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MISSION STATEMENT
The mission of the Department of Counselor Education at Northeastern Illinois University is to provide a quality graduate education in Clinical Mental Health, Family, School, and Rehabilitation Counseling. Through a reflective, collaborative pedagogical approach, graduate students acquire transformative as well as culturally sensitive knowledge and skills that promote personal, interpersonal, and professional development. The program will train graduate students to become skilled counselors and clinicians in a diverse and changing world.

Program Objectives
1. The Department of Counselor Education will recruit qualified applicants and will train counselors-in-training to be self reflective, effective, and competent providers of services.
2. Program faculty will endeavor to include the most current evidence-based and outcome-based research in their coursework.
3. Syllabi will include current CACREP and CORE standards, as well as information from other sources to maintain an open and engaging curriculum that equips students to work in a variety of counseling settings.
4. The Department will conduct program evaluations including recommendations and feedback from advisory board meetings, program faculty, and current and former students. The information obtained will be reviewed annually and incorporated into the program as appropriate.

Accreditation
Accreditation is the primary means of assuring both a high quality program and a systematic evaluation leading to its improvement. Northeastern Illinois University is accredited by the North Central Association for Colleges and Secondary Schools (NACSS). The College of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The School Counseling sequence is entitled for the Professional Educator License: School Counselor by the Illinois State Board of Education.

In addition, the Clinical Mental Health, Family, and School Counseling sequences are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the accrediting body for the American Counseling Association. The Rehabilitation Counseling sequence is accredited by the Council on Rehabilitation Education (CORE). Graduates of Counselor Education are eligible to take the National Counselor Examination (NCE), which is offered by the National Board of Certified Counselors (NBCC). Graduates will then be able to apply for Illinois licensure as a professional counselor. In addition, graduates of the Rehabilitation Counseling sequence are eligible to become Certified Rehabilitation Counselors (CRC).
Note: The sequence in Community Counseling is being phased-out in order to meet the new CACREP standards for Clinical Mental Health Counseling. The new program admitted the first class of students during the spring, 2014, semester. Students admitted to community counseling have the opportunity to complete and graduate with that degree or transfer to clinical mental health. All CACREP accredited programs transitioning to Clinical Mental Health Counseling are required to post the following statement:

The Clinical Mental Health Counseling program at Northeastern Illinois University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through July, 2016. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.)

Department Programs
The Department of Counselor Education offers a 48-semester hour program leading to the Master of Arts in Counseling in two specializations: School Counseling and Rehabilitation Counseling. The Department also offers two 60-semester hour programs leading to a Master of Arts in Family Counseling and Clinical Mental Health Counseling.

- **Clinical Mental Health Counseling**: This specialization prepares one for employment in such settings as mental health agencies, community counseling agencies, substance abuse programs, hospitals, couple and family counseling clinics, and court referrals. This program meets the educational requirements for licensing as a professional counselor in Illinois: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC). Additional coursework and supervised clinical training are necessary for certification and/or licensure in the areas of family and substance abuse.

- **Family Counseling**: This specialization prepares one for employment in settings such as mental health agencies, community counseling agencies, substance abuse programs, hospitals, couple and family counseling clinics, crisis centers, youth agencies, court services, and others. This program meets the educational requirements for state licensure (LPC and LCPC), the National Academy for Certified Family Therapists, Inc. (LMFT), and the American Association for Marriage and Family Therapy.

- **School Counseling**: This specialization prepares one for employment as a school counselor in elementary, middle, and secondary schools in Illinois and meets the educational requirements for the Professional Educator License: School Counselor.

- **Rehabilitation Counseling**: This specialization prepares one for employment in various settings including state vocational rehabilitation agencies, Veterans Affairs, Social Security Administration, schools, mental health centers, developmental disability agencies, and state human services departments. This program meets the educational requirements for national certification as a Certified Rehabilitation Counselor (CRC).
OBJECTIVES OF THE DEPARTMENT OF COUNSELOR EDUCATION

The professional counselor works from an integrated understanding that combines theory and practice. The NEIU program includes objectives with a knowledge base and a range of counseling proficiencies. The knowledge objectives are formulated on the basis of the 8 CACREP/CORE curriculum areas: professional orientation, human growth and development, diversity, helping relationships, group work, career development, appraisal, and research and program evaluation.

The counseling objectives reflect the CACREP/CORE criteria as well as the conviction of our faculty that a program aiming to prepare effective professional counselors must have a strong clinical emphasis.

