

The Department of Counselor Education

2023-2024 Student Handbook



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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 in Clinical Mental Health, Couple and Family, Rehabilitation, and School 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 trains graduate students to become skilled counselors in a diverse and changing world.

NEIU's Counselor Education Department strives to remain committed to equity, diversity and inclusion throughout our scholarship, service, advocacy, leadership, mentorship and teaching. Therefore, we seek students who advocate for social justice and antiracist policies, and utilize culturally relevant teaching, clinical practice, research and service. We are dedicated to preparing counselors who are leaders and advocates in social justice and who will provide professional counseling services to adults, children, youth, individuals, couples, groups and families.

MISSION OBJECTIVES

1. The Department of Counselor Education will recruit qualified applicants from culturally diverse backgrounds 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 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, employers, program faculty, and current and former students. The information obtained will be reviewed annually for program evaluation purposes and incorporated into the program as appropriate.

The professional counselor works from an integrated understanding that combines theory and practice. The Counselor Education Department includes objectives with a knowledge base and a range of counseling proficiencies. The knowledge objectives are formulated based on the eight CACREP curriculum areas: professional orientation and ethical practice, human growth and development, social and cultural diversity, helping relationships, group work, career development, assessment and testing,, and research and program evaluation. The counseling objectives reflect the CACREP 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

Formulated with reference to cacrep core counseling 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 work.

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.

STUDENT LEARNING OUTCOMES (SLO)

1. understand ethical standards of professional counseling organizations in all program areas and credentialing bodies, and demonstrate application of ethical and legal considerations in professional counseling in a multicultural context;
2. demonstrate the ability to integrate awareness, knowledge and skills in advocacy and social justice competencies within a multicultural counseling context;
3. understand and consider the application of developmental theories across the lifespan, including ethical and culturally relevant strategies for promoting resilience, optimum development, and wellness;
4. demonstrate understanding of career development in a multicultural setting and demonstrate the application of clinical interventions that consider the interrelationships among related life factors including work, well-being, mental health, relationships, and other life roles;
5. demonstrate understanding and competent application of counselor characteristics, behaviors, interviewing, techniques and counseling skills that influence the helping relationship for diverse clients across the lifespan;
6. demonstrate understanding and competent application of the dynamics, strategies, and conditions associated with effective group work with diverse clients in various counseling settings;
7. demonstrate understanding of principles and practice of culturally-informed and ethical use of strategies for the assessment and diagnosis of mental and emotional disorders, academic/education, career, personal, and social development; and
8. understand how to critique research to inform culturally informed and trauma-sensitive clinical practice and demonstrate competent use of research methods, needs assessment, and program evaluation skills important to the counseling profession.

SLO FOR COUNSELING SPECIALTIES:

9. Students who are preparing to specialize as **clinical mental health counselors** will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.
10. Students who are preparing to specialize as **marriage, couple, and family counselors** are expected to possess the knowledge and skills necessary to address a wide variety of issues in the context of relationships and families.
11. Students who are preparing to specialize as **school counselors** will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs.

12. Students who are preparing to specialize as **rehabilitation counselors** will demonstrate the knowledge, skills, and attitudes necessary to address varied issues within the rehabilitation counseling context.

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 Higher Learning Commission (HLC), which accredits degree-granting postsecondary educational institutions in the North Central region of the United States. The [Daniel L. Goodwin College of Education](#) is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The School Counseling program is entitled for the Professional Educator License (PEL) with a School Counselor Endorsement by the Illinois State Board of Education (ISBE).

In addition, the Clinical Mental Health, Couple and Family, Rehabilitation, and School Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)), a specialized accreditor for professional preparation of counselors.



GRADUATE DEGREE PROGRAMS IN COUNSELING

[CLINICAL MENTAL HEALTH COUNSELING, M.A.](#)

This specialization prepares one for employment in 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 the Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC) in the state of Illinois. Additional coursework and supervised clinical training are necessary for certification and/or licensure in the areas of family and substance abuse.

[COUPLE AND FAMILY COUNSELING, M.A.](#)

This program 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 licensing both as a professional counselor and a marriage and family therapist in the state of Illinois: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC), Associate Licensed Marriage and Family Therapist (ALMFT) and Licensed Marriage and Family Therapist (LMFT). Graduates of this program are eligible to apply for the Association of Marital & Family Therapy Regulation Board exam, required for the Illinois LMFT credential.

REHABILITATION COUNSELING, M.A.

This program 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 licensing as a professional counselor in the state of Illinois: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC), and the educational requirements for national certification as a Certified Rehabilitation Counselor (CRC).

SCHOOL COUNSELING, M.A.

This program 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 (PEL) with School Counselor Endorsement. This program also meets the educational requirements for licensing as a professional counselor in the state of Illinois: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC).

NON-DEGREE GRADUATE CERTIFICATE AND ENDORSEMENT PROGRAMS IN COUNSELING

CERTIFICATE IN COUPLE AND FAMILY COUNSELING

The Certificate in Couple and Family Counseling program provides specialized training for counseling students and counseling professionals interested in learning how to apply evidence-based systemic theory, assessment, and intervention to their work with individuals, couples, and families. Students who complete the 6 course (18 credit hours) CFC program are eligible to accrue hours of supervised clinical experience and then complete the Association of Marital & Family Therapy Regulation Board exam for licensure as a Marriage and Family Therapist (LMFT) in the state of Illinois.

