved. TOEFL or IELTS scores are not required if the applicant has a bachelor's degree or higher from a regionally accredited U.S. college or university.

It is preferred that applicants have:

- Prior personal or professional knowledge of addiction and recovery
- Some prior educational and/or clinical experience in alcohol and drug dependence or human services
- Access and utilize technology as outlined in Section 6: Technology Requirements

Application Procedure

Any person who meets these criteria may apply for admission by submitting an online application available at hazeldenbettyford.edu.

To apply, the candidate must submit:

- An essay addressing career and educational aspirations
- Three letters of professional reference regarding the applicant's academic achievement, skills, and abilities; or professional skills and qualities to be an effective addiction counselor; personal and professional readiness to help others; and knowledge of the applicant's values and ethics
- Official transcripts from all previously attended institutions of higher learning
- Applicants to residential programs at the Graduate School are also required to complete a Background Study to comply with the Minnesota Statutes, Chapter 45C. A complete caregiver background check is also required for the State of Wisconsin under Wisconsin HFS12. These are both required for all students who will have direct contact with patients. According to Minnesota Statute 148A, students are also required to sign a statement and release of information regarding past sexual contact with, or exploitation of, patients or former patients. The Graduate School also requires a statement and release of information regarding past sexual contact with any person under the age of 18.

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

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

Notification of Admission Decision

Following the completion of the application and interview 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 phone and/or email. Students who are denied admission are allowed to re-apply one time no less than twelve months after the date of the admission decision.

Semester Calendar

A calendar that includes the beginning and end dates for each session or term is posted online. The document contains the dates for the current and upcoming five semesters. Changes or additions to the calendar will be posted, and students will be notified by postings and/or email.

Term Dates

Fall Semester 2022: September 6 – December 17

Winter Semester 2023: January 9 – April 22

Summer Semester 2023: May 8 – August 19

Categories of Admission

Rolling Enrollment Options

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

International Student Application Deadlines

International applicants must be admitted according to the following deadline:

Fall enrollment - July 1

Master of Arts Programs

Full-time: A full-time student completes the program requirements for the Master of Arts in Addiction Counseling: Advanced Practice program requirements over a five-semester sequence, or the Master of Arts in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders program requirements over a six-semester sequence.

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

Part-time students are encouraged to complete program requirements for the on-campus programs within two years and for the online program within four years. Each part-time student confers with his or her 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, a student 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

References and Related Information

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

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

Transcripts

Applicants requesting admission into a Graduate School program must provide proof of an undergraduate degree in the form of an official transcript. The transcripts submitted in the application process must be received directly from the issuing educational institution. All international students must provide a transcript through a foreign transcript evaluation agency. The student is 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 of Addiction Studies
Attn: Admissions
15251 Pleasant Valley Road, CO9
Center City, MN 55012

Tuberculosis Screening

The Graduate School requires that all on-campus students provide proof of a Tuberculosis (TB) screening. All incoming students will provide proof prior to the first day of class. All current on-campus students will be able to take the test through the procedure provided by Hazelden Betty Ford Foundation. Students enrolling in a professional development program may be exempt, in certain circumstances, from the TB screening requirement and are encouraged to speak to the admissions office for details.

Should any students receive a positive reading from their TB screening, they will be required to submit to a chest x-ray. Additional procedures may be required.

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

Immunizations

Minnesota Law (M.S. 135A.14) requires proof that all on-campus 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 student who fails to submit the required information within 45 days of first enrollment cannot remain enrolled. Should a student not submit documentation, the student may not remain enrolled.

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

Hazelden Betty Ford Foundation Requirements

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

Postponement

Students who have been accepted into a Graduate School program may postpone enrollment for up to two consecutive semesters including with the semester of admittance. For example, a student admitted for fall semester may postpone enrollment fall and winter semesters, but needs to enroll summer semester. If the 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 non-refundable deposit of \$100 is required before release of the Form I-20. If the student is

denied a visa, the deposit will be refunded.

If the student needs to apply to the U.S. Embassy in his or her 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, he or she will be reimbursed the tuition payment after the Form I-20 is returned to the Registrar at the Graduate School. No reimbursement will be made without the return of the Form I-20.

The Graduate School will mail the Form I-20 via UPS or FedEx ground delivery. Upon receipt of the Form I-20, the student must submit the Form I-20 to a U.S. Embassy or Consulate to apply for his or her student visa. 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/>.

Timeline

A maximum of seven years is allowed for attainment of the master's degree.

Conditional Admission Policy

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

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

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

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

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

An international student may not be admitted conditionally.

Readmission 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, or in the absence of a Dean, the President/CEO, in writing of their intent to register for the upcoming term 60 days prior to the semester start date to verify that all requirements of the suspension have been successfully met. Should a student decide to not register for classes in the semester that immediately follows their suspension, they must apply for a Leave of Absence or they will be considered a voluntary withdrawal. Depending on the length of the suspension, additional background checks may be required.

Leave of Absence

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

Voluntary Withdrawal

Students who voluntarily withdraw from 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 Hazelden Betty Ford Graduate School of Addiction Studies are not eligible to apply for readmission to the graduate school.

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 Addiction

Counseling: Integrated Recovery for Co-Occurring Disorders or the Master of Arts in Addiction Counseling: Advanced Practice 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.
- Student must have earned a grade of B (3.0 GPA) or higher.
- Graduate School faculty will review requests to determine whether it meets criteria for course equivalency transfer, elective credit transfer, or is not eligible for transfer credit.
- Practicum and Internship courses, orientation courses, CPC-813 Synthesis: Advanced Professional Practice, IR-815 Synthesis: Integrated Recovery and online courses requiring a residency experience are not eligible for transfer of credit.

Requests for credit transfer will be considered if requests are made no less than two weeks prior to the first term of enrollment at Hazelden Betty Ford Graduate School of Addiction Studies. Credits taken after enrollment at HBFGS will not be considered for transfer.

Students must provide all credentials for evaluation at least two weeks prior to the first day of enrollment. Students requesting transfer of credit should follow this procedure:

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

Faculty will review the request and the Director of Enrollment and Student Services will inform students in writing of the results of their request. A complete transfer credit evaluation will be completed by HBFGS prior to the last day to drop courses.

Degree Change

If a student wishes to change his or her program of study after having been admitted to a graduate program at the Graduate School, the student must confer with his or her advisor and apply for the change by completing a Degree Change form along with any required application requirements which have not previously been met, which may include additional essays, background checks and/or orientation requirements. Students who wish to transfer from one-degree program to another must apply for the change prior to graduating and will be informed of

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acceptance or denial into the new degree program after completing all required forms and application requirements. Once approved for a degree change, students will receive full credit for cross-listed courses that have already been completed at the Graduate School. Other coursework already completed at the Graduate School will be reviewed to determine applicability to the student's new degree program through the Transfer of Credit Policy. Please note that changing degree programs may require the completion of additional coursework to meet degree requirements and may delay graduation.

Graduates of Hazelden Betty Ford Graduate School of Addictions Studies who wish to enroll into a second program at HBFGS 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 of HBFGS will only be eligible for admission into programs that require a minimum of 50-percent or more unique coursework from the previously earned degree.

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Campus Location

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

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

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

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

Center City Campus Resources

The Hazelden Betty Ford Addiction Research Library

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

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

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

Online Library Resources

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

Butler Center for Research

The Butler Center for Research 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 the Center's research is "pathways of recovery." While we know that treatment is effective, the internal and external processes that produce change are relatively unknown. The more we can objectively describe and measure processes and indicators of change, the better we can target our treatment efforts and communicate our results. The Butler Center for Research routinely collects and analyzes patient outcomes data and serves the data needs of all areas within the Foundation. The Center 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 Hazelden Betty Ford Graduate School of Addiction Studies utilizes Populi as the Student Information System (SIS). An online service accessible from anywhere by Internet connection, Populi provides an array of services for students, including a Learning Management System (LMS), student profile information, course registration, ongoing grades and cumulative GPA, course assignments, course files, syllabi, school news feeds, lesson materials, tests, and discussion postings. Those seeking admission also utilize Populi to submit an online application.

Media Services

Enrolled students have access to classroom projectors and computers for classroom presentations.

The Hazelden-Pittman Archives

Hazelden Betty Ford 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, sauna, whirlpool, full-size gym, cardio machines, weights, running track, and recreation room.

Computer Lab

There are two computer/study rooms in the Cork Building for student use, both equipped with computers and printers. Students have access to these rooms 24 hours per day, seven days per week.

Wireless Internet Access

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

Food Services

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

Campus Accessibility for Students with Disabilities

The Graduate School is committed to providing students with disabilities access to its campus and facilities. A regular program of campus improvements is managed by the Hazelden Betty Ford 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 Hazelden Betty Ford Graduate School of Addiction Studies 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 each student 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 Denell Belle Isle, Executive Assistant, at DBelleisle@hazeldenbettyford.edu.

Exception to Policies

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

Consumer Disclosures

The federal Higher Education Act and its implementing regulations require Hazelden Betty Ford Graduate School of Addiction Studies to provide a number of consumer disclosures to students. For information regarding consumer disclosures, contact the Director of Enrollment and Student Services at 651-213-4092 or LTBrown@hazeldenbettyford.edu.

Equal Opportunity/Nondiscrimination Policy Statement

Please note that this policy may change at a later date. Questions about these policies may be directed to the President/Chief Executive Officer, who serves as the Title IX coordinator, at 651-213-4863 or KDoyle@hazeldenbettyford.edu; to the Student Success Advisor who coordinates disability services at GraduateSchool@hazeldenbettyford.edu; or to The Office of Civil Rights at The U.S. Department of Education at www.ed.gov.

Employment

Hazelden Betty Ford 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, creed, religion, age, 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 or physical, mental, or medical disability unrelated to the ability to engage in activities involved with the job. Hazelden Betty Ford Foundation actively supports an affirmative action program in order to provide equal employment and educational opportunity in all areas: academic, support, and instruction.

Educational Programs and Activities

It is the policy of Hazelden Betty Ford Foundation that no person in the United States shall be discriminated against because of race, creed, religion, age, 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, and that equal opportunity and access to facilities shall be available to all. The Graduate School is required not to discriminate in this manner under Title IX. This policy is particularly applicable in the admission of students in all colleges and in their academic pursuits. It also is applicable in Foundation-owned housing, in food services, extra-curricular activities, and all other student services. It is a guiding policy in the employment of students either by the Foundation or by non-Foundation employers through and in the employment of faculty and staff.

Minnesota State Policy Against Discrimination

The Hazelden Betty Ford Graduate School of Addiction Studies abides by the Minnesota Human Rights Act, which prohibits discrimination based on the following protected classes: race, color, creed, religion, national origin, sex, marital status, familial status, disability, public assistance status, age, sexual orientation, and local human rights commission activity.

Statement of Institutional Diversity and Pluralism

Hazelden Betty Ford 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 Hazelden Betty Ford Foundation vary widely; all must be valued for the richness their different cultures, heritages, perspectives, and ideas bring to this community. Hazelden Betty Ford 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 Hazelden Betty Ford 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 Hazelden Betty Ford Foundation oblige its students, faculty, staff, and alumni to foster the awareness and sensitivity necessary for acceptance and understanding of all people in society. Hazelden Betty Ford 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

All 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.

A student is expected to be responsible for his or her 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 a student who engages or who is 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 Hazelden Betty Ford 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 Hazelden Betty Ford Foundation program is a confidential matter. What happens to a patient during his or her participation in a program is protected as well. Also protected by law is information about a patient's participation even after discharge from a Hazelden Betty Ford Foundation program. Hazelden Betty Ford 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.

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 himself or herself in a manner that significantly interferes with the operations of Hazelden Betty Ford Foundation or endangers the health or safety of patients, members of the Hazelden Betty Ford Foundation community, and/or visitors on campus, including actions that:
 - a. substantially interfere with another's educational opportunities, peaceful enjoyment of residence, physical security, or terms/conditions of employment; and/or
 - b. are taken with a general intent to engage in the actions and with the knowledge that the actions are likely to substantially interfere with educational opportunities, peaceful enjoyment of residence, physical security, or terms/conditions of employment.
- **Harassment.** Verbal or physical conduct directed against members of the Hazelden Betty Ford Foundation community that is discriminatory, in that it is severe, persistent, or pervasive and has the effect of limiting or denying a student's ability to participate in or benefit from an educational program is prohibited.
- **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,** that could adversely affect the patient or reflect discredit to the Hazelden Betty Ford Foundation and/or Hazelden Betty Ford Graduate School of Addiction Studies. See the Ethics policy for details.

5. **Disruptive Activity or Disorderly Conduct**

Examples include, but are not limited to:

- **Classroom disruption.** Disrupting classroom activity.
- **Campus disruption.** Participating in a demonstration, riot, or activity that disrupts the normal operations of Hazelden Betty Ford Foundation and/or infringes on the rights of other members of the Hazelden Betty Ford 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 Hazelden Betty Ford Foundation officials.** Failing to comply with the directions of Hazelden Betty Ford 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 Hazelden Betty Ford 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 Hazelden Betty Ford Foundation's disciplinary proceedings;
 - d. attempting to discourage an individual's proper participation in, or use of, Hazelden Betty Ford 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 Hazelden Betty Ford 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. A federal or state drug conviction can disqualify a student for Federal Student Aid funds. Convictions only count against a student for aid eligibility purposes if they were for an offense that occurred during a period of enrollment for which the student was receiving Federal Student Aid.
- **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. Students are expected to abide by local ordinances and state and federal laws regarding the consumption or possession of drugs. A federal or state drug conviction can disqualify a student for Federal Student Aid funds. Convictions only count against a student for aid eligibility purposes if they were for an offense that occurred during a period of enrollment for which the student was receiving Federal Student Aid.

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 Hazelden Betty Ford Foundation, including Hazelden Betty Ford Foundation property or any property of a member of the Hazelden Betty Ford Foundation community and/or contractor(s), vendor(s), or guest(s) of Hazelden Betty Ford 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

Hazelden Betty Ford Foundation discourages consensual relationships, i.e., 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. This policy is in effect when one individual has a control, power, authority, or responsibility position over another. Hazelden Betty Ford 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. If the parties do engage in a consensual relationship as defined above, the person in the authority position is obligated to report the relationship to his or her 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.

9. Sexual Misconduct

Hazelden Betty Ford Graduate School of Addiction Studies 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.

Please see Appendix for the complete Sexual Harassment Policy & Title IX Grievance Procedures document.

10. Violation of the Alcohol and Drug Policy

It is the policy of Hazelden Betty Ford that the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances is prohibited in any Hazelden Betty Ford facility, office, or vehicle, or on any Hazelden Betty Ford property. These include all mood-altering substances, whether legal or illegal, such as stimulants, depressants (including alcohol), cannabis, narcotics, and hallucinogens. Alcoholic beverages, controlled substances, or (abuse of) prescription medication cannot be consumed anytime during the workday, including rest breaks, lunches, or other meals if the student is 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 drugs is not permitted during working hours. The use of alcohol is discouraged where specific Hazelden Betty Ford business is being conducted.

