# Table of Contents

WELCOME! .................................................................................................................. 5

MISSION STATEMENT FOR THE DOCTORATE OF PHILOSOPHY DEGREE IN COUNSELING EDUCATION AND SUPERVISION ................................................................. 5

THE COUNSELING FACULTY .................................................................................. 5

PROGRAM ACCREDITATIONS AND NIU COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK .................................................................................................................. 7

Accreditation ................................................................................................................ 7

THE COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK ................................ 8

THE DOCTORATE IN COUNSELOR EDUCATION AND SUPERVISION WITHIN THE COUNSELING PROGRAM ................................................................. 9

Program Goals ........................................................................................................... 9

Illinois Board of Higher Education (IBHE) 2011 Strategic Plan .................................. 9

Program Objectives .................................................................................................... 9

Learning Outcomes (from CACREP STANDARDS) ...................................................... 10

PROGRAM INFORMATION ..................................................................................... 13

Cohort Model ............................................................................................................... 13

Orientation for ALL Doctoral Students .................................................................... 13

Coursework .................................................................................................................. 13

Program Committee .................................................................................................. 13

Dissertation Committee ............................................................................................. 14

Criminal Background Check for Counseling ............................................................... 14

SUPERVISED COUNSELOR EDUCATION AND SUPERVISION INTERNSHIP EXPERIENCES .......................................................................................................................... 16

Practicum ..................................................................................................................... 16

Internship ..................................................................................................................... 16

Internship Policy ........................................................................................................... 16

Liability Insurance ..................................................................................................... 17

POLICY AND APPLICATION FOR TEACHING ASSISTANTSHIP ....................... 17

SELECTED UNIVERSITY AND PROGRAM POLICIES ........................................ 18

Advisory System ........................................................................................................... 18

Attendance Policy ........................................................................................................ 18

Academic Integrity ....................................................................................................... 18
Grading System........................................................................................................................................19
Disability Statement (ADA compliance) ..........................................................................................21
Disability Resource Center .................................................................................................................22
Non-Discrimination/Harassment Policy and Complaint Procedures for Employees and Students........................................................................................................................................22
Time Limitation .................................................................................................................................22
Transfer Credit .....................................................................................................................................22
Financial Aid.......................................................................................................................................23
COMPREHENSIVE CANDIDACY EXAMS ......................................................................................25
  Process and Policies for Doctoral Comprehensive Candidacy Exams .............................................25
  Candidacy ........................................................................................................................................27
DISSERATION PROCESS, POLICIES, AND FORMAT .....................................................................28
  Dissertation Committee ..................................................................................................................28
  Course Registration .........................................................................................................................28
  Oral Defense of Dissertation .........................................................................................................29
  Composition of Committee ...........................................................................................................30
COUNSELING ORGANIZATIONS AT NIU ......................................................................................30
  Northern Illinois University Counseling Association ......................................................................30
  Chi Sigma Iota ..................................................................................................................................31
  Black Counselors Association ........................................................................................................32
  NIU Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling ..................33
NATIONAL AND STATE COUNSELING ORGANIZATIONS .........................................................33
  American Counseling Association (ACA) .......................................................................................33
  Association for Counselor Education and Supervision (ACES) .......................................................33
  American School Counselor Association (ASCA) ...........................................................................34
  American Mental Health Counselors Association (AMHCA) ........................................................34
  Association for Multicultural Counseling and Development (AMCD) .........................................34
  Association for Lesbian, Gay, Bisexual, & Transgender Issues in Counseling (ALGBTIC) .........35
STUDENT RESPONSIBILITIES ...........................................................................................................36
  Student Responsibility for Obtaining Current University Information ........................................36
FINAL COMMENTS ............................................................................................................................36
STUDENT ACKNOWLEDGEMENT & RESPONSIBILITY FORM .....................................................37
APPENDIX A: Minimum Internship Expectations .............................................................................38
APPENDIX B: Criminal Background Check Protocol .................................................................41
APPENDIX C: Application for Teaching Assistantship ..........................................................42
APPENDIX D: Candidacy Exams Grading Rubric .................................................................43
APPENDIX E: Operationally Defining Scholarly Writing Elements of Candidacy Exams ......45
APPENDIX F: CES Student Disposition Assessment ..............................................................49
WELCOME!

Congratulations on embarking on an advanced degree in the field of profession counseling! Northern Illinois University takes pride in providing a doctoral program that will prepare students for careers in counselor education and counselor supervision. Throughout this program, students will continue to enhance their counseling skills and learn techniques and strategies to guide their success throughout their careers.

This handbook is a key resource for you as a student in the counselor education and supervision program. It provides information that serves as a guide throughout the program and contains key policies, procedures, and other important information about successful completion of this program. Thank you for choosing the NIU doctoral counseling program to develop your talents and work towards your degree and professional identity.

MISSION STATEMENT FOR THE DOCTORATE OF PHILOSOPHY DEGREE IN COUNSELING EDUCATION AND SUPERVISION

The Department of Counseling, Adult and Higher education makes strong contributions to both the NIU mission and to the goals of the Illinois Commitment. All programs and the doctoral program prepares multiculturally competent counselor educators and supervisors who develop an expertise in the core CACREP competencies of teaching, research, leadership and advocacy, advanced counseling, and supervision. Students develop critical thinking through personal and professional growth experiences that promote awareness of self and impact on others. Students involve themselves in appropriate program and professional association activities. Students generate new knowledge and skills that result in meaningful research that promotes social justice in a pluralistic society as well as advances the profession of counselor education and supervision. Preparing professionals with a counselor identity to work as multicultural, ethical counselor educators and supervisors is the program’s highest priority.

(Passed 12-09-10)

THE COUNSELING FACULTY

The faculty offers the benefits of their diverse backgrounds and varied educational, occupational, and professional organization experiences. All faculty members are active in professional associations, such as the American Counseling Association and its divisions, the Illinois Counseling Association and its divisions, and the National Board for Certified Counselors. . .

Teresa A. Fisher, Ph.D., NCC is an associate professor who received her doctorate in Educational Psychology/Counselor Education from the University of Illinois, Urbana-Champaign. She is a Nationally Certified Counselor, Certified School Counselor in the State of Illinois and Certified in Crisis Management. Dr. Fisher has received specialized training in play therapy, cognitive-behavioral approaches, solution-focused, client-centered, Adlerian psychology and gestalt techniques.

1/15/2016
Dr. Fisher has a variety of experiences in school and community counseling as well as working with talented under-represented youth. Some of her research interests include academic and career motivation, resilient youth in U.S, as well as internationally and school counseling interventions. She is a member of the American Counseling Association, Association for Multicultural Counseling and Development, Association for Counselor Education and Supervision, a founding member of the Illinois Counselors for Social Justice and numerous other state and national counseling/educational organizations. Dr. Fisher consistently presents at national educational, counseling, and psychological conferences.

**Charles Myers, Ph.D., LCPC, NCSC, NCE, ASC, RPT-S** is an assistant Professor of Counseling in the Department of Counseling, Adult and Higher Education at Northern Illinois University. He currently teaches Counseling with Children, School Counseling, Standardized Testing, Substance Abuse Counseling, Counseling Practicum, and Counseling Internship. Dr. Myers is a Licensed Clinical Professional Counselor in the State of Illinois, a Licensed Mental Health Counselor-Supervisor in Florida, and a Licensed Professional Counselor-Supervisor in Texas. He is also a Nationally Certified Counselor, a Nationally Certified School Counselor, an Accredited Clinical Supervisor, and a Registered Play Therapist-Supervisor, and is certified with the American Red Cross to provide disaster mental health services and with the Delta Society to provide animal-assisted therapy. Dr. Myers has been a professional counselor for 10 years, having served as a school counselor for five years in both rural and intercity schools, as a clinical mental health counselor, and as a private practitioner. He has provided mental health services to adults, children, and parents in homeless shelters and in the shelters following Hurricane Katrina. He has also provided crisis counseling in a field hospital in Haiti following the 2010 earthquake.

Dr. Myers is very involved with professional organizations currently serving as Treasurer for the Illinois Association for Play Therapy, Advisor for NIU Counseling Association, and on Newsletter Committee for, Association for Creativity in Counseling. He has served as Elementary Vice President for the Florida School Counselor Association, as Regional Representative for the Florida Counseling Association, and on the Clinical Communication Committee and Ethics and Practice Committee and Task Force, and the Nominations Committee for the Association for Play Therapy, as well as other at the state and local positions. Dr. Myers’ research interests include play and filial therapy, trauma, creative arts in counseling and supervision, school counseling, and assessment. Dr. Myers is the author of several works on play and sandtray therapies and is a frequent presenter on the local, state, national, and international levels.

**Jane E. Rheineck, Ph.D., LCPC, NCC** is an Associate Professor in Counselor Education & Supervision. Dr. Rheineck's research and publications have focused on women, mental health and the implications of counseling lesbian and gay individuals. Dr. Rheineck is a Licensed Clinical Professional Counselor (LCPC) in the state of Illinois and has a clinical background that reflects a broad range of experiences that include adolescent inpatient residential treatment, outpatient counseling with adults, and mental health counseling in the schools. In addition to her clinical background, Dr. Rheineck has experience in higher education/student affairs with an emphasis in student development and counseling.

**Scott A. Wickman, Ph.D.** is an associate professor and has been a K-12 school counselor in Ramsey, Illinois and taught Spanish at Robinson High School, Charleston High School, and
Lincoln Trail College. He also worked as a community support counselor, serving clients with serious and persistent mental illnesses while running court-mandated psychoeducational groups for perpetrators of violence and abuse. Dr. Wickman has published articles in the *Journal of Counseling and Development, Counselor Education and Supervision,* and the *Journal of Media and Communication, Counseling and Values,* and *Vistas.* Dr. Wickman has a B.A. in Journalism/Spanish from Northern Illinois University, M.S.Ed. in School Counseling from Eastern Illinois University, and Ph.D. in Counselor Education and Supervision from Southern Illinois University Carbondale. Dr. Wickman is a past president of the North Central Association of Counselor Education and Supervision, Illinois Counseling Association, Coalition of Illinois Counseling Organizations, and Illinois School Counselor Association. Dr. Wickman received the 2004 Beverly Brown Award for Outstanding Contributions to the Field of Group Counseling, 2005 Illinois School Counselor Educator of the Year Award, and 2006 Northern Illinois University College of Exceptional Contributions to Teaching Award.

