

The Department of Counselor Education

2026-2027 Student Handbook



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DEPARTMENT OF COUNSELOR EDUCATION MISSION STATEMENT

The mission of the Department of Counselor Education is to prepare compassionate, culturally responsive, and ethically grounded counselors through rigorous academic training, experiential learning, and reflective practice. We are committed to developing competent and respectful professionals who foster healing, promote growth, and advance social justice in diverse communities. Grounded in evidence-based practice and advocacy, our programs cultivate counselors who demonstrate cultural humility, openness to feedback, awareness of individual and systemic forces, and who value a lifelong commitment to learning. Graduates will lead with integrity, serve with empathy, and respond to the complexities and ambiguity of clinical practice with critical thinking, accountability, and a deep dedication to equity and inclusion.

DEPARTMENT OF COUNSELOR EDUCATION 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.

KNOWLEDGE BASED OBJECTIVES

The professional counselor operates from a holistic framework that integrates both theoretical knowledge and practical application. The Counselor Education Department programs include a comprehensive understanding of counseling principles and skills. All of the four counseling specialty program objectives encompass a robust knowledge base and diverse set of counseling competencies that include the eight core counseling curriculum areas defined by CACREP:

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.

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.

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.

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.

Counseling and 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 Counseling and 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.

Assessment and Testing. 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.

Professional Counselor Conduct and Dispositions. The purpose is to help students understand and consistently embody the attitudes, traits, behaviors, dispositions, and professional conduct expected by the Graduate Studies in Counseling program and the broader counseling profession as models of effective practitioners.

Our counseling objectives are also deeply rooted in our faculty's commitment to clinical excellence. We believe that a successful counseling program must emphasize strong clinical training to prepare students for effective professional practice. The clinical focus ensures that students gain the hands-on experience necessary to translate theoretical concepts into practical application.

STUDENT LEARNING OUTCOMES (SLO)

1. exhibit an understanding of counseling as a professional field; embrace the role, values, and responsibilities of a clinical mental health counselor; show awareness of legal considerations affecting counseling practice; and apply ethical decision-making and skills in alignment with ACA standards;
2. demonstrate an understanding of how social, cultural, historical, and systemic influences shape human behavior; recognize how power dynamics and intersecting identities influence clients' lived experiences, the counseling relationship, case conceptualization, and treatment planning; engage in ongoing self-reflection to examine their own beliefs, values, and experiences in order to cultivate cultural humility and awareness of potential biases; and apply the attitudes, knowledge, and skills outlined in ACA-endorsed multicultural and advocacy competencies to reduce barriers to care;
3. show knowledge of developmental processes across the lifespan, including both typical and atypical development, and their effects on functioning; and apply this understanding to create developmentally appropriate assessments, goals, and interventions for clients;
4. demonstrate knowledge and practical use of career development theories with individuals at all life stages; understand how contextual factors such as culture and economic conditions influence career choices and performance; and recognize the connections between work, mental health, life satisfaction, and personal identity;
5. demonstrate the ability to establish strong therapeutic alliances; use effective helping skills that foster meaningful client change; and tailor the counseling relationship to meet the diverse needs of clients;
6. show understanding of various group types, purposes, and dynamics; apply appropriate group counseling theories and leadership approaches; and facilitate group processes that promote therapeutic growth and positive outcomes;
7. demonstrate the ability to select appropriate, reliable, and culturally responsive assessment tools; effectively conduct assessment procedures; and use assessment results to guide treatment planning and interventions that support client progress;
8. demonstrate knowledge of research methodologies and their role in evidence-based practice; critically evaluate and apply research to counseling decisions and interventions; and use program evaluation methods to improve services and outcomes for clients; and
9. demonstrate an understanding of, and consistently embody, the attitudes, traits, behaviors, dispositions, and professional conduct expected by the Graduate Studies in Counseling

program and the broader counseling profession as models of effective practitioners.

