



Daniel L. Goodwin College of Education

Department of Counselor Education

Student Handbook

2020-2021

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MISSION STATEMENT

The Mission of the Department of Counselor Education at Northeastern Illinois University is to provide a quality graduate education in Clinical Mental Health, 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.

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.

OBJECTIVES OF THE DEPARTMENT OF COUNSELOR EDUCATION

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, human growth and development, diversity, helping relationships, group work, career development, appraisal, 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

These objectives are formulated with reference to the CACREP 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.

LEARNING OUTCOMES

At completion of their training program, Counselor Education students will:

1. possess a professional counselor identity that is self-aware, reflective, ethical, and competent in clinical knowledge, case conceptualization, and demonstration of clinical skills and techniques.
2. utilize technology appropriately within the counseling profession to benefit clients and other professionals.

3. practice communication skills to form and maintain a therapeutic relationship in the realms of individual, group, couple and family counseling.
4. communicate effectively through written documentation that meets professional standards.
5. demonstrate professional and ethical competencies, including the fundamentals of collaboration and consultation with people from diverse ethnicity, culture, gender, sexual orientation, religious beliefs, physical ability, and socioeconomic status.
6. apply empirically supported clinical interventions, i.e., supported by outcome-based research, with a theoretical context.
7. institute a commitment to ongoing professional development through continuing education, clinical supervision, reflection, collaboration, and consultation with peers.
8. engage in advocacy activities that promote social justice and overall well-being of the greater community.

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 post-secondary 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), the accrediting body for the American Counseling Association (ACA). Graduates of Counselor Education are eligible to take the National Counselor Examination (NCE), which is offered by the National Board of Certified Counselors (NBCC). Graduates will then be able to apply for Illinois licensure as a professional counselor. In addition, graduates of the Rehabilitation Counseling program are eligible to become Certified Rehabilitation Counselors (CRC).

DEPARTMENT PROGRAMS

The Department of Counselor Education offers the following M.A. in Counseling degrees: Clinical Mental Health Counseling, Couple and Family Counseling, Rehabilitation Counseling, and School Counseling. In addition, Counselor Education offers the following non-degree endorsement and certificate programs: non-degree School Counselor Endorsement, Certificate in Family and Couples Counseling and Certificate in Addiction 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 as a professional counselor in Illinois: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC), Associate Marriage and Family Therapist (AMFT) , and Licensed Marriage and Family Therapist (LMFT).

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 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 Illinois: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC).

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 are eligible to accrue hours of supervised clinical experience and then complete the National Marriage and Family Therapy 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 program in Trauma-Informed Counseling 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

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 #181 content Test for School Counselor, the individual will be eligible for the Professional Educator License (PEL) with a School Counselor Endorsement.

GRADUATE ACADEMIC POLICIES

For a complete statement on grades, credits, retention, etc., see the College of Graduate Studies and Research (CGSR) website:

<http://www.neiu.edu/academics/graduate-college/current-student-resources/graduate-academic-policies>

Grades

A grade point average (GPA) of 3.0 on a 4.0 scale is required for continuing enrollment in the program. Also, the CGSR does not permit a student to earn more than two "C" grades in program courses. Courses with grades below "C" do not count toward satisfying program requirements. If the student's GPA drops below 3.0 or if she or he earns more than two "C" grades, the CGSR may initiate dismissal procedures.

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

Retention

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

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

Should the student be denied retention in the program by the Professional Standards Committee, the student's faculty advisor will communicate the reasons to the student in writing. Further, depending upon the circumstances, the faculty advisor may develop specific remedial steps that must be taken for continuing enrollment in Counselor Education or inform the student of the procedures for appealing the committee's decision. Students who exhibit inappropriate behavior or unsatisfactory academic progress in clinical skills may be recommended for non-retention by the CGSR.

Repeating Courses

A student can take a specific course a maximum of two times.

A copy of all communications recommending non-retention will be forwarded by the Department of Counselor Education to the CGSR. The CGSR has the final authority in this manner.