**Kimberly A. Hart, LPC, PEL:SC, NCC** is the Director of the Community Counseling Training Center and Field-Based Experiences in counseling. Kimberly comes to NIU with 10 years of group facilitation experience working with children, adolescents and adults of diverse backgrounds. Kimberly has presented over a dozen presentations at national, regional, and state conferences in areas such as experiential education, adventure-based counseling, cross-cultural facilitation, multiculturalism in counseling, and the culture of counselor preparation programs. Kimberly is a Doctoral Candidate specialized in clinical mental health counseling, school counseling and consultation, clinical supervision in counselor education, and mental health first aid/mental health facilitation. Kimberly has held office in the Illinois Counselors Association under the Illinois Association for Specialist in Group work as well as Illinois Counselors for Social Justice. Kimberly was the recipient of the Illinois Association for Specialists in Group Work Beverly Brown Award for Outstanding Contribution to the Field of Group Counseling and the 2013 Presidential Commission on the Status of Women Outstanding Women Award. Kimberly continues to conduct research on multiculturalism and cultural inclusion among counseling professionals with an emphasis on increasing multicultural consciousness and curiosity.

**PROGRAM ACCREDITATIONS AND NIU COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK**

**Accreditation**

Northern Illinois University (NIU) has systematically met the national standards set for the Ph.D. in counseling programs. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) has awarded accreditation to the Ph.D. program in Counselor Education and Supervision (CES) at NIU. The Ph.D. program has also been accredited by the Council for Higher Education Accreditation (CHEA) and the North Central Association of Colleges and Schools (NCA). Receiving a degree from an accredited program acknowledges that students have been taught the necessary skills to work in the counseling field as an educator and supervisor. The counseling program takes pride in continuously preparing students for careers in the field of professional counseling. Applicants are urged to log onto [http://www.cacrep.org/](http://www.cacrep.org/) in order to learn more about CACREP's history and mission.
THE COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Students should become familiar with the central philosophical and operational principle of the certification programs at NIU, the Conceptual Framework. The Framework's three basic tenets include knowledge, practice, and reflection as the building blocks of the exemplary educator.

The purpose of the Conceptual Framework is threefold:

1. It expresses the shared vision of the NIU community of learners
2. It provides common goals for the certification programs
3. It provides coherence among:
   - Curriculum
   - Instruction
   - Field education experiences
   - Clinical practice
   - Assessment

The commitments and dispositions of an exemplary educator include:

- **Collaboration**: A partnership, using the strength of our diversity
- **Diversity**: We are all unique individuals and can learn from each other in a caring community
- **Caring**: To encourage and develop those who can and those who won’t so that they will continue the learning process
- **Life-Long Learner**: Exploring the educational opportunities available and modeling the pursuit of knowledge to our students and community
- **Scholarship**: Seeking knowledge to become more than competent teachers pursuing excellence in educational studies
- **Creative Critical Thinking**: To think imaginatively about concepts and topics in class discussion and throughout coursework.

To learn more about the Conceptual Framework, please visit our webpage: [http://www.bios.niu.edu/teacher_cert/conceptual_framework.shtml](http://www.bios.niu.edu/teacher_cert/conceptual_framework.shtml)
THE DOCTORATE IN COUNSELOR EDUCATION AND SUPERVISION
WITHIN THE COUNSELING PROGRAM

Advanced preparation in counselor education and supervision is designed to prepare professional educators as clinical and pedagogical specialists. The counseling program at NIU offers strong didactic and experiential coursework; varied theoretical approaches; a quality faculty who value research, inquiry, and professional involvement; and well-equipped facilities.

Program Goals

The Illinois Commitment: Partnerships, Opportunities, and Excellence, identifies six (6) overall goals for higher education in the 21st century. These goals include:

1. Economic Growth
2. Teaching and Learning
3. Affordability
4. Access and Diversity
5. High Quality
6. Productivity and Accountability

Illinois Board of Higher Education (IBHE) 2011 Strategic Plan

1. Affordability - help ensure that college is affordable for all Illinoisans, particularly low-income students.
2. Attainment - work to improve educational attainment for all Illinois students, through a seamless P-20 system of high quality teaching and learning, through an increased focus and outreach to nontraditional students, and through stronger emphasis on preparing graduates in high-demand workforce areas.
3. Diversity - work to increase access and success in more diverse college student body and faculty ranks, including those with disabilities.
4. Efficiency - promote efficiency and accountability in higher education operations.

To learn more about the Strategic Plan, please visit this webpage:

Program Objectives

The objectives for the Ph.D. Counselor Education and Supervision program at Northern Illinois University are to address the professional leadership roles of counselor education, supervision, advanced counseling practice, and research competencies expected of all doctoral students.
Objective 1: Students will explain the theory of advanced human growth, development, and/or learning.

Objective 2: Students will describe advanced knowledge of counseling theories.

Objective 3: Students will demonstrate skills in counseling throughout internship and during sessions in applied settings.

Objective 4: Students will apply learned skills while supervising colleagues in applied settings by completing CAHC 652, Supervision in Counseling and Personnel Services, with 80% accuracy or better as assessed by the instructor.

Objective 5: Students will describe advanced research skills in counseling.

Objective 6: Students will demonstrate competence in an area of specialization related to counseling.

Objective 7: Students will demonstrate proficiency and sensitivity to issues in counseling related to diversity in race, culture, gender, religion, age, ability, and sexual preference.

Learning Outcomes (from CACREP STANDARDS)

Programs must provide evidence that doctoral students will demonstrate knowledge, skills, and practices beyond the entry-level program requirements in all of the following areas. Doctoral students, in consultation with faculty, may choose to emphasize one or more of the following areas congruent with the program mission. These learning outcomes are covered in the objectives of the core courses in the doctoral program.

Supervision

A. Knowledge
   1. Understands the purposes of clinical supervision.
   2. Understands theoretical frameworks and models of clinical supervision.
   3. Understands the roles and relationships related to clinical supervision.
   4. Understands legal, ethical, and multicultural issues associated with clinical supervision.

B. Skill/Practices
   1. Demonstrates the application of theory and skills of clinical supervision.
   2. Develops and demonstrates a personal style of supervision.

Teaching

A. Knowledge
1. Understands the major roles, responsibilities, and activities of counselor educators.

2. Knows instructional theory and methods relevant to counselor education.

3. Understands ethical, legal, and multicultural issues associated with counselor preparation training.

B. Skill and Practices

1. Develops and demonstrates a personal philosophy of teaching and learning.

2. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.

3. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.

Research and Scholarship

A. Knowledge

1. Understands univariate and multivariate research designs and data analysis methods.

2. Understands qualitative designs and approaches to qualitative data analysis.


4. Knows models and methods of program evaluation.

B. Skill/Practices

1. Demonstrates the ability to formulate research questions appropriate for professional research and publication.

2. Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.

3. Demonstrates professional writing skills necessary for journal and newsletter publication.

4. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.

5. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.

6. Demonstrates the ability to create and implement a program evaluation design.
Counseling

A. Knowledge

1. Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.

2. Understands various methods for evaluating counseling effectiveness.

3. Understands the research base for existing counseling theories.

4. Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.

H. Skills and Practices

1. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.

2. Demonstrates effective application of multiple counseling theories.

3. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.

Leadership and Advocacy

A. Knowledge

1. Understands theories and skills of leadership.

2. Understands advocacy models.

3. Identifies current multicultural issues as they relate to social change theories.

4. Understands models, leadership roles, and strategies for responding to community, national, and international crises and disasters.

5. Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

B. Skills and Practices

1. Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.

2. Demonstrates the ability to advocate for the profession and its clientele.
PROGRAM INFORMATION

Cohort Model
Starting in Fall 2011, the counseling department moved to an admissions cohort model. The program now admits for the fall semester only. Doctoral students can choose to enroll full-time or part-time. However, prescribed courses must be taken accordingly as so that internship requirements can be met in the first year of the student’s program.

Orientation for ALL Doctoral Students
Each Fall the Counseling Faculty will host a doctoral orientation to the program. This is a required meeting and is held the Friday evening prior to the start of classes. At this meeting, students meet faculty, learn about Community Counseling Training Center (CCTC) policies and procedures, and get an overview of program requirements and expectations.

Coursework
The Ph.D. in CES requires a minimum of 105 semester hours including a maximum of 30 semester hours from the master’s degree, minimum of 15 semester hours of research, 9 semester hours of CES internship (CAHC 786), 9 semester hours of electives) (approved by program committee, a minimum of 15 semester hours of dissertation (CAHC 799), and core CES coursework as follows:

- CAHC 700 - Professional Orientation to Counselor Education: Identity and Ethics; 3 credits
- CAHC 701 - Professional Seminar in Counselor Education and Development; 3 credits
- CAHC 730 - Advanced Theories of Counseling; 3 credits
- CAHC 740 - Leadership, Advocacy, and Mentoring; 3 credits
- CAHC 750 - Advanced Practicum in Individual Counseling; 3 credits
- CAHC 752 - Supervision in Counseling; 3 credits
- CAHC 765 - Multicultural Counseling and Social Justice; 3 credits
- CAHC 790 - Seminar on Research in Human Services; 3 credits
- ETR 531 - Program Evaluation in Education; 3 credits

Research
- ETR 720 - Advanced Research Methods; 3 credits
- ETR 521 - Educational Statistics I; 3 credits
- ETR 522 - Educational Statistics II; 3 credits
- ETR 525 - Qualitative Research in Education; 3 credits

Program Committee
When a student is admitted into the doctoral program, the student will be assigned a faculty advisor as the program chair. In consultation with their chair, a student shall select their program committee, composed of three professors. This committee will assist the student in composing their program, determining internship opportunities and overseeing the student’s progress through the doctorate degree. The student, in consort with the chair, should call a program committee meeting early in their first semester to develop their program plan. This written plan

1/15/2016
must be submitted to the office. A copy is given to the student and to the chair. The program plan must be signed by all members of the committee, and turned in by the end of the first semester of classes.