ADDICTION COUNSELING CERTIFICATE

The Addiction Counseling Certificate (ACC) program provides specialized education and training in the prevention, intervention, and treatment of Alcohol and Other Drug Abuse (AODA) disorders. Specifically, the coursework provides education in the theories, techniques, and core functions of substance abuse counseling, focusing on evidence-based research and best practice standards. Specialized clinical experience complements the coursework. The ACC program fulfills the educational requirements for the Certified Alcohol and Drug Abuse Counselor (CADAC) credential.

GRADUATE CERTIFICATE IN TRAUMA-INFORMED COUNSELING

The Graduate Certificate in Trauma-Informed Counseling program is designed for current students, alumni, and professionals who have already earned their Master's degree in the field to enhance their understanding of the effects of trauma on clients' emotional, cognitive, behavioral, neurological, and physical systems across the lifespan. Courses focus on topics such as the effects of trauma exposure, grief and complex trauma, culturally appropriate and gender-responsive assessment and interventions, relational trauma, developmental trauma, secondary trauma, self-care, and self-compassion.

CERTIFICATE IN REHABILITATION COUNSELING

The Certificate in Rehabilitation Counseling program prepares students to assist individuals with psychiatric, developmental, cognitive, emotional, or physical disabilities to achieve their maximum level of independence, integration, and inclusion into employment and the community. It is open to individuals who already possess a master's or doctoral degree in counseling or a closely-related field of study, and desire to obtain certification in rehabilitation counseling through Category 3 eligibility requirements set forth by the Commission on Rehabilitation Counseling Certification (CRCC).

NON-DEGREE SCHOOL COUNSELOR ENDORSEMENT

The Non-Degree School Counselor Endorsement program is designed for individuals who have completed a graduate degree in counseling or a closely-related field and are seeking to meet the academic and clinical requirements to be eligible for endorsement as a school counselor in the state of Illinois. Upon successful completion of the program and passing scores of the #235 Content Test for School Counselor, the individual will be eligible for the Professional Educator License (PEL) with a School Counselor Endorsement.

CLINICAL MENTAL HEALTH COUNSELING CURRICULUM

| Required Courses—Clinical Mental Health Counseling | Hours |
|--|-----------|
| Foundation Counseling Courses: | |
| COUN 401 Professional Orientation & Legal/Ethical Practices | 3 |
| COUN 402 Developmental Counseling | 3 |
| COUN 403 Theories of Counseling | 3 |
| COUN 404 Assessment & Evaluation in Counseling | 3 |
| COUN 405 Individual Counseling Skills | 3 |
| COUN 406 Group Counseling | 3 |
| COUN 408 Research Seminar | 3 |
| COUN 409 Career Development | 3 |
| COUN 415 Children & Youth in School & Family Systems | 3 |
| COUN 420 Introduction to Family Counseling | 3 |
| COUN 425 Diagnosis & Treatment of Addictive Disorders | 3 |
| COUN 427 Diagnostic Systems for Counseling | 3 |
| COUN 430 Social & Cultural Diversity in Counseling | 3 |
| Clinical Mental Health Counseling Courses: | |
| COUN 407 Advanced Clinical Mental Health Counseling | 3 |
| COUN 429 Psychopharmacology | 3 |
| COUN 438 Trauma and Crisis Counseling | 3 |
| COUN 439 Case Conceptualization & Treatment Planning | 3 |
| Advanced Clinical Courses: 700 hours | |
| COUN 444 Practicum: Ethical/Legal Issues in Mental Health Counseling | 3 |
| COUN 464 Internship I: Mental Health Counseling | 3 |
| COUN 474 Internship II: Mental Health Counseling | 3 |
| Total Hours | 60 |

Departmental Proficiency Examination (DPE)

Prior to graduation, all students are required to pass the departmental proficiency examination (DPE), a comprehensive examination. Applications for the DPE are submitted electronically to the Department no later than two weeks prior to the exam date. Students in the **Clinical Mental Health Counseling** program may take the examination after completion of 33 credit hours of coursework:

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| <ul style="list-style-type: none">• COUN 401 Professional Orientation & Legal/Ethical Practices• COUN 402 Developmental Counseling• COUN 403 Theories of Counseling• COUN 404 Assessment & Evaluation in Counseling• COUN 405 Individual Counseling Skills• COUN 406 Group Counseling | <ul style="list-style-type: none">• COUN 407 Advanced Mental Health Counseling• COUN 408 Research Seminar• COUN 409 Career Development• COUN 427 Diagnostic Systems for Counseling• COUN 430 Social & Cultural Diversity in Counseling |
|--|--|