Transition Levels

For program evaluation purposes and assessment of student learning outcomes, each student will be evaluated at various "transition levels" throughout their course of study in the Counselor Education program. During these transition points, students' personal and professional dispositions, academic achievements, and clinical skills will be assessed. This process will take place through both formative and summative evaluation. Students who do not meet the minimum standards at the time of evaluation will be recommended to attend a Professional Standards Committee meeting where a remediation plan will be developed. Further discussion of the transition levels can be found under the Program Completion Requirements for Clinical Mental Health, Couple and Family, Rehabilitation, and School Counseling starting on page 13.

Time Limitation

All coursework must be completed within six years of the date when the first course was taken. Courses that are more than six years old do not count toward fulfilling the requirements of the graduate program. In extraordinary cases, a limited extension may be granted by the CGSR (<https://www.neiu.edu/academics/registrar-services/forms#graduate>). The student's faculty advisor and faculty of the Department of Counselor Education must approve the petition for a time extension and submit it to graduatestudies@neiu.edu.

Appeals

An appeal of a decision of dismissal or non-retention may be made to the CGSR through a letter of petition. An appeal must be filed within sixty days after the non-retention decision. The petition will be reviewed by the Dean of the CGSR, Department

chairperson, and faculty advisor. The student will be informed of the final decision within a timely fashion after the petition has been received.

Other appeals, such as grade appeals and time extensions, may be addressed through specific procedures provided by the University. Information regarding such appeals may be obtained from the University Catalog (<http://catalog.neiu.edu>) and the University Student Handbook (<https://www.neiu.edu/university-life/dean-students/student-handbooks>).

Student Advising

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

Timelines

Practicum

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

Departmental Proficiency Examination

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

- Completion of 27 hours of coursework for the Clinical Mental Health, Rehabilitation, and School Counseling programs, and completion of 39 hours of coursework for the Couple and Family Counseling program.
- Completion of all core courses, including COUN 401 (for Clinical Mental Health, Couple and Family, and School) or COUN 433 (for Rehabilitation), 402, 403, 404, 405, 406, 408, 409, and 430.
- In addition to the courses above, students in Couple and Family Counseling must also complete 415, 420, 421, and 431.

School Counseling #181 Content Test

Students in the School Counseling program must pass the state #181 School Counselor test prior to completing Internship II. School Counseling students must also apply online to the Illinois State Board of Education (ISBE) for the Professional Educator License (PEL) with a School Counselor Endorsement after graduation, typically in May. Instructions for completing application towards the School Counselor Endorsement will be given in Internship II.

Graduation

Most of the students in Counselor Education complete their programs and graduate in August (School Counseling students complete their program and graduate in May). Deadlines for applications may change, but currently, the filing deadline for students graduating in August is February 1-April 1 (for students graduating in May, the deadline filing deadline is September 1-November 1). Consult the CGSR website for dates, deadlines, and graduation forms.

Program Completion

All program requirements must be completed within a six (6) year time period, starting with the first course taken in the program.

THE CURRICULUM

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

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

Required Core Courses—Clinical Mental Health, Couple and Family, Rehabilitation, and School	Hours
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 430 Social & Cultural Diversity in Counseling	3
*Students in Rehabilitation Counseling take COUN 433 Foundations of Rehabilitation Counseling instead of COUN 401	
Total Hours	27

Required Courses for Clinical Mental Health Counseling

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

Required Courses—Clinical Mental Health	Hours
COUN 407 Advanced Clinical Mental Health Counseling	3
COUN 415 Children & Youth in School and Family Systems	3
COUN 420 Introduction to Family Counseling	3
COUN 425 Diagnosis and Treatment of Addictive Disorders	3
COUN 427 Diagnostic Systems for Counseling	3
COUN 429 Psychopharmacology	3
COUN 438 Trauma and Crisis Counseling	3
COUN 439 Case Conceptualization & Treatment Planning	3
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	33

Program Completion Requirements for Clinical Mental Health Counseling

Clinical Mental Health Counseling students must complete all course requirements, successfully pass each transition level, and meet the graduation requirements.