A student can change the program chair or anyone on the program committee at any time so long as the request for change of advisor form is completed.

Generally, the program committee remains through the completion of comprehensive exams. At the conclusion of comps, a student’s committee is disbanded. The student formulates a new committee for their dissertation. The same faculty can remain in this role or the student may select new faculty. A detailed description of the comprehensive exams is given below.

**Dissertation Committee**

When the student has successfully completed their comprehensive exams, they are considered a doctoral candidate. At this time, their program committee is disbanded, and the student is now free to select their dissertation chair and the dissertation committee. The dissertation committee is composed of 3-5 people. More information about the dissertation committee is found in the section on Dissertation in this document.

**Criminal Background Check for Counseling**

This policy was passed unanimously by the Counseling Faculty, February 17, 2011. We encourage students to complete their CBC when entering the program, but do not require it. However, current Students MUST complete the CBC prior to beginning practicum and internship courses. Additionally, specific courses in the counseling program also REQUIRE that a CBC be completed **prior** to taking the class. These classes are CAHC 521 and CAHC 533X. This requirement is based on the fact that counseling students are working with persons who are vulnerable, non-adult minors, and/or have increased risk for vulnerability.

The Counseling program requires that all practicum applicants submit to a criminal background check by the Illinois State Police and the Federal Bureau of Investigation (Adam Walsh Child Protection Act) as outlined in the NIU Criminal Background NIU Doctoral Internship Check Information Sheet (Appendix B) prior to approval for counseling practicum and subsequent internship experiences. This is consistent with the state law that requires Illinois school districts to conduct criminal background investigations of applicants for certified and non-certified positions, including counseling licensure. An applicant whose background check results in a status of "no record" may be admitted into counseling practicum.

- An applicant may not be placed in any schools if the background check determines that he or she has been convicted of criminal behavior that, by law, automatically prohibits him or her from attaining Professional Educator Licensure in Illinois.

- The offenses that automatically prohibit licensure include first degree murder, any Class X felony, juvenile pimping, soliciting a juvenile prostitute, exploitation of a child, obscenity, child pornography, criminal sexual assault, aggravated criminal sexual assault, criminal sexual abuse, aggravated criminal sexual abuse, some offenses set forth in the Cannabis Control Act, and some crimes defined in the Illinois Controlled Substances Act.
• Applicants whose criminal background check reveals an offense other than these may be recommended for approval if, in the judgment of the program, the offense should not disqualify the individual from obtaining a counseling degree. Applicants are advised that their admission into the counseling program, approval for counseling practicum, and advancement to internship does not guarantee professional licensure or certification post-degree. These applicants must follow the additional admission process indicated below.

• Please note that criminal background checks are also conducted as part of the Illinois counseling licensure process. This is a separate evaluation process from NIU’s counseling program and may end in different results. Students who are concerned that their backgrounds may prohibit them from obtaining counseling licensure may contact the Illinois Department of Professional Regulations for an evaluation prior to applying.

If a student interrupts his/her program for one semester or longer, a criminal background check may be required upon his/her reentry. A criminal background check is only good for two years. Thus, completion of more than one background check may be required during the course of a students’ degree program and/or internship experiences.

It generally requires three to six weeks to obtain the results of a fingerprint check. During that period the student is not permitted to participate in field experiences in the schools.

Applicants are responsible for all fees connected with this procedure. Applicants may retrieve Illinois State Police background check forms from the Community Counseling Training Center at NIU in Graham 416 or request a Non-Fingerprint Request Form from: www.isp.state.il.us/crimhistory/uciaformreq.cfm

Original forms must be submitted to the Illinois State Police (not copies, retrieve new forms if you need to make moderate to large corrections). Students should indicate the current CAHE Department chair as the requester/receiver of background check results. The results of this background check are kept confidential from the Counseling faculty. If a positive response is found from the background check, this information is shared with the Department Chair of Counseling, Adult and Higher Education and shared with the student.

Dr. Suzanne Degges-White
Northern Illinois University
Gabel Hall 200
DeKalb, IL 60115

Follow-up on the Results:

If the student wishes to continue with the program processes, he/she must send a letter to the Department Chair indicating that 1) they are aware that the results of the background check will be shared with the Counseling faculty 2) they wish to still be considered for program completion. This letter can also include any additional information that may be helpful to the faculty in making program decisions.
If the student wishes, he/she can arrange to meet with the three person committee in addition to submitting a letter counseling faculty members who will be convened to evaluate the student’s program request. If program continuation is denied by the three person committee, the applicant may appeal to the entire Counseling faculty. At this point, the entire counseling faculty will evaluate the student and a final decision will be rendered.

**SUPERVISED COUNSELOR EDUCATION AND SUPERVISION INTERNSHIP EXPERIENCES**

**Practicum**

Each student will complete one - three credit-hour course in Advanced Practicum (CAHC 750). This class meets one night each week and is to be taken during the first year in the CES program. This class meets for 2 hours, from 4:00-6:00 each week (typically on Thursdays) during which doctoral students meet for group supervision of clients served in the Community Counseling Training Center (CCTC) in Graham Hall, room 416 throughout the week. The CCTC runs like a small counseling agency and maintains the highest ethical and professional standards. Students will be responsible for meeting clients, completing intakes, using an electronic note taking system, video-recording all sessions with their clients and reviewing recordings using current CCTC tagging system software to self-critique each session, meeting weekly with their individual supervisor, and participating in the group supervision weekly as a part of the class. In addition, students will complete the group assignment by co–leading a master’s level group experience and meeting for supervision with the group supervisor. Doctoral students are expected to complete a total of 100 clock hours through their practicum experience with minimally 25 hours of individual contact and 15 hours of group contact. Students must also arrange their schedule in order to be able to attend this class at the assigned time.

**Internship**

Doctoral students are expected to participate in numerous internship activities over the course of their program. The doctoral program internship policy is detailed next in this section. Be sure to review this carefully and to clarify all information with the program chair. Each student is responsible for completing all the internship requirements as set forth in this policy.

**Internship Policy**

The CES internship is an intensive field-based experience for students in the doctoral degree program in counselor education and supervision. For doctoral students, internship is an opportunity to gain valuable counselor education and supervision experience in a variety of ways. Interns will integrate advanced competencies and knowledge with professional supervision. Although placements may occur in a variety of settings, the majority of the opportunities are available through the CAHE Department by working in concert with faculty. Application for the internship and approval for placement are required prior to registration. A minimum of nine credit-hours in internship enrollment is required. The grading system is “in progress, satisfactory, or unsatisfactory.” CES doctoral internship experiences are an ongoing accompaniment throughout students’ program of study.
The internship experience encompasses the five domains delineated by CACREP: teaching, supervision, leadership, research, and counseling. The internship will also coincide with specific coursework or prerequisite experiences each semester in addition to the required CAHC 786 internship course and seminar. All doctoral students should be aware of the following required components of the internship experience:

- Doctoral students are expected to complete a sequence of experiences beginning their first semester in the program.
- Certain requirements must be met each semester of the student’s program.
- The student’s program committee, in collaboration with the student, will decide upon total number of hours distributed over the five domains.
- Doctoral students successfully pass Internship through the completion of activities and attainment of competencies, not by mere accumulation of hours.
- By the end of internship, each student must have earned a minimum of 9 credit hours and documented a minimum of 900 hours of internship.

Each student must consult with their program chair and committee regarding their internship work since each internship experience is tailored to the needs and professional goals of the doctoral student. An internship timeline is to be created early in the student’s program (part of the doctoral program plan) to ensure that all requirements can be obtained and so dissertation and graduation are not detained. See Appendix A for minimum requirements and suggested timelines.

**Liability Insurance**

Students are required to obtain professional liability insurance before working with any clients and/or counseling supervisees. The American Counseling Association does offer insurance through membership, along with the Healthcare Providers Service Organization (HPSO), The American Professional Agency, Inc., and the National Board for Certified Counselors (NBCC). All doctoral students must show proof of their insurance at the start of the semester and may not counsel a client without meeting this requirement.

**POLICY AND APPLICATION FOR TEACHING ASSISTANTSHIP**

Doctoral students who want to teach may be eligible to do a teaching assistantship. Students are encouraged to discuss this with their advisor and current counseling program chair. If a student is interested in making an application to do a teaching assistantship, they must fill out the application for teaching assistantship form located at the end of this handbook in Appendix C.
Advisory System

Each student is assigned by his or her major department an adviser or advisory committee whose purpose is to guide the student's studies and recommend him or her for the degree when the student is properly qualified.

A program of study is formulated by the student in consultation with the departmentally-assigned advisor or advisory committee. See "The Program of Study" for details.

Departmental advisers can assist students in understanding and satisfying departmental and university requirements. However, they are not responsible for informing students of published regulations, such as those in this catalog, nor, except as explicitly provided in this catalog, do they have the authority to modify those requirements. See "Student Responsibility" above.

Attendance Policy

According to the Graduate Student Handbook, students are encouraged to attend classes regularly, but individual instructors determine attendance policies for their own classes. The university recognizes that on occasion examinations or other scheduled academic activities may conflict with the religious observances of some members of the academic community, and accordingly encourages the instructional and administrative staff to make reasonable accommodations to minimize the resulting difficulties for individuals concerned. Students faced with such conflicts should notify the appropriate instructor or administrative area as much in advance of the examination or other activity creating the conflict as possible. Students believing that they have been unreasonably denied an educational benefit due to their religious beliefs or practices may bring the matter to the attention of the department chair for resolution. If for any reason this route would not be appropriate, the matter may be brought to the college dean or dean’s designee.

Residency Requirement

The Doctorate in Counselor Education & Supervision does not have a residency requirement.