COUPLE AND FAMILY COUNSELING CURRICULUM

| Required Courses—Couple and Family Counseling | Hours |
|---|-----------|
| Foundation Counseling Courses: | |
| COUN 401 Professional Orientation & Legal/Ethical Practices | 3 |
| COUN 402 Developmental Counseling | 3 |
| COUN 403 Theories of Counseling | 3 |
| COUN 404 Assessment & Evaluation in Counseling | 3 |
| COUN 405 Individual Counseling Skills | 3 |
| COUN 406 Group Counseling | 3 |
| COUN 408 Research Seminar | 3 |
| COUN 409 Career Development | 3 |
| COUN 415 Children & Youth in School & Family Systems | 3 |
| COUN 420 Introduction to Family Counseling | 3 |
| COUN 425 Diagnosis & Treatment of Addictive Disorders | 3 |
| COUN 427 Diagnostic Systems for Counseling | 3 |
| COUN 430 Social & Cultural Diversity in Counseling | 3 |
| Couple and Family Counseling Courses: | |
| COUN 421 Advanced Marriage and Family Counseling | 3 |
| COUN 431 Couple and Family Systems Study | 3 |
| COUN 432 Couples Counseling & Human Sexuality | 3 |
| Elective #1 | 3 |
| Advanced Clinical Courses: 700 hours | |
| COUN 445 Practicum: Grp Supervision in Couple and Family Counseling | 3 |
| COUN 465 Internship I: Grp Supervision in Couple and Family Counseling | 3 |
| COUN 475 Internship II: Grp Supervision in Couple and Family Counseling | 3 |
| Total Hours | 60 |

Departmental Proficiency Examination (DPE)

Prior to graduation, students are required to pass the departmental proficiency examination (DPE), a comprehensive examination. Applications for the DPE are submitted electronically to the Department no later than two weeks prior to the exam date. Students in the **Couple and Family Counseling** program may take the examination after completion of 39 credit hours of the following coursework:

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| <ul style="list-style-type: none">• COUN 401 Professional Orientation & Legal/Ethical Practices• COUN 402 Developmental Counseling• COUN 403 Theories of Counseling• COUN 404 Assessment & Evaluation in Counseling• COUN 405 Individual Counseling Skills• COUN 406 Group Counseling• COUN 408 Research Seminar• COUN 409 Career Development• COUN 415 Children & Youth in School & Family Systems | <ul style="list-style-type: none">• COUN 420 Introduction to Family Counseling• COUN 421 Advanced Marriage & Family Counseling• COUN 427 Diagnostic Systems for Counseling• COUN 430 Social & Cultural Diversity in Counseling |
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REHABILITATION COUNSELING CURRICULUM

| Required Courses—Rehabilitation Counseling | Hours |
|---|-----------|
| Foundation Counseling Courses: | |
| COUN 401 Professional Orientation & Legal/Ethical Practices | 3 |
| COUN 402 Developmental Counseling | 3 |
| COUN 403 Theories of Counseling | 3 |
| COUN 404 Assessment & Evaluation in Counseling | 3 |
| COUN 405 Individual Counseling Skills | 3 |
| COUN 406 Group Counseling | 3 |
| COUN 408 Research Seminar | 3 |
| COUN 409 Career Development | 3 |
| COUN 420 Introduction to Family Counseling | 3 |
| COUN 425 Diagnosis & Treatment of Addictive Disorders | 3 |
| COUN 427 Diagnostic Systems for Counseling | 3 |
| COUN 430 Social & Cultural Diversity in Counseling | 3 |
| Rehabilitation Counseling Courses: | |
| COUN 433 Foundations of Rehabilitation | 3 |
| COUN 434 Medical and Psychosocial Aspects of Disability | 3 |
| COUN 435 Work and Disability | 3 |
| COUN 436 Case Management for Rehabilitation Counseling | 3 |
| COUN 438 Trauma and Crisis Counseling | 3 |
| Advanced Clinical Courses: 700 hours | |
| COUN 446 Practicum: Rehabilitation Counseling | 3 |
| COUN 463 Internship I: Rehabilitation Counseling | 3 |
| COUN 473 Internship II: Rehabilitation Counseling | 3 |
| Total Hours | 60 |

Departmental Proficiency Examination (DPE)

Prior to graduation, all students are required to pass the departmental proficiency examination (DPE), a comprehensive examination. Applications for the DPE are submitted electronically to the Department no later than two weeks prior to the exam date. **Rehabilitation Counseling** students may take the examination after completion of 42 credit hours of coursework:

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| <ul style="list-style-type: none">• COUN 401 Professional Orientation & Legal/Ethical Practices• COUN 402 Developmental Counseling• COUN 403 Theories of Counseling• COUN 404 Assessment & Evaluation in Counseling• COUN 405 Individual Counseling Skills• COUN 406 Group Counseling• COUN 408 Research Seminar• COUN 409 Career Development | <ul style="list-style-type: none">• COUN 427 Diagnostic Systems for Counseling• COUN 430 Social & Cultural Diversity in Counseling• COUN 433 Foundations of Rehabilitation Counseling• COUN 434 Medical & Psychosocial Aspects of Disability• COUN 435 Work & Disability• COUN 436 Case Management for Rehabilitation Counseling |
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SCHOOL COUNSELING CURRICULUM

| Required Courses—School Counseling | Hours |
|---|-----------|
| Foundation Counseling Courses: | |
| COUN 401 Professional Orientation & Legal/Ethical Practices | 3 |
| COUN 402 Developmental Counseling | 3 |
| COUN 403 Theories of Counseling | 3 |
| COUN 404 Assessment & Evaluation in Counseling | 3 |
| COUN 405 Individual Counseling Skills | 3 |
| COUN 406 Group Counseling | 3 |
| COUN 408 Research Seminar | 3 |
| COUN 409 Career Development | 3 |
| COUN 415 Children & Youth in School & Family Systems | 3 |
| COUN 425 Diagnosis & Treatment of Addictive Disorders | 3 |
| COUN 427 Diagnostic Systems for Counseling | 3 |
| COUN 430 Social & Cultural Diversity in Counseling | 3 |
| School Counseling Courses: | |
| COUN 410 Seminar in School Counseling | 3 |
| COUN 411 Post-Secondary College & Career Counseling | 3 |
| COUN 412 Topics in School Counseling | 3 |
| Elective #1 | 3 |
| Elective #2 | 3 |
| Advanced Clinical Courses: 700 hours | |
| COUN 442 Practicum: Group Supervision in School Counseling | 3 |
| COUN 462 Internship I: School Counseling | 3 |
| COUN 472 Internship II: School Counseling | 3 |
| Total Hours | 60 |

Departmental Proficiency Examination (DPE)

Prior to graduation, all students are required to pass the departmental proficiency examination (DPE), a comprehensive examination. Applications for the DPE are submitted electronically to the department no later than two weeks prior to the exam date. **School Counseling** students may take the examination after completion of 36 credit hours of the following coursework:

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|--|--|
| <ul style="list-style-type: none">• COUN 401 Professional Orientation & Legal/Ethical Practices• COUN 402 Developmental Counseling• COUN 403 Theories of Counseling• COUN 404 Assessment & Evaluation in Counseling• COUN 405 Individual Counseling Skills | <ul style="list-style-type: none">• COUN 406 Group Counseling• COUN 408 Research Seminar• COUN 409 Career Development• COUN 410 Seminar in School Counseling• COUN 412 Topics in School Counseling• COUN 427 Diagnostic Systems for Counseling• COUN 430 Social & Cultural Diversity in Counseling |
|--|--|



Keep a journal of your goals, objective, and self-care plan:

Academic goals:

Career/Professional goals:

Self-care goals:

COMPLETION REQUIREMENTS FOR THE COUNSELOR EDUCATION GRADUATE DEGREE PROGRAMS:

Students admitted to the Clinical Mental Health, Couple and Family, School, and Rehabilitation Counseling programs must complete all course requirements, successfully pass each transition level, and meet the graduation requirements to successfully graduate from their respective program.

Students admitted to the Clinical Mental Health, Couple and Family, School, and Rehabilitation Counseling programs must successfully complete all the program transition levels. Students cannot obtain more than two grades of "C" in graduate work per the College of Graduate Studies and Research (CGSR) policy. Students are required to earn a grade of "B" or better in their clinical courses (e.g., COUN 405, COUN 406, COUN 407 [for Clinical Mental Health Counseling students only], COUN 421 [for Couple & Family Counseling students only])

TRANSITION LEVEL I

- Successful completion of prerequisites for clinical skills training courses
- Completion of first-semester student survey
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Passing key program assessments for Level I

TRANSITION LEVEL II

- Successful completion of clinical skills training coursework
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Satisfactory rating on professional disposition evaluation
- Complete the Practicum application and submit to the Coordinator of Clinical Experiences
- Passing key program assessments for Level II

TRANSITION LEVEL III

- Successful completion of clinical experiences including Practicum and Internship
- Completion of minimum of 100 hours of Practicum

- Completion of 600 hours of Internship
- Satisfactory ratings on all evaluations from site and university supervisors
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Passing key program assessments for Level III

TRANSITION LEVEL IV

- Completion of Exit Survey
- Passing of the departmental proficiency examination (DPE) prior to graduation

EXIT REQUIREMENTS

- Successful completion of all transition levels and required credit hours
- Minimum GPA of 3.0

CLINICAL EXPERIENCES

During the fall semester of the year before planning to do Practicum/Internship, students meet with their program advisor to review readiness for Practicum and to sign the application form. Applications for clinical experience are submitted electronically and additional information regarding this application process will be shared at the **mandatory Practicum Orientation** meeting.

Applications for Practicum/Internship are due December 1 for fall placements of the following year. Students must attend a mandatory orientation meeting before submitting the application form and a mandatory pre-practicum meeting prior to beginning Practicum. The date and the place of the orientation and pre-practicum meetings are posted on the Department website, listserv, and Departmental bulletin boards. All applications must be reviewed and signed by the student's program advisor. The student may then submit the signed application and the student's resume to the Coordinator of Clinical Experiences.

Practicum: 100 hours total

Practicum is a **100-hour**, field-based experience which requires **a minimum of 40 hours of clinical contact with clients** (contact hours), and is a prerequisite for Internship. Practicum is offered in the Fall semester.