Alcohol and drug-dependent students whose primary function involves direct therapeutic work with Hazelden Betty Ford patients are required to be alcohol and drug free for a minimum of two years prior to clinical placement courses. Maintaining freedom from alcohol and/or drug use is required throughout their tenure as a student.

Students, 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 a controlled 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 Hazelden Betty Ford Foundation and the Hazelden Betty Ford Graduate School of Addiction Studies 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. Legal sanctions under local, state, and federal laws may include and are not limited to:

- Suspension, revocation, or denial of a driver's license
- Loss of eligibility for federal financial aid or other federal benefits
- Property seizure
- Mandated community service
- Felony conviction that may result in imprisonment
- Monetary fines

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

Students must notify the Dean, or in the absence of a Dean, the President/CEO, 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.

A student in need of assistance to overcome an alcohol and/or drug problem must contact the Dean or the Student Success Advisor immediately. The student 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 Hazelden Betty Ford Foundation buildings, parking structures, walkways, and in Hazelden Betty Ford 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 Hazelden Betty Ford Foundation other than the HGSAS wireless network. If Internet connectivity is needed from a student owned device, the only method of access that is allowed is through the approved HGSAS wireless network
- Illegal file sharing (see Copyright and Intellectual Property section for details)
- Unauthorized use of HGSAS wireless or any part of Hazelden Betty Ford 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 Hazelden Betty Ford Foundation equipment
- Unauthorized distribution of copyrighted material, including copying, distributing, downloading, and/or uploading information as well as peer-to-peer file sharing
- Exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement

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

14. Violation of the Information Technology Business Use Policy

Examples include but are not limited to:

- Use of Hazelden Betty Ford Foundation's information technology (IT) for business or commercial purposes unrelated to the Foundation
- Use of the Hazelden Betty Ford Foundation email system as a personal mailing address
- Installation of personally owned software, including screensavers or game software, on Hazelden Betty Ford 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 Hazelden Betty Ford Foundation owned or Hazelden Betty Ford 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 Hazelden Betty Ford 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 Hazelden Betty Ford 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 Hazelden Betty Ford 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 Hazelden Betty Ford Foundation regulations, the State Board of Higher Education (Board) policies, and federal and state laws and local ordinances. Students may be disciplined by Hazelden Betty Ford Foundation for violating Hazelden Betty Ford Foundation and/or Board 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 Hazelden Betty Ford Graduate School of Addiction Studies 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 Sexual Harassment Policy & Title IX Grievance Procedures in Appendix.

Disciplinary Action for Violations of Student Conduct

- Any member of the Hazelden Betty Ford Foundation community may file 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 President/CEO of the Graduate School. Any complaint should be submitted as soon as possible after the event takes place. The President/CEO or his or her designee 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 President/CEO shall make a determination of disciplinary actions. The student subject to the discipline has fourteen days to request reconsideration by the President/CEO of the actions taken. Thereafter the decision of the President/CEO is final.

Sanctions

The disciplinary sanctions that may be imposed on a student 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 the student regarding the violation. An account of the warning is placed in the student's academic file.

- Written warning: A formal written warning is given to the student regarding the violation. A copy of the warning is placed in the student's academic file.
- Suspension: Temporary removal of the student from the academic community for a specific period of time, to be determined on a case-by-case basis.
- Expulsion: Permanent removal of the student 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 MAAC-AP program will be formally evaluated on professional disposition by faculty while enrolled in CPC-500 Introduction to Theory and Practice, CPC-804 Practicum, CPC-805 Internship 1, and CPC-806 Internship 2. Professional disposition is defined in the CACREP Standards (2016) as: "The commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues" (p.43).

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

If a student is rated as below expectations for any disposition, the student will 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 behavioral plan developed by the student's advisor in collaboration with the student and the individual who assessed the student. This plan will include a specific written and measurable behavioral 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 Student Handbook.

Support Services for Persons with Disabilities

Hazelden Betty Ford Foundation complies 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 of Addiction Studies on that basis. The Hazelden Betty Ford Graduate School of Addiction Studies will provide reasonable accommodations to students in accordance with the Americans with Disabilities Act (ADA) and Minnesota's Human Rights Act.

In carrying out this policy, we recognize that there are many different types of disabilities and, therefore, wish to work with students to provide reasonable accommodations to qualified students with disabilities when there is no undue hardship to the Foundation. Students who believe accommodations would help the student perform any aspect of the educational experience, should do the following:

- Contact the school's Student Success Advisor at GraduateSchool@hazeldenbettyford.edu.
- Complete the Accommodation Request form, available in Populi Files

The student has an obligation to self-identify as a person with a disability seeking an accommodation. Timely requests for accommodations are encouraged, but will be accepted at any time. Granted accommodations are not effective retroactively. A student can request additional accommodations and/or modifications to their already-granted accommodations at any time.

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

Hazelden Betty Ford Foundation will consider types of changes or adjustments that permit a qualified student with a disability to participate fully in their education and to perform the essential functions equal to those students without disabilities. These accommodations may include but are not limited to:

- Providing or modifying equipment or devices
- Adjusting or modifying examinations, training materials, or policies
- Arranging for readers and interpreters or providing video transcripts
- On a space-available basis, 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 the student 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 Faculty Coordinator and Chief Academic Officer when necessary to determine the feasibility of accommodations. When a reasonable accommodation has been granted, it is the student's responsibility to present the letter of accommodations to appropriate faculty.

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 does not consider to be a reasonable accommodation. Therefore, the Graduate School will not consider the following accommodations:

- 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 we provide our 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).

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 Faculty Coordinator and Chief Academic Officer and faculty will consider a request for readmission or short-term extension of the time limit.

Class, Group Supervision, Residency, and Clinical Placement Attendance

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

Class Attendance

A student is 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 a student is unable to meet the attendance requirements, he or she must consult with the course instructor and his or her advisor to discuss available options which may include a written corrective plan or recommendation for course withdrawal. Failure to complete the corrective plan or 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. A student shall be permitted to make up an examination* or another academic requirement at another time or by an alternative method, without any prejudicial effect, where:
 - a. There is a scheduling conflict between the student's religious beliefs and taking the examination or meeting the academic requirement; and
 - b. The student has notified the instructor, within the first three weeks of the beginning of classes of the specific days or dates on

which he or she 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 the student's attendance during the previous week (Monday through Sunday). Faculty members will notify the Dean, or in the absence of a Dean, the President/CEO, in writing, immediately if a student has dropped below 80% attendance.

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 a student is absent during one or two group supervision meetings, the student must complete one or two additional clinical placement hours, respectively. If a student is absent for more than two group supervision meetings during a given semester, the student 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. Students who have unexcused absences for more than two hours of the classroom portions of a residency may risk failing the course. Missed components of the residency may need to be made up by the student.

Clinical Placement Attendance

Students are required to complete all clinical hours to receive credit for clinical placements. When a student knows in advance that clinical hours will be missed, the student must email the clinical supervisor and copy the advisor. When missing clinical hours, regardless of the reason, the student must complete all missed hours, working with the supervisor to find alternative times at the placement. There is no minimum threshold of hours to be missed at clinical placements. All clinical hours must be completed for each semester.

Failure to complete all clinical hours will result in an incomplete, no credit, or fail for 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 a student is employed for fewer hours than are required for a clinical placement, the student is 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's the potential that if your employment is terminated, you would not be able to complete your internship.

Graduate Credit

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.

For students enrolled in programs prior to Fall 2020, practicums are calculated at 60 hours per credit and internships are calculated at 100 hours per credit. Effective for students who begin their programs in Fall 2020 and beyond, all practicums and internships will be calculated at 100 hours per credit. The Master of Arts in Addiction Counseling: Advanced Practice requires 60 credits. The Master of Arts in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders program requires 60 credits.

Degree Conferral and Graduation

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

Participation in Commencement Exercises

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

New Student Orientation

Students in on-campus degree programs are required to participate in new student orientation the week prior to the semester start. 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 IRCOD program must successfully complete this course prior to enrolling in first semester IRCOD program courses. Students must complete at least 80% of the assignments in each of the five assignment groups/categories: 1) Academic Preparation; 2) Discussions; 3) Personal Preparation; 4) Quizzes, and; 5) 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 a student has not participated in the course within the first 7 consecutive calendar days of the course – measured by 1) submitting an assignment; 2) contributing to a discussion activity, or 3) completing a quiz/exam, the student will be administratively withdrawn from the course. Beginning Thursday of week 1 through Sunday of week 3, a student 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 an AW, W or an NP in the course constitutes an unsuccessful attempt to complete the course. Nonattendance does not constitute dropping the class. Credit earned in this course does not count toward graduation. The grade earned in this course is not calculated in cumulative grade point average (GPA).

Grade Transcripts

In matters of transcripts and other student records, Hazelden 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.

Requests for official transcripts must be in via online form to the Registrar's Office with a \$5 fee for each request. Requests will include student signature, full name, address, phone number, date of birth, and dates of attendance, along with the name and address of the receiving institution.

- A transcript will not be issued if there are holds on a student record or debt levels exceed \$250.

- Transcripts are issued only at the written request of the student.
- Transcripts are sent directly by the Graduate School to the school or employer indicated on the student's request. If a student wishes to deliver a transcript personally, it will be given to the student in a sealed envelope and stamped and recorded as an official transcript issued to student.
- If a student requests an official transcript for personal use, it will be recorded as official and indicated that the transcript is issued to the student.
- Transcripts are always issued in their entirety.
- Transcripts fee can be paid in Populi or by contacting the Registrar's Office.
- Complete online transcript request form.

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. The student must request an "I" before the last day of the course from their faculty member. Faculty members, however, are not required to grant the request.

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

To change a grade of incomplete ("I") to a passing grade, all course requirements must be completed within 90 days of the last class meeting. If an "I" is not completed within 90 days, the student 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.

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

Online Orientation Submission of

Coursework and Course Extensions

Students who are admitted to the Master of Arts in Addiction Counseling: Integrated Recovery of Co-Occurring Disorders program must successfully complete online orientation prior to enrolling in first semester IRCOD 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. The student must request an "I" before the last day of the course from their instructor.

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

IRCOD 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, the student may receive a grade of "NP" (no pass) from the instructor of that course. If the instructor is unavailable to change the "I," the registrar will make the change to an "NP."

Course Withdrawal

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

If a student wishes to withdraw from a course once class has begun or an independent study contract has been signed, he or she must complete a "Withdrawal from Course" form. Withdrawal paperwork must be submitted to the registrar. Tuition will be refunded as noted (see Tuition Refund Policy). Anyone who receives financial aid for the period for which they withdraw or take a leave of absence must be aware that they may be required to return a portion of the financial aid funds that they received. The student can contact the financial aid administrator to determine if a return to Title IV is required and the amount.

Withdrawal after the class has begun or an independent study contract signed is recorded on the student's transcript as a "WP" (withdraw passing) or "WF" (withdraw failing), 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 the course during the first 14 consecutive calendar days of a term, (the first 7 days for the Online Orientation course), the student will be administratively withdrawn. A full refund will be made of all tuition paid within 40 days of the termination date.
- b. If a student has attended a course, but has no recorded attendance for 14 consecutive calendar days in the term, the Graduate School will attempt to contact the student to determine their intentions. If after a period of 21 consecutive calendar days no attendance has been recorded, the Graduate School will administratively withdraw the student from the course. The student will be notified of this action via e-mail to their Hazeldenbettyford.edu 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 12th week of the term will not be administratively withdrawn for lack of participation.

Appeal for Reinstatement

A student 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:

- The student shall submit a written appeal, including supporting documentation.
- A committee composed of the student’s advisor and two additional faculty members convene to review the student’s written appeal within 30 days.
- The committee, chaired by the student’s advisor,

may request additional information or may write a report to the Graduate School’s Dean, or in the absence of a Dean, the President/CEO, 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, or in the absence of a Dean, the President/CEO, 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 advisor will monitor the student’s progress and report to the Dean, or in the absence of a Dean, the President/CEO, in writing, whether the student has satisfied the stipulated provisions for reinstatement.
 - b. The student’s advisor will provide a written report to the student stating whether all provisions for reinstatement have been met. If provisions have not been satisfied, the student will be dismissed. There shall be no right to appeal the determination for dismissal.

Leave of Absence

A student 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 his or her place in the program. Upon review of the request, a leave may be granted for up to three consecutive semesters. An approved leave of absence does not extend the deadlines for completion of coursework already in process. If a student does not return by the agreed-upon deadline and wishes to enroll at a later time, he or she must reapply for admission and follow the regulations in place at that time. If financial aid funds were received for the period of the LOA, the student 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 a 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. An advisor is designated for students to facilitate continuous communication and clarification of emerging issues or concerns.

Faculty members routinely provide program advising, coaching, and mentoring necessary to facilitate successful adjustment. The faculty, in partnership with each student, 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.

An 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 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 their benefit and approved by their advisor and Dean, or in the absence of a Dean, the Chief Academic Officer, in writing. Please note that when you change your catalog year for your academic plan, you will be bound by the specific coursework and the number of semester credit hours required by that particular catalog. A student can always move forward to a future catalog, but cannot move backwards. Please consult with your advisor, regarding these and other

requirements, prior to completing the Change of Catalog Year form.

Course Overload Policy

Each academic program has a preferred sequence of classes which is intended to optimize learning first, and time to degree second. The maximum credit load for any semester is 16 credits. Students wishing to enroll beyond that number must get approval from their advisor, up to 18 credits, and from their advisor and the Faculty Coordinator/Chief Academic Officer, if they wish to take 19 or more credits. Students wishing to take an overload of classes **must submit the Course Overload Petition Form** to their academic advisor. The student's current GPA and academic standing should be reviewed by the 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 advisor may consult with the student's current and previous instructors in making a decision. If the overload is approved, the advisor will sign the petition form, which is then submitted by the student to the registrar. If the student is petitioning to take 19 or more credits, the Faculty Coordinator/Chief Academic Officer must also give approval.

IRCOD Degree Students Only: In addition to the above, the student must plan to take no more than two three-credit courses (a total of six credits maximum) during the term in which s/he wants to take on a double internship. In other words, a student can take no more than six academic credits and six internship credits in the same term.

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

Course Closure Policy

To protect the integrity of our courses and respect copyright guidelines, it is our policy to close courses 15 weeks after they end. Once a course is closed, students will not have access to course materials. Therefore, please download any desired documents before the course closes. It is highly recommended to keep all course syllabi and MAP chapters, but students may also choose to keep articles, discussion posts, and papers for future reference. Please note that in some courses, instructors may have left feedback on assignments using Populi's annotation feature. In those cases, their feedback cannot be downloaded. Please 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 open 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. A student who has failed 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. Each student is responsible for knowledge of and adherence to all regulations in this student handbook and other posted, emailed, or mailed notices. Each student is 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 advisors 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 open registration closes, must do so by submitting an Add/Drop Form to the Registrar. Enrollment is not permitted after a course has begun. Nonattendance does not constitute dropping a class, and students are held financially and academically responsible. See “Class Attendance” policy for definitions pertinent to online and on-campus courses. Students cannot drop a course after the posted drop date on the Populi calendar.