Academic Integrity

Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another or use unauthorized notes or other aids during an examination or turn in as their own a paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in, either
cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.

A faculty member has original jurisdiction over any instances of academic misconduct that occur in a course which the faculty member is teaching. The student shall be given the opportunity to resolve the matter in meetings with the faculty member and the department chair. If the facts of the incident are not disputed by the student, the faculty member may elect to resolve the matter at that level by levying a sanction no greater than an F for that course. The faculty member shall notify the student in writing whenever such action is taken, and the Office of Community Standards and Student Conduct shall receive a copy of the Academic Misconduct Incident Report indicating final disposition of the case, which will be placed in the student's judicial file. In all matters where the charge of academic misconduct is disputed by the student or if the faculty member feels a sanction greater than an F in the course is appropriate (such as repeated offenses or flagrant violations), the faculty member shall refer the matter to the Office of Community Standards and Student Conduct, making use of the Academic Misconduct Incident Report. Additional sanctions greater than an F in a course can be levied only through the system of due process established and overseen by the Office of Community Standards and Student Conduct or through the university's research misconduct procedures noted below. Suspension or dismissal from the university for academic misconduct will result in a notation of that action on the transcript of a graduate-level student.

The university has adopted additional policies and procedures for dealing with research misconduct among its students, faculty, and staff. The guidelines, entitled Research Integrity at Northern Illinois University, are available in department offices, in the office of the dean of the Graduate School, and online at www.niu.edu/provost/policies/appm/I2.shtml, and pertain to the intentional commission of any of the following acts: falsification of data, improper assignment of authorship, claiming another person's work as one's own, unprofessional manipulation of experiments or of research procedures, misappropriation of research funds.

If a graduate student fails to maintain the standards of academic or professional integrity expected in his or her discipline or program, the student's admission to the program may be terminated on recommendation of the student's major department. A statement on students' rights to the products of research is available in department offices, in the office of the dean of the Graduate School, and online at www.niu.edu/provost/policies/appm/I1.shtml.

(NIU Graduate Catalog, 2015-2016)

Grading System

The Graduate School grading system applies to all graduate students taking courses for graduate credit. The graduate grade point average (GPA) is computed by dividing the total number of grade points earned by the total number of credit hours that a student has taken in NIU courses earning grade points. In no case are NIU courses taken for undergraduate or law credit or transfer courses included in the computation of the graduate GPA. Grades and their grade point values are as follows.
<table>
<thead>
<tr>
<th>Grades Earning Graduate Credit</th>
<th>Level of Performance</th>
<th>Grade Points Per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Satisfactory</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Marginal</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory for courses graded S/U</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades Not earning Graduate Credit</th>
<th>Level of Performance</th>
<th>Grade Points Per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>C-</td>
<td>Deficient</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Seriously deficient</td>
<td>0.00</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>for courses graded S/U</td>
<td></td>
</tr>
</tbody>
</table>

Other transcript entries, with their definition, include the following.

- I-Incomplete (see also following section on "Incompletes")
- IP-In Progress
- WP-Passing at time of withdrawal
- WF-Failing at time of withdrawal
- O-Audit; no grade and no credit

Students doing less than satisfactory work will be assigned the grade of C-, D, F, or U. Graduate credit is given only for those courses in which a grade of S, or C or better, is earned. A grade of S indicates that the student has performed at a level equivalent to at least a B.

**S/U and IP Grading**

Certain graduate courses are graded on an S/U basis; such grading, however, is restricted to courses titled externship, independent study/research, institute, internship, practicum, seminar, or workshop. Individual students may not elect S and U grading. Other graduate courses are graded on an S/U/IP (Satisfactory/Unsatisfactory/In Progress) basis. Thesis and dissertation courses, as well as similar project courses that require completion of work over multiple semesters and that are designated as 699 or 799, are graded on an S/U/IP basis. IP is a neutral grade-that is, the grade does not carry quality points—but IP grades awarded for 699 and 799 count toward the completion of a degree. While a student is working on the thesis, dissertation, or continuing project, a grade of U or IP will be awarded. In the final semester in which the thesis, dissertation, or project is successfully completed, a grade of S will be awarded. Grades of IP previously
awarded will remain on the transcript, except in the case of on-going internships or similar courses, as designated in the catalog. In those cases, IP grades must be changed to an appropriate letter grade by the instructor in order for the course to count toward degree. No student may graduate with a U on his or her transcript in such courses.

**Incomplete**

When a student is passing a course yet special circumstances prevent a student's completing the requirements of a course, the instructor may, at her or his discretion, direct that the symbol I (indicating incomplete) be entered in the student's record. When the I is assigned, the instructor will file in the departmental office and in the Graduate School an Incomplete/Reversion Grade Form outlining the work to be completed, the deadline for completion of the work, and the grade that will be awarded if the student fails meet the deadline. In no case may the deadline be later than 120 days after the last day of final examinations during the term for which the incomplete is assigned. The incomplete must be removed within 120 days.

If the instructor does not change the incomplete within the period allowed for resolution, the incomplete (I) will be converted to an F or to the stipulated reversion grade. If no reversion grade is recorded, a grade of F will be awarded at the conclusion of 120 days. An administratively awarded grade, like one assigned by an instructor, may be changed at the discretion of the instructor of record prior to a student's graduation. A student may not graduate with a transcript entry of "I" on his or her record.

**Grade Appeals**

A graduate-level student may formally appeal a course grade alleged to have been assigned capriciously. The definition of capricious grading is limited to (a) the assignment of a grade to a particular student on some basis other than performance in the course, (b) the assignment of a grade to a particular student by more exacting or demanding standards than were applied to other students in that course, or (c) the assignment of a grade by a substantial departure from the instructor's standards announced during the first fourth of the course. A grade appeal may not be based upon disagreement with the judgment of an instructor in assessing the quality of a student's work. The student must submit a formal written appeal to the departmental Grade Review Board, through the chair of the department offering the course, by the end of the fourth week of the fall or spring semester immediately following the term for which the course grade was assigned. A full description of procedures governing the appeal of allegedly capricious semester grades for graduate-level students may be obtained from the ombudsman, department offices, college offices, and the office of the dean of the Graduate School and online at [www.niu.edu/provost2/facpers/appm/I118.htm](http://www.niu.edu/provost2/facpers/appm/I118.htm); and this should be consulted before appealing a grade.

(NIU Graduate Catalog, 2015-2016)

**Disability Statement (ADA compliance)**

Northern Illinois University will take reasonable steps to ensure that all qualified employees and applicants are treated fairly and equitably, regardless of any physical or mental impairment. The University reserves the right to request verification of an individual's disability. The University
will make a reasonable accommodation to all qualified individuals to allow them to perform the essential functions as a student.

Disability Resource Center

The Disability Resource Center (DRC) at NIU has been created to see that qualified individuals who request services are provided appropriate accommodations in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. DRC provides direct support services to students with disabilities and serves as a resource to other offices in the university, which enables them to meet the needs of persons with disabilities more effectively. DRC advocates accessible opportunities by providing a wide range of support services tailored to the individual student, including admissions arrangements, auxiliary aids (interpreters, note-takers, readers, etc.), books in alternative formats, advising/counseling, adapted equipment/computers, special residence hall arrangements, etc. For more information please visit the DRC website at [http://niu.edu/disability/](http://niu.edu/disability/)

Non-Discrimination/Harassment Policy and Complaint Procedures for Employees and Students

Employment and academic decisions that are based solely upon an employee or student's physical or mental disability is prohibited by NIU's Non-Discrimination/Harassment Policy and Complaint Procedures for Employees and Students. Retaliation (as defined by the policy) is also considered unlawful and is prohibited by the policy. Any employee or student who experiences and/or witnesses possible acts of discrimination, harassment, or retaliation on the basis of a disability has the right and responsibility to report this activity to the applicable university administrator or to Affirmative Action and Diversity Resources (AADR) immediately. For more information regarding this form of prohibited conduct and the complaint process, please consult the Non-Discrimination/Harassment Policy and Complaint Procedures for Employees and Students and applicable appendices located at [www.hr.niu.edu](http://www.hr.niu.edu).

Time Limitation

All doctoral students must complete their program within nine years of starting their first semester as a student. If all courses are not completed within this timeframe, students may have to retake courses for credit or demonstrate current knowledge of the subject matter as requested by the professor. If these steps are not taken, any outdated course work must be deleted from the student’s file and other course work must be substituted in the program of courses. Transfer courses falling outside the limitation of time cannot be used in a graduate program. The 30 credits transferred from a master’s degree are not subject the time limitation. Please refer to the program of courses for additional information.

Transfer Credit

With the approval of the student's department and the office of the dean of the Graduate School, some graduate courses taken at other accredited (U.S.) or recognized (foreign) institutions may be accepted toward meeting the credit-hour requirements of a graduate degree at NIU. The student must have earned graduate credit in the course according to the institution at which the
course was taken (so, for example, courses in which undergraduate credit, medical-school credit, or other professional post-baccalaureate credit was earned cannot be accepted in transfer).

No transfer credit accepted from another institution may be in correspondence courses. Typically, correspondence courses are noted as such on a transcript. They are defined as courses in which interaction between the instructor and the student is neither regular nor substantive and in which interaction is primarily initiated by the student. Most often, correspondence courses are self-paced.

A grade of B- or better must have been earned in each graduate course accepted in transfer toward meeting NIU graduate degree requirements, and the overall GPA in all graduate transfer courses thus accepted must be 3.00 or higher. Courses for which grades of S, Pass, Credit, or the like have been earned will be accepted in transfer only if the Graduate School can officially verify that the student's performance was at a level equivalent to a grade of B or better.

To receive consideration for graduate work done elsewhere, the student must submit to the Graduate School an official transcript showing the course work in question. Transfer credit is considered to be accepted toward meeting degree requirements only at the time a student is cleared to graduate from the program.

In transfer, three quarter hours are considered to be equivalent to two semester hours. Therefore, if the graduate credit earned in a course accepted in transfer from another institution was reported in quarter hours, the transfer credit will be granted at the ratio of two semester hours per three quarter hours.