Internship I & II= 600 hours total

Internship is **a 600-hour**, field-based experience which requires **a minimum of 240 hours of clinical contact with clients**. Students earn six credit hours for Internships I and II in their respective programs.

For **Clinical Mental Health, Couple and Family, and Rehabilitation Counseling programs**, Internship I is offered in the spring semester and Internship II is offered in the summer semester.

For the **School Counseling** program, Internship I and II are offered in the spring semester

DISPOSITION EVALUATION

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 on a regular basis. This includes academic performance evaluation, counseling skills, and evaluation of professional disposition.

Dispositions and skills are evaluated in all of the clinical courses (COUN 405, COUN 406, COUN 407, COUN 421, Practicum & Internship). In addition, students are evaluated prior to the beginning of practicum and internship placement approval. Formal assessment of each student is conducted in the following areas: (1) academic performance (competencies and weaknesses); (2) professional disposition; (3) counseling skills and knowledge; (4) cultural awareness and sensitivity; and (5) 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 for the upcoming academic 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 program advisor and the Director of Clinical Experiences will develop a remediation plan with the student. Any area that is rated 'unsatisfactory' requires a remediation plan to provide the student 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 program advisor and the Clinical Experiences Coordinator, 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 recommended for dismissal from the program. A recommendation for dismissal may be appealed to the Dean of the CGSR 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*).

ENDORSEMENT POLICY

Once counseling students complete their program of study and they are eligible to graduate from their respective NEIU M.A. program, they will have completed the academic requirements for licensure in their program specialization.

The Department of Counselor Education program advisors or the Department chairperson will provide credentialing or licensure endorsement when the following requirements have been met:

1. All coursework listed on the program of study has been successfully completed with a grade of "B" or better in all clinical courses, and a GPA of 3.0 or higher.

2. Maintained satisfactory rating on academic performance, professionalism, counseling skills, and disposition evaluations at each transition level.
3. Completed all field experiences (practicum and internship) with satisfactory evaluations from site and university supervisors.
4. Successfully passed the Departmental Proficiency Exam (DPE).
5. Has applied for graduation, or has officially graduated from one of NEIU's Counselor Education Programs.
6. For School Counseling students only: Successful completion of any required licensing exams, such as the #235 Content Test

LICENSURE AND CERTIFICATION INFORMATION

There are two levels of professional counselor licenses in the state of 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 (PEL) with a School Counselor Endorsement.

LICENSED PROFESSIONAL COUNSELOR (LPC) REQUIREMENTS

- Master's degree in counseling (48 semester hours minimum) from a regionally accredited educational institution.
- Supervised practicum and internship experiences of at least 700 clock hours.
- Passing the *National Counselor Examination (NCE)*— [National Board for Certified Counselors \(NBCC\)](#)

LICENSED CLINICAL PROFESSIONAL COUNSELOR (LCPC) REQUIREMENTS

- Master's degree in counseling (48 semester hours minimum) from a regionally accredited educational institution.
- Two years of full-time (3360 hours) experience under the supervision of a qualified supervisor after the master's degree has been awarded. Supervision must be provided by a licensed professional, including a Licensed Clinical Professional Counselor (LCPC), Licensed Clinical Social Worker (LCSW), licensed psychologist, or psychiatrist.
- Passing the *National Counselor Examination (NCE)*— [National Board for Certified Counselors \(NBCC\)](#) website. (do you want to link NBCC instead?)
- Passing the *National Clinical Mental Health Counseling Exam (NCMHCE)*- [National Board for Certified Counselors \(NBCC\)](#) website.

ASSOCIATE LICENSED MARRIAGE AND FAMILY THERAPY (ALMFT) REQUIREMENTS

- A degree in marriage and family counseling or related degree with an equivalent course of training from a regionally accredited educational institution.
- No examination is required.

LICENSED MARRIAGE & FAMILY THERAPIST (LMFT)

- A degree in marriage and family counseling or related degree with an equivalent course of training from a regionally accredited educational institution.

- Completion of at least 3000 hours of professional work experience in not less than a 2-year period. See the Illinois Department of Financial & Professional Regulations (IDFPR) at [Illinois Department of Financial and Professional Regulation \(IDFPR\)](#) for specific supervision requirements.
- Passing the Association of Marital & Family Therapy Regulatory Board Exam (Marriage and Family Therapy National Exam-MFT).

CRC REQUIREMENTS

Contact the Certified Rehabilitation Counselor Commission (CRCC) at [Commission on Rehabilitation Counseling Certification \(CRCC\)](#) for information regarding the Certified Rehabilitation Counselor (CRC) credential.

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 [Illinois Department of Financial and Professional Regulation \(IDFPR\)](#).

PROFESSIONAL EDUCATOR LICENSE: SCHOOL COUNSELOR

Students who have successfully completed the School Counseling program may apply for licensure as a school counselor through the Illinois State Board of Education (ISBE). Information is available at [Illinois State Board of Education \(ISBE\)](#). Also, see the website for the Educator Licensure Information System (ELIS) at [Educator Licensure Information System \(ELIS\)](#).