Class Schedules

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

Class Meeting Times for On-Campus Courses

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

Cancellation of Course

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

Auditing a Course

Students are not allowed to audit or take courses for no credit. Learning theories demonstrate that the most complete learning comes from incorporation of a variety of teaching strategies such as lecture, reading assignments, discussion, written work, and exams. It is to the student’s benefit that he or she 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 must contact the Financial Aid Office to determine if a return of funds is required and the amount to be immediately returned to the graduate school.

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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	
WP	Withdraw Passing	
WF	Withdraw Failing	

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

The 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 a student has 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 you choose to repeat a course for which you have already received credit, both courses will appear on your transcript and the best grade will be used in the calculation of your 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 a student unless all members of the class had the option to submit additional work.

Student Grade Reports

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

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

Tuition, Fees, and Payment

Tuition

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

- 2022 tuition rates are \$799/credit
- 2023 tuition rates are \$819/credit

An administrative fee of \$200 is charged to all students their final semester to cover degree-granting costs.

Tuition for Professional Development 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, a student can set up a payment schedule, whereby the student 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 isn't 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 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 charging on Visa, MasterCard, American Express, or Discover cards. Bank wire service is also available. Tuition payments can be made to the Registrar or credit card payments may be made online through Populi.

No student will be allowed to register for the next semester with an account balance from the previous semester. Students who are not registered due to a financial hold on their account may not attend classes. 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.

The only exceptions are for students with a company tuition reimbursement policy on file and with an account balance no older than the current semester, or students with federal loans in process through the Financial Aid Office. Special arrangements may be considered.

Tuition Refund Policy

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

On campus courses

Students will receive tuition 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 courses

Students will receive tuition 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

Weekend on-campus courses

Students will receive tuition refunds according to the following schedule:

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

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

Students with federal financial aid loans and grants 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 a class. Federal loan money will be repaid and deducted before any refund will be issued. See Financial Aid section for further details.

Refund Policy for Students who are Residents of Wisconsin

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

1. A full refund of all money paid will be made if the student
 - a. Cancels 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. A student who withdraws or is dismissed after attending at least one class, but before completing 60% of the instruction in the current enrollment period is entitled to a pro rata refund (less a \$100 administrative fee) as follows:

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

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

A student will receive the refund within 40 days of termination date. If a student withdraws after completing 60% of the instruction, and withdrawal is due to mitigating circumstances beyond the 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 obliged to pay all tuition and fees by the 7th day of the semester start.

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 Hazelden Betty Ford site in St. Paul, Minnesota may need access to a laptop for the purpose of taking an exam. Supplying this laptop is the responsibility of the student.

Course Fees

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

Professional Membership Fees

All 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), other major counseling organizations such as Chi Sigma Iota (CSI), and the National Board for Certified Counselors (NBCC). 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. IRCOD students who enrolled prior to Fall 2020 and are enrolled in IR-825 Internship, are not required to verify ACA membership.

Liability Insurance Fees

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

Residency Fees

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

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

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

Master's Applied Project (MAP) Deferral Fee

Students are expected to complete the Master's Applied Project (MAP) in their last semester of courses. If the student requests a delay until a later semester, the student must submit the MAP Deferral Form to the Registrar and the student will be registered in a zero (0) credit MAP course with a \$500 course fee. If the student does not complete the MAP in that semester, the student 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 the student is 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 one or both components in a subsequent semester, the student must complete and submit the MAP Failure Form to the Registrar. As a result, the student 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 have the option to apply for authorization to seek employment related to their field of study. Application information is available with the Registrar. 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 optional practical training. Regulations under SEVIS (Student & Exchange Visitor Information System) require the Graduate School to maintain the record of the student for the duration of the time that is authorized. Students are responsible for notifying the Registrar of any changes in name, address, or interruption, change, or termination in employment and the Registrar must update the SEVIS record. The fee is paid at the time of application.

GI Bill® Education Benefits for Veterans

The Hazelden Betty Ford Graduate School of Addiction Studies 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 financial aid at the Hazelden Betty Ford Graduate School of Addiction Studies 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.

Hazelden Betty Ford Foundation 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.

Enrollment Status Definition

Master of Arts Programs

To qualify for Federal Student Aid, you must be enrolled as at least a half-time student. Graduate students may qualify for federal unsubsidized loans 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

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, the student is responsible to make the corrections on their Free Application for Federal Student Aid (FAFSA). The Financial Aid Office will make the corrections on the student's FAFSA only with signed authorization from the student.

Student Financial Aid Records

The Hazelden Betty Ford Graduate School of Addiction Studies shall respect the privacy of student financial records. Student financial records shall be disclosed only to the student, to persons within the school with a legitimate interest, to persons authorized by the student to receive the student's financial aid records, and to persons authorized to receive financial records without the student's consent. A student has the right to review his or her records, to challenge the contents of these records, and to file a complaint with the U.S. Department of Education.

Procedure:

A student may send a request via email to the Financial Aid Office to request access to his or her records. A time will be scheduled for the student to stop in the Financial Aid Office to review his or her file.

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

Default Management Plan—Title IV Funds

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

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

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 Department of Education at studentaid.gov. Once the counseling is completed, the student will be required to take an exam on the counseling received.
2. Students are encouraged to go to studentaid.ed.gov for further information on "Repaying Your Loans," which includes, but is not limited to, repayment information, repayment plans, and calculators. Additional online tools available for educating students on finances are www.mappingyourfuture.org, www.mymoney.gov, www.mint.com and studentaid.gov.

The Financial Aid Office participates in student orientation. A presentation offers repayment information and useful websites for the student to access in order to manage their student debt.

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. The counseling meets all federal regulations for Exit Counseling. It includes an overview of the student's repayment obligations and the options available the student in the event they have trouble making payments.

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

Contact information from students who have completed the program is updated whenever the student contacts the Graduate School. The Alumni Association maintains a web page that allows students to keep in contact 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 Hazelden Betty Ford Graduate School of Addiction Studies. 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 at this time 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. The student will continue to receive aid during the warning period. If at the end of the warning period semester the student fails to meet the Satisfactory Academic Progress requirements, both GPA and timeframe, the student will be ineligible for federal financial aid the following semester unless criteria for an appeal are met. See Appeal Process. A student can be on SAP warning for only one semester.

SAP Notification

The Financial Aid Office will notify students in writing, via their Hazelden Betty Ford e-mail account, if they have failed to achieve Satisfactory Academic Progress and are put on warning status for the upcoming semester. If the student was already on SAP warning and did not meet the SAP requirements at the end of the SAP warning semester the student becomes ineligible for future federal financial aid disbursements. The Financial Aid Office will notify the student via their Hazelden Betty Ford 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 the student's cumulative GPA is at a minimum of 3.0 and the student is 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 your 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 the student has not met the SAP requirement the student has the right to appeal his/her 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

The student will receive a written decision in response to their appeal in approximately 15 business days. If the appeal is approved the student 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 the student feels 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 the student by the President/CEO in approximately 20 business days.

If at the end of the probation period, the student has not yet met the SAP requirements he/she will become ineligible for federal financial aid. However, *if there are new circumstances since the prior appeal* the student can again present an appeal following the same requirements as the first appeal with one addition. The student must also include, with the assistance of his/her advisor, a plan that ensures that the student is able to meet the school's SAP policy by a specific timeframe. This plan will clearly indicate specific course grades in the upcoming term 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 the student will not be eligible for federal financial aid. The same process for notification to the student will be followed as for the initial appeal.

Incompletes, Withdrawals, Repeated Courses, and Transfer Credits

- A grade of "I", incomplete, is assigned as a temporary mark for pending course completion and counts against the completion rate
- Withdrawals do not impact the student's GPA
- A student may receive federal financial aid for the same course a maximum of 2 times
- Transfer credits will count as both attempted and completed in the calculation for maximum timeframe
- Grades associated with transfer credits will not be used in calculating cumulative GPA

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

Attendance Policy for Financial Aid Students

Hazelden Betty Ford Graduate School requires that attendance be taken. Student's attendance is monitored by the Financial Aid Office. If a student has not attended any class for a period of 14 consecutive days, the student may be withdrawn regarding financial aid purposes. A return to Title IV calculation will be done to determine if the student must immediately return federal loan funds disbursed to them. The student will be reported to the Dept. of Ed 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 withdrawal policy.)

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

If a student who has received Federal Student Aid takes a leave of absence (for any reason) during a semester in which financial aid has been distributed 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. If the student has completed 60% of the semester-payment period-then 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 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 LOA. Any overpayment must be re-paid by the student before any future Federal Student Aid can be disbursed. If a student withdraws 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 period of time have been disbursed in full to the student, but the student does not attend classes for the full period of time. Therefore, the funds are unearned and a calculation will be done by the Financial Aid Office to determine the amount that the student must return.

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

Academic Probation and Suspension

Master of Arts Programs

Satisfactory academic progress in the course of study being pursued includes the successful completion of semester courses with a cumulative 3.0 grade point average (GPA) or higher and attendance of 80% or higher in all courses at the end of each semester. Students whose cumulative GPA falls between 2.50 and 2.99 are placed on academic probation. A student will also be placed on academic probation if: (a) attendance in any course is below 80% at the end of a semester (or one third of the course) and/or (b) the student receives three incompletes in any single semester. Students will be informed in writing by the Dean, or in the absence of a Dean, the President/CEO, in writing, when they are placed on academic probation and documentation forwarded to the Office of the President/CEO. There is no right to appeal academic probation.

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

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

No grade of "I," "D," "F," or "NC" will be counted as fulfilling program requirements. No student will graduate

with less than a 3.0 GPA. Students have the option to retake courses to improve their GPA. Change of a grade can be made only by following the Academic Course Grade Appeals policy.

Resolving Academic Probation

Once a student is placed on academic probation, a specific written and measurable behavioral 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 low attendance must demonstrate 80% attendance in all classes at the end of the semester to be removed from academic probation. If 80% attendance has not been achieved by the end of the semester, academic probation may be continued for one additional semester. 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, a student who has been placed on academic probation must attend a required meeting with their advisor. It is the responsibility of the student to initiate this meeting with their advisor. This meeting must occur within two weeks of the President's notification of probation. 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 advisor collaboratively create a written and measurable behavioral 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 term 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 advisor must sign the plan, which is submitted to the President for approval. Refusal to sign the plan does not nullify academic probation or the behavioral plan.
- To be removed from academic probation, students must successfully complete the behavioral plan within the timeline. The advisor monitors the completion of the plan and informs the President of progress toward the stated objectives.
- The President determines whether or not the plan is successfully completed. If the plan is successfully completed within the timeline, the President notifies the student in writing that probation is no longer in effect.
- If the plan is not successfully completed as determined at the sole discretion of the President, the President may recommend academic sanctions (e.g., extension of probation, suspension or dismissal from the program).

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

Class Attendance Policy

Students are required to maintain attendance of at least 80% in a course. 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 COVID protocol or other issues, but may want to attend class. For these instances, a student can request to attend class via Zoom. Attending class via Zoom should be reserved for the rare instance when physically attending class is not possible. It should not be used when a student feels like staying home, or wants to travel. Students can request to attend via Zoom up to two times a semester. This mode of attendance cannot be used during exam days.

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

mind-altering medication, should not attend class and will be marked absent.

Clinical Probation

Satisfactory clinical progress is determined by: (a) successful completion of the practicum and/or internship objectives delineated in the clinical course syllabi; (b) attendance of 80% or higher in supervision group; (c) reviews with clinical staff and faculty, and (d) demonstration of appropriate behavior in the clinical setting. A student will be placed on clinical probation if the student is not making sufficient progress on practicum objectives, the student's attendance at supervision group falls below 80%, the student's midterm or semester-end clinical evaluations indicate a need for improvement, and/or the student is not demonstrating appropriate behavior in the clinical setting. This process can occur at any time during a student's clinical experience.

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

Resolving Clinical Probation

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

- To continue in the program, a student who has been placed on clinical probation must attend a required meeting with the advisor. It is the responsibility of the student to initiate this meeting with the advisor. This meeting must occur within two weeks of the President/CEO's notification of probation. 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.
- During the probation meeting, the student and the advisor collaboratively create a written and measurable behavioral plan for improving clinical performance. This plan, which must be finalized during the probation meeting, will indicate specific behavioral goals, timelines, and a next review date (at least six weeks after the creation of the behavioral plan). Both student and advisor must sign the plan, which is submitted to the President/CEO for approval. Refusal to sign the plan does not nullify clinical probation or the behavioral plan.
- To be removed from clinical probation, students must successfully complete the behavioral plan before the review date. The advisor monitors the completion of the plan and informs the President/CEO of progress toward the stated

objectives. Within a week of the review date, the advisor will request feedback from the student's clinical supervisors and report to the Chief Academic Officer.

- Within a week of the review date, the Chief Academic Officer evaluates the student's progress. If the Chief Academic Officer determines that the plan has been successfully completed and no new concerns have arisen, the Chief Academic Officer notifies the student in writing that probation is no longer in effect. If the plan is not successfully followed, the Chief Academic Officer may recommend extension of probation or an academic sanction (e.g., suspension or dismissal from the program) to the President/CEO.
- If clinical probation is recommended for the same student by an advisor or supervisor after that student has resolved their previous clinical probation, the President/CEO 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 Hazelden Betty Ford Graduate School of Addiction Studies programs are responsible for protecting and following all Hazelden Betty Ford Foundation policies regarding ethical conduct. As students may have contact with Hazelden Betty Ford 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, we request that students do not have any business involvement or transactions with a former patient within the first year of completing the graduate program. We also require that students have no intimate or close personal relationships with former patients within the first two years after the patient leaves Hazelden Betty Ford Foundation. Hazelden Betty Ford 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 Hazelden Betty Ford Foundation and/or the Hazelden Betty Ford Graduate

School of Addiction Studies. 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

Hazelden Betty Ford Foundation must abide by federal and state confidentiality standards pertaining to the alcohol and drug abuse patient record. These standards apply to all persons throughout the organization and within academic programs. Any information pertaining to a Hazelden Betty Ford 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 Hazelden Betty Ford Foundation is limited to only those situations in which the employee has a business need to know. No member of the Hazelden Betty Ford Foundation staff or academic programs, current or past, is free to disclose a patient's participation, even discharge from the program. While the patient is in treatment, his or her therapist may release information only with the written consent of the patient. After the patient has 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 his or her signature on Consent to Release Confidential Information form. A violation of confidentiality may result in disciplinary action as described in Section 5. Hazelden Betty Ford Foundation safeguards the confidentiality and privacy of patients and other program participants against unauthorized filming and photographing. If a student observes someone with a camera, without an authorized staff member present, that student should approach the person with the camera and let him or her know taking a photograph of anyone without permission is not allowed. Students participating in clinical placements at non-Hazelden Betty Ford 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 for at least two years and actively maintain their clinical license in accordance with their respective state regulations while supervising the student intern. In addition, the site supervisor must have knowledge of the counselor education program's expectations, requirements, and evaluation procedures for students (field experience handbook and accompanying video) and relevant training in counseling supervision (evidence of this must be furnished by the field supervisor). If the field supervisor has not completed coursework on counseling supervision, they must watch a pre-recorded supervision training provided by the HBFSGSAS). Verification of site supervisor credentials is completed by the Clinical Placement and Credentialing Coordinator 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 Hazelden Betty Ford 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:

- The student identifies records for de-identification based solely on class assignments and "need to know."
- The student confers 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 Hazelden Betty Ford Foundation involving human subjects must be reviewed and approved by the Foundation's Research Collaboration Board. Research projects must be approved by an external (non-Hazelden Betty Ford) Institutional Review Board (IRB). 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 Collaboration Board.