Students should consult the "Requirements for Graduate Degrees" section of this catalog for more specific information on limitations on transfer credit and the combined total of transfer and other courses applicable to individual degree programs.

(NIU Graduate Catalog, 2015-2016)

Financial Aid

Financial aid is available in the form of graduate assistantships and internships. Graduate assistantships are limited, but first priority for assignment of departmental positions goes to doctoral students. More information can be found in the Graduate Assistantship section of this handbook.

Internships are available to doctoral students beginning their first semester in the program. To qualify for internship, students must agree to at least 100 hours of work in a covered internship area (supervision, practicum, research, teaching, or leadership), attend a bi-weekly internship class, and register for one credit for each 100 hour commitment. For example, if a student wishes to co-teach a course with a faculty member, this would involve a 200 hour commitment for the semester. S/he would register for 2 credits of internship (CAHC 786). Internships typically range from 1-3 credits (100-300 hour commitment). When on internship, students receive a tuition waiver but are still responsible for university fees and (if applicable) health insurance coverage.
After securing an internship opportunity, students are required to complete an internship plan and demographic form, and purchase professional liability insurance. These forms can be found on the NIU counseling website at [http://www.cedu.niu.edu/cahe/counseling/internship/docforms.shtml](http://www.cedu.niu.edu/cahe/counseling/internship/docforms.shtml). These materials should be forwarded to the designated graduate assistant for Internship.

**Graduate Assistantships**

Students are strongly encouraged to seek out graduate assistantships available throughout campus. NIU lists available graduate assistantships on the Human Resources web page ([http://www.hr.niu.edu/ServiceAreas/Grads/](http://www.hr.niu.edu/ServiceAreas/Grads/)). Students cannot hold a graduate assistantship and regular NIU employment, such as a Supportive Professional Staff position, concurrently.

Finding a graduate assistantship requires time and planning. Most offices interview for graduate assistant positions in the spring semester to fill fall semester positions. Because you cannot accept an assistantship until you have been accepted to the counseling program, you may have to negotiate with the potential hiring office to consider your application. Some offices may look for a two-year commitment to the position.

The Graduate School publishes a list of campus departments and offices that hire graduate assistants that is available on the Graduate School website. ([http://www.niu.edu/stuaff/grad_resources/assistantships.shtml](http://www.niu.edu/stuaff/grad_resources/assistantships.shtml))

The number of graduate assistantships for counseling students within the CAHE department is extremely limited. Additional places to inquire for internships include the Student Housing Offices in Neptune East, University of Resources for Women, the CHANCE program, and the Office of the Ombudsman.

Eligible students may wish to consider applying for a Rhoten A. Smith assistantship. The Rhoten A. Smith Assistantship Program has been established at Northern Illinois University to help provide graduate assistantships to minorities and white women enrolled in graduate programs in which these groups are underrepresented. The program, named in honor of the university’s sixth president, represents part of the institution’s commitment to increasing access to graduate education. For more information, please go to this website: [http://www.niu.edu/law/admission/financial_aid/assistantships.shtml](http://www.niu.edu/law/admission/financial_aid/assistantships.shtml)

Students not admitted to the Graduate School are not eligible to receive graduate assistantships. Also, assistantships do not provide payment of students’ fees. Students who hold assistantship appointments should be prepared to pay the full amount of fees in accordance with published university procedures.

Applications for Graduate Assistantships are available at the CAHE office, Gabel Hall room 200. They can also be downloaded from [http://www.grad.niu.edu/diversity/assistantship.pdf](http://www.grad.niu.edu/diversity/assistantship.pdf)
COMPREHENSIVE CANDIDACY EXAMS

All doctoral students in counseling are required to pass comprehensive candidacy examinations prior to admission to doctoral candidate status. The process and the policies for the Comprehensive Examination are detailed in the following sections.

The examination includes the basic competencies in counseling theories; human development, learning, and behavior; research; cultural diversity; group counseling; consultation; supervision; assessment; and professional issues, including ethics. A student may apply to the program director to take this examination as soon as course work in the basic competencies is completed.

Process and Policies for Doctoral Comprehensive Candidacy Exams

Orientation

1. A comprehensive exam orientation session(s) will be held annually for any and all doctoral students to attend. This will be set up and led by the coordinator of the comprehensive exams committee.

2. Students will be presented with a rubric and a detailed concept guide upon which comprehensive exams are based (see Appendices B & C).

3. Students will have the opportunities to write mock comprehensive questions as part of several required doctoral courses throughout their program. Expectations for what is expected in comprehensive exam papers will be presented in numerous settings: doctoral program orientation, CAHC 700, CAHC 790, CAHC 786, as well as, other core doctoral courses to promote the development of scholarly writing across the counselor education curriculum.

Application to Sit for Exams

1. Comprehensive exams sign up will be handled by turning in the comprehensive exams application form via Tk20 NO LATER THAN the Friday the week after finals week of the semester before the term of examination.

2. Each application must be accompanied by a signed copy of the students’ program plan.

Eligibility

1. Students are required to have completed all CAHC core courses or be currently enrolled in no more than two remaining doctoral core classes.

2. Students are required to be enrolled in at least one credit hour in order to sit for the comprehensive exams.

3. Students may, with consent of their program committee chair, write a letter requesting exception to the eligibility requirements. This should be completed the semester prior to sitting for comps (i.e., fall for spring exams, spring for fall exams and before application for candidacy is submitted).
Comprehensive Exam Receipt and Submission Deadlines

1. Comprehensive exams will be delivered via Tk20 with e-mail notification, on the Friday of the 4th week of classes during Fall and Spring semesters; and on the Friday of the 2nd week of summer intersession during summer semester. Exams will be sent out no later than 4:00 PM on that day.

2. Comprehensive exams will be submitted two weeks later into the Tk20 Doctoral Candidacy Exam Portfolio by 4:00 PM that day.

The Process of Examination

1. The general questions will include an integration of five rigorous questions covering the 5 core areas of CACREP standards: Leadership, Supervision, Counseling, Teaching, and Research. Students will be allowed to choose so that in the end they will write only 4 questions. The exam committee will determine which two questions are mandatory and which two questions may be chosen between three additional questions.

2. Students will be allowed two weeks to write the comprehensive exam (4 questions).

3. Students will be allowed 15 pages maximum for each question’s response. This does NOT include references.

4. Students are expected to include exam questions at the very beginning of their response paper so the reader is clear exactly what question the student is answering in the following section. The questions should serve as the title page of the document. No identifying information should be on any of the pages. Students should put their ZID by the page number and the content area as the running head.

5. Papers will be written using a single side, APA formatting and writing mechanics. Papers that are not APA formatted or that have multiple errors will automatically be returned and the student will need to revise and resubmit.

6. Students are not allowed to discuss the questions that appear on the examination during or after the examination period.

Assessment of Comprehensive Exam

1. Grading for Fall and Spring comprehensive exams will be completed by faculty during the seventh and eight weeks of those semesters. Students will be informed of the results of their comprehensive exams no later than the tenth week of the semester. Summer comprehensive exams will be graded by faculty during the second and third week of the subsequent Fall semester. Students sitting for summer exams will be informed of their results no later than the fifth week of the fall semester.

2. Teams of three faculty members will be assigned to read two questions from all respondents.
3. Each question is graded separately and is assessed using a rubric (Appendix D). Students will be provided a rubric that defines the elements of assessment for successful completion of the examination process. Major criteria include:

   a. Knowledge of Professional Literature: Meaningful citation beyond classroom texts; use of professional peer reviewed and/or relevant seminal sources.

   b. Quality of Response: Ability to employ elements of scientific reasoning in the critique of research.

   c. Organization and Presentation: Structure and flow of argument; Ability to form links from theory/research to practice; originality and depth of thought;

   d. Quality of writing: APA structure, citations, seriation, spelling, grammar, references, and

A student will receive a high pass (12 points), pass (8-11 points), conditional pass (4-7 points), or fail (0-3 points) for each question.

4. For questions that are graded as fail upon the first attempt, the student will need to re-apply to sit for comprehensive exams and wait until the following semester to retake the comprehensive question(s) failed.

5. For questions that are graded conditional pass, the student will be able to revise those questions in a two week period after feedback meetings. Exams will be resubmitted to the comprehensive exam coordinator via their Tk20 Doctoral Candidacy Exam Portfolio to be redistributed and re-evaluated by the same faculty readers, if possible. If the revision is not graded as pass after the second attempt in the initial exam semester, the student will fail the question and will need to reapply and wait until the following semester to retake the comprehensive question(s) failed.

If a student begins comprehensive exams in spring, and needs to rewrite a question, that resubmission may occur during the summer semester, however, students may not receive graded results until the Fall semester.

6. Students who fail the same comprehensive question(s), two semesters in a row must meet with their program committee to develop remediation plans.

Policies and Process unanimously passed by Counseling Faculty December 1, 2011; Revised: December 9, 2015

Candidacy

A student must be admitted to doctoral degree candidacy before the doctoral degree can be awarded. The student is admitted to candidacy by the Graduate School following successful completion of the candidacy examination in the student’s major department and upon the recommendation of that department, which may have established additional requirements that must be satisfied before admission to candidacy is recommended.
DISSEURATATION PROCESS, POLICIES, AND FORMAT

The dissertation will be a substantial contribution to knowledge in which the student exhibits original scholarship and the ability to conduct independent research. Its subject must be in the area of the student’s major and be approved by the student’s dissertation director and, ultimately, by the dissertation committee. The dissertation presents research that has been conducted by the student under the supervision of a senior member of the graduate faculty from, and nominated by, the major department and approved as the dissertation director by the dean of the Graduate School. The document may not have been published previously, and the research must be successfully defended in an oral examination. The author must demonstrate to his or her committee satisfactory command of all aspects of the work presented.

Credit-hour requirements for the dissertation and research are determined by the major department. The dissertation is to be submitted in accordance with the Graduate School regulations found in the Guidelines for Preparing and Submitting Theses and Dissertations, available on the Thesis and Dissertations page of the Graduate School website.