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.

[***American Rehabilitation Counseling Association \(ARCA\)***](#). The ARCA is a professional association which is a division of the National Rehabilitation Association. ARCA 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 national professional association in the field of marriage and family therapy.

ESSENTIAL INFORMATION FOR STUDENTS

ACADEMIC APPEAL POLICY

The College of Graduate Studies and Research at NEIU's academic appeal policy provides step-by-step guidelines for students who wish to appeal their grade. The information for graduate grade appeal policy and procedure please see the [Graduate Student Handbook](#).

CERTIFICATE PROGRAMS WITHIN THE DEPARTMENT OF COUNSELOR EDUCATION

Counselor Education students are eligible to enroll in one of the Department's [certificate programs](#) while completing their master's degree program (Certificate in Couple and Family Counseling, Addiction Counseling Certificate, Graduate Certificate in Trauma-Informed Counseling, and the (for the Rehab Certificate, I believe the student already has to possess a grad degree in counseling or related field of study? That's what is written on our website and splash sheet.)). Students are encouraged to discuss this option with their program advisor before applying. Financial aid does not cover the cost of certificate courses.

CHANGING PROGRAMS WITHIN THE DEPARTMENT OF COUNSELOR EDUCATION

A student who believes that a change of program is in his or her best interest should consult their program advisor. A change can be accomplished by presenting a *Program Change Request Application* to the student's program advisor for signature. Both current and future program advisors evaluate the student's request, in consultation with the Department chairperson. Submitting a *Program Change Request Application* does not guarantee admission into a new Counselor Education program. If the Department approves the request for changing programs, the signed *application will be emailed* to Graduate Records.

COURSE ENROLLMENT

Three courses or 9 credit hours are considered full-time at the graduate level. 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.

DEPARTMENTAL PROFICIENCY EXAMINATION (DPE)

The DPE is offered three times per year, in February, June, and October. Students may apply to take the DPE after completing the following hours of coursework: Clinical Mental Health: 33 hours; Couple and Family: 39 hours; School: 36 hours; Rehabilitation: 42 hours. Applications for the DPE are submitted electronically to the Department no later than two weeks prior to the exam date. The exam consists of multiple-choice items and covers the core courses (courses taken by all graduate students) and courses specific to the student's particular program. Passage of the DPE is required for successful degree completion and graduation. In case a student fails the DPE, the student may retake the exam when it is next offered.

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* that students submit as part of their application. 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 ([scholarship opportunities](#)). Also, the CGSR offers a limited number of graduate merit tuition awards to graduate programs each semester. The criteria used in selecting recipients include the number of courses completed in the Department, academic merit, and whether the student has previously received a tuition award.

GRADUATE ASSISTANTSHIPS

The Department employs a limited number of graduate assistants during an academic year. Typically, Counselor Education graduate assistants receive a monthly stipend and tuition waiver for one course (3-credit hours) for working 10 hours per week. Interested students should contact the Department.

INCOMPLETE GRADES

According to NEIU's academic policy, an Incomplete "I" grade can only be given to students whose completed coursework has been qualitatively satisfactory, but who have been unable to complete all course requirements because of illness or other circumstance beyond their control. It is the responsibility of the student to make the request to the instructor of record prior to the official end of the semester by providing documentation and written formal request. It is the responsibility of the student to complete and submit the remaining coursework prior to the assigned deadline. Students have up to one semester, excluding summer, to complete the work to change the grade of Incomplete. The grade change must be received by the Friday of the first full week of the semester immediately following the one in which the "I" grade was assigned. For additional information, see NEIU's Incomplete Grade Policy: [NEIU incomplete grade policy](#).

MALPRACTICE INSURANCE

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

PROFESSIONAL COUNSELOR IDENTITY

Counselor Education students will be prepared to serve and lead effectively in a diverse, global society according to the professional standards of their discipline. They will be ready to establish themselves as ethical individuals in their professional lives. Students will demonstrate a counselor

identity that is competent, skillful, and compassionate. Students are expected to practice skillful and competent communication with peers, faculty, staff, supervisors, and clients.

PROFESSIONAL STANDARDS COMMITTEE

The committee includes the Department Chairperson, Clinical Experiences Coordinator, and the student's program advisor. The committee is called upon to review and make recommendations with respect to specific student cases involving academic, personal, and/or professional problems.

PROGRAM ADVISORS

Upon acceptance into their respective programs, students are assigned a program advisor. Students are expected to meet with their advisor at least once each semester. Students will meet with their advisor and complete a program planning guide in their first semester. The program planning guides must be signed by the student and their advisor. The students need to keep a copy of the signed planning guide for their records. Students and advisors are expected to conduct themselves in accordance with the American Counseling Association Code of Ethics, and maintain a respectful professional working alliance.

STUDENT COUNSELING AND CAREER SERVICES

Personal counseling and career counseling are available free to all University students. Students are encouraged to use the personal counseling services if the need arises. These services are confidential. Career Services 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 this office.