• **Knowledge-Based Objectives**: These objectives are formulated with reference to the CACREP/CORE curriculum areas:

  ▪ **Professional Orientation and Ethical Practice**. The purpose is to orient students to the nature of professional counseling by introducing them to the history, goals, professional roles, ethical and legal standards, preparation standards, professional organizations, and credentialing processes in the field.

  ▪ **Human Growth and Development**. The purpose is to help students see the individual within a developmental context by introducing them to the basic theories, concepts, and principles that comprise the body of knowledge about normal and abnormal human development.

  ▪ **Social and Cultural Diversity**. The purpose is to acquaint students with the nature of social and cultural change within a pluralistic society and to prepare them to deal with the ramifications of ongoing change in their work as professional counselors.

  ▪ **Helping Relationships**. The purpose is to introduce students to the major theories of counseling and psychotherapy; help them develop a working understanding of the relationship between theory and practice in their work as counselors; guide them as they formulate their own personal theory of counseling; help them understand the role of the counselor in terms of the counselor/client relationship; help them understand the stages of counseling as defined by representative counseling models; and help them understand the counseling strategies and interventions that facilitate client change.

  ▪ **Group Work**. The purpose is to introduce students to the principles of group dynamics, theories of group counseling, alternative leadership styles, and ethical considerations that comprise the body of knowledge about group counseling.

  ▪ **Career Development**. The purpose is to help students understand the processes and counseling implications of career development by introducing them to the theories, informational systems, planning models, assessment instruments, and placement and evaluation strategies in career counseling.

  ▪ **Assessment**. The purpose is to acquaint students with the principles, theories, and
methodologies of educational and psychological appraisal (including psychometrics, statistics, and computer assisted approaches) that are appropriate to their work as professional counselors.

- **Research and Program Evaluation.** The purpose is to help students understand social scientific research as a means of gaining new knowledge within the counseling field and require them to demonstrate their knowledge by designing and writing a research proposal on a relevant topic. Also, emphasis is placed on developing strategies for effective program evaluation.

- **Counseling Proficiency Objectives:** These objectives are designed to:
  - expose students to practical counseling situations by requiring a range of self-assessment assignments, group process activities, case studies, and individual projects;
  - help students acquire, through supervised laboratory practice, the verbal and non-verbal interaction skills that are basic to the helping process;
  - involve students in a range of group counseling activities by means of supervised counseling sessions in which they function both as group members and group leaders;
  - require students to complete a minimum of 100 hours of supervised practicum experiences in appropriate settings, in which they engage in ongoing counseling activities with both individuals and groups, using a range of counseling models, interpretive frameworks, and intervention strategies; and
  - require students to complete a 600-hour supervised internship in which they demonstrate their readiness for the professional counseling role by performing all of the activities that a counselor in that setting would be required to perform.

**COMPLETION OF DEGREE**

**Prerequisites**
Please note the following prerequisite courses for each Counselor Education sequence:

- **Clinical Mental Health Counseling.** None.
- **Family Counseling.** None.
- **Rehabilitation Counseling.** None.
- **School Counseling.** Licensed teachers have met the prerequisites.

Students who do not hold a teacher license must complete three additional graduate level courses in education. At NEIU, these courses are: EDFN 405-Development of Educational Thought; EDFN 407-Learning Theories and Educational Practice; and SPED 404-Introduction to Special Education. These courses must be completed prior to practicum.

Students who have taken similar courses to EDFN 405, 407 and SPED 404 may substitute
other courses if the courses are determined to be equivalent and at the graduate level. Students must provide official transcript evidence of completion of these courses if they are not taken at NEIU.

All students in school counseling, whether teacher licensed or not, must pass the #181 Content Test for School Counselors before completing Internship II. This is a requirement in Illinois for being licensed as a school counselor.

Note: Students who transfer sequences within the department of counselor education must meet the same prerequisites stated above, even if these were not prerequisites for their original sequence.

Students without a teaching license, who want to transfer to school counseling from one of the other three sequences, must meet the admission requirements before they will be permitted to transfer. These requirements include evidence of:

- Passing the basic skills requirement for the state of Illinois. There are three options: Test of Academic Proficiency (TAP); ACT plus Writing; or SAT.
- Submission of the Federal Fingerprint Background Check.