Program Transition Levels

Students must successfully complete all the program transition levels. Students cannot obtain more than two grades of “C” in graduate work per CGSR policy. Students are required to earn a grade of “B” or better in their clinical courses (e.g., COUN 405, COUN 406, Practicum and Internship).

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 for 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 minimum 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 student exit survey
- Passing the DPE prior to graduation

Exit Requirements for Degree Completion

- Successful completion of all transition levels and required credit hours
- Minimum GPA of 3.00

Clinical Experience

During the fall semester of the year before planning to do Practicum/Internship, students meet with their faculty advisor to review readiness for Practicum and to sign the application form. Applications for clinical experience are distributed at the mandatory Practicum Orientation meeting or may be printed from the *Student Resources* tab of the Department website. 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. The date and the place of the orientation meeting are posted on the Department website, listserv, and Departmental bulletin boards. All applications must be reviewed and signed by the student's faculty advisor. The student may then submit the signed application and the student's resume to the Coordinator of Clinical Experiences.

Practicum

Practicum is a 100 hour, field-based experience which requires a minimum of 40 hours of clinical contact with clients. Students must earn a grade of A or B in Practicum before they are authorized to register for Internship. Practicum is offered in the Fall semester.

Internship

Internship is a 600 hour, field-based experience which requires a minimum of 240 hours of clinical contact with clients. Students are strongly encouraged to complete all coursework prior to beginning Internship. Students earn six credit hours for Internships I and II.

Departmental Proficiency Examination (DPE)

Prior to graduation, all students are required to pass a comprehensive examination. The DPE application must be completed and signed by the student and their faculty advisor and submitted 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 27 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 430 Social & Cultural Diversity in Counseling

Required Courses for Couple and Family Counseling

Students in Family Counseling are required to take 33 credit hours, in addition to the core courses, to provide them with the entry-level knowledge and experience to work in family counseling settings.

Required Courses—Family	Hours
Elective #1	3
COUN 415 Children & Youth in School and Family Systems	3
COUN 420 Introduction to Family Counseling	3
COUN 421 Advanced Marriage and Family Counseling	3
COUN 425 Diagnosis and Treatment of Addictive Disorders	3
COUN 427 Diagnostic Systems for Counseling	3
COUN 431 Couple and Family Systems Study	3
COUN 432 Counseling Couples	3
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	33

Program Completion Requirements for Couple and Family Counseling

Couple and Family Counseling students must complete all course requirements, successfully pass each transition level, and meet the graduation requirements.

Program Transition Levels

Students must successfully complete all the program transition levels. Students cannot obtain more than two grades of “C” in graduate work per CGSR policy.

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 for 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 minimum 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 student exit survey
- Passing the DPE prior to graduation

Exit Requirements for Degree Completion

- Successful completion of all transition levels and required credit hours
- Minimum GPA of 3.00

Clinical Experience

During the fall semester of the year before planning to do Practicum/Internship, students meet with their faculty advisor to review readiness for Practicum and to sign the application form. Applications for clinical experience are distributed at the mandatory Practicum Orientation meeting or may be printed from the *Student Resources* tab of the Department website. 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. The date and the place of the orientation meeting are posted on the Department website, listserv, and Departmental bulletin boards. All applications must be reviewed and signed by the student's faculty advisor. The student may then submit the signed application and the student's resume to the Coordinator of Clinical Experiences.

Practicum

Practicum is a 100 hour, field-based experience which requires a minimum of 50 hours of clinical contact with clients (contact hours), and is a prerequisite for Internship. Practicum is offered in the Fall semester.

Internship

Internship is a 600 hour, field-based experience which requires a minimum of 250 hours of clinical contact with clients, of which 150 must involve direct work with couples and families. Students are strongly encouraged to complete all coursework prior to beginning Internship. Students earn six credit hours for internships I and II.