PROGRAM-SPECIFIC STUDENT LEARNING OUTCOMES (SLO)

9. **Clinical Mental Health Counseling students** will demonstrate a broad understanding of clinical mental health counseling practice, including assessment, diagnosis, treatment, and prevention; engage effectively with systems of care, interdisciplinary professionals, and relevant legal and policy contexts; and apply this knowledge to support client well-being, advocacy, and ethical, professional practice. professionals and navigate legal systems; advocate for clients; and apply ethical and practical considerations related to professional practice, including case management and reimbursement systems.
10. **Couple and Family Counseling students** will demonstrate a broad understanding of couple and family counseling, including the social, cultural, and systemic factors that influence family functioning; apply theoretical and systems-based approaches to assessment, case conceptualization, and intervention; and engage effectively with professional, legal, and service delivery contexts to support the well-being of couples and families.
11. **Rehabilitation Counseling students** will demonstrate a broad understanding of rehabilitation counseling, including the personal, social, and systemic factors that influence the experience of disability; apply knowledge of assessment, career development, and intervention strategies to support adjustment, independent living, and meaningful employment; and engage effectively with community resources, policy contexts, and advocacy efforts to promote access, inclusion, and client well-being.
12. **School Counseling students** will demonstrate a broad understanding of school counseling, including the development and implementation of comprehensive programs that support academic, career, and social-emotional growth; apply leadership, collaboration, and culturally responsive practices to promote student success; and engage in advocacy and systems-level efforts to advance equity, access, and positive outcomes for all PK–12 students.

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 distance learning 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

The Department of Counselor Education offers four non-degree counseling graduate certificates and one endorsement for those who already hold a master's degree in counseling or a closely-related counseling or mental health-related field. In addition, students currently admitted to an NEIU graduate program in counseling are eligible to apply to any of these programs except the Non-degree School Counselor Endorsement and the Graduate Certificate in Rehabilitation Counseling program.

GRADUATE CERTIFICATE IN COUPLE AND FAMILY COUNSELING

The Graduate 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.

GRADUATE CERTIFICATE IN REHABILITATION COUNSELING

The online Graduate 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 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 COUN 420 Introduction to Family Counseling COUN 425 Diagnosis & Treatment of Addictive Disorders COUN 427 Diagnostic Systems for Counseling COUN 430 Social & Cultural Diversity in Counseling	3 3 3 3 3 3 3 3 3 3 3 3 3
Clinical Mental Health Counseling Courses: COUN 407 Advanced Clinical Mental Health Counseling COUN 429 Psychopharmacology COUN 438 Trauma and Crisis Counseling COUN 439 Case Conceptualization & Treatment Planning	3 3 3 3
Advanced Clinical Courses: 700 hours COUN 444 Practicum: Ethical/Legal Issues in Mental Health Counseling COUN 464 Internship I: Mental Health Counseling COUN 474 Internship II: Mental Health Counseling	3 3 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. Students may attempt the DPE up to three times. Upon two failed attempts to pass the DPE, students will have the opportunity to take the DPE for a third and final time. For the third attempt, students have the option of completing an oral exam administered by the associate chair and the student's advisor. As an oral exam, the DPE would be composed of 10 open-ended questions—each representing a core section of the exam along with an alternate question for future test-takers. Students would be graded on a rubric and would be required to pass with a score of 70 or greater. Students who fail the DPE three times are dismissed from the program.