Grades
A grade point average (GPA) of 3.00 on a 4.00 scale is required for continuing enrollment in the program. Also, the College of Graduate Studies does not permit a student to earn more than two C grades in program courses. If the student's GPA drops below 3.00 or if she or he earns more than two C grades, the College will initiate dismissal procedures.

Note: Students must earn grades of A or B in the following courses: COUN 405-Individual Counseling Skills, COUN 406-Group Counseling, and all Practicum/Internship courses. Students who earn grades of C in any of these courses must repeat the course.

Retention
Students must demonstrate satisfactory progress, both academically and interpersonally. Therefore, an ongoing evaluation for the purposes of making retention decisions is made of all students in the areas of academic achievement, professional growth, and personal growth.

Although evaluation will take place during every class, formal evaluation procedures are applied on an annual basis and prior to Practicum. Each student will be evaluated prior to being allowed to register for Practicum in terms of clinical skills, interpersonal abilities, and personal development.

Should the student be denied retention in the program by the Professional Standards Committee, the student's faculty advisor will communicate the reasons to the student in writing. Further, depending upon the circumstances, the advisor may develop specific remedial steps that must be taken for continuing enrollment in Counselor Education or inform the student of the procedures for appealing the committee's decision.

Students who exhibit inappropriate behavior or unsatisfactory academic progress in clinical skills may be recommended for termination by the College of Graduate Studies and Research. A copy of all communications recommending non-retention will be forwarded by the Department of Counselor Education to the College of Graduate Studies. The College has the final authority in this matter.
Time Limitation
All course work must be completed within six years of the date when the first course was taken. In extraordinary cases, a limited extension may be granted by the College of Graduate Studies. The student's advisor and faculty of the department of Counselor Education must approve the petition for a time extension.

Appeals
An appeal of a decision of dismissal or non-retention may be made to the College of Graduate Studies and Research through a letter of petition. An appeal must be filed within 60 days after the no retention decision. The petition will be reviewed by the Graduate Dean and Graduate Advisor. The student will be informed of the final decision within a timely fashion after the petition has been received.

Other appeals, such as grade appeals and time extensions, may be addressed through specific procedures provided by the University. Information regarding such appeals may be obtained from the University Catalog and the University Student Handbook.

Student Advising
Students are required to attend an orientation session for new students after being admitted to their sequence. Students will receive notification of the meeting date and time with their letters of admission. Students are assigned faculty advisors based on their respective programs. The student should meet with the advisor and prepare a tentative course plan. Students have the responsibility of maintaining regular contact with their advisors as they progress through the program.

Timelines

- The student should apply for the Fall Practicum by Nov. 1 of the preceding year. A mandatory orientation will be held in November at which time all relevant forms will be distributed to students.

- Students should apply to the Department to take the Departmental Proficiency Examination (DPE) two weeks prior to the exam date. The DPE is given in October, February, and June of each year. Students are eligible to take the DPE when the following requirements have been met:

  Completion of 27 hours of coursework for the Clinical Mental Health, Rehabilitation, and School Counseling sequences, and completion of 39 hours of coursework for the Family Counseling Sequence.

  Completion of all core courses, including COUN 401 (for Clinical Mental Health, Family, and School) or COUN 433 (for Rehabilitation), 402, 403, 404, 405, 406, 408, 409, and 430.

  In addition to the courses above, students in Family Counseling must also complete 415, 420, 421, and 431.

- Students in the School Counseling sequence must pass the state #181 Content Test for School Counselors prior to completing Internship II. They must also apply online to the State Board of Education (ISBE) for the Professional Educator License: School Counselor after graduation, typically in late August.
Most of the students in counselor education complete their programs and graduate in August. Deadlines for applications may change, but, currently, the filing deadline for students graduating in August is February 1 – April 1. Consult the College of Graduate studies’ website for dates and deadlines. Applications for graduation are available from Graduate Admissions and Records.

**THE CURRICULUM**

**Required Core Courses for Community, Clinical Mental Health, Family, Rehabilitation and School Counseling**

A core curriculum of 27 credit hours provides a common knowledge base for the counseling profession and is required of all students pursuing a master's degree in Community, Clinical Mental Health, Family, School, and Rehabilitation Counseling. The core courses include:

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 401 Professional Orientation &amp; Legal/Ethical Practices*</td>
<td>3</td>
</tr>
<tr>
<td>COUN 402 Developmental Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 403 Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 404 Assessment &amp; Evaluation in Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 405 Individual Counseling Skills</td>
<td>3</td>
</tr>
<tr>
<td>COUN 406 Group Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 408 Research Seminar</td>
<td>3</td>
</tr>
<tr>
<td>COUN 409 Career Development</td>
<td>3</td>
</tr>
<tr>
<td>COUN 430 Social &amp; Cultural Diversity in Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students in Rehabilitation Counseling take COUN 433 Foundations of Rehabilitation Counseling instead of COUN 401.