Conflict of Interest

The Graduate School seeks to avoid conflicts of interest in teaching and advising. A conflict of interest occurs when a student or employee of Hazelden Betty Ford Foundation is 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 organization. Examples of conflicts of interest include:

- A faculty member or student uses class lists to solicit business for purposes other than Hazelden Betty Ford Foundation business
- A student registers for a course taught by a spouse or therapist
- A student is 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 President/CEO or his/her designee.

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, you may contact the following with any questions about your 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 a student 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 his or her 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 a student 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 the student is 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 term 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. A student 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 student 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 the student 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 his or her 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. However, the Graduate School is not required to release an official transcript if the student has a past due account.
 - d. At the postsecondary level, parents have no inherent rights to inspect or review their son or daughter's education records. This right is limited solely to the student. A student's education records may be released to parents only if they have been given a written release by the student 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. A student who wishes 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 the student 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 the student 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 the student, 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 the student will be so informed.
 - v. If the hearing officer/board decides not to amend the education record, the student has 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. A student may challenge a final course grade by using the Academic Course Grade Appeals policy located in the Student Handbook.
3. The right to provide written consent before the Graduate School discloses personally identifiable information from the 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 the student (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 a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the Graduate School.
 - b. To officials at another college or postsecondary institution where the student seeks or intends to enroll or has enrolled.
 - c. In connection with the application for, or receipt of, financial aid.
 - d. To accrediting organizations.
 - e. To comply with a judicial order or lawfully issued subpoena. All subpoenas will first be reviewed by the Graduate School's legal counsel to determine the appropriate course of action.
 - f. To parents of a dependent student under the Internal Revenue Code.
 - g. When there is an articulable and significant threat to the health or safety of a student or other individuals. Factors to be considered in making a decision to release such information in these situations are: (1) the severity of the threat to the health or safety of those involved; (2) the need for the information; (3) the time required to deal with the emergency; (4) the ability of the parties to whom the information is to be given to deal with the emergency.
 - h. When the information has been classified by the Graduate School as "directory information" (see below for more discussion about directory information).
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Graduate School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
- Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Directory Information

Directory information is data about a student 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
- Emails
- Date and place of birth
- Dates of attendance

- Enrollment status
- Grade level
- Photographs
- Degrees, honors, and awards received
- Previous institutions attended by the student
- Participation in officially recognized activities
- Field(s) of study

Unless the Graduate School has been notified by the student that directory information about himself/herself 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 a student has 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 10th 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 the student for subsequent permission to release that information. Student 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 the student, the Graduate School assumes no liability for honoring a request of the student to restrict the disclosure of directory information.

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

Record Retention

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

A Records Retention Schedule is a document that sets out the periods of time for which the Graduate School's records are to be retained. A Records Retention Schedule is an essential component of an effective

records management program. This schedule ensures that all records are retained for only as long as they are needed, enabling efficient use of space, to enable it to operate effectively, to comply with federal and state laws, and to ensure the protection of vital records.

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

Student Information – General



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Alumni Association

The Hazelden Betty Ford Graduate School of Addiction Studies Alumni Association (HBFGSASAA) 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. HBFGSASAA supports the mission of Hazelden Betty Ford Graduate School and provides alumni with opportunities for continued professional development and scholarship. The Association sponsors quarterly continuing education events in the Twin Cities or in a virtual format, promoting and sustaining alumni loyalty to the Graduate School.

For more information regarding the HBFGSASAA, e-mail GradSchoolAlumni@hazeldenbettyford.edu or visit the school's website for updates and news about the alumni association: <https://www.hazeldenbettyford.org/education/graduate-school-addiction-studies>

Faculty/Student Forum

Once each semester, faculty members participate in an open forum to discuss, to answer questions regarding, and to receive feedback about the 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 alternative methods for participating.

Student Representatives

The Hazelden Betty Ford Graduate School of Addiction Studies values the input of students in continuing to improve the overall functioning of the school. Each new on-campus and online cohort will elect one student to serve as their representative. Student representatives will serve in an advisory capacity by regularly participating in events such as the Faculty/Student Forum, presentations to the Academic and/or Operations Committee, 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, or in the absence of a Dean, the President/CEO or designee. 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, or in the absence of a Dean, the President/CEO, 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, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas. If a normal clinical placement falls on one of the holidays, the student is not required to be at the placement but must make up the hours missed if he or she chooses not to be there that day. The student also must inform the placement supervisor prior to the holiday.

Incident Reports

When involved in any unusual events, activities, or injuries regarding themselves, patients, staff, or Hazelden Betty Ford Foundation property, students must complete an incident report. The Registrar of Administrative Services assists students in accessing and completing incident reports and provides related data to the Director of Enrollment and Student Services who reports findings to the Operations Committee.

Technology Requirements

In order 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. These requirements are reviewed and updated regularly by the Operations Committee. Updated versions of these requirements are available online at hbfgsas.org.

Information Technology Business Use

Students are not permitted to use Hazelden Betty Ford Foundation's information technology (IT) for business or commercial purposes unrelated to the Foundation. Personal correspondence should be completed on a student's own time, and the Hazelden Betty Ford 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 Hazelden Betty Ford Foundation computers.

Prohibited IT 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 Hazelden Betty Ford-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 Hazelden Betty Ford'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

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

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

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 Hazelden Betty Ford 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 of the Hazelden Betty Ford Graduate School of Addiction Studies adequate connectivity for research and other course-related Internet activity
- To protect the privacy of Hazelden Betty Ford 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 Hazelden Betty Ford Foundation-owned devices such as those found in the computer labs in the Cork building. The Graduate School provides wireless connectivity for student-owned devices through the "HGSAS" wireless network (only Hazelden Betty Ford devices may be connected directly to the local area network using LAN cables). Students are permitted to access the "HGSAS" wireless network using student-owned devices provided the following conditions are met:

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

Hazelden Betty Ford Foundation campus.

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

Be aware that several categories of devices use the same radio frequencies as wireless networking; other devices such as cordless phones, microwave ovens, and personal network devices using the Bluetooth technology may interfere with wireless communications. These interferences can be intermittent and very difficult to diagnose. Hazelden Betty Ford Foundation TS will make every effort to resolve frequency conflicts between wireless access points; however, IT will not be responsible for resolving problems resulting from non-network wireless devices, or non-Hazelden Betty Ford Foundation-owned devices.

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

Information Technology Guidelines

Hazelden Betty Ford Foundation's information technology (IT) 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, pagers, telephones, copiers, equipment, and related services.

Students do not have a personal privacy right in any matter created, received, or sent via Hazelden Betty Ford Foundation's IT. Any IT 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 IT 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 Hazelden Betty Ford Graduate School of Addiction Studies. References and recommendations shall only be provided if a request is initiated by the student.

References and recommendations may include general directory information, unless the student has filed 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 Hazelden Betty Ford 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 Hazelden Betty Ford 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 Hazelden Betty Ford Foundation. Examples of social media also include, but are not limited to LinkedIn, Instagram, Facebook, 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, Hazelden Betty Ford Foundation employees, patients, clients, donors, and all of Hazelden Betty Ford 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 Hazelden Betty Ford Foundation events and activities, students must follow the Foundation's Photography/Film Policy found on PolicyManager in 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 Hazelden Betty Ford Foundation. When granted authority from the Graduate School administration or its designated employees, students may utilize social media to convey information about school and Hazelden Betty Ford Foundation products and services, to promote and raise awareness of the Graduate School and Hazelden Betty Ford Foundation's brand, to pursue academic collaboration within the guidelines of the school's policies and procedures, to communicate with fellow students and Hazelden Betty Ford 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, the student should discuss the content with Graduate School administration or designated employees.
3. All students must identify themselves as students of the Hazelden Betty Ford Graduate School of Addiction Studies 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 Hazelden Betty Ford 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 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 Hazelden Betty Ford Foundation TS management. Authorization for blogging does not guarantee IT 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 Hazelden Betty Ford 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 Hazelden Betty Ford IT staff.
9. As Hazelden Betty Ford 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 Graduate School and Hazelden Betty Ford 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.

Hazelden Betty Ford 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 Hazelden Betty Ford Foundation.

1. Graduate School students cannot use Hazelden Betty Ford 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 Hazelden Betty Ford 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 Hazelden Betty Ford Foundation.
4. Students should write in the first person. When a connection to the Graduate School and Hazelden Betty Ford Foundation is apparent, the student must state that he or she is speaking for himself or herself and not on behalf of the Graduate School and Hazelden Betty Ford 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 Hazelden Betty Ford Foundation."
5. Students cannot post the name, trademark, or logo of the company or any business with a connection to the Graduate School and Hazelden Betty Ford Foundation. Students cannot post Hazelden Betty Ford 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 Hazelden Betty Ford 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 Hazelden Betty Ford Foundation products nor sell Graduate School and Hazelden Betty Ford 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 Hazelden Betty Ford 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 Hazelden Betty Ford Foundation–owned equipment.
11. If students identify themselves as a student at the Graduate School and/or have connected themselves with others affiliated with Hazelden Betty Ford 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 Hazelden Betty Ford Foundation TS staff.
14. Students are encouraged to be respectful and professional to fellow students, Hazelden Betty Ford 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 Hazelden Betty Ford Graduate School of Addiction Studies and Hazelden Betty Ford 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, Hazelden Betty Ford 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 Hazelden Betty Ford Foundation investigate and respond to all reports of violations of the social media guidelines and other related policies. Violation of the Graduate School and Hazelden Betty Ford 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. Hazelden Betty Ford Graduate School of Addiction Studies and its affiliates are not responsible for the personal items stored in the locker.

Lockers are the property of the Hazelden Betty Ford 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, grades, transcripts, and class registration will 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 school's discretion. Newly admitted students must supply answers to a list of authentication questions prior the start of the online course(s). At the discretion of a school official, students may be required to answer these questions to verify their identity.
- Copies of photo IDs maintained in student files
- Personally identifiable information (e.g. date of birth, social security number) collected by the Graduate School may be used, at the school's discretion, as a method of verifying student identity
- New or emerging technologies or practices that are effective in verifying student identity

Student Assistance Program — Counseling Services

The Student Assistance Program 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 counseling sessions per unique incident are available at no cost to the student. 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 Student Assistance Program pdf document available in Populi shared files.

Student Concern Procedure

Policy

The Hazelden Betty Ford Graduate School of Addiction Studies 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 published on the Graduate School web site, both of which are updated at least annually.
2. The Graduate School provides direct access to all students to the confidential Student Assistance Program designed to support any student experiencing difficulty with mental health and/or substance use issues. Students are provided with contact information at orientation, on the web site, and in the College Catalog and Student Handbook. Students have access to five counseling sessions without charge per episode. The SAP will provide referrals for students at the conclusion of five 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 his/her local emergency services. In such a situation, the Faculty Advisor shall complete an incident report and inform the Dean and/or President of the Graduate School in a timely manner.
5. Students managing a mental health or substance use disorder are expected to maintain their recovery and well-being during their time as a graduate student, and particularly during clinical placements, as part of their demonstration of professional disposition. Students demonstrating unstable behavior or presentation may be placed on clinical probation and/or suspended from

clinical placements, or suspended from the Graduate School in its entirety, until such time as they are stable enough to return. A note from a physician or treating provider may be required in such a situation.

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, Hazelden Betty Ford Foundation has implemented a tobacco-free campus. Students are prohibited from smoking or using other tobacco products on any Hazelden Betty Ford 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 Hazelden Betty Ford 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 be removed from the property, at the Graduate School's discretion, and will remain off company property pending the outcome of an investigation. If the school determines that violations of this policy may have occurred, Hazelden Betty Ford Foundation 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 Foundation business, in Foundation-owned vehicles, or while on a Foundation-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 to prepare them to address issues as professionals. At any point in the process, students are encouraged to consult with their 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 a student first consult with the faculty member, clinical supervisor, or other staff member with whom the student has a complaint. No written record will be kept if a satisfactory resolution can be met at this step in the process. This step does not apply to cases of discrimination, harassment, sexual misconduct, violence, or other matters that would result in undue hardship on the student.
- If the complaint cannot be resolved between the student and faculty member, clinical supervisor, or staff member, the student should contact the Chief Academic Officer (CAO) (unless he/she is the subject of the complaint, in which case the student should contact the President/CEO).
- In the event that the CAO and student cannot resolve the complaint, the student shall submit a signed written complaint to the President/CEO. All decisions made by the President/CEO will be final. A record of the appeal is kept on file.

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

Wisconsin Educational Approval Board
431 Charmany Drive, Suite 102
Madison, WI 53719
Phone: 608-266-1996
Email: eabmail@eab.wisconsin.gov
Website: <http://eab.state.wi.us>

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

Registration & Licensing
Office of Higher Education
1450 Energy Park Drive, Suite 350
St. Paul, MN 55108

Student Information – General

Phone: 651-259-3975 or 800-657-3866
 Fax: 651-797-1664
 Email: betsy.talbot@state.mn.us
[Minnesota Office of Higher Education](https://www.ohe.state.mn.us/mPg.cfm?pageID=1078) (link to
<https://www.ohe.state.mn.us/mPg.cfm?pageID=1078>)

All complaints will be resolved as expeditiously as possible. The Graduate School will not accept, in any form, retaliation of 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 Hazelden Betty Ford Graduate School of Addiction Studies, in conjunction with the Hazelden Betty Ford 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 Hazelden Betty Ford Graduate School of Addiction Studies 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, Hazelden Betty Ford Foundation is responsible for reporting crime statistics and providing safety information to the campus community.

The annual security report for the Hazelden Betty Ford 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 Hazelden Betty Ford 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 Hazelden Betty Ford 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:

- Hazelden Betty Ford Graduate School, in cooperation with the Hazelden Betty Ford Foundation, provides protection of buildings, property, and parking lots. Hazelden Betty Ford Foundation investigates crimes, alarms, suspicious incidents and persons and provides responses to medical and fire incidents on premises.
- Campus facilities and buildings are generally open to the campus community; guests visiting the campus are required to sign in at designated areas and wear a nametag. Students and employees on the Center City campus are required to wear official name tags.
- All prospective patients are screened pre-admission for risk to self or others. Those with current risk factors for violent acting out, inappropriate to a non-hospital setting, are referred to a more intensive level of care. Assessment and reassessment of patients is routinely addressed through the on-campus mental health center to safeguard patient, staff, and student safety.
- Campus shrubbery, trees, and other vegetation are routinely trimmed and artificial lighting maintained with safety issues in mind. The campus community is encouraged to report unsafe conditions, safety concerns, exterior lighting issues, or telephone malfunctions to Environment of Care personnel at extension x4232 or x4340.

