

**STUDENT HANDBOOK**  
**DEPARTMENT OF COUNSELOR EDUCATION**

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The *Student Handbook*, along with its companion the *Practicum/Internship Handbook*, is designed to help students understand the Counselor Education program and progress through it efficiently and successfully. Students are urged to read both handbooks carefully and refer to them often. Faculty advisors are assigned for the purpose of guiding students individually.

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# **THE DEPARTMENT OF COUNSELOR EDUCATION**

## **Mission Statement**

The mission of the Department of Counselor Education at Northeastern Illinois University is to provide a quality graduate education curriculum in Community, Family, Rehabilitation and School Counseling to passionate, responsible, effective, self-reflective and diverse students. The program will equip these students to provide exceptional services to enrich the lives, and maximize the functioning of, individuals, families, and their communities, by providing exemplary professional counseling services in a changing multicultural 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/or outcome-based research in their course work
3. Syllabi will include current CACREP and CORE standards, as well as information from other sources to maintain an open, engaging curriculum that equips students to work in a variety of work settings.
4. The Department will conduct program evaluation 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 School Counseling sequence is entitled for school counseling certification (Type 73) by the Illinois State Board of Education.

In addition, the School Counseling, Community Counseling, and Family Counseling programs **are** accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the accrediting body for the American Counseling Association (ACA). The Rehabilitation Counseling program is accredited by the Council on Rehabilitation Education (CORE). Graduates of Counselor Education are eligible to take the National Counselors Examination (NCE), authorized by the National Board of Certified Counselors (NBCC). Graduates will then be able to apply for Illinois licensure as a professional counselor, having met the education and test requirements for the Licensed Professional Counselor (LPC). In addition, graduates of the Rehabilitation Counseling program are eligible to become nationally Certified Rehabilitation

Counselors (CRC). All graduates are also eligible to apply to CACREP approved doctoral programs in Counselor Education.

### **Departmental Programs**

The Department of Counselor Education offers a 48-semester hour program leading to the Master of Arts Degree in Counseling in three specializations, Community Counseling, School Counseling, and Rehabilitation Counseling, and a 60-semester hour program in Family Counseling, leading to the Master of Arts in Family Counseling.

- ***Community Counseling:*** This specialization prepares one for employment in such settings as mental health agencies, community counseling agencies, chemical dependency programs, hospitals, marriage and family counseling clinics, and court referrals. Additional coursework and supervised clinical training will be necessary for certification and/or licensure in the areas of marriage and family counseling and the chemical dependency field.
- ***School Counseling:*** This specialization prepares one for employment as a school counselor in elementary, middle, and high schools.
- ***Rehabilitation Counseling:*** This specialization prepares students for employment in settings including, but not limited to, state vocational rehabilitation locations, Veterans Affairs, Social Security Administration, schools, mental health systems, developmental disability agencies, and state Human Services departments.
- ***Family Counseling:*** This specialization prepares one for employment in settings such as mental health agencies, community counseling agencies, chemical dependency programs, hospitals, marriage and family counseling clinics, crisis centers, youth agencies, court services, and others. This program meets the requirements for state licensing, the National Academy for Certified Family Therapists Inc., and American Association for Marriage and Family Therapy Clinical Memberships.

## **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 eight core areas: human growth and development, social and cultural foundation, helping relationships, group work, lifestyle and career development, appraisal, research and evaluation and professional orientation. The counseling objectives reflect the CACREP criteria as well as the conviction of this faculty that a program that aims to prepare effective counseling professionals must have a strong clinical orientation.

- **KNOWLEDGE-BASED OBJECTIVES:** These objectives are formulated in reference to eight common-core areas:

- **Professional Orientation:** The purpose is to orient students to the nature of professional counseling by: (1) introducing them to the history, goals, professional roles, ethical and legal standards, preparation standards, professional organizations, and credentialing processes of the field; and (2) helping them to measure their own strengths and limitations against the demands of the profession.
- **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 Foundations:** 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: (1) to introduce students to the major theories of counseling and psychotherapy; (2) to help them develop a working understanding of the relationship between theory and practice in their work as counselors; (3) to guide them as they formulate their own personal theory of counseling – an initial formulation that will be revised, modified, and reformulated as they grow and develop professionally; (4) to help them understand the role of the counselor in terms of the counselor/client relationship; (5) to help them understand the stages of counseling as defined by representative counseling models; and (6) to help them understand the counseling strategies and interventions that help to facilitate change in the client.
- **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 and Lifestyle Development:** The purpose is to help students understand the processes and counseling implications of career and lifestyle development by introducing them to the theories, informational systems, planning models, assessment instruments, and placement and evaluation strategies that characterize this area.
- **Appraisal:** The purpose is to acquaint students with the principles, theories, and methodologies of educational and psychological appraisal (including psychometric statistics and computer-assisted approaches) that are appropriate to their work as professional counselors.
- **Research and Evaluation:** One purpose is to help students understand social scientific research as a means of problem solving within the counseling field and require them to demonstrate their knowledge by designing and reporting on a relevant research project. The other purpose is to introduce a theoretical

framework for meeting the counseling needs of target populations in a programmatic fashion by focusing on the processes of population identification, need assessment, goal formulation, intervention design, and program evaluation.