**Total Hours**

27

**Required Courses in Community Counseling** *(Last class of students admitted Fall 2013)*

Students in Community Counseling are required to take 18 credit hours, in addition to the core courses, to provide them with the entry-level knowledge and experience to work in community counseling settings.

<table>
<thead>
<tr>
<th>Required Courses (Community)</th>
<th>Hours</th>
</tr>
</thead>
</table>
Required Courses in Clinical Mental Health Counseling

Students in Clinical Mental Health Counseling are required to take 33 credit hours, in addition to the core courses, to provide entry-level knowledge and experience to work in community mental health settings.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 407</td>
<td>Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 415</td>
<td>Children &amp; Youth in School and Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>COUN 420</td>
<td>Introduction to Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 427</td>
<td>Diagnostic Systems for Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 429</td>
<td>Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>COUN 438</td>
<td>Crisis and Trauma Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 439</td>
<td>Case Conceptualization &amp; Treatment Planning</td>
<td>3</td>
</tr>
<tr>
<td>COUN 444</td>
<td>Practicum: Ethical/Legal Issues in Community Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 464</td>
<td>Internship I: Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 474</td>
<td>Internship II: Mental Health Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 33

Required Courses in Family Counseling

Students in Family Counseling are required to take 30 credit hours, in addition to the core courses, to provide them with the entry-level knowledge and experience to work in family counseling settings.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 407</td>
<td>Mental Health Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 415</td>
<td>Children &amp; Youth in School/Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>COUN 420</td>
<td>Introduction to Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 421</td>
<td>Advanced Marriage and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 427</td>
<td>Diagnostic Systems for Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 431</td>
<td>Couple and Family Systems Study</td>
<td>3</td>
</tr>
<tr>
<td>COUN 432</td>
<td>Counseling Couples</td>
<td>3</td>
</tr>
<tr>
<td>COUN 445</td>
<td>Practicum: Grp Supervision in Couple and Family Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 465</td>
<td>Internship I: Grp Supervision in Couple and Family Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 30
Required Courses in Rehabilitation Counseling
Students in Rehabilitation Counseling are required to take 21 credit hours, in addition to the core courses, to provide them with the entry-level knowledge and experience to work in rehabilitation counseling settings.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 427</td>
<td>Diagnostic Systems</td>
<td>3</td>
</tr>
<tr>
<td>COUN 434</td>
<td>Medical and Psychosocial Aspects of Disability</td>
<td>3</td>
</tr>
<tr>
<td>COUN 435</td>
<td>Work and Disability</td>
<td>3</td>
</tr>
<tr>
<td>COUN 436</td>
<td>Case Management for Rehabilitation Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 446</td>
<td>Practicum I: Rehabilitation Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 463</td>
<td>Internship I: Rehabilitation Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 473</td>
<td>Internship II: Rehabilitation Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Hours: 21

Required Courses in School Counseling
Students in School Counseling are required to take 18 credit hours, in addition to the core courses, to provide them with the entry-level knowledge and experience to become school counselors.

Note: Illinois State Board of Education guidelines allow two routes to obtain the Professional Educator License (PEL) with the School Counselor Endorsement:

1. Students who hold a current, valid Illinois Professional Educator License (PEL) are eligible to obtain the School Counselor Endorsement by completing the 48-hour School Counseling program (along with passing the state #181 Content Test in School Counseling).

2. Students who do not hold a current, valid Illinois PEL are eligible to obtain the PEL with a School Counselor Endorsement by completing the 48-hour School Counseling program (along with passing the state #181 Content Test in School Counseling) AND by completing an additional 9 credit hours (3 courses) in the Departments of Educational Inquiry and Curriculum Studies and Special Education. These additional courses** are listed below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 410</td>
<td>Seminar in School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 411</td>
<td>Post Secondary College &amp; Career Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 415</td>
<td>Children &amp; Youth in School/Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>COUN 442</td>
<td>Practicum: School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>COUN 462</td>
<td>Internship I: School Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
**Additional Required Courses for School Counseling Students Without a PEL (must be completed prior to Practicum) | Hours
---|---
EDFN 405 Development of Educational Thought | 3
EDFN 407 Learning Theories and Educational Practice | 3
SPED 404 Overview of the Field of Special Education | 3
Total Hours | 9

Note: School Counseling students who do not hold a PEL and who have taken similar courses to EDFN 405, 407, and SPED 404 may substitute those courses if: (1) the courses are equivalent graduate-level courses as determined by their advisor, and (2) the courses have been taken within the last six years.