Student Information – General

- Prevention services include education for students during new student orientation three times each year, 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, ext. 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 Hazelden Betty Ford 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 Sexual Harassment Policy & Title IX Grievance Procedures in the Appendix.
- Safety and sexual assault prevention are topics addressed during the new student orientation program that takes place three times each year. 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 Sexual Harassment 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 him or her. 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 x4900
 - Hazelden Betty Ford's Center City security number x3600
 - Advisor or Dean (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

Student Information – General

-- 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, or in the absence of a Dean, the President/CEO, 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 into a different section of a course. See the Sexual Harassment Policy & Title IX Grievance Procedures in the Appendix for more information.
- Graduate School Disciplinary Procedures:
The Hazelden Betty Ford 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 Sexual Harassment 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 x3600. The Hazelden Betty Ford 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 Sexual Harassment Policy & Title IX Grievance Procedures in the Appendix for details.

Crime and emergency alert notices:

- The Hazelden Betty Ford 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, 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 Hazelden Betty Ford 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 x3600.

To report a crime that is not an emergency, contact Hazelden's security number at x3600 or the Chisago County Sheriff's Office at (651) 257-4100 (Dispatch) or (651) 213-6301.

In the event that the Foundation's emergency alarm system is activated, students should follow directions or other alerts to evacuate the building or seek shelter. Always follow procedures as directed and remember that personal safety is paramount and takes precedent.

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

- In the event of a fire, fire drill or related emergency (Code Red), students will follow the Fire and Emergency Evacuation Procedures Guide communicated to them during new student orientation while being observant to emergency signs and auditory alarms. Emergency signs are posted in common areas within the school. Exits and fire extinguishers are located one each floor. Students are also expected to report any fire immediately to extension 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. If present on the lower level of Cork Building, evacuate to the 1st 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 Hazelden Betty Ford 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 your area or elsewhere on campus

Evacuation is mandatory. Please follow evacuation directions unique to the area you 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 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 notifying students of the closing. The school will report

any closures or opening delays to local news stations. Students should follow the information provided by the local news stations.

- Channel 4 (CBS) wcco.com
- Channel 5 (ABC) kstp.com
- Channel 11 (NBC) kare11.com
- WCCO Radio (830 AM)

Students will be notified regarding make-up. School closures will apply to all on-campus classes, activities, and services. Online students may also experience interruptions in classes, activities, and services due to school closures and will be notified accordingly.

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

Academic Programs and Course Descriptions

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Master of Arts in Addiction Counseling: Advanced Practice

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 elective+E2s. If you enrolled prior to this catalog year, please see the catalog year of your admission in Populi Files (shared folder).

Required Courses

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

Required Clinical Courses

- CPC-830 Practicum – 2 credits (200 clock hours)
- CPC-831 Internship 1 – 3 credits (300 clock hours)
- CPC-832 Internship 2 – 4 credits (400 clock hours)

Elective Courses

Elective courses allow students to customize their degree according to personal and professional interests. Elective courses will be offered on a rotating basis. It is highly

recommended to check any state-specific Section e requirements when selecting an elective.

- IR-509 Behavioral Addictions (online course) – 3 credits
- IR-510 Clinical Supervision (online course) – 3 credits
- IR-511 Human Sexuality (online course) – 3 credits
- IR-512 Medications for Addiction Treatment (MAT) and Counseling (online course) – 3 credits
- IR-513 Advanced Motivational Interviewing (online course) – 3 credits
- IR-514 Advanced Cognitive-Behavioral Therapy (online course) – 3 credits
- IR-515 Advanced Twelve Step Facilitation (online course) – 3 credits
- IR-516 Adolescent Development and Counseling (online course) – 3 credits
- IR-517 Eating Disorders (online course) – 3 credits
- IR-519 Grief, Loss, and Death (online course) – 3 credits
- IR-522 Applied Clinical Supervision (online course) – 3 credits
- CF-520 Foundations of Addiction and Alcohol and Drug Counseling (online course) – 3 credits
- CF-605 Independent Study (online course) – 1-3 credits
- CPC-833 Internship 3 – 1-4 credits

Requirements for Program Completion

To graduate with the Master of Arts in Addiction Counseling: Advanced Practice, 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 your last semester, with a minimum score of 20 on the rubric rating (minimum of 10 for written Final Summary Report and 10 for Oral Defense)
5. Complete program within a seven-year period of time, including the Master's Applied Project
6. Good academic standing with a minimum cumulative GPA of 3.0 or higher, in addition to absence of outstanding sanctions associated with the rules of conduct and requirements of academic honesty
7. All financial obligations to the Graduate School must be met

This space intentionally left blank.

Sample Course Sequence

Master of Arts in Addiction Counseling: Advanced Practice	
Semester I	
Course #	Credits
CF-500	2
CPC-600	3
CPC-601	3
CPC-701	3
Total	11
Semester II	
CF-501	2
CPC-602	3
CPC-604	3
CPC-702	2
CPC-830	2
Total	12
Semester III	
CF-502	3
CF-503	3
CF-506	3
CPC-831	3
Total	12
Semester IV	
CF-505	3
CF-809	3
CF-811	3
CPC-832	4
Total	13
Semester V	
CF-508	3
CF-810	3
CF-812	3
Elective	3
Total	12

Master of Arts in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders

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 you enrolled prior to this catalog year, please see the catalog year of your

admission in Populi Files (shared folder).

Required Academic Courses

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

Required Clinical Courses

- CPC-830 Practicum – 2 credits (200 hours)
- CPC-831 Internship 1 – 3 credits (300 hours)
- CPC-832 Internship 2 – 4 credits (400 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.

- IR-509 Behavioral Addictions – 3 credits
- IR-510 Clinical Supervision – 3 credits
- IR-511 Human Sexuality – 3 credits
- IR-512 Medications for Addiction Treatment (MAT) and Counseling – 3 credits
- IR-513 Advanced Motivational Interviewing – 3 credits
- IR-514 Advanced Cognitive-Behavioral Therapy – 3 credits
- IR-515 Advanced Twelve Step Facilitation – 3 credits
- IR-516 Adolescent Development and Counseling – 3 credits
- IR-517 Eating Disorders – 3 credits
- IR-519 Grief, Loss, and Death – 3 credits
- IR-522 Applied Clinical Supervision – 3 credits

- CF-605 Independent Study – 1-3 credits
- CPC-833 Internship 3 – 1-4 credits

Requirements for Program Completion

To graduate with the Master of Arts in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders, 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 your 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 honesty
8. All financial obligations to the Graduate School must be met

Master of Arts in Addiction Counseling: Integrated Recovery for Co-Occurring Disorders	
Semester I	
Course #	Credits
CF-520	3
IR-606	3
IR-609	3
Total	9
Semester II	
CPC-701	3
CF-809	3
IR-607	3
IR-705	3
Total	12
Semester III	
CF-505	3
CF-810	3
IR-708	3
CPC-830	2
Total	11
Semester IV	
CF-503	3
CF-811	3
CPC-831	3
Total	9
Semester V	
IR-707	3
CF-812	3
CPC-832	4
Total	10
Semester VI	
CF-508	3
IR-706	3
Elective	3
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. The student's learning needs and individual objectives help guide the educational process aided by faculty advising. Students will receive a transcript that documents the academic credits earned.

Course Offerings

Students may choose from a menu of 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 he or she enrolls. Course prerequisites are listed in this catalog and in the Class Schedule each term. All prerequisite courses must be completed with a "C" or better grade.

Course Co-requisites

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

Course Descriptions

CF-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 60 hours of observation in a clinical setting.

Prerequisite(s): None

Learning outcomes include:

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

vocational, developmental, and family implications in therapeutic change

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

CF-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

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

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

Prerequisite(s) for On-campus Degree: CPC-600

Prerequisite(s) for Professional Development Program: Diagnostics course or equivalent

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

CF-503 Research and Clinical Practice – 3 credits

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

Prerequisite(s): None

Learning outcomes include:

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

CF-505 Lifespan Development – 3 credits

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

Prerequisite(s): None

Learning outcomes include:

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

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

CF-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 On-campus Degree: CPC-601
Prerequisite(s) for Professional Development Program: Counseling Procedures 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

CF-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): None

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

CF-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.

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

CF-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 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. Coursework not completed will receive a grade of incomplete ("I"). If an "I" is not completed within 90 days, the student 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.

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

Independent study demands are the equivalent of 15 contact hours per credit.

Students considering withdrawal, once an independent study contract has been signed, need to comply with school policy regarding course withdrawal.

Learning outcomes include:

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

meetings, informational interviewing, etc.

3. A relationship to academic experience, including areas of professional discipline, research, and theories that are professionally relevant and beneficial
4. A final product(s) with predetermined criteria used to evaluate achievement of learning outcomes (theory or topic paper, program evaluation, personal journal, book report, manual, etc.)

CF-809 Advanced Assessment and Diagnosis for Co-occurring Disorders – 3 credits

This course provides students with current, evidence-based assessment and appraisal methods needed to formulate a comprehensive DSM-5 differential diagnosis of addiction and commonly co-occurring disorders for adults, adolescents, and children.

Using an integrated biopsychosocial approach to assessment, students will learn to examine the whole person, paying close attention to the intricacies of differentiating chemical use, addiction, mental health symptomatology and disorder, and medical issues, in order to establish an accurate diagnosis. Students will also develop skills in communicating diagnostic findings with the client, the support system, and other professionals in order to provide appropriate treatment plans and coordination of care.

Prerequisite(s) for Online Degree: IR-609

Prerequisite(s) or Corequisite(s): CPC-701

Prerequisite(s) for On-campus Degree: CF-502, CPC-600

Prerequisite(s) for Professional Development Program: Diagnostics course or equivalent

Learning outcomes include:

1. Demonstrate familiarity with interactions among chemical use, mental health symptoms, medical conditions, and effects of prescription medications
2. Analyze clinical presentation to effectively practice differential diagnosis of addiction and co-occurring disorders, including anxiety and trauma, mood disorders, and personality disorders across the lifespan
3. Select, apply, and interpret screening and assessment instruments for mental status, risk/crisis situations, and co-occurring disorders
4. Apply concepts and models of developmental psychopathology to clinical practice
5. Differentiate between cultural norms and psychopathology, appreciate the variation in human expression of mental health symptoms

CF-810 Evidence-Based Counseling and Theory – 3 credits

This course provides an examination of evidence-based practice for counseling clients with co-occurring

disorders. Students complete activities and assignments to demonstrate understanding of evidence-based practices as applied to specific diagnoses and client problems. Additionally, major counseling theories will be integrated to examine the foundation and development of specific evidence-based practices. Integrated treatment, cultural adaptation to treatment, and personalized counseling are highlighted throughout course content.

Prerequisite(s) for Online Degree: IR-606
Prerequisite(s) or Co-requisite(s): CPC-701
Prerequisite(s) for On-campus Degree: CF-502, CPC-601

Prerequisite(s) for Professional Development Program: Mental Health, Diagnostics and Counseling Procedures courses or their equivalents

Learning outcomes include:

1. Apply an integrated treatment approach for addiction and co-occurring disorders, with a focus on collaboration with the client, the support system, community resources, and other treatment providers
2. Identify and critically examine theories and evidence-based practices in counseling according to diagnosis, individual, and cultural factors
3. Apply evidence-based strategies and techniques for prevention and intervention
4. Apply knowledge of the role of psychopharmacology in the treatment of co-occurring disorders to assist clients with the behavioral and self-advocacy aspects of medication management
5. Apply trauma-informed and community-based approaches for crisis intervention
6. Utilize a culturally competent approach in evaluating appropriateness of applying empirically supported treatments to diverse individuals

CF-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: IR-609
Prerequisite(s) for On-campus Degree: CPC-600
Prerequisite(s) for Professional Development Program:

Diagnostics
course or equivalent

Learning outcomes include:

1. Analyze clinical data through a holistic and culturally sensitive perspective to develop comprehensive case conceptualizations and measurable treatment objectives for individuals with addiction and co-occurring disorders
2. Create individualized intervention plans according to stages of change and client preferences, and updating plans in response to changes in client motivation, circumstances, and progress
3. Utilize evidence-based, community-centered approaches such as assertive community treatment and supported housing and employment for clients with serious mental illness
4. Organize and summarize clinical impressions, treatment rationales, and integrated discharge and continuing care plans through clear, objective documentation
5. Manage service needs through the collaboration of clients, support networks, community resources, and other professionals and the utilization of supervision, consultation, and referral
6. Apply strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use, and the benefits of recovery

CF-812 Evaluation Methodologies for the Clinician and Treatment Administrator – 4 credits

This course provides an in-depth examination of research and evaluation methodologies relevant to the clinician and treatment administrator. Students will learn to assess clinical progress with empirically-based behavioral observation and psychometric scales, the purpose of which is to determine the effectiveness of individualized counseling interventions. In addition to feedback informed treatment, students will learn about single-case design and its application to improve outcomes. Focused on a broader perspective, program evaluation will be presented as a method to enhance the performance of organized clinical services offered at various levels of care. In the process, students will learn about the determination and utilization of evidence-based methods, the research related to treatment outcomes, the necessity of empirical derived assessment, the statistics used to analyze client and program data, and the importance of consultation and collaboration with stakeholders to advance treatment effectiveness.

Prerequisite(s) for Online Degree: CF-503
Prerequisite(s) for On-campus Degree: CF-503
Prerequisite(s) for Professional Development Program: Research course or equivalent

Learning outcomes include:

1. Consult the literature, clients, colleagues, and clinical expertise to construct research questions to evaluate and monitor individual patient functioning as well as clinical and prevention programming
2. Operationalize outcomes to address research questions to evaluate and monitor individual patient functioning as well as clinical and prevention programming
3. Select and use different types of reliable and valid assessments to measure, evaluate, and monitor individual patient functioning as well as clinical and prevention programming
4. Select and apply research models to evaluate and monitor individual patient functioning as well as clinical and prevention programming
5. Analyze and use data to monitor and improve individual patient function as well as clinical and prevention programming
6. Disseminate findings to researchers, clinicians, clients, and administrators to improve the effectiveness of patient functioning as well as clinical and prevention programming

CPC-600 Assessment and Diagnosis for Substance Use Disorders – 3 credits

This course is a comprehensive overview of assessment and appraisal methods that emphasize comprehensive models and approaches. It also addresses diagnostic skills needed to evaluate addiction and mental disorders. Students take an in-depth look at target interviewing techniques, use of self-report questionnaires, the American Psychiatric Association's Diagnostic and Statistical Manual of the Mental Health Disorders (DSM 5), psychometric methods, application of database information, and structured interview techniques. Standard methods for establishing a diagnosis are explored within the context of counselor practice. Viewed as a function of assessment and diagnosis, treatment planning is aligned with issues involving addiction and its mental health complications.