- **Counseling Proficiency Objectives:** These objectives are formulated
  - To involve students in the application of learning to practical situations by requiring within all didactic courses a range of self-assessment assignments, group process activities, case studies, and individual projects.
  - To help students acquire, through supervised laboratory practice, the verbal and nonverbal interaction skills that are basic to the helping process, including: appropriate physical orientation to the client; careful listening; communication of empathy through reflection of feeling and paraphrase; effective use of open and indirect questions, probing statements, summarization, and self-disclosure; and appropriate use of a range of challenging techniques.
  - To involve students in a range of group counseling activities by means of supervised counseling sessions in which they function as both group members and group leaders.
  - To require students to complete a minimum of 100 hours of supervised laboratory and 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.
  - To require students to complete, under both university and site supervision, a 600-hour post-practicum internship in which they demonstrate their readiness for the professional counseling role by performing all of the activities that a counselor employed in that setting would be required to perform.

## ADMISSION

New students are admitted to the Department of Counselor Education **twice per year** – at the beginning of the **Fall** and **Spring** semesters. The prospective student should initiate the application process about six months in advance.

Each applicant is required to complete the following process:

- Before officially applying to the program, read the *Orientation Session Presentation* and fill out the *Orientation Session Statement*, all of which can be found online at [www.neiu.edu/~counselu](http://www.neiu.edu/~counselu). The purpose of the *Orientation Session Presentation* is to serve as a guide for prospective students to describe the program sequences and components, identify admission requirements and documents, introduce faculty areas of expertise, announce deadline dates, discuss career options and available resources, and answer questions.

- Complete Admission Applications for **both** the Graduate College and the Department of Counselor Education. Applications should be submitted to the **Graduate College** along with the following information:
  - Official transcripts from all institutions of higher education attended. Transcripts must be sent unopened in the envelopes provided.
  - Official evidence of a minimum undergraduate Grade Point Average (GPA) of 2.75 on a 4.0 scale. A limited number of applicants may be considered for admission who do not meet the minimum GPA but offer exceptional strengths in other areas.
  - Graduate Record Examination (GRE) scores. General information regarding the GRE may be obtained at the orientation, or by calling the Educational Testing Service (ETS) in Evanston, Illinois, or Princeton, New Jersey. Only official copies of GRE results will be accepted. ETS does not report scores that are more than five years old. Note: The school code for Northeastern Illinois University is **#1090** and the educational code for student counseling is **#3802**.
  - Statement of Employment History. Applicants to the Department of Counselor Education are not required to have work experience related to the field of counseling. One of the strengths of this program is the diversity of occupational backgrounds of our adult students.
  - Two Letters of Recommendation from employers, faculty, or supervisors need to be submitted on the forms supplied by Counselor Education and returned unopened in the envelopes provided.
  - One Letter of Self-Recommendation consisting of one to two typed pages is to be written following this format:
    - ⇒ Describe the reasons for your interest in counseling.
    - ⇒ Describe your life experiences and personal qualities that make you believe that graduate study in counseling is appropriate for you.
    - ⇒ Describe your personal hopes and concerns as you anticipate becoming a graduate student and a counselor.
    - ⇒ Discuss your professional goals in the counseling field.
    - ⇒ For applicants to the Rehabilitation Counseling sequence, in addition to addressing the above statements, the self-recommendation letter must address your experiences with, awareness of, and goals for persons with disabilities.
  - Prerequisites. Please note the following with respect to each Counselor Education sequence:
    - ⇒ Community Counseling: Students must provide evidence (i.e., transcript) of taking two undergraduate courses in psychology – including one course in

abnormal psychology or its equivalent – **prior to** filing for **candidacy**.

⇒ School Counseling: Students must provide a copy of their current *Illinois Standard Teaching Certification* with their application to the program. Also, students must provide evidence (i.e., transcript) of taking two undergraduate courses in *educational psychology* and the *psychology of exceptional children* **prior to** filing for **candidacy**. While teaching experience is not required to apply to the program, a minimum of 1-2 years is highly recommended.