Departmental Proficiency Examination (DPE)

Prior to graduation, students are required to pass a comprehensive examination. The DPE application must be completed and signed by the student and their faculty advisor and submitted to the Department of Counselor Education 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 Advanced Marriage & Family Counseling
- COUN 430 Social & Cultural Diversity in Counseling
- COUN 431 Couple & Family Systems Study

Required Courses for Rehabilitation Counseling

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

Required Courses—Rehabilitation	Hours
COUN 427 Diagnostic Systems for Counseling	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 446 Practicum: Rehabilitation Counseling	3
COUN 463 Internship I: Rehabilitation Counseling	3
COUN 473 Internship II: Rehabilitation Counseling	3
Total Hours	21

Program Completion Requirements for Rehabilitation Counseling

Rehabilitation Counseling students must complete all course requirements, successfully pass each transition level, and meet the graduation requirements.

Program Transition Levels

Students must successfully complete all the program transition levels. Students cannot obtain more than two grades of "C" in graduate work per GCSR policy. Students are required to earn a grade of "B" or better in their clinical courses (e.g., COUN 405, COUN 406, Practicum and Internship).

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 for 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 minimum 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 student exit survey
- Passing the DPE prior to graduation

Exit Requirements for Degree Completion

- Successful completion of all transition levels and required credit hours
- Minimum GPA of 3.00

Clinical Experience

During the fall semester of the year before planning to do Practicum/Internship, students meet with their faculty advisor to review readiness for Practicum and to sign the application form. Applications for clinical experience are distributed at the mandatory Practicum Orientation meeting or may be printed from the *Student Resources* tab of the Department website. 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. The date and the place of the orientation meeting are posted on the Department website, listserv, and Departmental bulletin boards. All applications must be reviewed and signed by the student's faculty advisor. The student may then submit the signed application and the student's resume to the Coordinator of Clinical Experiences.

Practicum

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

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.

Departmental Proficiency Examination (DPE)

Prior to graduation, all students are required to pass a comprehensive examination. The DPE application must be completed and signed by the student and their advisor and submitted to the Department of Counselor Education no later than two weeks prior to the exam date. Rehabilitation Counseling students may take the examination after completion of 27 credit hours of coursework:

- 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 430 Social & Cultural Diversity in Counseling
- COUN 433 Foundation of Rehabilitation Counseling

Required Courses for School Counseling

Students in School Counseling are required to take 33 credit hours, in addition to the core courses, to provide them with the entry-level knowledge and experience to become school counselors.

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

1. Students who hold a current, valid Illinois PEL are eligible to obtain the School Counselor Endorsement by completing the 60 credit-hour School Counseling Program (48 credit-hour School Counseling program for students admitted to School Counseling prior to 2018), along with passing the #181 Content Test for School Counselors.
2. Students who do not hold a current, valid Illinois PEL are eligible to obtain the PEL with School Counselor Endorsement by completing the 60 credit-hour program AND an additional 12 credit hours (4 courses) in the Departments of Bilingual/Bicultural Education, Literacy, and Special Education, along with passing the #181 Content Test for School Counselors. These additional courses** are listed below:

Required Courses for all School Counseling Students	Hours
COUN 410 Seminar in School Counseling	3
COUN 411 Post-Secondary College & Career Counseling	3
COUN 412 Topics in School Counseling	3
COUN 415 Children & Youth in School & Family Systems	3
COUN 425 Diagnosis and Treatment of Addictive Disorders	3
COUN 427 Diagnostic Systems for 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
Two Electives (consult with your faculty advisor)	6
Total Hours	33

**Additional Required Courses for School Counseling Students WITHOUT a PEL (must be completed prior to Practicum)	Hours
BLBC 440 Methods for Teaching English Learners in Diverse Classrooms	3
SPED 404 Survey of the Field of Special Education OR SPED 509 Methods I: Specialized Curriculum Methods in Special Education	3
LTCY 501 Literacy Instruction in Elementary Grades OR LTCY 402 Issues in Literacy Instruction	3
LTCY 502 Lit Instruction in Content Areas in Sec Grades OR LTCY 513 Literacy Instruction for Middle Level Grades	3
Total Hours	12

Note: School Counseling students who do not hold a PEL and who have taken similar courses in BLBC 440, SPED 404 or 509, LTCY 501 or 402, and LTCY 502 or 513 may substitute those courses if: (1) the courses are equivalent graduate-level courses as determined by their faculty advisor, and (2) the courses have been taken within the last six years.