Prerequisite(s) or Co-requisite(s): CPC-701

Learning outcomes include:

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

diagnosis

6. Evaluating individual differences in perception, motivation, and capacity for change in relationship to diagnostic procedures and treatment response
7. Synthesizing data and clinical impressions to formulate, update, and revise treatment planning
8. Appreciation of the role of team collaboration, referral, and clinical consultation
9. Interpreting and applying patient information to create individualized treatment and continuing care plans
10. Utilizing ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

CPC-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) or Co-requisite(s): CPC-600, CPC-701

Learning outcomes include:

1. Creating and maintaining a quality therapeutic alliance to facilitate a collaborative and effective therapeutic environment
2. Articulating the history of and current trends in the counseling profession
3. Synthesizing and applying evidence-based prevention and intervention methods and common models of mental health and addiction counseling
4. Implementing professional practices that are consistent with ethical and legal guidelines related to issues such as personal and professional boundaries, scope of practice, consultation, referral, and supervision
5. Preparing for professional issues related to licensing, credentialing, reimbursement for services, and managed care

6. Demonstrating mastery of introductory counseling skills such as expressing empathy and active listening
7. Practicing evidence-based therapeutic techniques that match 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

CPC-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): CPC-600, CPC-601, CPC-701

Learning outcomes include:

1. Analyze and apply group theoretical foundations and therapeutic factors to group process
2. Demonstrate foundational group counseling skills
3. Identify dynamics associated with group development and counseling, including distinguishing between group process and content
4. Identify characteristics and functions of effective group leaders to develop personal style of group facilitation
5. Recognize and plan for continued professional growth in approaches to group work
6. Analyze ethical standards and culturally relevant strategies for designing and facilitating groups
7. Integrate administrative aspects of group formation with types of groups as indicated by clinical need and setting
8. Gain direct experience in being a group member and facilitating a group in-class, for a minimum of 10 clock hours

CPC-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): CPC-600, CPC-601, CPC-701

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

CPC-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

CPC-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

CPC-830 Practicum – 2 Credits (Grading: Pass/Fail)

This 200-hour practicum (including a minimum of 40 hours of direct service with clients) builds on previously developed skills and knowledge in counseling. Students will advance their competence in implementing evidence-based practices under the supervision of a licensed practitioner in the behavioral health field. Clinical hours will take place at sites that provide professional counseling for the treatment of emotional, behavioral, and mental disorders including addiction. Students are expected to observe and co-facilitate both individual and group counseling sessions during their clinical placement experience based on their developmental level and under the guidance of their field supervisor. In addition to weekly onsite supervision, students will attend a 1 ½ - 2-hour weekly group supervision with a faculty member. Each student is required to maintain a log of clinical hours to be verified by the onsite supervisor. Each student is required to participate and review evaluations from both onsite and faculty supervisors designed to evaluate knowledge, skills, and dispositions. Students are responsible for communicating their individual licensing needs to the course instructor.

Prerequisite(s) for Online Degree: CF-520, CPC-701, IR-606 IR-609, Internship Info Session. Prerequisite(s) or Co-requisite(s): IR-705, IR-708

Prerequisite(s) for On-campus Degree: CF-500, CPC-600, CPC-601, CPC-701. Prerequisite(s) or Co-requisite(s): CPC-602, CPC-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 CPC-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 CPC-830 Practicum will be required to purchase individual professional counseling liability insurance.

CPC-831 Internship 1 – 3 Credits (Grading: Pass/Fail)

This 300-hour internship (including a minimum of 100 hours of direct service with clients) further builds and develops skills and knowledge in counseling as students advance their counselor identity. Students will advance their competence in implementing evidence-based practices under the supervision of a licensed practitioner in the behavioral health field. Clinical hours will take place at sites that provide professional counseling for the treatment of emotional, behavioral, and mental disorders including addiction. Students are expected to observe and co-facilitate both individual and group counseling sessions during their clinical placement experience based on their developmental level and under the guidance of their field supervisor. In addition to weekly onsite supervision, students will attend a 1 ½ - 2-hour weekly group supervision with a faculty member. Each student is required to maintain a log of clinical hours to be verified by the onsite supervisor. Each student is required to participate and review evaluations from both onsite and faculty supervisors designed to evaluate knowledge, skills, and dispositions. Students are responsible for communicating their individual licensing needs to the

course instructor.

Prerequisite(s) for Online Degree: CPC-830

Prerequisite(s) for On-campus Degree: CPC-830

Prerequisite(s) or Co-requisite(s): CF-502

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 CPC-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 CPC-831 Internship 1 will be required to purchase individual professional counseling liability insurance.

CPC-832 Internship 2 – 4 Credits (Grading: Pass/Fail)

This 400-hour internship (including a minimum of 140 hours of direct service with clients) further builds and develops skills and knowledge in counseling as students advance their counselor identity. Students will advance their competence in implementing evidence-based practices under the supervision of a licensed practitioner in the behavioral health field. Clinical hours will take place at sites that provide professional counseling for the treatment of emotional, behavioral, and mental disorders including addiction. Students are expected to observe and co-facilitate both individual and group counseling sessions during their clinical placement experience based on their developmental level and under the guidance of their field supervisor. In addition to weekly onsite supervision, students will attend a 1 ½ - 2-hour weekly group supervision with a faculty member. Each student is required to maintain a log of clinical hours to be verified by the onsite supervisor. Each student is required to participate and review evaluations from both onsite and faculty supervisors designed to evaluate knowledge, skills, and dispositions. Students are responsible for communicating their individual licensing needs to the course instructor.

Prerequisite(s) for Online Degree: CPC-831.

Prerequisite(s) for On-campus Degree: CPC-831.

Prerequisite(s) or Co-requisite(s): CF-506

Learning outcomes include:

1. Further develop skills in screening and assessing substance use disorders, and/or other co-occurring conditions
2. Further develop skills to address the prevention and management of patient crises
3. Further develop skills in treatment and recovery planning that are designed to sustain long-term recovery from addiction and mental health disorders
4. Further develop competence in implementing theory and evidence-based treatment approaches
5. Continue to increase capacity to prioritize and coordinate complex clinical case services
6. Advance skills in the development and maintenance of therapeutic relationships to enhance patients' motivation to change
7. Facilitate a process of change by addressing critical factors such as familial, environmental, and systemic issues
8. Appreciate diversity as a clinical asset based on individual variability across the lifespan, including social, cultural, and psychological implications of therapeutic change
9. Educate patients, support systems, and communities, as relevant, about topics critical to recovery from

addiction and mental health disorders

10. Maintain patient records and reports through application of effective documentation skills
11. Maintain, evaluate, and promote professional and ethical standards of behavior and practice
12. Further establish professional counselor identity, including participation in ongoing self-assessment of current skills and future developmental professional needs
13. Further develop and utilize self-care to address stress-related issues relative to professional roles and responsibilities
14. Continually self-appraise and recognize professional practice limitations and effectively seek and utilize clinical supervision

Note: Students who register for CPC-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 CPC-832 Internship 2 will be required to purchase individual professional counseling liability insurance.

CPC-833 Internship 3 – 1–4 Credits (Grading: Pass/Fail)

This course is for students who elect to pursue additional clinical hours based on their individualized educational goals and professional career plans. The internship builds on clinical skills and knowledge gained in Practicum, Internship 1, and Internship 2. Students will advance their competence in implementing evidence-based practices under the supervision of a licensed practitioner in the behavioral health field. Clinical hours will take place at sites that provide professional counseling for the treatment of emotional, behavioral, and mental disorders including addiction. Students are expected to observe and co-facilitate both individual and group counseling sessions during their clinical placement experience based on their developmental level and under the guidance of their field supervisor. In addition to weekly onsite supervision, students will attend a 1 ½ - 2-hour weekly group supervision with a faculty member. Each student is required to maintain a log of clinical hours to be verified by the onsite supervisor. Each student is required to participate and review evaluations from both onsite and faculty supervisors designed to evaluate knowledge, skills, and dispositions. Students are responsible for communicating their individual licensing needs to the course instructor.

Prerequisite(s) for Online Degree: CPC-832

Prerequisite(s) for On-campus Degree: CPC-832

Learning outcomes include:

1. Further develop skills in screening and assessing substance use disorders, and/or other co-occurring conditions
2. Further develop skills to address the prevention and management of patient crises
3. Further develop skills in treatment and recovery planning that are designed to sustain long-term recovery from addiction and mental health disorders
4. Further develop competence in implementing theory and evidence-based treatment approaches
5. Continue to increase capacity to prioritize and coordinate complex clinical case services
6. Advance skills in the development and maintenance of therapeutic relationships to enhance patients' motivation to change
7. Facilitate a process of change by addressing critical factors such as familial, environmental, and systemic issues
8. Appreciate diversity as a clinical asset based on individual variability across the lifespan, including social, cultural, and psychological implications of therapeutic change
9. Educate patients, support systems, and communities, as relevant, about topics critical to recovery from addiction and mental health disorders
10. Maintain patient records and reports through application of effective documentation skills
11. Maintain, evaluate, and promote professional and ethical standards of behavior and practice
12. Further establish professional counselor identity, including participation in ongoing self-assessment of current skills and future developmental professional needs
13. Further develop and utilize self-care to address stress-related issues relative to professional roles and responsibilities
14. Continually self-appraise and recognize professional practice limitations and effectively seek and utilize clinical supervision

Note: Students who register for CPC-832 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 CPC-833 Internship 3 will be required to purchase individual professional counseling liability insurance.

IR-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): None

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

IR-510 Clinical Supervision – 3 credits

For professionals who supervise counselors in behavioral health settings, effective clinical supervision skills are necessary to develop a competent workforce that is able to respond to the complex needs of the patients they serve. In this course, students will evaluate and synthesize diverse models of clinical supervision. Students will learn tools for providing effective clinical supervision. Students will be required to apply knowledge and skills in clinical supervision while receiving academic supervision. To be eligible for this course, students are required to make arrangements to participate in an ongoing clinical supervision experience for the duration of the semester. This is verified by completing and returning the IR-510 Supervision Agreement Form prior to registration.
Prerequisite(s) for Online Degree: CPC-832 or LADC licensure or equivalent
Prerequisite(s) for On-campus Degree: CPC-832 or LADC licensure or equivalent
Prerequisite(s) for Professional Development Program:

Completed supervised counseling internship or LADC licensure or equivalent

Learning outcomes include:

1. Evaluate and synthesize diverse models of clinical supervision
2. Understand and utilize stages of counselor development to deliver individualized clinical supervision
3. Integrate various cultural factors that influence both counselors and patients into clinical supervision
4. Identify and evaluate supervisee's needs and issues that arise within the clinical relationship
5. Synthesize the application of clinical supervision with evidence based practices used in the treatment of substance use and other mental health disorders
6. Apply critical thinking to effectively respond to legal and ethical concerns within the context of clinical supervision
7. Establish and apply a personal model of clinical supervision
8. Self-evaluate clinical supervision skills by applying established clinical supervision models

IR-511 Human Sexuality – 3 credits

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

Prerequisite(s): None

Learning outcomes include:

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

IR-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): IR-607 Medical Issues, Psychopharmacology, and Medication Management (or equivalent) OR CF-501 Biological perspectives (or equivalent).

Learning outcomes include:

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

IR-513 Advanced Motivational Interviewing – 3 credits

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

Prerequisite(s): None

Learning outcomes include:

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

IR-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

IR-515 Advanced Twelve Step Facilitation – 3 credits

Twelve Step Facilitation (TSF) is a brief, structured, evidence-based practice that was originally designed to actively engage clients with substance use disorders in abstinence-based Twelve Step groups such as Alcoholics Anonymous. Students will advance their skills in this approach and examine their application to clients with co-occurring disorders. Students will deepen their understanding of the history and traditions of Twelve Step programs, as well as the research supporting this model, to provide context to the TSF approach. Students will learn and practice interventions designed to help clients achieve and sustain recovery from both addiction and mental health issues that influence mind, body, and spirit. Prerequisite(s): None

Learning outcomes include:

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

IR-516 Adolescent Development and Counseling – 3 credits

In this course, students will complete activities and assignments to demonstrate understanding of adolescent development, with an emphasis on counseling adolescents with mental health and addiction

problems. Major biological, social, emotional, and cognitive models of adolescent development are addressed in addition to current trends in substance use and mental health to provide relevant information in working with adolescent clients. Throughout the course, cultural, social, family, and ethical considerations are highlighted as a means of providing developmentally appropriate counseling.

Prerequisite(s): None

Learning outcomes include:

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

IR-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.

IR-519 Grief, Loss, and Death – 3 credits

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

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

Prerequisite(s): None

Learning outcomes include:

1. Analyze how grief interacts with addiction recovery and relapse
2. Analyze how grief interacts with common mental health issues
3. Distinguish how individuals experience grief, loss, bereavement and death across the lifespan
4. Explain the dynamics that contribute to unresolved grief
5. Delineate the roles of resolution and acceptance in the grieving process
6. Assess how perceptions of death aid or restrict the process of grief

7. Critique societal definitions of grief, loss, and death
8. Examine the interactions between the therapist's personal definition of death and the process of grief counseling

IR-522 Applied Clinical Supervision – 3 credits

This course provides an advanced, applied experience in the theory and practice of clinical counseling supervision. Students who have successfully completed this course will have demonstrated knowledge, skills, and practices in the relevant core content areas of theory and practice of counseling supervision, including models, techniques, process, case conceptualization, ethical issues, and legal considerations. Students must be enrolled in the certificate program and are required to make arrangements to participate in an ongoing clinical supervision experience for the duration of the semester. This is verified by completing and returning the IR-522 Supervision Agreement Form prior to registration.

Prerequisite(s) for Online Degree: CPC-832 or LADC licensure or equivalent

Prerequisite(s) for On-campus Degree: CPC-832 or LADC licensure or equivalent

Prerequisite(s) for Professional Development Program: Completed supervised counseling internship or LADC licensure or equivalent

Learning outcomes include:

1. Compare, contrast, and incorporate appropriate theoretical frameworks and models into the clinical supervision setting
2. Model skills in roles and relationships encountered in clinical supervision, including culturally relevant strategies and use of technology
3. Demonstrate appropriate use clinical supervision skills
4. Develop an individual style of clinical supervision that reflects best practice
5. Complete an assessment of supervisees that incorporates developmental level and other relevant characteristics
6. Outline administrative procedures and responsibilities related to clinical supervision
7. Compare and contrast issues and best practice regarding ethical and legal issues, evaluation, remediation, and gatekeeping in clinical supervision
8. Facilitate, record, and analyze two supervision sessions as supervisor

IR-606 Counseling Procedures and Skills – 3 credits

In this course, students are introduced to the helping relationship by examining methods of patient engagement, empathic response, personal boundaries, and professional standards. Students learn techniques in creating and maintaining a safe, welcoming therapeutic

alliance with patients and collaborating with patients, families, and support systems. This course provides an orientation to evidence-based methods of mental health and addiction counseling, including a history of the counseling profession and counselor roles, functions, scope of practice, and ethical expectations. Students begin to conceptualize how counselors working from an integrated behavioral health model can best collaborate with patients, families, and other professionals to ensure appropriate services across the continuum of care and within communities. Part of this course is a residency experience on the Hazelden Betty Ford Foundation campus in Center City, Minnesota. During this experience, students will practice introductory counseling skills and basic motivational interviewing, cognitive-behavioral, and twelve-step facilitation techniques.