Dissertation Committee

The student’s dissertation committee is selected by the student in consultation with the faculty chair. The committee represents graduate faculty of the university with knowledge in the area of the candidate’s topic. The number of committee members, including the chair, is normally three to five. At least two members of the committee must be senior members of the graduate faculty; no more than one member may be without graduate faculty status.

A student intending to write a dissertation should identify a prospective faculty director for the dissertation, who must be willing to serve as dissertation director and must be approved by the department, college, and Graduate School. The dissertation director and dissertation committee will judge the acceptability of the work. A faculty member may decline to serve as director of any particular dissertation project, in which case the department will assist the student in seeking a dissertation director. If a student, with department approval, changes dissertation director, the student may need to undertake additional work, or to change research projects, in accordance with the expectations and expertise of the new dissertation director.

Course Registration

A student who has formally begun the dissertation or its equivalent must register in course number 799 (doctoral dissertation). Once a student has begun registration in course number 799, the student must continue to register in course number 799 in each subsequent term until the dissertation is submitted to and formally approved by the Graduate School. Students must complete a minimum total of 6 semester hours of course number 799 for the doctoral degree. Registration for this purpose may be in absentia. The designation of a dissertation adviser should
be approved by the conclusion of the term in which a student first registers for 799. A student who fails to complete this procedure will, upon recommendation of the department, have all accumulated hours in the dissertation course converted to audit (no credit). After the student has registered for the maximum number of hours of credit that can be earned in dissertation research (course number 799), he or she should register as an auditor in 799 each term until the dissertation receives final Graduate School approval.

If circumstances prohibit continuing progress on the dissertation, a graduate student must request a leave of absence from the office of the dean of the Graduate School. If a student interrupts registration in course number 799 without obtaining a leave of absence then the student’s admission to the degree program will be terminated.

After the dissertation has received final Graduate School approval, the approved version will be deposited electronically with UMI Dissertation Publishing to be made available through their digital library of dissertations and theses. The abstract is also published in ProQuest Digital Dissertations, formerly Dissertation Abstracts International. This facilitates wide dissemination of the scholarship to interested parties. The student is required to pay the applicable fees.

**Oral Defense of Dissertation**

After the student has completed all other requirements for the doctorate, including the writing of a dissertation, an oral defense of the dissertation will be scheduled. The defense will consist of two parts, in either order in accordance with department policy: a public presentation with opportunity for questions from any interested parties and a restricted examination session with the dissertation defense committee. At the discretion of the department, members of the university’s graduate faculty and/or graduate students from the candidate’s department may be permitted to be present at the restricted session. The examining committee will inform the dean of the Graduate School, at least two weeks in advance, of the date, time, place, and dissertation title for the public presentation, and the dean will publicize this on campus, inviting attendance of interested persons.

The presentation and defense of the dissertation are culminating scholarly activities of the doctoral program. They provide the candidate with the opportunity to present, and other interested parties the opportunity to examine and respond to, the results of the finished dissertation research. Therefore, the dissertation presentation and defense should be scheduled only when both the student and the dissertation committee are satisfied that the scholarly work and its analysis are substantially complete, and believe that they reflect a level of rigor appropriate to a doctoral degree. Further research, analysis, or rewriting may be required by the committee as a result of discussions arising during the defense.

A student must be registered in the term of the oral defense of the dissertation. A student must be in good academic standing, both overall and in the degree program, to be eligible to submit a dissertation to the Graduate School or to have a dissertation defense.
Composition of Committee

Committees to conduct the candidacy examination and the oral defense of the dissertation will be nominated by the chair of the student’s major department and appointed by the dean of the Graduate School. Membership of candidacy and dissertation examining committees will include representatives of major and minor fields. The number of voting members on such committees normally will be three to five, and at least three are required. The majority of the voting members of the committee must be regular faculty members at Northern Illinois University; a majority of the voting members must be members of the graduate faculty; ordinarily at least one-half of the voting members, including the committee chair, must be graduate faculty members in the student’s major; and at least one-half of the voting members, including the committee chair, must be senior members of the graduate faculty. A person who is not a member of the Northern Illinois University faculty may be a member, but no more than one voting member may be without NIU graduate faculty status. In addition, the dean of the Graduate School will serve as an ex officio, nonvoting member of all committees to conduct the oral defense of the dissertation. The dean or a dean’s designee is to participate in both parts of the defense.

COUNSELING ORGANIZATIONS AT NIU

All students are encouraged to join our student organizations to become actively involved in the counseling program community and on campus. Through these experiences, students learn more about themselves and the field of professional helping.

Northern Illinois University Counseling Association

The Northern Illinois University Counseling Association (NIUCA) is a chapter of the Illinois Counseling Association, which is a state branch of the American Counseling Association. NIUCA is a not-for-profit organization of counseling and human development professionals and students who are being prepared to practice in education, health care, residential, private practice, community/agency, government, and business/industry settings. This organization is designed for all students in the master’s and doctoral counseling programs at NIU. NIUCA also welcomes students-at-large and students from other helping-related programs on campus.

The mission of NIUCA is to enhance the professional growth and development of counseling students as well as those employed in human service professions. NIUCA seeks to increase a sense of community with the NIU Counseling program.

The benefits of becoming a NIUCA member include:

1. Exposure to current information about trends and changes in the counseling profession.
2. Networking with other chapter members and faculty currently in the field.
3. Sharing with colleagues their ideas, knowledge, and philosophies about counseling.
4. Participating in social and educational activities that promote interaction and friendship among participants.
Past events NIUCA has hosted include speakers on equine therapy, ACA conference preparation, practicum and supervision question and answer sessions, and play therapy presentations. Members have also participated in events such as Challenge Day through participating high schools in the area, and social outings, such as bowling and tailgating. NIUCA is a great way for students to become a part of the NIU community and share with colleagues their ideas, knowledge, and philosophies about counseling. Get connected . . . with NIUCA!

For more information, please visit the NIUCA website. For other questions please contact the faculty advisor: Dr. Charlie Myers at cemyers@niu.edu

Chi Sigma Iota

Chi Sigma Iota is the Counseling Academic and Professional Honor Society International.

Purpose - To promote scholarship, research, professionalism, and excellence in counseling and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling.

Historical Perspectives - Chi Sigma Iota, the International Counseling Academic and Professional Honor Society, was established January 1, 1985, following several months of planning by representatives of the Counselor Education training program at Ohio University and leaders in the U.S. counseling profession. The impetus for forming an international honor society in counseling included a desire to provide recognition for outstanding academic achievement as well as outstanding service within the counseling profession. The formation of an honor Society was seen as a fruitful avenue to provide a much needed link between students, educators, practitioners, and administrators in various counseling settings who identify themselves as professional counselors, first and foremost.

Benefits of Membership:

Professionalism - CSI values high standards in the relatively young and emerging field of counseling. Along with credentialing, standards, and graduate school accreditation, CSI is striving to define and unify the counseling profession.

Recognition - Recognition for the pursuit of personal excellence is a fundamental purpose of the Society. It is through the efforts of individual members that the collective influence of the Society is realized. In addition to the membership certificate and recognition pin, members are encouraged to wear honor regalia at official functions as both a sign of their accomplishments and continuing commitment to excellence.

Exemplar - The CSI Exemplar is distributed three times a year to all CSI members, and is the main communication for informing members on a variety of professional topics and issues as well as activities of the Society. Its content encourages a commitment to and enthusiasm for academic and professional excellence in counseling.

Leadership Development - Developing leaders for the Society as well as the profession is a part of the CSI mission. The CSI officers, Scholars, and Academy of Leaders for Excellence are a
rich source for a variety of leadership development activities. These include occasional papers, articles and workshops focused on leadership. In addition to annual leadership training at the spring conference, CSI leaders conduct leadership training at the chapter level. These activities augment the fellowship and intern programs of the Society.

Annual Conventions - During the spring of each year, CSI meets concurrently with the American Counseling Association (ACA). The annual meeting serves as an ideal time to network with other counseling professionals and students, attend exciting workshops, and recognize outstanding academic and professional achievement. CSI also provides leadership training and related programs at the convention.

Awards - CSI chapters and members are always encouraged to strive for excellence and high achievement. Annual awards and fellowships are given during conventions to further compel students, faculty, and professionals to work for outstanding scholarship and professionalism.

Rho Alpha Kappa Chapter of Chi Sigma Iota at NIU

NIUCA has affiliation with Chi Sigma Iota, the national counseling academic and professional honors society that is open to students in the master’s program. The chapter’s name at NIU is Rho Alpha Kappa.

To be eligible for membership, a student must meet the following eligibility standards:

1. Completion of at least one semester (9-credit hours) of graduate courses
2. Maintaining an overall grade point average of 3.5 or better on a 4.0 scale
3. Professional identity as a counselor

To apply for membership, students must:

1. Complete the application online at www.csi-net.org and submit a $40 fee to Chi Sigma Iota.
2. Turn in a copy of the application to the chapter advisor, Gable Hall, room 201N.
3. Attend an initiation ceremony which takes place once each year.

Black Counselors Association

BCA Mission

The Black Counselors Association (BCA) is an organization dedicated to academic, scholastic and social excellence and advancement of African American graduate students at Northern Illinois University. The BCA identifies its mission as an organization that provides support and forum for graduate students in the field of counseling. It is the mission of the Black Counselors Association to promote social justice, multicultural competency, and professional networks for African American, as well as other students of color.

We provide opportunities for counseling students to participate in community outreach, mentoring, professional development programs, as well as our Annual Spring Social.
Email: blackcounselors.niu@gmail.com

NIU Huskie Link: https://niu.collegiatelink.net/organization/BCA

NIU Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling

NIUALGBTIC is comprised of students and professionals in the counseling field. As we seek officially recognized organization status, the vision and mission of the organization is to educate the public and empower people who identify as LGBT+ at intersections of their identities.

**NATIONAL AND STATE COUNSELING ORGANIZATIONS**

The following professional counseling organizations offer opportunities that are valuable at any stage in your counselor development. Membership is available to both students and professionals.