**Elective Courses**
Students in Community, Family, and School Counseling are eligible to take one elective course. Students in Clinical Mental Health and Rehabilitation Counseling may take elective courses beyond the 60 or 48-hour program requirements. For example, students may have an interest to further enhance their preparation for work in other fields or specialties. A student in clinical mental health counseling may be interested in advanced courses in couples and family counseling. A student in rehabilitation counseling may be interested in drug and alcohol counseling. There are many options for electives within or beyond the student's program. Further examples could include school counseling students pursuing interests in family, addiction, or clinical mental health to enhance their knowledge and skills. The same could be suggested for students in family counseling. In consultation with an advisor, courses most appropriate for the sequence and the student's career objectives may be selected from the list of courses offered in the university catalog or on the Counselor Education website. Electives may also be taken from appropriate courses in other university programs with the approval of the student's advisor.

Also available are a limited number of Independent Studies in which a student creates a course with a special topic of interest under the direction of a faculty member. Students interested in writing a thesis may do so within the scope of an independent study. Credit hours vary. Student Assistants used as supervisors for clinical and other courses will receive 3 credits that may be used for elective credit or for additional credit beyond their required program.

**CLINICAL EXPERIENCE: PRACTICUM AND INTERNSHIPS**

Note: Please refer to the Practicum/Internship Handbook for a more detailed explanation.

During the clinical experience courses, students will be involved in a Practicum course in the fall semester, followed by two Internship courses (spring and summer semesters). Although each course has its own expectations and requirements, the total clinical experience requires a minimum of 700 clock hours. It is expected that both the Practicum and Internships will be completed at the same off-campus site. Practicum requires at least 100 hours and each of the
internships requires 300 hours (100 + 300 + 300 = 700). The Practicum course requires students to attend a weekly seminar. For Internships, the seminar meets every other week.

Students in all programs begin their clinical experience in the fall semester (late August) and, for students in Clinical Mental Health and Family counseling, continue to the end of the following summer semester (middle of August). Students in Rehabilitation and School Counseling will complete Internship II by the end of June.

**Application for Clinical Experiences**

Students who plan to begin practicum and internship must complete an application form, which is available from the Counselor Education website by October 1 of each year ([http://www.neiu.edu/academics/college-of-education/departments/counselor-education](http://www.neiu.edu/academics/college-of-education/departments/counselor-education)). Applications for the practicum and internships are due by November 1 for Practicum placements during the following year. These forms should be submitted to the student's advisor for approval and signature. Students must then attend a mandatory orientation session in November.

By June 1 preceding the fall Practicum, students must provide documentation that they have secured liability or malpractice insurance in order to be allowed to begin Practicum. Information on how to obtain malpractice insurance may be obtained from the Coordinator of Clinical Experiences.

Cooperative Agreement Forms that have been signed by the appropriate personnel at the off campus clinical experience sites are due no later than June 1. These should be submitted to the Coordinator of Clinical Experiences.

**Annual Evaluation of Students**

Successful completion of a graduate education program in counseling includes characteristics beyond grades and test scores. The faculty of the Department of Counselor Education periodically reviews the progress of its students. This review is designed to identify those students who are having academic difficulty, personal problems, or problems related to interpersonal skills and functioning.

Formal evaluations of students are conducted yearly, and before practicum and internship placement is approved. Formal assessment of each student is conducted in the following areas: Academic performance (competencies and weaknesses); Professional development; and Personal development. In March or April, prior to practicum and internship placement, the Counselor Education faculty conducts a formal review of all students who have applied for Practicum/Internship in the upcoming school year. Student reviews will include an evaluation of areas of ethical and multicultural competencies, and attitudes and behaviors required of a professional counselor. If the faculty assessment indicates a significant concern regarding readiness to begin practicum, the faculty advisor and coordinator of clinical experiences will develop a remediation plan with the student. Any area that is rated ‘unsatisfactory’ requires a remediation plan to provide the intern with due process and the opportunity to remedy deficits.