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

Learning outcomes include:

1. Creating and maintaining a quality therapeutic alliance to facilitate a collaborative and effective therapeutic environment
2. Articulating the history of and current trends in the counseling profession
3. Synthesizing and applying evidence-based prevention and intervention methods and common models of mental health and addiction counseling
4. Implementing professional practices that are consistent with ethical and legal guidelines related to issues such as personal and professional boundaries, scope of practice, consultation, referral, and supervision
5. Preparing for professional issues related to licensing, credentialing, reimbursement for services, and managed care
6. Demonstrating mastery of introductory counseling skills such as expressing empathy and active listening
7. Practicing evidence-based therapeutic techniques that match patients' stage of change and emphasize individual strengths
8. Analyzing and differentiating ways that culture impacts the delivery of evidence based practices, therapeutic alliances and clinical professionalism

IR-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): CPC-701, IR-609

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

IR-609 Etiology, Screening and Assessment of Co-Occurring Disorders – 3 credits

Students in this course will learn evidence-based, culturally-sensitive methods of screening and diagnostic assessment of mental health and addictive disorders. The course examines signs and symptoms of these conditions and the complex relationships among mental, physical, behavioral, and substance use health issues. Students will take a biopsychosocial approach to assessment of individual and relationship functioning, differential diagnosis using the most current edition of the Diagnostic and Statistical Manual, and basic developmental psychopathology to clinically evaluate presenting problems, stages of change, and risk. The course involves an examination of a variety of screening and assessment tools in order to inform level of care considerations and treatment planning.

Learning Outcomes:

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

IR-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.

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

Prerequisite(s) or Corequisite(s): CPC-701

IR-706 Crisis and Trauma – 3 credits

This course provides a comprehensive overview of prevention and management of crisis and trauma. Students will acquire knowledge and skills needed to assess and assist individuals who have experienced trauma, as well as individuals involved in medical, environmental, psychological, and situational crises. The course addresses the complex relationships among chemical use, crisis, and trauma, as well as a variety of therapeutic interventions including individual and group counseling, medical services, and mobilization of community resources. Students will learn to apply empirically-supported theories and methods that foster healing, reduce harm, honor cultural diversity, and promote resilience. Ethical and legal issues related to crisis management and trauma-informed services will be highlighted throughout the course.

Prerequisite(s): CF-809, IR-606, IR-609

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

IR-707 Family Psychoeducation and Counseling for Co-Occurring Disorders – 3 credits

This course provides a conceptualization of addiction and mental health issues from a systemic perspective. Family counseling approaches are discussed and analyzed with an emphasis on their application to treating addiction and mental health problems. The

relevance of psycho-education in treating co-occurring disorders is highlighted. Research exploring the efficacy of using family counseling and psycho-education to treat a wide variety of clinical problems is synthesized alongside a discussion of theory and practice.

Prerequisite(s): IR-606

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

IR-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. 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.

Active participation in a 4-day on-site residency is required for the successful completion of this course. Each student is responsible to cover expenses associated with attendance at the residency, including but not limited to travel, transportation, housing, and meals.

Prerequisite(s): CPC-701, IR-606, IR-609

Learning outcomes include:

1. Analyze and apply group theoretical foundations and therapeutic factors to group process and content
2. Demonstrate foundational group counseling skills
3. Identify dynamics associated with group development and counseling, including distinguishing between group process and content
4. Identify characteristics and functions of effective group leaders to develop personal style of group facilitation
5. Recognize and plan for continued professional growth in approaches to group work
6. Analyze ethical standards and culturally relevant strategies for designing and facilitating groups
7. Integrate administrative aspects of group formation with types of groups as indicated by clinical need and setting
8. Gain direct experience in being a group member and facilitating a group in-class, for a minimum of 10 clock hours
9. Appreciate and value the significance of individual variability, including social, cultural, physical, and psychological variations on recovery.

IR-825 Clinical Internship – 3 credits (Grading: Pass/Fail)

This 300-hour internship builds on clinical skills and knowledge in treating addiction, mental health, and other co-occurring conditions. Interns 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. In addition to weekly onsite supervision, students will attend weekly synchronous online group supervision with a faculty member from the school. Each student is required to maintain a log of clinical hours. Students are responsible for communicating their individual credentialing needs to the course instructor. Students may complete up to a total of 12 credits of this course.

Prerequisite(s): IR-606, IR-609, CF-809, CF-810, CPC-701, Internship Info Session

Prerequisite(s) or Co-requisites: IR-708, CF-811

Learning outcomes include:

1. Strengthen skills in screening for and assessing the extent and severity of addiction, mental health, and/or other co-occurring conditions
2. Expand skills to address the prevention and management of patient crises

3. Develop greater skill in treatment and recovery planning that is designed to sustain long-term recovery from addiction and mental health disorders
4. Demonstrate competence in implementing theory and evidence-based treatment approaches found to be effective for the treatment of addiction, mental health, and/or other co-occurring disorders
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. Strengthen effectiveness for treating family and systemic issues as key factors in therapeutic change and community adjustment
9. Appreciate diversity as a clinical asset based on individual variability across the lifespan, including social, cultural, and psychological implications of therapeutic change
10. Collaborate with families and other stakeholders to coordinate services that match the individualized needs of patients
11. Establish referral and collegial relationships with professionals across a multidisciplinary spectrum (psychiatry, primary care, psychology, social work, etc.)
12. Educate patients, support systems, and communities, as relevant, about topics critical to recovery from addiction and mental health disorders
13. Maintain patient records and reports through application of effective documentation skills
14. Maintain, evaluate, and promote professional and ethical standards of behavior and practice
15. Strengthen professional identity, including participation in ongoing self-assessment of current skills and future developmental professional needs
16. Apply patient feedback, research, and other data to improve clinical services and outcomes
17. Develop and utilize the strategy of self-care to address stress-related issues relative to professional roles and responsibilities
18. Continually self-appraise and recognize professional practice limitations and effectively seek and utilize clinical supervision

Note: Students who register for IR-825 Internship will be required to purchase an individual subscription to Time2Track, an online tracking system to track clinical hours.

Administration, Faculty, and Staff



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Administration and Core Faculty

Kevin Doyle, EdD, LPCC

President and Chief Executive Officer, Hazelden Betty Ford Graduate School of Addiction Studies

- 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 of Addiction Studies 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.

Zachary Hansen, EdD

Assistant 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, and existential theory.

Leadership and Service

Dr. Hansen joined the Hazelden Betty Ford Graduate School of Addiction Studies in July 2015. Previously, he was the Coordinator of the Alcohol and Drug Studies Program and Assistant Professor at Minnesota State University, Mankato. In addition to teaching, he is involved in advising, supervision, and research.

Thomas Hegblom, PhD, LADC, NCC

Assistant Professor

- PhD, Walden University, Minneapolis, MN. Counselor Education and Supervision, August 2021
- MA, Hazelden Betty Ford Graduate School of Addiction Studies, 2017
- BA, University of Minnesota, Youth Studies (Spanish), 2010

Academic Contributions

Dr. Hegblom completed his Counselor Education and Supervision degree at Walden University and his doctorate dissertation is: Self-efficacy of counselor trainees working with transgender and gender non-conforming clients.

Leadership and Service

Dr. Hegblom has been an assistant professor since 2021 and had been an adjunct faculty member of the Hazelden Betty Ford Graduate School of Addiction Studies since 2018. He has worked as an addiction counselor for the Hazelden Betty Ford Foundation since 2016. His responsibilities included counseling individuals in an outpatient program using evidence-based practices and proven theoretical approaches, assisting clients with treatment plans, case management, and leading counseling groups.

Jorja Jamison, PhD, LP

Associate 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 has a PhD in counseling psychology with academic and research interests in lesbian, gay, bisexual, and transgender (LGBT) issues, psychometric validation of a disclosure questionnaire, and Latina healthcare services.

Leadership and Service

Dr. Jamison joined the Hazelden Betty Ford Graduate School of Addiction Studies in August of 2012. As an

assistant professor, she is involved in teaching, advising, supervision, and research.

Dr. Jamison specializes in adolescent addiction, vocational issues for recovering individuals, and addiction within the LGBT community.

Jennifer Rio, PhD, LPC (MI), CAADC

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 of Addiction Studies 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.

Michael K. Schmit, PhD, LPC

Associate Professor, Faculty Coordinator and Chief Academic Officer

- PhD, Texas A&M University-Corpus Christi, Corpus Christi, TX, Counselor Education (CACREP-accredited), 2016
- MA, University of Louisiana at Monroe, Monroe, LA, Substance Abuse Counseling (CACREP-accredited), 2011
- BS, University of Texas at San Antonio, San Antonio, TX, Biology, 2008

Academic Contributions

Dr. Michael Schmit holds a PhD in Counselor Education and completed his doctorate dissertation on Integrated Behavioral and Primary Healthcare: Comparing the Effectiveness of Treatment Modalities on Holistic Client Functioning.

Leadership and Service

Dr. Schmit's education and research areas of expertise include research methods and quantitative statistics, counseling outcomes research, integrated care treatment, and addictions. As a core faculty member of the Hazelden Betty Ford Graduate School, he is committed to educating and inspiring the next generation

of addiction and mental health counselors. Dr. Schmit is a Licensed Professional Counselor (LPC) in Texas.

Sarah A. Silveus, PhD

Assistant Professor

- PhD, Texas A&M University - Commerce, TX, Counselor Education (CACREP accredited), 2022
- MS, University of North Texas, Denton, TX, Clinical Mental Health Counseling (CACREP-accredited), 2018
- BA, Texas State University, San Marcos, TX, 2013

Academic Contributions

Dr. Sarah Silveus completed her PhD in Counselor Education and Supervision from Texas A&M University-Commerce in August 2022. Her research interests include biracial populations, internalized oppression, and identity development.

Leadership and Service

Dr. Silveus is a Licensed Professional Counselor Associate (TX) and specializes in immigrant populations and LGBTQ+ concerns.

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 mental health professional at the Hazelden Betty Ford Foundation providing individual and group psychotherapy, and diagnostic assessments.

Dustin Brockberg, PhD, LP

- PhD, University of Wisconsin-Madison, Counseling Psychology, 2019
- MA, University of Minnesota-Twin Cities, Counseling Psychology, 2014
- BA, University of Minnesota-Twin Cities, Child Psychology and Applied Psychology in Education and Community Settings, 2012

Dr. Brockberg is a mental health professional at the Hazelden Betty Ford Foundation providing individual and group psychotherapy, and diagnostic assessments.

Richard Choate, MA

- MA, St. Mary's University of Minnesota, Minneapolis, MN, 2015
- BA, Drake University, Des Moines, IA, 1975

Mr. Choate is a former chemical dependency professional at Hazelden Betty Ford Foundation in Center City, MN.

Janelle Cox, EdD, LCPC, NCC

- EdD, Argosy University, Northern Virginia, Counselor Education and Supervision, 2017
- MA, Argosy University, Northern Virginia, Community Counseling, 2012
- BA, University of Maryland, Baltimore County, Psychology, 2009

Dr. Cox is an assistant professor and program coordinator in the Mental Health Program at Bowie State University. She is also the owner of Journey Counseling and Consulting, LLC.

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 Medical Director for Professional Education Solutions at the Hazelden Betty Ford Foundation. He served as the Assistant Dean of the Hazelden Betty Ford Graduate School of Addiction Studies from November 2016 to February 2019. Prior to his role as Assistant Dean, Dr. Delisi served as the Midwest Regional Medical Director for HBFF. His fields of interest include psychopharmacology, assessment and treatment of co-occurring SUD and MH disorders, neurobiology of addiction, mindfulness based cognitive therapy for depression and addiction, and adaptive leadership.

Lisa Doyle, MA, CRADC

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

Ms. Doyle is an adjunct instructor of psychology at the Western State University in St. Joseph, Missouri.

Princess Drake, PsyD

- PsyD, Florida School of Professional Psychology at Argosy, FL, Clinical Psychology, 2018
- MS, Lipscomb University, TN, Professional Counseling, 2012
- BS, Lipscomb University, TN, 2009

Dr. Drake is a Graduate Psychologist at the Orlando VA Healthcare System providing individual and group

psychotherapy, and diagnostic assessments in outpatient services.

Ahmed Eid, MA, LADC

- MA, Hazelden Betty Ford Graduate School of Addiction Studies, 2012
- BS, City University of Seattle, Applied Psychology, 2010

Mr. Eid was promoted to Vice President of Hazelden Betty Ford's Minnesota Region, overseeing the Center City, Plymouth, St. Paul, Chaska, and Maple Grove sites in June 2022. He is the national director of Hazelden Betty Ford's Comprehensive Opioid Response with Twelve Steps (COR-12) Services. Mr. Eid also has experience working as a chemical dependency counselor in Cairo, Egypt and the Alwathba Central Prison in Abu Dhabi, UAE. His work in the prison also included the design and implementation of an 8-week therapy program for inmates.

Kathrin Hohenstern, PhD

- PhD, Walden University, Minneapolis, MN, Social Work, 2019
- MSW, University of Kansas, Lawrence, KS, 2001
- BA, Minnesota State University Moorhead, Psychology, 1998

Dr. Kathrin Hohenstern has been a social worker for over 20 years, providing group and individual therapy for mental health, substance use, and co-occurring disorders, including 14 years with the veteran population. She completed a Master of Social Work (MSW) degree at University of Kansas in 2001 and a PhD in social work at Walden University in 2019 with a focus on disaster, crisis, and intervention. She currently works for VA with the VISN 9 Suicide Prevention 2.0 telehealth program. She has been an adjunct professor for Hazelden Betty Ford Graduate School of Addiction Studies (HBFGSAS) since 2017 and a professor with Capella University since 2020.

Hosia Keene, MA

- 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 the Director of Outpatient Services at the Hazelden Betty Ford Clinic in Bellevue, WA. Previously, she held the position of Patient Placement Counselor at Hazelden Betty Ford Foundation, Bellevue Clinic, working with dually licensed clinicians to complete mental health assessments, and provide individual and couples and family counseling.

Gerard Love, EdD

- EdD, Vanderbilt University, Nashville, TN. Human Development Counseling, 1989
- MA University of Missouri, Columbia, MS. Counseling Psychology, 1985
- BA, Saint Norbert College, DePere, WI. Psychology, 1982

Dr. Gerard Love is the Executive Director of BriteLife Recovery in Hilton Head Island, South Carolina. BriteLife provides a continuum of care from detox to partial hospitalization programs at its gender specific facilities for men and women clients with a primary diagnosis of SUD and co-occurring disorder. Love oversees a staff of 65 including medical, clinical, nursing, operations, and nutrition. Dr. Love actively participates in programming and client care by conducting psychoeducational and recovery oriented groups as well as assisting with virtual family education. Love was previously the Executive Director of the University of Alabama's Collegiate Recovery and Intervention Program, where he supervised an outpatient AOD program and the Collegiate Recovery Program.

Melanie Moonstone, MA, LADC

- MA, Hazelden Graduate School of Addiction Studies, 2010

Ms. Moonstone is a chemical dependency professional at Hazelden Betty Ford Foundation. Her responsibilities include substance use assessments, diagnostics, group facilitation, individual counseling, assisting clients with treatment plans, and continuing care plans.

Joseph Nowinski, PhD

- PhD, University of Connecticut, 1977
- MA, Syracuse University, 1973
- BS, Hofstra University, 1967

Dr. Nowinski has an independent clinical and consulting practice. He has over 20 years of experience as an adjunct Associate Professor at the University of Connecticut and as the Supervising Psychologist at the University of Connecticut Health Center, Correctional Managed Health Care Division supervising multidisciplinary staff.