**American Counseling Association (ACA)**

[http://www.counseling.org/](http://www.counseling.org/)

The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world’s largest association exclusively representing professional counselors in various practice settings.

By providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 45,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base.

ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before congress and federal agencies, and strives to promote recognition of professional counselors to the public and the media.

The *Illinois Counseling Association* is the state chapter of the ACA and may be found at the following link: [http://www.ilcounseling.org/](http://www.ilcounseling.org/)

**Association for Counselor Education and Supervision (ACES)**

[http://www.acesonline.net/about-aces/](http://www.acesonline.net/about-aces/)

The Association for Counselor Education and Supervision (ACES) emphasizes the need for quality education and supervision of counselors in all work settings.

Through the accreditation process and professional development activities, ACES strives to continue to improve the education, credentialing and supervision of counselors.
The association strives to encourage publications on current issues, relevant research, proven practices, ethical standards and conversations on related problems. Persons who are engaged in the professional preparation of counselors will find leadership through ACES.

The ultimate purpose of the Association, in accordance with the purpose of ACA, is to advance counselor education and supervision in order to improve the provision of counseling services in all settings of society.

The Illinois Counselor Educators and Supervisors (ICES) is the Illinois chapter of the ACES and can be found at the following link: http://www.ilcounseling.org/displaycommon.cfm?an=1&subarticlenbr=37

The North Central Association for Counselor Education and Supervision (NCACES) is the regional association of counselor educators and supervisors. NCACES can be found at the following link: http://www.ncaces.org/

American School Counselor Association (ASCA)
http://www.schoolcounselor.org/

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to more than 29,000 professional school counselors around the globe.

The Illinois School Counseling Association (ISCA) is the state chapter of ASCA and may be found at the following link: http://www.ilschoolcounselor.org/

American Mental Health Counselors Association (AMHCA)
http://www.amhca.org/default.aspx

The American Mental Health Counselors Association (AMHCA) is a growing community of more than 6,000 clinical mental health counselors. Together, we make a critical impact on the lives of Americans. AMHCA succeeds in giving a voice to our profession nationwide and in helping to serve you and your colleagues in your state. Its Mission is to enhance the profession of clinical mental health counseling through licensing, advocacy, education and professional development.

The Illinois Mental Health Counselors Association (IMHCA) is the state chapter of AMHCA and may be found at the following link: http://www.imhca.org/

Association for Multicultural Counseling and Development (AMCD)
http://www.multiculturalcounseling.org/

The Association for Multicultural Counseling and Development seeks to develop programs specifically to improve ethnic and racial empathy and understanding. Its activities are designed
to advance and sustain personal growth and improve educational opportunities for members from diverse cultural backgrounds.

AMCD is charged with the responsibility of defending human and civil rights as prescribed by law. It encourages changing attitude and enhancing understanding of cultural diversity. Provisions are made for in-service and pre-service training for members and for others in the profession. Efforts are made to strengthen members professionally and enhance their ability to serve as behavioral change agents. Operationalization of Multicultural Counseling Competencies by AMCD represents a benchmark for the counseling profession and the American Counseling Association.

Association for Lesbian, Gay, Bisexual, & Transgender Issues in Counseling (ALGBTIC)
http://www.algbtic.org/

The mission of ALGBTIC includes the recognition of both individual and social contexts representing the confluence of race, ethnicity, class, gender, sexual orientation, ability, age, spiritual or religious belief system, indigenous heritage in order to:

- Promote greater awareness and understanding of gay, lesbian, bisexual, and transgender (GLBT) issues among members of the counseling profession and related helping occupations.
- Improve standards and delivery of counseling services provided to GLBT clients and communities.
- Identify conditions which create barriers to the human growth and development of GLBT clients and communities; and use counseling skills, programs, and efforts to preserve, protect, and promote such development.
- Develop, implement, and foster interest in counseling-related charitable, scientific, and educational programs designed to further the human growth and development of GLBT clients and communities.
- Secure equality of treatment, advancement, qualifications, and status of GLBT members of the counseling profession and related helping occupations.
- Publish a journal and other scientific, educational, and professional materials with the purpose of raising the standards of practice for all who work with GLBT clients and communities in the counseling profession and related helping occupations.

The Illinois Association for Lesbian, Gay, Bisexual, & Transgender Issues in Counseling (IL-ALGBTIC) is the Illinois chapter of ALGBTIC. IL-ALGBTIC was recently founded by NIU Doctoral Student Joel Filmore. Further information can be obtained by contacting Joel Filmore at jfilmore@uicalumni.org
STUDENT RESPONSIBILITIES

It is the responsibility of students to know and observe all regulations and procedures relating to the program they are pursuing, as well as those of the university and Graduate School. In no case will a regulation be waived or an exception granted because students plead ignorance of, or contend that they were not informed of, the regulations or procedures. Questions on regulations and their interpretation pertaining to studies at the graduate level should be addressed to the office of the dean of the Graduate School.

Students planning to graduate should familiarize themselves with the dates relating to application for graduation and other pertinent deadlines. (See the Graduate School Calendar, copies of which may be obtained from the Graduate School, www.niu.edu/grad) It is necessary to apply for graduation by the specified deadline in order to graduate in a particular term, whether or not the student plans to attend the commencement ceremonies, if any.

Students must satisfy the degree requirements of the catalog in force during the term for which they have been admitted to and begin course work in the degree program; or they may, with the consent of their advisers, meet graduation requirements by complying with the degree requirements of a later catalog. Students readmitted to a degree program must meet degree requirements of the catalog in force at the time of the later admission (or of a subsequent catalog, as provided above). Aside from degree requirements, all students are subject to the regulations and policies stated in the catalog currently in force. Exceptions to regulations and requirements contained in the Graduate Catalog require the written approval of the office of the dean of the Graduate School, unless otherwise stated in the catalog.

Student Responsibility for Obtaining Current University Information

The university reserves the right to make changes in admission requirements, fees, degree requirements, and other specifications set forth in this catalog. Such changes may take precedence over catalog statements. While reasonable effort is made to publicize such changes, students should remain in close touch with departmental advisers and appropriate offices, because responsibility for complying with all applicable requirements ultimately rests with the student. The office of the dean of the Graduate School is the authoritative office for verifying deviations from provisions in this catalog.

(F NIU Graduate Catalog, 2015-2016)

FINAL COMMENTS

Welcome to the Counselor Education and Supervision Ph.D. program! We encourage you to refer back to this handbook as you make your way through the program. Remember that your program committee is designated to help through the process of obtaining your degree. It is important that you contact him or her throughout your course work with the various questions and concerns you may have. Again, congratulations on this important first step to becoming a professional counselor educator and clinical supervisor!
STUDENT ACKNOWLEDGEMENT & RESPONSIBILITY FORM

I understand that I am responsible for the information presented in the Doctor of Philosophy (Ph.D.) Degree in Counselor Education and Supervision Program Handbook. I have reviewed these materials carefully and accept this responsibility. If I have questions concerning these materials, I will ask for clarification from a faculty member, my program advisor, or my program committee.

I can attest to the following:

- I have reviewed these materials carefully.
- I have discussed concerns or questions with my academic counselor or faculty advisor.
- I understand if I have any future questions concerning these materials, I will ask for clarification from a faculty member or staff advisor.
- I understand that I am responsible for all the policies and information in this handbook as it pertains to my status as a student in the doctoral program.
- I am aware that failure to adhere to the information in this handbook could keep me from graduating from this program.
- I will bring any discrepancies of the policies and information in this handbook to my academic counselor or a faculty member as soon as possible.

I have read the Doctor of Philosophy (Ph.D.) Program Handbook and understand that I am responsible for the information contained therein.

____________________________________________
Student Printed Name

____________________________________________
Signature of Student                        Date

____________________________________________
Admission Coordinator

(Original signed form will be filed in student record.)
APPENDIX A: Minimum Internship Expectations

Counseling Sequence

Minimum of one CCTC counseling internship (prerequisite of CAHC 750)

- Conduct intake interviews by engaging in comprehensive biopsychosocial assessment and appraisal strategies
- Individual counseling sessions within the CCTC
- Use recording software to tag individual sessions
- Use Titanium Schedule to document cases appropriately. This includes case notes, diagnostic assessments, treatment plans, and termination plans.
- Presenting client case conceptualizations to supervisors and peers.
- Participate in clinical supervision.
- If not already licensed, use clinical experiences to work toward licensure and national certifications (i.e., LCPC, ACS, etc.).

Leadership Sequence

Facilitating CAHC 540 Groups

- Co-facilitate two 540 processes groups
- Screening group participants
- Scheduling meeting time and location
- Facilitate groups with cultural differences
- Receive and provide feedback on participant journals
- Monitor and modify leadership style in response to stages of group development and interpersonal dynamics.
- Maintain here-and-now focus in group and utilize immediacy
- Responds appropriately to supervision

Participating in Leadership of Professional Organizations

- Demonstrate advocacy for the profession and its clientele through examples
- Attend a minimum of 3 professional conferences, at least one of which must be ACES or North-Central ACES.
- Present or co-present at a professional conference 2 times
- Provide leadership or contribute to leadership efforts of professional organizations.
  - Chairing a task force
  - Chair a counseling related committee
  - Lead as an executive officer for at least one term

Participate in 3 Pre-Admissions Workshops (P.A.W.)
- Two of the three must be master’s P.A.W.s, one of the three may include: doctoral P.A.W, roundtable, information meeting, or other recruitment events.
- Review and evaluate applicant admissions materials
- Interact with applicants in large group experiences
- Co-facilitate small group interview discussions
- Observe interpersonal skills and behaviors of applicants
- Contribute to the evaluative discussion of applicants
- Address multicultural issues and advocate when appropriate

**Supervision Sequence**

Facilitation of Master’s students in CAHC 525 Skills course

- Teach at least one didactic lesson on a micro skill 45 minutes to 1 hour
- Grade homework assignments
- Coach skill practice activities during class
- Group coaching in the CCTC, observe practice session
- Explaining and monitoring the use of recording software