**PLEASE NOTE: For applicants applying to the School Counseling sequence who do not hold a current standard teaching certificate, the following additional requirements must be satisfied prior to applying to the school counseling program:**

- Take and pass a background check prior to admission (information can be obtained from the College of Education and the Department website).
- Take and pass the Illinois Test of Basic Skills prior to admission (information can be found at [www.icts.nesinc.com](http://www.icts.nesinc.com)).
- Once admitted, complete the following courses prior to practicum:
  - ELAD-EDFN 405 Development of Educational Thought
  - ELAD-EDFN 406 Human Development and Learning
  - ELAD-EDFN 407 Learning Theories and Educational Practice
  - SPED 404 Overview of the Field of Special Education
- Students who have taken similar courses to ELAD-EDFN 405, 406, 407 and SPED 404 may substitute those courses if:
  - the courses are determined to be equivalent, and the courses
  - have been taken in the last six years.

⇒ Rehabilitation Counseling: Students must provide evidence (i.e., transcript) of taking two undergraduate courses in psychology – including one course in *abnormal psychology* or its equivalent – **prior to** filing for **candidacy**.

⇒ Family Counseling: Students must provide evidence (i.e., transcript) of taking two undergraduate courses in psychology – including one course in abnormal psychology or its equivalent – **prior to** filing for **candidacy**.

- Attend a Pre-Admission Workshop (PAW). The application folder will be forwarded to the Department of Counselor Education for review **after** the Graduate College has received all documents. Applicants then will be notified of their eligibility to attend the mandatory Pre-Admission Workshop. The Pre-Admission Workshop provides the faculty with an opportunity to assess the interpersonal skills of each applicant as demonstrated in structured group activities.
- Applicants should allow up to six months to complete all application procedures. Applicants who fail to complete all application procedures by the deadline will be

scheduled for the next PAW. Deadlines will be supplied at the orientation meeting.

- Student-at-Large. In order to help prospective students who are still in the process of fulfilling application requirements to begin the core courses, it is possible to register for **one course** as a student-at-large. Prospective students are limited to registering for **only COUN 401** (for community, school, or family counseling) or **COUN 433** (for rehabilitation counseling). However, this does not guarantee admission to the program. All requirements for application and selection must still be met. Contact the Enrollment Services Office for a student-at-large application.

### **Selection**

Applicants must indicate to which program they are applying on their applications; either the 48-hour program (Community, School, or Rehabilitation) or the 60-hour Family program. The number of applicants that can be selected into Counselor Education is limited.

Persons of diverse social/ethnic/cultural backgrounds are encouraged to apply.

The ability to speak, read, and write the English language proficiently is required of all applicants prior to admission. Northeastern Illinois University offers courses to improve language use if needed.

Once all admission material is available, the faculty will evaluate each applicant based on the information obtained from the application materials and the Pre-Admission Workshop. Language proficiency is taken into consideration. Specifically, the Admission and Retention Committee will assess applicants using the following criteria:

- Potential for success in forming effective interpersonal relationships in individual and small group contexts.
- Aptitude for graduate-level study.
- The relevance of the applicant's vocational goals to the department's mission.
- Openness to self-examination and potential for personal and professional development.
- The ability of the department to meet the goals of the applicants.

Faculty advisors will evaluate, rate, and recommend applicants to the entire faculty for final selection based upon all the information received. Selection will be made according to an applicant's ratings and the number of openings available in the program. **Those not selected may reapply only one more time.**

### **Retention**

Once admitted, students must demonstrate satisfactory progress. Therefore, an ongoing evaluation, for the purposes of making retention decisions, is made of all admitted 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 at Candidacy, prior to practicum and internships, and on the annual date of the student's admission to the program. Students may also be reviewed for retention at the request of individual faculty members.

Should the student be denied retention in the program by the faculty Admission and Retention Committee, the student's faculty advisor will communicate the reasons to the student in writing. Further, depending upon the circumstances, the advisor may direct the student to seek a more appropriate field of study, advise specific remedial steps that must be taken before continuation in Counselor Education is permitted, or inform the student of the procedures used to appeal the committee's decision.

Students exhibiting inappropriate behavior or unsatisfactory academic progress may be recommended for termination by the Graduate College. A copy of all communication recommending non-retention will be forwarded by the Department of Counselor Education to the Graduate College.

### **Appeals**

An appeal of a non-retention decision may be made to the Graduate College through a letter of petition. An appeal must be filed within one month after formal notification that one is not retained. The petition will be reviewed by the Dean and Graduate Advisor. The student will be informed of the decision within 30 days after the petition is received.

Other appeals, involving items such as grades and time extensions, may be addressed through specific procedures provided by the University. Information regarding such appeals may be obtained from the Graduate College Office.