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:

• 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 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
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COUPLE AND FAMILY COUNSELING CURRICULUM	
Required Courses—Couple and Family Counseling	Hours
Foundation Counseling Courses: 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 COUN 420 Introduction to Family Counseling COUN 425 Diagnosis & Treatment of Addictive Disorders COUN 427 Diagnostic Systems for Counseling COUN 430 Social & Cultural Diversity in Counseling	3 3 3 3 3 3 3 3 3 3 3 3 3
Couple and Family Counseling Courses: COUN 421 Couples Counseling COUN 431 Couple and Family Systems Study COUN 432 Human Sexuality and Counseling Elective #1	3 3 3 3
Advanced Clinical Courses: 700 hours COUN 445 Practicum: Grp Supervision in Couple and Family Counseling COUN 465 Internship I: Grp Supervision in Couple and Family Counseling COUN 475 Internship II: Grp Supervision in Couple and Family Counseling	3 3 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. Students may attempt the DPE up to three times. Upon two failed attempts to pass the DPE, students will have the opportunity to take the DPE for a third and final time. For the third attempt, students have the option of completing an oral exam administered by the associate chair and the student's advisor. As an oral exam, the DPE would be composed of 10 open-ended questions—each representing a core section of the exam along with an alternate question for future test-takers. Students would be graded on a rubric and would be required to pass with a score of 70 or greater. Students who fail the DPE three times are dismissed from the program.

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:

• 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 • COUN 420 Introduction to Family Counseling • COUN 421 Couples 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
COUN 438 Trauma and Crisis 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
Advanced Clinical Courses: 700 hours	
COUN 446 Practicum: Rehabilitation Counseling	3
COUN 463 Internship I: 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. Students may attempt the DPE up to three times. Upon two failed attempts to pass the DPE, students will have the opportunity to take the DPE for a third and final time. For the third attempt, students have the option of completing an oral exam administered by the associate chair and/or the student's advisor. As an oral exam, the DPE would be composed of 10 open-ended questions—each representing a core section of the exam along with an alternate question for future test-takers. Students would be graded on a rubric and would be required to pass with a score of 70 or greater. Students who fail the DPE three times are dismissed from the program.

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:

• 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 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:	3
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	
School Counseling Courses:	
COUN 410 Seminar in School Counseling	3
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. Students may attempt the DPE up to three times. Upon two failed attempts to pass the DPE, students will have the opportunity to take the DPE for a third and final time. For the third attempt, students have the option of completing an oral exam administered by the associate chair and the student's advisor. As an oral exam, the DPE would be composed of 10 open-ended questions—each representing a core section of the exam along with an alternate question for future test-takers. Students would be graded on a rubric and would be required to pass with a score of 70 or greater. Students who fail the DPE three times are dismissed from the program.

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:

• 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 410 Seminar in School Counseling • COUN 412 Topics in School Counseling • COUN 427 Diagnostic Systems for Counseling • COUN 430 Social & Cultural Diversity in Counseling
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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, maintain the professional standards of the Counselor Education department, 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 can earn two grades of “C” in their graduate work (not including clinical courses) but must maintain a GPA above 3.00 in order to maintain their active status.

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); and Practicum and Internship.

Students who do not pass a course two times—including a grade of “C” or less in a clinical course (i.e., COUN 405)—are dismissed from their respective program.

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 as evidenced by earning [DAT scores](#) no less than “4” across all categories.
- Minimum GPA of 3.00.
- Passing key program assessments for Level I.