The remediation plan may include, but may not be limited to, steps to increase academic and/or personal development (e.g., require academic counseling, personal counseling, meeting with instructors, and other steps). These remediation steps would be stated in writing. Prior to authorizing the student to register for practicum, a review of the remediation plan would take place to evaluate if the plan had been successfully achieved. Achievement of the plan will be
assessed by the faculty advisor and the Coordinator of Clinical Experiences, with faculty input as appropriate. If the student does not successfully complete the remediation plan, approval of practicum may be denied and/or the student may be dismissed from the program. A termination decision may be appealed to the Dean of the College of Graduate Studies and Research within 60 days of the termination decision.

The document used for the evaluation by the Professional Standards Committee is available in the Appendix of this Handbook (see Student Review Prior to Practicum).

**Required Courses Before Practicum**

Each student applying for practicum must meet the following course requirements to be eligible for placement in a practicum site:

- Minimum GPA of 3.0 or higher and no more than two grades below B.
- Successful completion of all courses except Research (408) and electives. Please consult the Practicum/Internship Handbook for specific requirements for each of the different programs because they differ.
- Please note that a grade of A or B is required in both COUN 405-Individual Counseling Skills and COUN 406-Group Counseling.

**LICENSURE AND CERTIFICATION INFORMATION**

There are two levels of professional counselor licenses in Illinois: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC). Separate licensure as a Licensed Marriage and Family Therapist (LMFT) is available for counselors interested in marriage and family counseling. A separate national certification as a Certified Rehabilitation Counselor (CRC) is available for counselors interested in rehabilitation counseling. Persons employed as school counselors in the state of Illinois are required to have a Professional Educator License with a School Counselor endorsement.

**LPC Requirements**

- Master’s degree in counseling (48 semester hours minimum).
- Supervised practicum and internship experiences of at least 700 clock hours.
- NCC certification (National Certified Counselor) after passing *The National Counselor Examination for Licensure and Certification* (NCE). See the National Board for Certified Counselors (NBCC) website.

**LCPC Requirements**

- Master’s degree in counseling (48 semester hours minimum).
- Two years of full-time supervised counseling experience after the master’s degree has been awarded. Supervision must be provided by a licensed professional, including an LCPC, social worker (LCSW), or licensed psychologist.
- Passing the *National Clinical Mental Health Counseling Examination* (NCMHCE). See the National Board for Certified Counselors (NBCC) website.

**Licensed Marriage & Family Therapist (LMFT)**

- A degree in marriage and family counseling.
- No special test is required.
**CRC Requirements**
- Contact the Certified Rehabilitation Counselor Commission (CRCC) at www.crccertification.com.

**Illinois Department of Financial and Professional Regulation**
All information pertaining to licensure as a professional counselor, clinical professional counselor and marriage and family therapist is available from the Department of Financial and Professional Regulation at http://www.idfpr.com/.

**Professional Educator License: School Counselor**
Students who have successfully completed the School Counseling sequence may apply for licensure as a school counselor through the Illinois State Board of Education (ISBE). Information is available at www.isbe.state.il.us. Also, see the website for the Educator Licensure Information System (ELIS) at http://www.isbe.state.il.us/ELIS/default.htm.

**PROFESSIONAL ORGANIZATIONS**
Vital to any profession are the organizations it creates to further its standards, ethics, research, accreditation, and governance. Students are urged to join appropriate professional organizations at the national and state levels. Full-time students are eligible for membership at reduced rates in these organizations.

*American Counseling Association (ACA).* The ACA is the national professional association for counselors from a wide variety of practice settings. It represents the interests of the profession to government organizations and to the general public.

*American Mental Health Counselors Association (AMHCA).* The AMHCA is a national association interested in enhancing the profession of clinical mental health counseling.

*National Rehabilitation Counseling Association (NRCA).* The NRCA is a professional association which is a division of the National Rehabilitation Association. NCRA represents professionals in the field of rehabilitation counseling.

*American School Counselor Association (ASCA).* The ASCA is the national professional association for school counselors in public and private pre-kindergarten, elementary, middle, and secondary schools.

*American Association for Marriage and Family Therapy (AAMFT).* The AAMFT is the professional association in the field of marriage and family therapy.

**ESSENTIAL INFORMATION FOR STUDENTS**

**Career Development Center**
The University Career Development Center assists students in finding employment through its listings of job openings in Chicago and other areas. Also, students can prepare a professional resume and have it placed on the internet by contacting the Center.