## **STEPS ADMITTED STUDENTS MUST TAKE TO ENSURE UNINTERRUPTED PROGRESS TO COMPLETE THE DEGREE**

- Consult immediately upon acceptance with the designated faculty advisor in planning the completion of the student's degree.
- File for **Candidacy** with the Graduate College after the following five core courses are completed: for Community, School, and Family, the courses are COUN 401, 402, 403, 404, 405; for Rehabilitation Counseling, the courses are COUN 403, 404, 405, 433, and 434.
- Apply for the Fall clinical experience (**practicum/internships**) by **November 1** of the previous year.
- Apply to the Department of Counselor Education to take the **Departmental Proficiency Examination** (DPE) one month prior to exam date. Students are eligible to sit for the DPE only when the following requirements have been met:

- Completion of 27 hours of coursework for the School, Community, and Rehabilitation Counseling sequences, and completion of 39 hours of coursework for the Family Counseling sequence.
- Completion of **all core courses**: COUN 401 (for Community, School, Family) or COUN 433 (for Rehabilitation), 402, 403, 404, 405, 406, 408, 409, and 430.
- Apply to the Graduate College for **graduation** (See *Schedule of Classes* for deadlines).
- Graduates of the **School Counseling** sequence must pass the *School Service Personnel: Guidance* portion of the Illinois Certification Testing System and apply for *State Certification*. Application forms for the test and state certification can be obtained from the student's advisor or departmental secretary.

## THE CURRICULUM

### Required Core Courses for Community, School, Rehabilitation, and Family 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, school, rehabilitation, or family counseling. The core courses include:

| Core Courses       |   | Hours     |
|--------------------|---|-----------|
| COUN-401           | The Counseling Profession in a Pluralistic Society (for Community, School, Family) or | 3         |
| COUN-433           | Foundations of Rehabilitation Counseling (for Rehabilitation)                         | 3         |
| COUN-402           | Developmental Counseling  | 3         |
| COUN-403           | Frameworks for Counseling   | 3         |
| COUN-404           | Evaluation Techniques   | 3         |
| COUN-405           | Individual Counseling Skills  | 3         |
| COUN-406           | Group Counseling  | 3         |
| COUN-408           | Research Seminar  | 3         |
| COUN-409           | Career Development  | 3         |
| COUN-430           | Multicultural Counseling: Worldview & Systems Orientation                             |           |
| <b>Total Hours</b> |   | <b>27</b> |

### Required Courses in Community Counseling

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.

| Required Courses (Community) |                                     | Hours     |
|------------------------------|-------------------------------------|-----------|
| COUN-407                     | Community Counseling                | 3         |
| COUN-420                     | Introduction to Family Counseling   | 3         |
| COUN-427                     | Diagnostic Systems for Counseling   | 3         |
| COUN-444                     | Practicum: Community Counseling     | 3         |
| COUN-464                     | Internship I: Community Counseling  | 3         |
| COUN-474                     | Internship II: Community Counseling | 3         |
| <b>Total Hours</b>           |                                     | <b>18</b> |

### Required Courses in School Counseling

Students in school counseling are required to take 12 credit hours, in addition to the core courses, to provide them with the entry level knowledge and experience to become school counselors.

| <b>Required Courses (School)</b> |                                   | <b>Hours</b> |
|----------------------------------|-----------------------------------|--------------|
| COUN-410                         | Introduction to School Counseling | 3            |
| COUN-442                         | Practicum: School Counseling      | 3            |
| COUN-462                         | Internship I: School Counseling   | 3            |
| COUN-472                         | Internship II: School Counseling  | 3            |
| <b>Total Hours</b>               |                                   | <b>12</b>    |

### 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

| <b>Required Courses (Rehabilitation)</b> |   | <b>Hours</b> |
|--|---|--------------|
| COUN-427                                 | Diagnostic Systems for Counselors               | 3            |
| COUN-434                                 | Medical and Psychological Aspects of Disability | 3            |
| COUN-435                                 | Work and Disability                             | 3            |
| COUN-436                                 | Case Management in Rehabilitation Counseling    | 3            |
| COUN-446                                 | Practicum in Rehabilitation Counseling          | 3            |
| COUN-463                                 | Internship I: Rehabilitation Counseling         | 3            |
| COUN-473                                 | Internship II: Rehabilitation Counseling        | 3            |
| <b>Total Hours</b>                       |   | <b>21</b>    |

## Required Courses in Family Counseling

Students in family counseling are required to take 27 credit hours, in addition to the core courses, to provide them with the entry-level knowledge and experience to work in family counseling settings.

| Required Courses (Family) |  | Hours     |
|---------------------------|--|-----------|
| COUN-407                  | Community Counseling   | 3         |
| COUN-415                  | Children, Youth and their Systems                              | 3         |
| COUN-420                  | Introduction to Family Counseling                              | 3         |
| COUN-421                  | Advanced Marriage and Family Counseling                        | 3         |
| COUN-427                  | Diagnostic Systems for Counseling                              | 3         |
| COUN-431                  | Couple and Family Systems Study                                | 3         |
| COUN-445                  | Practicum: Couple and Family Counseling                        | 3         |
| COUN-465                  | Internship I: Group Supervision in Couple & Family Counseling  | 3         |
| COUN-475                  | Internship II: Group Supervision in Couple & Family Counseling | 3         |
| <b>Total Hours</b>        |  | <b>27</b> |

## Elective Courses

Students in Community Counseling are eligible to take one elective course, Family Counseling students are eligible to take two elective courses, and students in School Counseling are eligible to take three elective courses. In consultation with an advisor, courses most appropriate for the sequence and the student's career objectives may be selected from the table below.