TRANSITION LEVEL II

- Successful completion of clinical skills training coursework as evidenced by earning [CCS-R](#) scores that are no less than “3” across all categories at the conclusion of COUN 405 and a grade of B or A in the class.
 - CMHC Students must also earn [CCS-R](#) scores that are no less than “3” across all categories at the conclusion of COUN 407 with a total score that meets or exceeds 40/60 points total and a grade of B or A in the class.
 - CFC Students must also earn [CFCCS-R](#) scores that are no less than “3” across all categories at the conclusion of COUN 421 and a grade of B or A in the class.
- Demonstration of appropriate professional and ethical behaviors and dispositions as evidenced by earning [DAT](#) scores that are no less than “4” across all categories.
- Minimum GPA of 3.00.
- Satisfactory rating on professional disposition evaluation.
- Complete and submit the Practicum application to the Director of Clinical Training and Placement along with all prerequisite requirements therein (i.e., fingerprinting, etc).
- 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.
 - School, Rehabilitation, and CMHC Students must earn [CCS-R](#) scores that are no less than “3” across all categories at the conclusion of Practicum with a total score that meets or exceeds 42/60 points total and a grade of B or A in the class. Students must earn [CCS-R](#) scores that are no less than “4” across all categories at the conclusion of Internship and Internship II and a grade of B or A in the class.
 - CFC Students must earn [CFCCS-R](#) scores that are no less than “3” across all categories at the conclusion of Practicum with a total score that meets or exceeds 42/60 points total and a grade of B or A in the class. Students must earn [CFCCS-R](#) scores that are no less than “4” across all categories at the conclusion of Internship and Internship II and a grade of B or A in the class.
- Demonstration of appropriate professional and ethical behaviors and dispositions as evidenced by earning [DAT](#) scores that are no less than “4” across all categories.
- 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
- Submission and approval of the Graduation Application
 - August Graduation application must be received between Feb 1st - April 1st
 - May Graduation application must be received between Sept 1st - Nov 1st

CLINICAL EXPERIENCES

During the fall semester before their Practicum/Internship year, students meet with their program advisor to review their readiness. Applications for clinical experience are submitted electronically. Applications for Practicum include a background check completed within one year of the student's practicum start date.

Details about the application process are shared at the **mandatory Practicum Orientation** meeting.

Students must attend both a mandatory orientation meeting before submitting the application and a mandatory pre-practicum meeting before the start of Practicum. The department will send out an email informing students regarding dates and locations for these meetings. All applications must be reviewed and approved by the student's program advisor before submission.

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.

CLINICAL HOURS BEYOND INTERNSHIP II

In rare circumstances, students may need additional time to complete the clinical hour requirements for their internship. Students enrolled in Internship II who have not accrued all required clinical hours by the time final grades are due may be assigned a grade of Incomplete (I), provided they are able to complete their remaining hours during the period between the summer and fall semesters. To qualify, all remaining internship requirements must be completed no later than the final day of the Fall semester's 100% tuition refund (withdrawal) period.

Students who do not complete the required internship hours and competencies during the designated internship sequence must enroll in an internship continuation experience until all CACREP-required hours, direct service requirements, supervision requirements, and competency evaluations are successfully completed. Students remain subject to all internship policies, including site supervision, university supervision, liability insurance requirements, and clinical performance evaluations.

LICENSURE AND CERTIFICATION INFORMATION

In Illinois, there are two levels of professional counselor licensure: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC). For those specializing in marriage and family counseling, a separate license as a Licensed Marriage and Family Therapist (LMFT) is available. Additionally, counselors focusing on rehabilitation counseling can obtain national certification as a Certified Rehabilitation Counselor (CRC). School counselors in Illinois must hold a Professional Educator License (PEL) with a School Counselor Endorsement.

LICENSED PROFESSIONAL COUNSELOR (LPC) APPLICATION REQUIREMENTS IN ILLINOIS

- 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 IN ILLINOIS

- 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 \(ELIS\)](#).

Students planning to practice counseling outside of Illinois are responsible for researching and understanding the specific licensing requirements of the state(s) they intend to practice. Each state has unique licensure criteria, which may include different educational prerequisites, supervised experience hours, accreditation and examination requirements.

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

ARTIFICIAL INTELLIGENCE (AI) POLICY

The Department of Counselor Education at NEIU is committed to preparing students with the essential knowledge, skills, and professional dispositions required of effective and ethical counselors. This [AI policy](#) outlines the limitations and consequences related to the inappropriate use of Artificial Intelligence (AI) in academic work. Use of AI against your instructor's direction is treated as plagiarism.

CHANGING PROGRAMS WITHIN THE DEPARTMENT OF COUNSELOR EDUCATION

CMHC, CFC, and School Students are permitted to change their program one time. It is important to note that the department does not guarantee acceptance into the new program. In order to be eligible to change programs, students must have completed a minimum of 18 credit hours and at least 1 specialty course within their program (i.e., COUN 407, COUN 421, COUN 410).