STUDENT DISPOSITION POLICY

The Department of Counselor Education is responsible for preparing students to possess the required knowledge, skills, and professional dispositions required of effective counselors. Accordingly, the graduate counseling degrees in Clinical Mental Health Counseling (CMHC), Couple and Family Counseling (CFC), Rehabilitation Counseling (RC), and School Counseling (SC) prepares students to develop and model the knowledge, skills, and dispositions expected of ethical counselors. Faculty evaluate students' demonstration of professional dispositions and provide them with feedback about their progress. The [Student Disposition Policy](#) provides detailed information regarding how students' disposition is evaluated. Professional dispositions include students' attitudes, values, and beliefs that influence the counseling process and their practice of ethical counseling as demonstrated by their verbal and nonverbal behaviors as they interact with peers, clients, families, colleagues, and communities.

These positive behaviors support student learning and are required for their professional development. Dispositions are assessed indirectly and directly based on students' observable behavior in educational and professional settings. The purpose of the Disposition Policy is to promote and assure student professionalism aligns to national standards for professional counselor preparation and training as indicated in the Council for Accreditation of Counseling and Related Educational Programs ([CACREP 2016 standards](#)). To that end, this policy defines guidelines for educating students about professional counselor dispositions, evaluation of professional dispositions

and ethical behavior, establishment of fair process procedures for review of concerns, and the creation of remediation plans.

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 way 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 based on disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact [Student Disability Services](#), (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

Transfer of credits is only considered for coursework taken before enrolling in an NEIU counselor education program. All petitions for the transfer of credits must be submitted to the College of Graduate Studies and Research. Up to nine (9) credit hours may be transferred from a CACREP-accredited program, if the coursework is equivalent to that which is required in a student's program, and was completed before starting in NEIU's counselor education program. Students must complete a semester in residence before they can initiate transfer petitions. Catalog course descriptions must accompany any petitions for transfer credit. The student's program advisor will evaluate the appropriateness of all transfer courses. This process may take several months to complete. Students may not transfer any clinical courses (i.e., courses that are comparable to COUN 405, 406, 407 and 421), as well as practicum and internship courses.

Students will only receive non-clinical transfer credit for previously completed work in an accredited counseling program if approved by the Department as per university policy within two semesters of the student's enrollment in one of the four counselor education programs. Once enrolled in an NEIU counselor education program, students may not complete courses outside of the NEIU counselor education program, without exception, established by majority faculty vote.

WAITLISTING FOR A COURSE

Waitlisting is a registration feature that allows students to get "in line" for courses that have been filled/closed. This automated process notifies students via their university email address, when a seat in a closed course has opened and it is their turn to register for the course. Students can place their name on the waiting list by following the directions on the document titled, [waiting list directions for students](#).

APPENDIX



Daniel L. Goodwin College of Education

Department of Counselor Education

STUDENT REVIEW PRIOR TO PRACTICUM

Name of Student: _____ Date of Review: _____

Program Advisor: _____

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 program advisor and Clinical Experiences Coordinator before the student can be authorized to begin practicum.

| Personal Attributes | |
|---|--|
| Has regular attendance/punctuality | |
| Open and receptive to feedback, flexible in making appropriate changes to feedback | |
| Communicates effectively orally and in writing | |
| Able to accurately assess own strengths and weaknesses; seeks help and direction | |
| Maintains privacy and confidentiality | |
| Sensitive to multicultural issues; comfortable with people from diverse backgrounds | |
| Able to collaborate and work cooperatively | |
| Open to varying viewpoints | |

| | |
|---|--|
| Active participant in learning/professional development | |
|---|--|

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

| | |
|--|--|
| Counseling Skills | |
| Able to establish rapport with others | |
| Able to communicate empathic understanding | |
| Chooses and uses a range of counseling modalities/techniques | |
| Demonstrates a non-judgmental attitude | |
| Demonstrates ethical behavior | |

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

Action to be taken:

Signature of Program [Advisor](#)



Daniel L. Goodwin College of Education

Department of Counselor Education

REMEDIATION PLAN

Name of Student: _____ 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: _____

Program Advisor Signature

Student Signature

Clinical Experiences Coordinator Signature Department Chairperson Signature

Daniel L. Goodwin College of Education

Department of Counselor Education

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 graduate degree program and a clinical training 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), American Mental Health Counseling Association (AMHCA), National Rehabilitation Counseling Association (NRCA), Commission on Rehabilitation Counselor Certification (CRCC), American Association for Marriage and Family Therapy (AAMFT), and the American School Counselor Association (ASCA).
5. All students are expected to demonstrate respect for their peers, faculty, instructors, staff, and all other members of the NEIU community.
6. It is the responsibility of the student to abide by Departmental and College of Graduate Studies and Research requirements for successful advancement and completion of their programs.
7. Faculty conduct a systematic developmental evaluation of a student's progress throughout their program, including the student's academic performance, professional development, and personal development. Consistent with established institutional due process policy, and professional counseling associations' code of ethics, and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program, and if possible, into a more

appropriate area of study.

I have read this document and agree to its contents.