Note: Students without a PEL who were admitted prior to Spring 2018 are eligible to obtain the PEL with a School Counselor Endorsement by completing the 48 credit-hour program AND by completing an additional 9 credit hours (3 courses). These courses are EDFN 405, EDFN 407 and SPED 404.

Program Completion Requirements for School Counseling

School Counseling students must complete all course requirements for their degree and obtaining a (PEL), and pass the #181 Content Test prior to beginning Practicum.

Program Transition Levels

Students must successfully complete all the program transition levels. Students cannot obtain more than two grades of "C" in graduate work per CGSR policy. Students are required to earn a grade of "B" or better in their clinical courses (e.g., COUN 405, COUN 406, Practicum and Internship).

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 for 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 for Degree Completion

- Successful completion of all transition levels and required credit hours
- Minimum GPA of 3.00

Clinical Experience

During the fall semester of the year before planning to do Practicum/Internship, students meet with their faculty advisor to review readiness for Practicum and to sign the application form. Applications for clinical experience are distributed at the mandatory Practicum Orientation meeting or may be printed from the *Student Resources* tab of the Department website. 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. The date and the place of the orientation meeting are posted on the Department website, listserv, and Departmental bulletin boards. All applications must be reviewed and signed by the student's faculty advisor. The student may then submit the signed application and the student's resume to the Coordinator of Clinical Experiences.

Practicum

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

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.

Departmental Proficiency Examination

Prior to graduation, all students are required to pass a comprehensive examination. The DPE application must be completed and signed by the student and their advisor and submitted to the Department of Counselor Education no later than two weeks prior to the exam date. School Counseling students may take the examination after completion of 27 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 430 Social & Cultural Diversity in Counseling

Required Courses for the Certificate in Couple and Family Counseling

Students who hold a master's degree in counseling or a closely-related mental health field degree from an accredited university **OR** current students admitted to Clinical Mental Health Counseling, Rehabilitation, or School Counseling **AND** are admitted to the non-degree Certificate in Couple and Family Counseling program are required to complete the following courses:

Required courses for the Certificate in Couple and Family Counseling for Individuals with a Master's Degree in Counseling or a Closely Related Mental Health Field or for Current Counselor Education Students	Hours
COUN 420 Introduction to Family Counseling	3
COUN 421 Advanced Marriage & Family Counseling	3
COUN 431 Couple & Family Systems Study	3
COUN 432 Counseling Couples	3
Two Electives: any 2 of the following:	6
COUN 415 Children & Youth in School & Family Systems	
COUN 425 Diagnosis and Treatment of Addictive Disorders	
COUN 429 Psychopharmacology	
COUN 434 Medical & Psychosocial Aspects of Disability	
COUN 438 Crisis and Trauma Counseling	
COUN 439 Case Conceptualization & Treatment Planning	
PSYC 406 Aging and the Family	
Total Hours	18

Required Courses for the Addiction Counseling Certificate

Students who hold a master's degree in counseling or a closely-related mental health field degree from an accredited university **OR** current Counselor Education students who are admitted to the Addiction Counseling Certificate program are required to complete the following courses:

Required courses for the Addiction Counseling Certificate for Individuals with a Master's Degree in Counseling or a Closely Related Mental Health Field or for Current Counselor Education Students	Hours
<p>Core Courses: COUN 425 Diagnosis and Treatment of Addictive Disorders COUN 426 Advance Treatment of Addictive Disorders COUN 428 Counseling Strategies & Assessment of Co-Occurring Disorders COUN 429 Psychopharmacology COUN 438 Trauma and Crisis Counseling</p>	<p>3 3 3 3 3</p>
<p>Clinical Courses: Completion of 500 supervised clinical experience at an approved addiction counseling site. Students may choose from one of the four counselor education programs' practicum and internship courses:</p>	
<p><i>Clinical Mental Health Counseling:</i> COUN 444 Practicum: Grp Supervision in Clinical Mental Health Counseling COUN 464 Internship I: Clinical Mental Health Counseling</p>	<p>3 3</p>
<p>OR <i>Family Counseling:</i> COUN 445 Practicum: Grp Supervision in Couple and Family Counseling COUN 465 Internship I: Grp Supervision in Couple and Family Counseling</p>	<p>3 3</p>
<p>OR <i>Rehabilitation Counseling:</i> COUN 446 Practicum in Rehabilitation Counseling COUN 463 Internship I: Rehabilitation Counseling</p>	<p>3 3</p>
<p>OR <i>School Counseling:</i> COUN 442 Practicum: Group Supervision in School Counseling COUN 462 Internship I: School Counseling</p>	<p>3 3</p>
<p>Total Hours</p>	<p>21</p>

Required Courses for the Certificate in Trauma-Informed Counseling

Students who hold a master's degree in counseling or a closely-related mental health field degree from an accredited university **OR** current Counselor Education students who are admitted to the Trauma-Informed Counseling Certificate program are required to complete the following courses:

Required courses for the Certificate in Trauma-Informed Counseling for Individuals with a Master's Degree in Counseling or a Closely Related Mental Health Field or for Current Counselor Education Students	Hours
<p>Core Courses: COUN 422 Relational Interventions For Grief & Complex Trauma COUN 424 Resiliency, Wellness, And Self-Care In Trauma Counseling COUN 428 Counseling Strategies & Assessment of Co-Occurring Disorders COUN 437 Trauma-Focused Assessment And Integrative Counseling Interventions COUN 438 Trauma and Crisis Counseling</p> <p>Choose from one of the following electives courses (3 credit hours): COUN 429 Psychopharmacology COUN 439 Case Conceptualization & Treatment Planning COUN 432 Couples Counseling And Human Sexuality COUN 412 Topics In School counseling COUN 434 Medical & Psychosocial Aspects Of Disability PH-410 Epidemiology</p>	<p>3 3 3 3 3 3</p>
Total Hours	18

Required Courses for the Non-Degree School Counselor Endorsement

Students admitted to the non-degree School Counselor Endorsement program are required to complete the following courses:

Required courses for the Non-Degree School Counselor Endorsement Who Hold a Professional Educator License (PEL)—21 credit hours	Hours
COUN 410 Seminar in School Counseling	3
COUN 411 Post Secondary College/Career Counseling	3
COUN 412 Topics in School Counseling	3
COUN 415 Children/Youth in School and Family Systems	3
COUN 442 Practicum: Group Supervision in School Counseling	3
COUN 462 Internship I: School Counseling	3
COUN 472 Internship II: School Counseling	3
Passing score of the #181 Content Test for School Counselors	
Total Hours	21
Required courses for the Non-Degree School Counselor Endorsement Who Do Not Hold a Professional Educator License (PEL)—33 credit hours	Hours
BLBC 440 Methods /Teaching ELL in Diverse Classrooms	3
SPED 404 Survey of the Field of Special Education OR	3
SPED 509 Methods I: Special Curriculum in Special Education	
LTCY 402 Issues in Literacy Instruction OR	3
LTCY 501 Literacy Instruction in Elementary Grades	
LTCY 502 Literacy Instruction Content Area Secondary Grades OR	3
LTCY 513 Literacy Instruction for Middle Level Grades	
COUN 410 Seminar in School Counseling	3
COUN 411 Post Secondary College/Career Counseling	3
COUN 412 Topics in School Counseling	3
COUN 415 Children/Youth in School and Family Systems	3
COUN 442 Practicum: Group Supervision in School Counseling	3
COUN 462 Internship I: School Counseling	3
COUN 472 Internship II: School Counseling	3
Passing score of the #181 Content Test for School Counselors	
Total Hours	33

Elective Courses

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

Also available are a limited number of *Independent Studies* in which a student creates a course with a special topic of interest under the direction of a faculty member. Students interested in writing a thesis may do so within the scope of an independent study. Credit hours vary.