Students considering a change of program should write a formal letter to their faculty advisor regarding their decision to change programs. The faculty advisor will bring the student's letter for a discussion and vote at a faculty department meeting. If successful, students will complete a [Program Change](#) form for submission to Graduate Admissions.

COURSE ENROLLMENT

Full-time graduate student status= Minimum of 9 credit hours

Part-time graduate student status= 3-6 credit hours

To be considered for financial aid assistance= Minimum of 6 credit hours are required

To ensure the best possible learning experience, students may not register for more than 4 courses (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 three 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. Passing the DPE is a mandatory requirement for successful degree completion and graduation. If a student does not pass the DPE, they may retake the exam at the next scheduled offering.

Students who do not pass the DPE in their first two attempts may take it a third and final time. The third DPE attempt can be completed as an optional oral exam administered by the Associate Department Chairperson and the student's advisor. As an oral exam, students will respond to ten open-ended questions covering the same subject matter as the written DPE and will be graded on a rubric. Students must pass the oral exam with a grade of 70% or better.

Students who do not pass the DPE within three attempts are dismissed from their program.

FACULTY EXPECTATIONS

Faculty expect students to adhere to the intrapersonal, interpersonal, and professional standards described in the Department of Counselor Education [Disposition Standards](#). 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 signed 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 College of Graduate Studies and Research (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. Note that students receiving financial aid may need to complete an additional course concurrent with practicum and internships 1 and 2 in order to meet the graduate credit threshold to receive financial aid.

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. 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 a 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](#).

Students are not permitted to receive incomplete grades for clinical courses, especially when the missing assignments are experiential in nature. This policy ensures that all experiential learning components, which are crucial for professional development and competency, are completed within the designated time frame. Clinical courses require active participation and hands-on practice that cannot be replicated outside of the scheduled sessions. Therefore, all coursework and experiential assignments must be fully completed to meet the course requirements.

GRADE APPEALS

The Department of Counselor Education follows the [NEIU Graduate Grade Appeal Policy](#) for students' petition to appeal a course grade.

MALPRACTICE INSURANCE

Prior to the beginning of practicum/internship, students 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. More information will be provided at the mandatory practicum orientation meeting.

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 Professional Standards Committee (PSC) is tasked with upholding the academic and professional integrity of the counseling programs. This committee is responsible for addressing dispositional concerns and other issues related to students' academic work, skills, and professional disposition. More information regarding the formation of the Professional Standards Committee can be found in the Department of Counselor Education [Dispositional Concern and Remediation Policy](#).

STUDENT COUNSELING SERVICES

Personal counseling services are available and free to all enrolled university students. Students are encouraged to use the NEIU [Student Counseling Services](#) if the need arises.

These services are confidential.

CAREER DEVELOPMENT

The [Career Development office](#) offers many career resources for students and alumni. These services include, but are not limited to, resume and cover letter writing help, mock interviews, access to Handshake- a career services management platform, career search strategies and networking opportunities.

DISPOSITIONAL STANDARDS

The Counselor Education Department is committed to preparing competent, ethical, and reflective practitioners in accordance with the Counselor Education Department's [Dispositional Standards](#). These dispositional standards have been modeled after the legal and ethical expectations for licensed counselors as best practice.

Dispositions are assessed indirectly and directly based on students' observable behavior in educational and professional settings. The purpose of the Dispositional Standards is to promote and ensure 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](#)).

The [Dispositional Concern and Remediation Policy](#) provides detailed information regarding how students are assessed and supported in the development of their intrapersonal, interpersonal, and professional behaviors. 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.