Electives may be taken also from appropriate courses in other university programs with the approval of the student's advisor.

Also available are a limited number of Independent Studies and Tutored Studies in which a student creates a course with a special topic of interest under the direction of a faculty member. 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 the 48 hours.

| <b>Elective Courses</b> |  | <b>Hours</b> |
|-------------------------|--|--------------|
| COUN-407                | Community Counseling **                                | 3            |
| COUN-410                | Introduction to School Counseling ##                   | 3            |
| COUN-414                | Advanced Career Counseling                             | 3            |
| COUN-415                | Children, Youth and their Systems ++                   | 3            |
| COUN-420                | Introduction to Family Counseling**++                  | 3            |
| COUN-421                | Advanced Marriage and Family Counseling ++             | 3            |
| COUN-422                | Grief Counseling                                       | 3            |
| COUN-423                | Counseling in Business and Industry                    | 3            |
| COUN-424                | Stress Management                                      | 3            |
| COUN-425                | Counseling for Alcoholism and Chemical Dependency      | 3            |
| COUN-426                | Advanced Counseling for Chemical Dependency            | 3            |
| COUN-427                | Diagnostic Systems for Counseling**++                  | 3            |
| COUN-428                | Advanced Individual Counseling: Case Conceptualization | 3            |
| COUN-431                | Couple and Family Systems Study ++                     | 3            |
| COUN 432                | Counseling Couples                                     | 3            |
| COUN 433                | Foundations of Rehabilitation Counseling>>             | 3            |
| COUN 434                | Medical and Psychological Aspects of Disability>>      | 3            |
| COUN 435                | Work and Disability>>                                  | 3            |
| COUN 436                | Case Management in Rehabilitation Counseling>>         | 3            |
| COUN468H                | Student Personnel Work in Higher Education             | 3            |
| COUN-490                | Thesis Research  | 3            |

- \*\* Required for Community Counseling  
++ Required for Family Counseling  
## Required for School Counseling  
>>Required for Rehabilitation Counseling

## CLINICAL EXPERIENCE: PRACTICUM AND INTERNSHIPS

During the clinical experiences, students will be involved in a practicum semester, followed by two internship semesters. Although each has its own expectations and requirements, the clinical experience is viewed as a minimum of a 700 hour “package.” As such, it is expected that both the practicum and internships will be completed at the same off-campus site. Also, although each has its own on-site hour requirements, “extra” hours earned during the practicum will be counted toward internship hours.

Students in all programs are expected to begin no earlier than mid-August and, for students in community, rehabilitation, and family counseling, continue through the end of the summer semester the following August (even if 700 hours are obtained prior to August). Students in school counseling will complete Internship II by the end of June. It is challenging to get direct service hours in the summer, so please attempt to accumulate hours before June. **A minimum of 15 hours per week at the site is needed to obtain 700 hours over 48 weeks.**

- Practicum is only offered in the Fall semester.
- Internship I is only offered in the Spring semester.
- Internship II is only offered in the Summer semester.

### Procedures for Applying

Students anticipating beginning practicum and internship must meet with their advisor to ascertain their readiness to begin practicum, and to sign the application form.

Applications for clinical experience may be secured from the department office and website. Applications for the practicum and internships are **due November 1 for fall placements during the following year.** Students must then attend **a practicum and internship orientation meeting**, which is held approximately two weeks after the application deadline. The date and place of the orientation meeting is posted on the listserv and departmental bulletin boards.

#### Time Line

|                                |   |
|--------------------------------|---|
| <b>September-<br/>November</b> | Meet with academic advisor to review coursework and to sign application.  |
| <b>November 1</b>              | Application due.  |
| <b>Mid-November</b>            | Orientation meeting with departmental Coordinator of Practicum/Internships.   |
| <b>January</b>                 | Arrange interviews with practicum/internship sites.   |
| <b>February-April</b>          | Interview with at least two sites. Student sends thank you notes to sites interviewed. Student notifies sites not accepted and sends thank you notes. |
| <b>June 1</b>                  | Signed <i>Cooperative Agreement Form</i> by site and student. Due to Practicum/Internship Coordinator   |
| <b>July</b>                    | Student arranges with site supervisor initial starting date, days, and hours to be on-site  |

### **Required Courses before Practicum**

Each student applying for practicum and continuing into internship must meet the following requirements to be eligible for placement in a practicum or internship site:

- Minimum GPA – 3.0 out of 4.0.
- Successful completion of all courses except research (408) and elective(s).
- Candidacy – students apply for candidacy after COUN 401, 402, 403, 404, and 405 are completed (for community, school, and family). Students in the rehabilitation counseling sequence apply for candidacy after COUN 403, 404, 405, 433, and 434. Applications can be obtained from the Graduate College.
- Substance abuse course(s) for students who are planning to be at a site dealing with substance abuse issues.