John Rogers, PhD, LPC

- PhD, James Madison University, Harrisonburg, VA, Counseling and Supervision, 2021
- MA, James Madison University, Harrisonburg, VA, Education Specialist in Clinical Mental Health Counseling, 2018
- MA, Stanford University, Palo Alto, CA, East Asian Studies, 1985

- BA, Yale University, New Haven, CT, Distinction in History, 1983

Dr. Rogers is an adjunct instructor at Longwood University in Virginia and is a counselor in a private practice.

Joshua Seez, 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. Seez is a clinical social worker at the Minnesota VA Health Care System in St. Cloud, MN. He provides residential rehabilitation and treatment services for veterans with mental illness, addiction, homelessness and/or psychosocial deficits.

Britta Svihel, MA, LPCC, LADC

- MA, Hazelden Betty Ford Graduate School of Addiction Studies, 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.

Damir Utrzan, PhD, LMFT

- PhD, University of Minnesota, MN, Family and Social Science, 2017
- MS, Northwestern University, Evanston, IL, Marriage and Family Therapy, 2013
- BS, Rockford University, Rockford, IL, Psychology, 2011

Dr. Utrzan is the Manager of Mental Health Services at Hazelden Betty Ford Foundation. He is a licensed Marriage and Family Therapist. He serves on the Diversity, Equity, and Inclusion Advisory Committee for National Association of Addiction Treatment Providers and is a grant reviewer for the Office of Refugee Resettlement for the United States Department of Health and Human Services.

Administrative Staff

Denell Belle Isle

Executive Assistant to President/Chief Executive Officer

- Certified Professional Secretary, Professional Secretaries International (PSI), 1995
- Administration Management Certification, University of Wisconsin – Eau Claire, 1993

Ms. Belle Isle is responsible for providing high-level administrative support to the President and Chief Executive Officer, serving as liaison to the school's Board of Governors, and coordinating activities related to the school's accreditation, licensure and annual registrations.

Cassie Berg

Registrar Administrative Services

- ABA, Minnesota School of Business, Business Administration, 2012

Ms. Berg is responsible for providing administrative support for student services and 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

Director of Enrollment and Student Services

- 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 and persistence strategies, and providing analysis and reporting on the school's enrollment trends. She also manages all student services offered by the Graduate School and supervises student services staff members.

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 students who experience technical difficulty.

Jessica Lackner

Student Success Advisor

- MSW, University of St. Thomas, Clinical Social Work, 2022
- BSW, University of Wisconsin – River Falls, Social Work, 2020

Ms. Lackner is responsible for coordinating residencies and leading new students through online and in-person orientations. Additional responsibilities include helping students navigate student life, assisting international and veteran students, assisting with study skills, time management, and any other issues related to being an online or on-campus student.

Ashley Peltier

Admissions Advisor

- AAS, Century College, Business Administration/Office Technology, 2007

Ms. Peltier is actively engaged in marketing and recruiting for the Graduate School. She represents the school at various outreach events and assists with the application process from inquiry to admission. Additional responsibilities include coordinating commencement.

Debra Selin

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.

Brenna Weston

Clinical Placement and Credentialing Coordinator

- MS, General Education, Elmira College, 2020
- MA, Anthropology, North Dakota State University, 2016
- BS, Anthropology, North Dakota State University, 2012

Ms. Weston leads clinical placements and internship/externship and maintains the Graduate School's communication compliance for academic programs leading to professional licensure and certification. She also oversees career development initiatives for students and graduates as well as facilitating alumni engagements.

Pam Wood

Continuing Education Specialist

- BA, Business Management, Augsburg College, 1991

Ms. Wood is responsible for coordinating continuing education offerings for Hazelden Betty Ford Foundation staff and community professionals.

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.

- **Kevin Doyle, EdD (President and Chief Executive Officer - Hazelden Betty Ford Graduate School of Addiction Studies)**
- **Carlton Erickson, PhD**
- **Derek Francis**
- **Hon. Susan Fox Gillis**
- **John F. Kelly, PhD**
- **Joseph Lee, MD (President and Chief Executive Officer - Hazelden Betty Ford Foundation)**
- **Mary Turner Pattiz, PhD (Chair)**
- **Bennett Rosenthal**
- **Michael (Mike) Sime**
- **Cameron Strang**
- **Constance Weisner, DrPH**

Directory



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Hazelden Betty Ford Foundation Locations

Aurora, Colorado - Children's Program

14001 East Iliff Avenue, Suite 120
Aurora, Colorado 80014-1417
303-745-2275

Beaverton, Oregon - Hazelden Betty Ford

6600 SW 105th Ave., Suite 120
Beaverton, Oregon 97008-8800
971-245-1332

Bellevue, Washington - Hazelden Betty Ford

1231 116th Ave. NE, Suite 410
Bellevue, Washington 98004
855-336-1677

Center City, Minnesota - Hazelden Betty Ford

15251 Pleasant Valley Road, PO Box 11
Center City, Minnesota 55012-0011
651-213-4000

Center City, Minnesota - Publishing

15251 Pleasant Valley Road, PO Box 176
Center City, Minnesota 55012-0176
800-328-9000

Chaska, Minnesota - Hazelden Betty Ford

1107 Hazeltine Boulevard, Suite 300
Chaska, Minnesota 55318-1065
952-679-2936

Chicago, Illinois - Hazelden Betty Ford

867 North Dearborn Street
Chicago, Illinois 60610-3310
312-631-7947

Los Angeles, California - Betty Ford Center

10700 Santa Monica Boulevard, Suite 310
Los Angeles, CA 90025-6588
310-307-7059

Maple Grove, Minnesota - Hazelden Betty Ford

7001 East Fish Lake Road, Suite 120
Maple Grove, Minnesota 55311-2805
763-401-5890

Naples, Florida - Hazelden Betty Ford

950 6th Avenue North, Suite 101
Naples, Florida 34102-5633
239-659-2344

New York (Chelsea), New York

Hazelden Betty Ford - Chelsea
322 8th Ave., FL 1200
New York, New York 10001-6779
646-601-7048

New York (Tribeca), New York

Hazelden Betty Ford - Tribeca
283 West Broadway
New York, New York 10013-2204
646-601-7594

Newberg, Oregon - Hazelden Betty Ford

1901 Esther Street
Newberg, OR 97132-9529
503-554-4300

Newton, Massachusetts - FCD Educational Services

29 Crafts Street, Suite 150
Newton, Massachusetts 02458--1288
617-964-9300

Plymouth, Minnesota - Hazelden Betty Ford

11505 36th Avenue North
Plymouth, Minnesota 55441-2304
763-509-3810

Rancho Mirage, California - Betty Ford Center

39407 Vista Del Sol
Rancho Mirage, California 92270
760-423-6715

Saint Paul, Minnesota - Hazelden Betty Ford Development/Legal

2550 University Ave. W., Suite 315N
St. Paul, Minnesota 55114--1903
651-213-4300

Saint Paul, Minnesota – Hazelden Betty Ford

680 Stewart Avenue
St. Paul, Minnesota 55102-4117
651-292-2450

San Diego, California – Betty Ford Center

11720 El Camino Real, Suite 200
San Diego, California 92130-2244
858-766-9685

Hazelden Betty Ford Foundation Web Addresses

hazeldenbettyford.edu
(Graduate School information)

hazeldenbettyford.org
(General Hazelden Betty Ford Foundation information)

**Hazelden Betty Ford Graduate School of
Addiction Studies**

**Sexual Harassment Policy & Title IX
Grievance Procedures**

SEXUAL HARASSMENT POLICY

I. POLICY STATEMENT

Hazelden Betty Ford Graduate School of Addiction Studies (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 Sexual Harassment 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, Sexual Harassment includes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual 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 Sexual Harassment 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 Sexual Harassment that occurs off-campus, in a private setting, and outside the scope of the Graduate School’s Education Programs or Activities; such Sexual Harassment 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 Sexual Harassment that occurs outside the geographic boundaries of the United States, even if the Sexual Harassment occurs in the Graduate School’s Education Programs or Activities, such as a study abroad program. Sexual Harassment 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 of sex discrimination that do not meet the definition of Sexual Harassment 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 Sexual Harassment:

Dr. Kevin Doyle
Title IX Coordinator
15251 Pleasant Valley Road
PO Box 11, CO9
Center City, MN 55012
651-213-4746
kdoyle@hazeldenbettyford.edu

A person may also file a complaint of Sexual Harassment 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. "Sexual Harassment" is conduct on the basis of sex that constitutes Quid Pro Quo Sexual Harassment, Hostile Environment Sexual 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 Sexual 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 Sexual 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 Sexual Harassment.
- M. "Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute Sexual Harassment.

- N. “Formal Complaint” means a document filed by a Complainant or signed by the Title IX Coordinator alleging Sexual Harassment against a Respondent and requesting that the Graduate School investigate the allegation of Sexual Harassment 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 Sexual Harassment.
- 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 Sexual Harassment occurs.

V. UNDERSTANDING HOSTILE ENVIRONMENT SEXUAL 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 Sexual Harassment, even if they are unsure whether the conduct rises to the level of a policy violation.

Some specific examples of conduct that may constitute Sexual Harassment 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 Sexual Harassment 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 Sexual Harassment is prohibited by this policy; (6) answer questions about this policy; (7) ensure that employees and students are aware of the procedures for reporting and addressing complaints of Sexual Harassment; and (8) 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 sexual Harassment 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 sexual Harassment 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 SEXUAL HARASSMENT

Any person may report Sexual Harassment 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 sexual Harassment 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 Sexual Harassment
- Requesting further information about available resources

XI. RESOURCES

Any individual affected by or accused of Sexual Harassment 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 Sexual Harassment 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.fairview.org/Locations/Fairview-Lakes-Medical-Center>
- St. Croix Regional Medical Center, 235 E State St, St Croix Falls, WI 54024. (800) 642-1336. <http://scrmc.org/>

- Fairview Counseling Services--Chisago City, 11725 Stinson Ave, Chisago City, MN 55013. (651) 257-8499. <https://www.fairview.org/locations/fairview-clinics-chisago-city>
- Canvas Health crisis help and counseling, 555 West Broadway Avenue, Suites 2 & 3, Forest Lake, MN. Sexual Assault Crisis: (651) 777-1117. <https://www.canvashealth.org/crisis-support/>
- ESS Emergency Social Services:651-291-6795(after 5pm and weekend); Shelter; transport for abuse victims <http://stpaulredcross.org/services/socialservices.html>
- Washington County Crisis Line, Stillwater, MN. (651) 777-4455. <https://www.co.washington.mn.us/>
- LawHelpMN. <https://www.lawhelpmn.org/issues/abuse-violence-crime-victims-rights/sexual-assault-and-other-crime-victims>

National Resources

- National Domestic Violence Hotline: 1-800-799-7233
- National Sexual Assault Hotline: 1-800-656-4673
- Rape, Abuse and Incest National Network (RAINN): <https://www.rainn.org/>
- US Dept. of Justice Office on Violence Against Women: <https://www.justice.gov/ovw>
- National Coalition Against Domestic Violence: <http://www.ncadv.org/>
- National Sexual Violence Resource Center: <http://www.nsvrc.org/>
- U.S. Citizenship and Immigration Services: <https://www.uscis.gov/>
- Immigration Advocates Network: <https://www.immigrationadvocates.org/>

Please contact the Title IX Coordinator if you have any questions about these resources or need assistance in accessing them.

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 Sexual Harassment.

If the Title IX Coordinator determines that the conduct reported could not fall within the scope of the policy, and/or could not constitute Sexual Harassment, 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 Sexual Harassment, 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 Sexual Harassment, 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 Sexual Harassment 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 Sexual Harassment, 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 Sexual Harassment 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 Sexual Harassment in accordance with the Title IX Grievance Procedures. The Graduate School encourages persons to make complaints of Sexual Harassment 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 Sexual Harassment where the allegations arise out of the same facts or circumstances. Where the investigation and adjudication process involve more than one Complainant or more than one Respondent, references in this policy to the singular "party," "Complainant," or "Respondent" include the plural, as applicable. A Formal Complaint of Retaliation may be consolidated with a Formal Complaint of Sexual Harassment.

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 Sexual Harassment, 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;
- A copy of the document titled “Rights and Options After Filing a Complaint Under the Graduate School’s Sexual Harassment 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 Sexual Harassment, and the date and location of the alleged incident (if known);
- A statement that the Respondent is presumed not responsible for the alleged Sexual Harassment 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 Sexual Harassment that also constitutes a crime—including sexual violence, domestic violence, dating violence, or stalking—is encouraged to make a complaint to local law enforcement.

If requested, the Graduate School will assist the complainant in notifying the appropriate law enforcement authorities. In the event of an emergency, please contact 911. A victim may decline to notify such authorities.

This policy sets forth the Graduate School's processes for responding to reports and Formal Complaints of Sexual Harassment. 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 Sexual Harassment 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 Sexual Harassment 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 Sexual Harassment, as the case may be. The Graduate School retains discretion to consolidate a Formal Complaint of Retaliation with a Formal Complaint of Sexual Harassment 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 Sexual Harassment or Retaliation including any Complainant, the identity of any individual who has been reported to be a perpetrator of Sexual Harassment 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 Sexual Harassment or Retaliation in certain circumstances and be subject to discipline pursuant to the processes specified in this policy.

Note that certain types of Sexual Harassment are considered crimes for which the Graduate School must disclose as crime statistics in its Annual Security Report that is provided to the campus community and available to the public. These disclosures will be made without including personally identifying information.

XXIV. RESOLUTION

Administrators, faculty member, staff, students, contractors, guests, and other members of the Graduate School community who commit Sexual Harassment 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 Sexual Harassment 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 Sexual Harassment 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 Sexual Harassment 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, Sexual Harassment is neither legally protected expression nor the proper exercise of academic freedom.

XXX. EDUCATION

Because the Graduate School recognizes that the prevention of Sexual Harassment 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 Sexual Harassment 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 Sexual Harassment.

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 issues related to sex discrimination, sexual assault, domestic violence, dating violence, and stalking and how to conduct an investigation that protects the safety of victims and promotes accountability.

II. INVESTIGATION AND RESOLUTION OF 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 Sexual Harassment 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 Sexual Harassment 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 Sexual Harassment.

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 Sexual Harassment 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 Sexual Harassment, 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 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 Sexual Harassment, 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.

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, which may include written findings of fact, transcripts, and audio recordings.

The Graduate School will retain those records specified in 34 C.F.R. § 106.45(b)(10) for a period of seven years after which point in time they may be destroyed, or continue to be retained, in the Graduate School's sole discretion. The records specified in 34 C.F.R. § 106.45(b)(10) will be made available for inspection, and/or published, to the extent required by 34 C.F.R. § 106.45(b)(10) and consistent with any other applicable federal or state law, including FERPA.

XI. INTERSECTION WITH OTHER PROCEDURES

These Title IX Grievance Procedures are the exclusive means of resolving complaints alleging violations of the Sexual Harassment 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 Sexual Harassment Policy.