STUDENT EVALUATION OF FACULTY AND COURSES

Student evaluation of faculty and courses play an important role in the continuous improvement of the Counselor Education programs. Students are encouraged to evaluate their courses and instructors at

the end of each term. Student feedback aids the department to identify strengths and areas in need of improvement. Faculty review the evaluations to refine their instructional strategies, ensuring they meet the evolving needs of students. Aggregated data from evaluations inform curriculum development, helping to align the program with best practices and accreditation standards.

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. Students should submit their transfer credit request form before the completion of 9 credit hours, after admission to the program, and after consultation with their program advisor.

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. 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, "[How to Add Yourself to the Waitlist of a Closed Class](#)."

APPENDIX



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_____

Rev8/25/2025

Daniel L. Goodwin College of Education

ANNUAL COURSE OFFERINGS AND PREREQUISITES

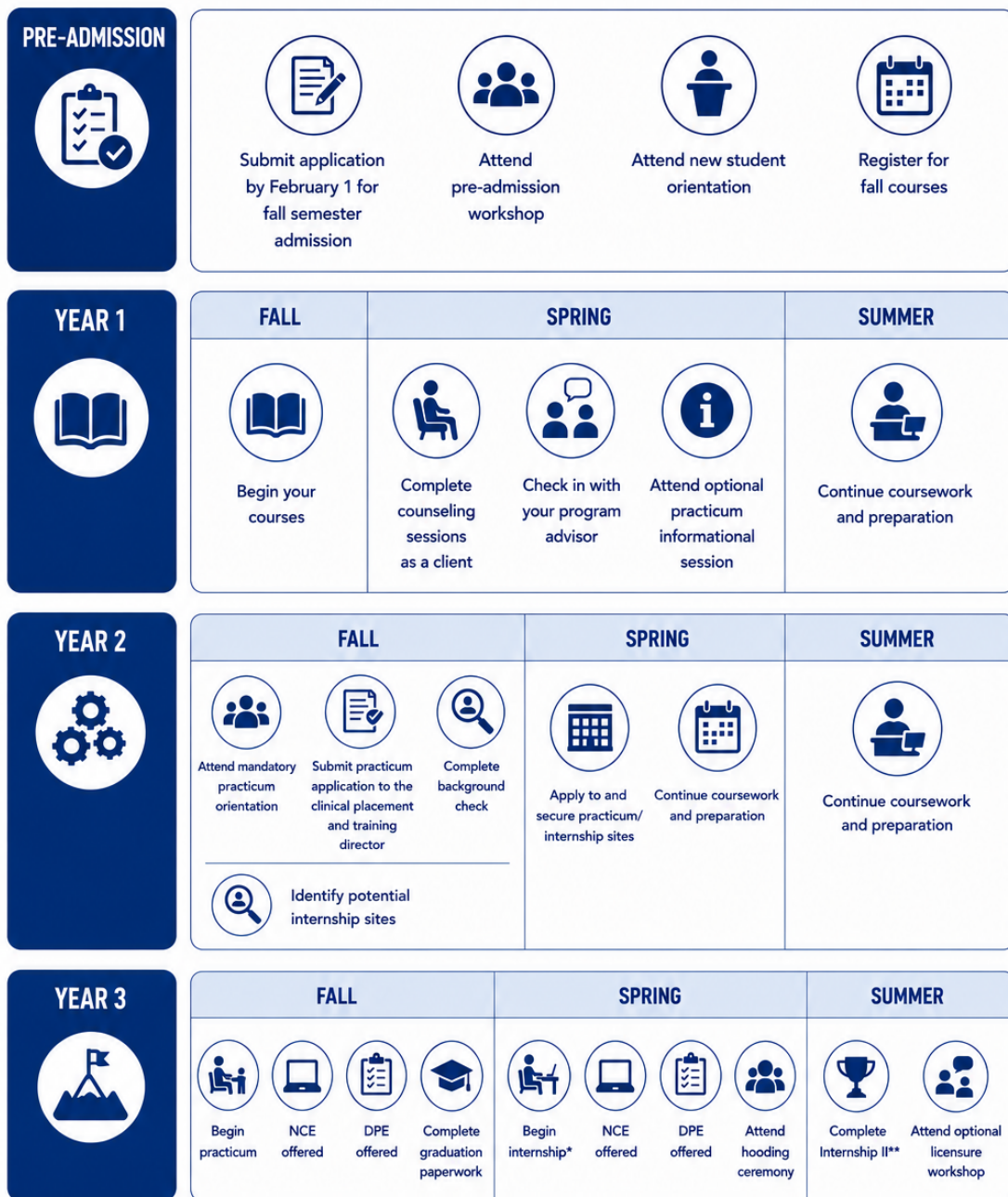
REVISED 05/11/21; 8/2/22; 4/10/23; 5/17/23; 8/20/25; 6/26/26