### **The Practicum**

The Department of Counselor Education requires students to complete a supervised practicum that totals a minimum of 100 clock hours with a minimum of 40 hours of direct service to clients for community, school, and rehabilitation counseling sequences (50 hours of direct service to clients for the family counseling program). The practicum provides for the development of individual and group counseling skills under supervision. The practicum provides an opportunity to perform, on a limited basis and under supervision, some of the activities that a regularly employed staff member in the student's specific field of endeavor (community, family, rehabilitation, or school) would be expected to perform.

### **The Internship**

The Department of Counselor Education requires students to complete a field-based supervised internship of 600 hours, with a minimum of 240 hours of direct service work with clientele appropriate to the student's specific field of endeavor (school, rehabilitation, or community) and 250 hours of direct service work with clientele for the family counseling sequence. The internship is begun only after successful completion of the student's practicum and upon approval of the Department. The internship provides an opportunity for the student to perform all of the activities that a regularly employed staff member in the setting would be expected to perform.

**When choosing electives, be aware that the various practicum and internship sites require specific courses and competencies before they will accept students.** In some situations, students may need to take courses beyond the required 48 credits. It is imperative that each student takes responsibility for consulting with both the advisor and the faculty coordinator of clinical sites long in advance of applying for the clinical courses. Failure to do so could delay completion of the program.

## LICENSURE AND CERTIFICATION INFORMATION

There are two professional counselor licenses in Illinois, the LPC and LCPC. School counselors are required to be certified (Type 73, K-12) by the state of Illinois. Separate licensure is available for counselors interested in marriage and family counseling and in rehabilitation counseling.

- **Licensed Professional Counselor (LPC).** Requirements for the LPC include a Master's degree from a counseling, rehabilitation or related field, and the passage of the National Counselors Examination (NCE). No experience is necessary. LPCs must work under the supervision of a licensed professional counselor, social worker, or psychologist.
- **Licensed Clinical Professional Counselor (LCPC).** Requirements for the LCPC include a Master's degree from a counseling, rehabilitation or related field, two years (after completing the Master's degree) of full-time supervised experience working as a clinical professional counselor under the direction of a qualified supervisor, and passage of both the NCE (required for the LPC) and the National Mental Health Counselors Examination (NMHCE).
- **Licensed Marriage and Family Therapist.**
- **Certified Rehabilitation Counselor Commission (CRCC)**—Certification Information. <http://www.crccertification.com>.
- **Illinois Department of 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 Professional Regulation by calling 217-785-0800 or using the internet at [www.dpr.state.il.us](http://www.dpr.state.il.us). All application material, a description of the laws, their rules, and other information is available on-line.
- **State of Illinois Certification for School Counselors.** Students who have successfully completed the school counseling sequence may apply for certification as a school counselor (Type 73, K-12) in the state of Illinois. Application forms are available in the Department office. Further information is available from the Illinois State Board of Education ([www.isbe.state.il.us](http://www.isbe.state.il.us)), Division of Professional Preparation, at 217-782-3687.

## PROFESSIONAL ORGANIZATIONS

Vital to any profession are the organizations it creates to further its standards, ethics, research, accreditation and governance. Students and professionals are urged to join appropriate professional organizations and to attend and present programs as well. Admitted, full-time students are eligible for membership at reduced price in any professional organization.