Student Assistants used as supervisors for clinical and other courses may receive a merit tuition waiver that covers the cost of one 3 credit-hour graduate course taken in the semester in which the student is used as an assistant.

CLINICAL EXPERIENCE: PRACTICUM AND INTERNSHIPS

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

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

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

Application for Clinical Experiences

Students who plan to begin practicum and internship must complete and submit a practicum application to the Clinical Experiences Coordinator by December 1 of the preceding year in which the student plans to begin Practicum. The application form, along with other information regarding the practicum/internship experience, will be available at the mandatory Practicum Orientation meeting held in the month of November. Applications for practicum/internship are due by December 1 for practicum placements during the following year. The practicum/internship application AND current resume should be submitted to the student's faculty advisor for approval and signature. Students must then attend a mandatory orientation session in December.

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

Cooperative Agreement forms that have been signed by the appropriate personnel at the off-campus clinical experiences sites are due no later than June 1 preceding Practicum. These forms should be submitted to the Clinical Experiences Coordinator.

ANNUAL EVALUATION OF STUDENTS

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

Formal evaluations of students are conducted yearly, and before practicum and internship placement is approved. Formal assessment of each student is conducted in the following areas: (1) academic performance (competencies and weaknesses); (2) professional development; and (3) 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 faculty advisor and Clinical Experiences Coordinator 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 faculty 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*).

Please refer to the *Practicum & Internship Handbook* for information regarding practicum prerequisites.

LICENSURE AND CERTIFICATION INFORMATION

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

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)*—see the National Board for Certified Counselors (NBCC) website.

Associate Marriage and Family Therapy (AMFT) Requirements

- A degree in marriage and family counseling from a regionally accredited educational institution.
- No examination is required.

Licensed Marriage & Family Therapist (LMFT)

- A degree in marriage and family counseling 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 <http://www.idfpr.com> for specific supervision requirements.
- Passing the Marriage & Family Therapist Exam.

CRC Requirements

- Contact the Certified Rehabilitation Counselor Commission (CRCC) at www.crc certification.com 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 at <http://www.idfpr.com>.

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 www.isgbe.state.il.us. Also, see the website for the Educator Licensure Information System (ELIS) at <https://www.isbe.net/Pages/Educator-Licensure-Information-System.aspx>.

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 professional association in the field of marriage and family therapy.

Chi Epsilon Sigma, NEIU chapter of Chi Sigma Iota (CSI)

Professional Honor Society CSI is an international honor society that values academic and professional excellence in counseling. CSI promotes a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. The Department of Counselor Education at NEIU has an active chapter of CSI.

STUDENT ORGANIZATIONS

Counselor Education Student Association (CESA)

The Counselor Education Student Association (CESA) provides services and programs to support Counselor Education students. Its mission is to “promote educational development, networking, and personal and professional growth among students and faculty of Northeastern Illinois University’s Counselor Education program.” Students admitted to Counselor Education are automatically members of CESA. Active members are students who attend two or more meetings and/or events during an academic year.

CESA sponsors numerous student events during the academic year including, but not limited to, monthly meetings to connect with fellow classmates; relating to the field of professional counseling; trips to conferences such as the annual Illinois Counseling Association and American Counseling Association conferences; and the annual congratulatory graduation celebration.