Student Name (please print)

Student Signature

Date_____

Rev5/13/21

Daniel L. Goodwin College of Education

ANNUAL COURSE OFFERINGS AND PREREQUISITES

REVISED 05/11/21; 8/2/22; 4/10/23; 5/17/23

| Course Number and Name | Prerequisites | Offered In Fall | Offered in Spring | Offered in Summer |
|--|------------------------|-----------------|-------------------|-------------------|
| 401 Professional Orientation and Legal/Ethical Practices | None | X | X | |
| 402 Developmental Counseling | None | X | X | X |
| 403 Theories of Counseling | None | X | X | X |
| 404 Assessment and Evaluation in Counseling | None | X | X | X |
| 405 Individual Counseling Skills | 401 or 433, 403, & 430 | X | X | X |
| 406 Group Counseling | 405 | X | X | X |
| 407 Mental Health Counseling | 405 | X | X | X |
| 408 Research Seminar | 404 | X | X | X |
| 409 Career Development | None | X | X | X |
| 410 Seminar in School Counseling | None | X | | |

| Course Number and Name | Prerequisites | Offered In Fall | Offered in Spring | Offered in Summer |
|--|---|------------------------|--------------------------|--------------------------|
| 411 Post Secondary College and Career Counseling | 410 | | | X |
| 412 Topics in School Counseling | 410 | | X | |
| 415 Children and Youth in School and Family Systems | 402 | X | X | X |
| 420 Introduction to Family Counseling | None | X | X | X |
| 421 Advanced Marriage and Family Counseling | 401 (or 433), 403,420 | | X | |
| 422 Relational Interventions for Grief & Complex Trauma | 401 (or 433), 403, 420 | | | X |
| 424 Resiliency, Wellness, And Self-Care in Trauma Counseling | None | X | | |
| 425 Diagnosis & Treatment of Addictive Disorders (COUN 427 highly recommended) | 401 or 433 and 403 | X | X | X |
| 426 Advance Treatment of Addictive Disorders | COUN 425 | X | | |
| 427 Diagnostic Systems | 403 | X | X | X |
| 428 Counseling Strategies and Assessment of Co-Occurring Disorders | None (COUN 427 and 425 highly recommended) | | X | |

| Course Number and Name | Prerequisites | Offered In Fall | Offered in Spring | Offered in Summer |
|---|----------------------|-------------------------------|--------------------------|--------------------------|
| 429 Psychopharmacology (427 and 439 strongly recommended before taking 429) | None | | X | X |
| 430 Social and Cultural Diversity | None | X | X | X |
| 431 Couple and Family Systems Study | 405 and 420 | | | X |
| 432 Couples Counseling and Human Sexuality | 405 and 420 | | X | |
| 433 Foundations of Rehabilitation Counseling | None | X | | |
| 434 Medical and Psychosocial Aspects of Disability | None | X (every other fall semester) | | |
| 435 Work and Disability | 433 | | X | |
| 436 Case Management in Rehabilitation Counseling | 433, 434, and 435 | | | X |
| 437 Trauma-Focused Assessment And Integrative Counseling Interventions | 405, 427 | | X | |
| 438 Trauma & Crisis Counseling | 405 and 427 | X | X | X |
| 439 Case Conceptualization and Treatment Planning | 403 and 427 | X | X | |

| Course Number and Name | Prerequisites | Offered In Fall | Offered in Spring | Offered in Summer |
|---|---|------------------------|--------------------------|--------------------------|
| 442 Practicum: Group Supervision in School Counseling | 401, 402, 403, 404, 405, 406, 409, 410, 412, and 430 (411 and 415 highly recommended). Passage of the #235 content | X | | |
| 444 Practicum: Group Supervision in Clinical Mental Health Counseling | 401, 402, 403, 404, 405, 406, 407, 409, 420, 427, and 430, (439 not required but highly recommended) | X | | |
| 445 Practicum: Group Supervision in Couple and Family Counseling | 401, 402, 403, 404, 405, 406, 409, 415, 420, 421, 427, 430, 432 | X | | |
| 446 Practicum in Rehabilitation Counseling | 401402, 403, 404, 405, 406, 409, 430, 433, 434, 435, 436 | X | | |
| 462 Internship I- School Counseling | Completion of 442 with a grade of A or B | | X | |
| 463 Internship I- Rehabilitation Counseling | Completion of 446 with a grade of A or B | | X | |
| 464 Internship I- Clinical Mental Health Counseling | Completion of 444 with a grade of A or B | | X | |
| 465 Internship I- Group Supervision in Couple and Family Counseling | Completion of 445 with a grade of A or B | | X | |

| Course Number and Name | Prerequisites | Offered In Fall | Offered in Spring | Offered in Summer |
|---|--|------------------------|--------------------------|--------------------------|
| 472 Internship II- School Counseling | Completion of 462 with a grade of A or B | | X | |
| 473 Internship II- Rehabilitation Counseling | Completion of 463 with a grade of A or B | | | X |
| 474 Internship II – Clinical Mental Health Counseling | Completion of 464 with a grade of A or B | | | X |
| 475 Internship II – Group Supervision in Couple and Family Counseling | Completion of 465 with a grade of A or B | | | X |