- **American Association for Marriage and Family Therapy (AAMFT).** The AAMFT is the professional association for the field of marriage and family therapy. Among the many benefits for membership, AAMFT hosts an annual national training conference in the fall and publishes the *Journal of Marital and Family Therapy* and news about the field in *Family Therapy News*. There are four member categories: clinical, associate, student, and affiliate membership. Information and an application are available at 703-838-9808 and on-line at [www.aamft.org](http://www.aamft.org).
- **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 the general public and offers continuing education opportunities and publications such as the *Journal of Counseling and Development* and a monthly newspaper, *Counseling Today*. Access is also available to *ACAeNews*, an electronic news and practice bulletin delivered every other week to members' e-mail inbox. Members, both professional and student, can join any of the seventeen divisions in more specialized areas of counseling, including assessment, adult development and aging, college counseling, school counseling, counselor education and supervision, multicultural counseling, group work, and career development. Information and an application are available at 800-347-6647 and on-line at [www.counseling.org](http://www.counseling.org).
- **National Rehabilitation Counseling Association (NRCA).** NRCA is a professional association which began in 1958 and is a division of the National Rehabilitation Association. NRCA represents professionals in the field of rehabilitation counseling in a wide variety of work settings. Information can be obtained at [nrca-net.org](http://nrca-net.org).
- **American School Counselors Association (ASCA).** The ASCA is the national professional association for school counselors in public and private pre-kindergarten, elementary, middle/junior high, secondary, and post secondary schools. ASCA publishes the *Professional School Counseling* journal and a magazine, *The ASCA Counselor*. Information and an application are available at 703-683-ASCA (2722) and on-line at [www.schoolcounselor.org](http://www.schoolcounselor.org).
- **Illinois Counseling Association (ICA).** The ICA is a state branch of the ACA and provides similar benefits, but at a more local level. Some of its benefits include an annual conference in the fall, networking through a *Membership Directory*, and two publications, the *Quarterly*, the professional journal of ICA, and a newsletter, *Contact*. Membership is also available in its ten divisions, including school counseling, group work, counselor education and supervision, mental health counseling, and couples and family counseling. Information and an application are available at 877-284-1521 and on-line at [www.ica-ed@ilcounseling.org](http://www.ica-ed@ilcounseling.org).
- **National Rehabilitation Counseling Association (NRCA).** The National Rehabilitation Counseling Association is a professional association which began in 1958 and is a division of the National Rehabilitation Association. NRCA represents professionals in the field of rehabilitation counseling in a wide variety of work settings. NRCA—PO Box 4480, Manassas, VA 20108. Office: 703-361-2077. Fax: 703-361-2489.

- **American Rehabilitation Counseling Association (ARCA).** ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with improving the lives of people with disabilities. Its mission is to enhance the development of people with disabilities throughout their life span and to promote excellence in the rehabilitation counseling profession. ACA Fax Number: (703) 823-0252 TDD: (703) 823-6862. ACA Toll-Free Numbers: ACA: (800) 347-6647 FAX: (800) 473-2329

## **INFORMATION ESSENTIAL TO ADMITTED STUDENTS**

**Advisors.** Each student is assigned a sequence advisor. After being admitted to the program, the student should make an appointment with the advisor to prepare a tentative course plan. After the student has been accepted for Candidacy, she/he should again meet with the designated advisor to discuss courses for the remainder of the program as they pertain both to career and internship plans.

The student should apply to the Graduate College for Candidacy: for Community, School, and Family, the courses are COUN 401, 402, 403, 404, and. For Rehabilitation Counseling, the courses are COUN 403, 404, 405, 406, 433, and 434. Admission to Candidacy is a **prerequisite** for registering for Practicum and Internship.

**Changing Sequences.** A student who believes that a change of sequence is in her/his best interest should consult the advisor. A change is permitted only with the approval of the Admission and Retention Committee and the Dean of the Graduate College.

**Counseling Services for Students.** Personal counseling is available free to all university students through the University Counseling Center. Students are urged to use these services as the need arises. Faculty may also suggest that students seek counseling when personal issues appear to be interfering with personal or professional development.

**Counselor Education Student Association (CESA).** The Counselor Education Student Association (CESA), provides services and programs that supplement the curriculum. CESA elects officers annually and has a faculty advisor. For the Spring term, each CESA officer receives a tuition waiver for up to 6 credit hours.

**Departmental Proficiency Examination (DPE).** Students who are accepted into the Department of Counselor Education may apply to sit for the DPE after completing 27 hours of course work (community, rehabilitation, and school sequences) and 39 hours of coursework (family sequence). Completed work must include all core courses (see the section on Steps to Complete the Degree). The application form to take the DPE lists all completed course work with final grades and must be verified by the student's advisor. Applications to take the DPE may be submitted up to one month prior to the examination. The DPE is offered three times per year – in February, June and October.

The DPE is a 100 question for Community and School sequences (120 for the Family sequence) objective examination based on the ten areas of study prescribed by CACREP. A score of 70 for Community and School sequences (84 for the Family sequence) is passing. The ten areas of study include the Counseling Profession, Developmental Counseling, Multicultural Counseling, Frameworks, Evaluation Techniques, Research, Individual Counseling Skills, Group Counseling, Career Development, and Ethics. In special circumstances (such as when a job offer or a salary increase is contingent upon completing the examination) students may petition the Department to take the DPE at a special sitting, provided that all course requirements for DPE eligibility have been met.

**Endorsement Policy.** Students only receive endorsement for licensure and certification for the specific program of study. Licensure forms are only completed for students in Community, Rehabilitation, and Family Counseling, or School Counseling students who complete the appropriate additional work. Only students in the School Counseling sequence receive endorsement for School Counseling in the State of Illinois.