**Course Enrollment**
Three courses or 9 credit hours are considered full-time at the graduate level. In order to ensure the best possible learning experience, students may not register for more than 4 courses or 12 credit hours per semester, including summer terms.

Changing Sequences
A student who believes that a change of sequence is in his or her best interest should consult the faculty advisor. A change can be accomplished by submitting a petition to the College of Graduate Studies and Research and securing the permission of the program advisor.

Counseling Services for Students
Personal counseling is available free to all University students through Student Health and Counseling Services. Students are encouraged to use these services if the need arises. These services are confidential.

Counselor Education Student Association (CESA)
The Counselor Education Student Association provides services and programs that supplement the curriculum. These include presenting guest speakers and sponsoring social events. CESA elects officers annually and has a faculty advisor. CESA officers receive a tuition waiver for one course during the fall and spring terms.

Departmental Proficiency Examination (DPE)
Students may apply to take the DPE after completing 27 hours of course work (Clinical Mental Health, Rehabilitation, and School sequences) and 39 hours of coursework (Family sequence). Completed work must include all core courses. The application form to take the DPE lists all courses completed with final grades and must be approved by the student's advisor. Applications to take the DPE may be submitted two weeks prior to the exam date. The DPE is offered three times per year, in February, June, and October. The exam consists of 100 multiple-choice items (120 items for Family Counseling sequence) and covers material presented in 10 core courses COUN 401 (or 433 for Rehab), 402, 403, 404, 405, 406, 408, 409, 430, and ethics. The Family exam also includes 415, 420, 421, and 431.

Faculty Expectations
Faculty expectations for the professional and personal development of students are made clear in admission and retention standards and procedures as well as in the Informed Consent (see Appendix) students signed at the Preadmission Workshop (PAW). The informed consent indicates to students that, in many Counselor Education courses, some degree of self-disclosure is expected, so they should be prepared to engage in this process.

Financial Aid
The University has a financial aid office. Students are encouraged to apply when aid is needed. Also, the College of Graduate Studies and Research offers a limited number of Graduate Merit Tuition Awards each semester. Application forms can be obtained from the Graduate College website. The criteria used in selecting recipients include the number of courses completed in the Department, academic merit, and whether or not the student has previously received a tuition award.

Graduate Assistantships
The program employs a limited number of graduate assistants during the year. Typically, graduate assistants receive a monthly stipend and tuition waivers for working 10 hours per week. Interested students should contact the Department Chairperson.
In the Event that a Student Moves
In certain situations, a student, with the approval of the program, may complete up to 9 semester hours at another CACREP approved counseling program. These courses may then be transferred to NEIU. Such a situation needs to be discussed with the student's advisor and the Department Chairperson.

Incomplete Grades
If a student fails to complete all work in a course by the end of the term, the instructor may assign an "I" (incomplete) grade. Students will have two semesters (including Summer) after the incomplete grade has been assigned to remove the incomplete. Incompletes that have not been removed within two semesters (including Summer) will be changed to an F grade. Incompletes assigned prior to the recording of a degree cannot be removed after the degree has been awarded.

Malpractice Insurance
Prior to the beginning of Practicum/Internships, each student must obtain malpractice insurance coverage. This can be done easily and cheaply by joining the appropriate professional counseling organization as a student member. Students must provide documentation of their insurance coverage.

Minority Recruitment Policy
The Department actively seeks and encourages applications from culturally diverse students, including persons with disabilities. The department is committed to a multicultural perspective in its programs, faculty, student body, and the counseling profession.

Professional Standards Committee
The committee includes the department chair, coordinator of clinical experiences, and the student's faculty advisor. The committee is called upon to review and make recommendations with respect to specific student cases involving academic, personal, and/or professional problems.

Student Assistants for Clinical Courses
Individual and group counseling courses, as well as other courses when appropriate, use advanced students as assistants. Instructors choose their assistants. These opportunities are offered as graduate level courses and may be taken as electives or additional courses.

Student Evaluation of Faculty and Courses
Students are given the opportunity to evaluate courses and instructors at the end of each term. These evaluations are used in two ways: 1) to influence the manner in which courses are taught in the future, and 2) to be part of the evaluation data used to determine retention, promotion, and tenure of faculty. Also, at any time, students may communicate their concerns, suggestions, criticisms, or observations to the Department Chairperson.