Course Number and Name	Prerequisites
401 Professional Orientation and Legal/Ethical Practices	None
402 Developmental Counseling	None
403 Theories of Counseling	None
404 Assessment and Evaluation in Counseling	None
405 Individual Counseling Skills	401 or 433, 403, & 430
406 Group Counseling	405
407 Mental Health Counseling	405
408 Research Seminar	404
409 Career Development	None
410 Seminar in School Counseling	None
411 Post Secondary College and Career Counseling	410
412 Topics in School Counseling	410
415 Children and Youth in School and Family Systems	402
416 Introduction to Play Therapy	401, 402, 405, and 415
420 Introduction to Family Counseling	None
421 Couples Counseling	401 (or 433), 403, 420
422 Relational Interventions for Grief & Complex Trauma	401 (or 433), 403, 420

Course Number and Name	Prerequisites
424 Resiliency, Wellness, And Self-Care in Trauma Counseling	None
425 Diagnosis & Treatment of Addictive Disorders (COUN 427 highly recommended)	401 or 433 and 403
426 Advance Treatment of Addictive Disorders	COUN 425
427 Diagnostic Systems	403
428 Counseling Strategies and Assessment of Co-Occurring Disorders	None (COUN 427 and 425 highly recommended)
429 Psychopharmacology (427 and 439 strongly recommended before taking 429)	None
430 Social and Cultural Diversity	None
431 Couple and Family Systems Study	405 and 420
432 Human Sexuality and Counseling	405 and 420
433 Foundations of Rehabilitation Counseling	None
434 Medical and Psychosocial Aspects of Disability	None
435 Work and Disability	433
436 Case Management in Rehabilitation Counseling	433, 434, and 435
437 Trauma-Focused Assessment And Integrative Counseling Interventions	405, 427
438 Trauma & Crisis Counseling	405 and 427
439 Case Conceptualization and Treatment Planning	403 and 427
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

Course Number and Name	Prerequisites
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)
445 Practicum: Group Supervision in Couple and Family Counseling	401, 402, 403, 404, 405, 406, 409, 415, 420, 421, 427, 430, 432
446 Practicum in Rehabilitation Counseling	401, 402, 403, 404, 405, 406, 409, 430, 433, 434, 435, 436
462 Internship I- School Counseling	Completion of 442 with a grade of A or B
463 Internship I- Rehabilitation Counseling	Completion of 446 with a grade of A or B
464 Internship I- Clinical Mental Health Counseling	Completion of 444 with a grade of A or B
465 Internship I- Group Supervision in Couple and Family Counseling	Completion of 445 with a grade of A or B
472 Internship II- School Counseling	Completion of 462 with a grade of A or B
473 Internship II- Rehabilitation Counseling	Completion of 463 with a grade of A or B
474 Internship II – Clinical Mental Health Counseling	Completion of 464 with a grade of A or B
475 Internship II – Group Supervision in Couple and Family Counseling	Completion of 465 with a grade of A or B

Your Counseling Program Journey



* School and rehabilitation students begin internship I & II simultaneously.

** Complete internship II – CMHC and CFC students only.

 Please always contact your program advisor or coordinator throughout your program with questions and concerns. 