Of special interest to students is the Counselor Education Membership Program (CEMP). This program pairs first-year students with students well-advanced in their program who can give support and guidance as one progresses through the Counselor Education program. Information regarding CEMP can be found on CESA’s Facebook page or by contacting a CESA officer.

ESSENTIAL INFORMATION FOR STUDENTS

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, and the Graduate Certificate in Trauma-Informed Counseling). Students are encouraged to discuss this option with their faculty advisor before submitting an application. 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 the faculty advisor. A change can be accomplished by presenting a *Program Change Request Application* to the student's faculty advisor for signature and then submitting the *Application* to Graduate Records. Submitting a *Program Change Request Application* does not guarantee admission into a new Counselor Education program.

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)

Students may apply to take the DPE after completing 27 hours of coursework (Clinical Mental Health, Rehabilitation, and School programs) and 39 hours of coursework (Couple and Family program). Completed work must include all core courses. The DPE application lists all courses completed with final grades and must be approved by the student's faculty advisor. The DPE application may be submitted two weeks prior to the exam date. The DPE is offered three times per year, in February, June, and October. The exam consists of 110 multiple-choice items and covers the following materials: COUN 401 (or 433 for Rehabilitation), 402, 403, 404, 405, 406, 408, 409, 430, ethics, and materials for courses specific to the student's particular program. The Family exam also includes COUN 415, 420, 421, and 431.

Faculty Expectations

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

Financial Aid

The University has a Financial Aid Office. Students are encouraged to apply when aid is needed (<https://neiu.edu/financial-aid/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 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 faculty 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, please see NEIU's Incomplete Grade Policy: <http://catalog.neiu.edu/academics/grading-transcripts/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 cheaply by joining the appropriate professional counseling organization as a student member. Students must provide documentation of their insurance coverage.

Minority Recruitment Policy

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

Professional Behavior

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. All

students are required to sign an *Informed Consent* prior to beginning their respective program (see page 42).

Professional Standards Committee

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

Student Assistants for Clinical Courses

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

Student 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 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 disability. Students seeking reasonable accommodations in the classroom should contact Student Disability Services, D-104 (phone 773-442-4595). Students should feel free to meet with the instructor, in confidence, at any time to discuss reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course and learning experience.

Transfer of Credits

All petitions for the transfer of credits must be submitted to the College of Graduate Studies and Research. Up to nine (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. 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 faculty advisor will evaluate the appropriateness of all transfer courses. Be aware that this process may take several months to complete. Students may not transfer any clinical courses (i.e., courses that are comparable to COUN 405 and 406), 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. 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 feature in NEIUport that allows you to get "in line" for courses that have filled/closed. This automated process notifies you via your university email address, when a seat in a closed course has opened and it is your turn to register for the course.

APPENDIX



Daniel L. Goodwin College of Education

Department of Counselor Education
Student Review Prior To Practicum

Name of Student: _____ Date of Review: _____

Faculty 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 faculty 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 Faculty 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: _____
Faculty Advisor Signature

Student Signature

Clinical Experiences Coordinator 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 clinical training program as well as a graduate degree program, admission to this Department indicates that an admitted student agrees to the following:

1. Self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection, awareness and improvement of interpersonal skills.
2. The faculty of the Department of Counselor Education conducts a student review process that authorizes students into Practicum. Students are evaluated in terms of their clinical skills as well as their ability to demonstrate self-reflection, their openness to feedback, and their capacity to establish beneficial relationships as future professional counselors, in addition to their academic grade requirements. The review could result in authorization to Practicum, postponement or remediation.
3. If students exhibit unethical behavior, emotional behaviors that interfere with their professional development, or difficulties relating to clients from diverse backgrounds, students could be deemed unprepared or unqualified to continue into Practicum or in the program.
4. All enrolled students are expected to abide by the Code of Ethics of the American Counseling Association (ACA), Commission on Rehabilitation Counselor Certification (CRCC) and the American School Counselor Association (ASCA).
5. 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.

I have read this document and agree to its contents.

Student Name (please print)

Student Signature

Date

Rev11/27/17