Students with Disabilities
In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students on the basis of disability. In addition, the university provides reasonable accommodations for both employees and students with disability. Students seeking reasonable accommodations in the classroom should contact Student Disability Services, D 104 (phone 773/442-4595).

Students should feel free to meet with the instructor, in confidence, at any time to discuss
reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course and learning experience.

**Transfer of Credits**

All petitions for the transfer of credits must be submitted to the College of Graduate Studies and Research. Up to nine semester hours of course credits may be transferred from a CACREP approved program if the course work is equivalent to that which is required in a student's program. Students must complete a semester in residence before they can initiate transfer petitions. Catalogue course descriptions must accompany any petitions for transfer credit. The student's advisor will evaluate the appropriateness of all transfer courses. Be aware that this process may take several months to complete.
Appendix

Department of Counselor Education
Northeastern Illinois University
Student Review Prior to Practicum

| Name of Student: _______________________________ | Advisor: ____________________ |
| Date of Review: _______________________________ |

A check mark next to an attribute or skill listed below indicates an area of concern sufficient to prevent the student from successfully initiating an internship. A remediation plan must be developed and reviewed for successful completion by the advisor and coordinator of clinical experiences before the student can be authorized to begin practicum.

<table>
<thead>
<tr>
<th>Personal Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has regular attendance/punctuality</td>
</tr>
<tr>
<td>Open and receptive to feedback; flexible in making appropriate changes to feedback</td>
</tr>
<tr>
<td>Communicates effectively orally and in writing</td>
</tr>
<tr>
<td>Able to accurately assess own strengths and weaknesses; seeks help and direction</td>
</tr>
<tr>
<td>Maintains privacy and confidentiality</td>
</tr>
<tr>
<td>Sensitive to multicultural issues; comfortable with people from diverse backgrounds</td>
</tr>
<tr>
<td>Able to collaborate and work cooperatively</td>
</tr>
<tr>
<td>Open to varying viewpoints</td>
</tr>
<tr>
<td>Active participant in learning/professional development</td>
</tr>
</tbody>
</table>

Provide specific description of observations in area(s) of concern:

<table>
<thead>
<tr>
<th>Counseling Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to establish rapport with others</td>
</tr>
<tr>
<td>Able to communicate empathic understanding</td>
</tr>
<tr>
<td>Chooses and uses a range of counseling modalities/techniques</td>
</tr>
<tr>
<td>Demonstrates a non-judgmental attitude</td>
</tr>
<tr>
<td>Demonstrates ethical behavior</td>
</tr>
</tbody>
</table>

Provide specific description of observations in area(s) of concern:

Action to be taken:
Student Review Prior to Practicum
Remediation Plan

Date of Meeting: _________________________

Persons in Attendance: ___________________________________________________________

Specific behaviors/skills to be developed or actions to be taken:

Criteria for evaluating if behaviors/skills have been developed or actions successfully completed:

When will this plan be reviewed? _________________________

Recommendation after Review of Remediation Plan

Review Date: ____________________________
Recommended action:

Reviewed by: ____________________________ ______________________________
(Advisor signature)    (Student signature)

____________________________
(Coordinator Clinical Experiences signature)
Department of Counselor Education
Northeastern Illinois University
Preadmission Workshop

Informed Consent

In compliance with the American Counseling Association’s Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a clinical training program as well as a graduate degree program, admission to this Department indicates that an admitted student agrees to the following:

1. Self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection, awareness and improvement of interpersonal skills.

2. The faculty of the Department of Counselor Education conducts a student review process that authorizes students into Practicum. Students are evaluated in terms of their clinical skills as well as their ability to demonstrate self-reflection, their openness to feedback, and their capacity to establish beneficial relationships as future professional counselors, in addition to their academic grade requirements. The review could result in authorization to Practicum, postponement or remediation.

3. If students exhibit unethical behavior, emotional behaviors that interfere with their professional development, or difficulties relating to clients from diverse backgrounds, students could be deemed unprepared or unqualified to continue into Practicum or in the program.

4. All enrolled students are expected to abide by the Code of Ethics of the American Counseling Association (ACA), Council on Rehabilitation Education (CORE), and the American School Counselor Association (ASCA).

5. It is the students’ responsibility to abide by Departmental and College of Graduate Studies and Research requirements for successful advancement and completion of their programs.

I have read this document and agree to its contents.

________________________________________________________
Student Name (please print)  Student Signature

Date
8/2013