**Ethical Standards.** The ACA and ASCA standards both guide and protect the student, the practitioner, and the client. Ethical standards, such as confidentiality, informed consent, and adequate training, are impressed upon students throughout their graduate education. Failure to adhere to ethical standards may result in dismissal. The code of ethics for AAMFT, ACA, and ASCA are also available on their respective web sites (see their addresses under Professional Organizations above).

**Faculty Expectations.** Faculty expectations of the professional and personal development of students are made explicit in admission and retention standards and procedures as well as in the academic standards listed in course syllabi. Students are responsible for knowing and following all departmental policies, procedures, and deadlines. The student is urged to maintain regular contact with her/his advisor.

**Financial Aid.** The university has a financial aid office. Students are encouraged to apply when aid is needed. Also, the department offers a limited number of Graduate Merit Tuition Awards each semester. Application forms can be obtained from the Graduate College. The criteria used in selecting recipients include the number of courses completed in the department, GPA, and whether and when a student has previously received a tuition award.

**Grades.** A grade point average (GPA) of 3.00 on a 4.00 scale is required for continuation in the program. The Graduate College will dismiss a student after receiving a third grade of "C". All clinical courses (COUN 405, COUN 406, Practicum, and Internship) require a minimum grade of "B" before a student can continue with the next course. Each clinical course may be retaken only once.

**Graduate Assistants.** The program employs a limited number of graduate assistants during the year. Typically, a graduate assistant works 20 hours a week while taking courses in the department. In addition, graduate assistants receive a monthly stipend and tuition waivers. 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 nine (9) semester hours at another CACREP approved university.

**Incompletes.** In order to receive an incomplete ("I") grade, the student and instructor must work out a contract that specifies precisely what assignments remain incomplete and the steps necessary for removal of the incomplete. Incompletes can be given for no more than one term (except for practicum/internship). Incompletes that have not been removed during the period of the contract will result in a permanent grade of "I" if the work completed was of "C" quality or higher, and a final grade of "F" if the completed work was of less than "C" quality.

**Insurance.** While in the program and fulfilling program requirements, students are insured against personal liability through the university. In addition, individual liability insurance is available through the American Counseling Association (ACA) for student members and is encouraged.

**Minority Recruitment Policy.** The department actively seeks out and strongly encourages applications from students of ethnic and racial diversity. The department is committed to a multicultural perspective in its program, student body, and the counseling profession.

**Name Change.** Submit appropriate documents to the Records Office and Department of Counselor Education.

**Non-Therapeutic Small Group Experiences for Students.** Students are urged to contact the University Counseling Office to arrange for small group experiences as they progress through the program. No Counselor Education faculty members participate in these group experiences. Students may use these groups for whatever purposes they choose, such as self-understanding, self-analysis, and refinement of interpersonal skills. Participation is held in strict confidence.

**Placement Office.** The University Placement Office assists students in finding employment through its bi-weekly listings of job openings in the Chicago area and elsewhere, as well as other specialized services such as its library, which includes instructional videos, books, magazines, and timely articles. Also, students can produce a professional resume and have it placed on the internet by contacting the Placement Office. Graduates of the school counseling sequence will want to establish a professional teacher credential file that will be sent to prospective employers upon the request of the student. Job opportunities sent directly to Counselor Education are posted on the department's bulletin board.

**Student Accommodations.** 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 the Accessibility Center/HELP, A-118 (phone 773/442-5495, 5496, or 5497; TDD 773/442-5499).

The University Policy on Services for Students with Disabilities may be found at: <http://www.neiu.edu/%7EDeanSt/survival/disabilities.pdf>.

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

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

**Student Evaluation of Faculty, Courses, and the Program.** At the end of each semester, students are presented with evaluation forms to be completed anonymously for each course and instructor. 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 the retention, promotion, and tenure of faculty members. Additionally, students at any time may communicate their needs, suggestions, criticisms or observations to the Department Chairperson.

**Student Resource Room.** The student resource room is located in the Classroom Building (CLS), room 4077. Professional journals, books, videos, newsletters, catalogues, and other related material are available for students. The room is available for student use when classes or meetings are not scheduled.

**Syllabi.** Copies of all course syllabi are available to students and kept in the departmental office. Syllabi include descriptions of course content, instructional methodology, goals and competencies, assignments, evaluation criteria, and bibliographies. Professors will follow the program syllabus for a given course, but each is free to supplement and enrich the course according to the principle of academic freedom and one's personal uniqueness.

**Time Limitation.** All course work must be completed within six years of the date when the first course is taken. In extraordinary cases, a limited extension may be granted by the Graduate College. The student's advisor must approve the application for a limited time extension.

**Transfer of Credits.** All petitions for the transfer of credits must be submitted to the Graduate College. 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. Catalogue course descriptions must accompany any petitions for transfer credit. The student's advisor must evaluate the appropriateness of all transfer courses. Petitions for the transfer of non-CACREP courses are at the discretion of the Graduate College and student's advisor.