Supervise a minimum of one CAHC 550 Practicum course (co-requisite of CAHC 752)

- Utilizes multiple mechanisms for supervision (i.e. recordings, live supervision, etc.)
- Demonstrate effectiveness of individual, group, and triadic supervision
- Participate in the evaluation process of supervisees
- Demonstrates application of theories and skills of clinical supervision
- Participating in supervision of supervision
- Provides a professional disclosure statement for supervisees
- Understands legal, ethical, and multicultural issues associated with clinical supervision

Second Supervision semester (one of the following): CAHC 550: Team Teach with Faculty or CAHC 586: Team Teach with Faculty

- Supervise a minimum of 6 interns in the field
- Attend and lead bi-weekly internship class
- Complete at least 1 site visit for each supervisee
- Participate in supervision with faculty

**Teaching Sequence**

Co-teach at least 2 master’s-level courses with counseling program faculty upon completion of or concurrent with CAHC 701

- Assist in the development of lesson planning and classroom activities
- Conduct an experiential activity, including facilitation of post-activity content and process questions
• Recognizes how class objectives align with CACREP requirements
• Demonstrates ability to effectively evaluate and provide feedback to students
• Effectively utilizes Socratic questioning to lead discussions
• Incorporates technology as a supportive instructional delivery system
• Effectively engages diverse students in their own learning styles

Research Sequence

Submission of a manuscript for publication as the lead author in a professional journal prior to dissertation defense

Participate in at least 1 research project affiliated with the counseling program (i.e. collaborating with faculty or peers determined in consult with program committee). Examples include:

• Action-based research
• Program evaluation
• Grant development
• Needs assessment
• Accreditation evaluation and coordination
APPENDIX B: Criminal Background Check Protocol

NIU Graduate Counseling Program – Current Students

All applicants who are recommended by faculty for admission into Practicum must successfully pass a criminal background check before being allowed to see clients. The process consists of the following steps:

- If an applicant has already completed and passed a Criminal Background Check through Northern Illinois University for teaching CAHC 211, notify the practicum office at cahc_cctc@niu.edu to have this confirmed.
- If an applicant has already completed and passed a Criminal Background Check through Northern Illinois University through other means (GA or other employment) or other school/agency requiring your CBC for appointment or employment you must have your hiring supervisor send a letter on their company letterhead indicating that in order to have be hired/appointed to your current position you completed and passed a criminal background check. Have the supervisor include the date it was passed and their signature. This letter should be mailed to: Department Chair, 200 Gabel Hall, Northern Illinois University, DeKalb, IL 60115.
- All other applicants must complete and pass the “Non-fingerprint Conviction Information Request Form” or Form ISP6-405B through the Illinois State Police. The fee to process a Non-fingerprint request is **$16.00**.
- Forms are available in the Community Counseling Training Center in Graham 416 or can be requested either online at [http://www.isp.state.il.us/crimhistory/uciaformreq.cfm](http://www.isp.state.il.us/crimhistory/uciaformreq.cfm) or by contacting the Illinois State Police at (815) 740-5160.
- When completing the form, applicants must specify that the requested information be sent to the Department Chair, 200 Gabel Hall, Northern Illinois University, DeKalb, IL 60115. A sample form is attached for your convenience.
- These forms are original documents and must not be copied for duplicate submission. If you make a mistake on a form use the means listed above to acquire a new form.
- Always record the Transaction Control Number which is located in the top right-hand corner of the UCIA request form. This number is used in tracking the status of the request form.
- A search will also be undertaken through the Illinois Sex Offender Registry (SOR) and The Dru Sjodin National Sex Offender Public Website (NSOPW) through the U.S. Department of Justice. Convictions from any of the sources may prevent admission into the NIU Counseling Program and/or advancement into Practicum.
- Results of the Criminal Background Check must be received by the Department Chair before seeing your first client.

For any additional questions about the process, contact the CCTC office at cahc_cctc@niu.edu or (815) 753-9312. Please note, the Center Director does not have access to any of the criminal background records nor will he ever review. All records are reviewed by the Department Chair.
APPENDIX C: Application for Teaching Assistantship

Doctoral students desiring to teach independently apply for a "teaching assistantship" with a faculty member supervisor as instructor of record for that course. Selection is determined each semester by course availability as well as faculty assessment of applicant content knowledge, pedagogical skills, disposition, and overall teaching readiness. Applicants are recommended to have (a) successfully completed CAHC 701 and (b1) co-taught course content area at least twice or (b2) co-taught content area at least once and at least two other courses. All decisions are made on a case-by-case basis and subject to approval by department chair.

Name:
Phone:
Email:

Course(s) desired to teach:

Previous teaching or co-teaching experience:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Supervising faculty member</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Semester in which CAHC 701 was taken and instructor: ____________________________

Reason for wanting to teach specific course(s) desired to teach: ____________________

Additional information you would like us to know: ________________________________

________________________________________

1/15/2016
## APPENDIX D: Candidacy Exams Grading Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Absent (0 pts)</th>
<th>Does not Meet Expectations (NME) (1 pts)</th>
<th>Meets Expectations (ME) (2 Pts)</th>
<th>Exceeds Expectations (EE) (3 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of the literature (A1, A2, A3, A4, C1, C2, F1, F2, G1, H1, H2, H3, I5)</td>
<td>□ Supports sources missing; unreliable sources used, and/or supports not cited.</td>
<td>□ Either unsupported or support provided comes from less reliable sources; inadequate in reviewing relevant literature.</td>
<td>□ With only a few exceptions, significant knowledge of literature with ideas, claims, and methods that are supported with citations to peer reviewed journals and other respected scholarly sources; adequate in identifying gaps in the literature.</td>
<td>□ Significant knowledge of literature with ideas, claims, and methods supported with citations to peer-reviewed journals and other respected scholarly sources; thorough and competent in documenting sources; very insightful in identifying gaps in the literature.</td>
</tr>
<tr>
<td>2. Quality of response (G1, H1, H2, H3)</td>
<td>□ Unidentified thesis; disordered ideas; lacks understanding of issue and application considerations.</td>
<td>□ Overly simplified in thesis; insufficient in development of ideas; weak in textual evidence; concepts are not internally consistent; inadequate in demonstrating understanding of practical application where appropriate.</td>
<td>□ Thorough and relevant; competent in the development of argument and information; thoughtful and reflective; adequate in evidence; adequately original; concepts are internally consistent with only minor exceptions; generally insightful and inclusive of new ideas; adequate in demonstrating understanding of practical applications where appropriate.</td>
<td>□ Thoughtful and well stated in all sections; clear, persuasive, engaging; credible with verifiable ideas; convincing with clear thesis and argument; answered very thoroughly; representative of experts in the topical area; relevant and accurate in content; concepts are internally consistent; very insightful and inclusive of new ideas; very competent in demonstrating understanding of practical applications where appropriate.</td>
</tr>
<tr>
<td>3. Organization and presentation (F3)</td>
<td>□ Content not related to thesis; random thoughts with no discernable point.</td>
<td>□ Somewhat unfocused or unclear; weak; abrupt in transition; disconnected ideas; sketchy with important details missing; inaccurate with erroneous information provided.</td>
<td>□ Generally focused and logical with identifiable thesis; generally well organized with apparent structures and transitions; accurate with clearly stated ideas; appropriate style/tone.</td>
<td>□ Very clearly focused with identifiable thesis; exceptionally organized with very apparent structures and transitions (e.g., introduction, middle, conclusion, other organizational headings); on topic; written with intact paragraphs; coherent; highly appropriate style/tone.</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4. Quality of writing (F3)</td>
<td>□ Numerous spelling errors; several grammar errors; inadequate use of APA mechanics (e.g., absent cover page, absent headers, missing headings, repeated reference format errors).</td>
<td>□ Limited in vocabulary; unclear with misused parts of speech that impair understanding; inadequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); writing style not consistent with published material; inadequate compliance with APA style.</td>
<td>□ Readable and the writer’s meaning on a general level is clear; adequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); writing style consistent with published material; good compliance with APA style.</td>
<td>□ Precise, engaging, specific, and accurate; excellent in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); writing style highly consistent with published material; excellent compliance with APA style.</td>
</tr>
</tbody>
</table>

A student will receive a high pass (12 points), pass (8-11 points), conditional pass (4-7 points), or fail (0-3 points) for each question.
# APPENDIX E: Operationally Defining Scholarly Writing Elements of Candidacy Exams

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Organization: Structure and flow of argument</th>
<th>Integration and Synthesis: Ability to compare and contrast ideas; form or assimilate ideas</th>
<th>Knowledge of Professional Literature: Meaningful citation beyond classroom texts; Use of sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your ability to fully answer the question, to provide a structure for your answer that conveys you understand the question and that you have designed a thoughtful, easy to follow response.</td>
<td>□ Introduces topics and subtopics  □ Introduction conveys understanding of the elements of the question.</td>
<td>□ Defines all elements of the questions: CONSTRUCTS needed to formulate an answer</td>
<td>□ Demonstrates ability to find, evaluate, and use information from research  □ Provides context  □ Strengthens your argument  □ Uses original works</td>
</tr>
<tr>
<td></td>
<td>□ Uses transitions between paragraphs and from one major section of the response to another</td>
<td>□ Weaves ideas and findings from the field into a synthesis: your constructs</td>
<td>□ Uses citations from the last 3-4 years  □ Reveals controversies  □ Demonstrates your command and knowledge of literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Clarifies assumptions that impact your interpretation and application of the response</td>
<td>□ Uses foundational documents from CE (e.g., ACA Code of Ethics [2005], CACREP standards [2009], ASGW BPG [2008],</td>
</tr>
<tr>
<td></td>
<td>□ Uses parallel form for ideas in a series</td>
<td></td>
<td>□ If question(s) ask for a model, model with citations is used in the body of the response (e.g., Ethical decision making model, Supervision)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Honors alternative view</td>
<td>□ If question asks for research design, consider using JARS (APA, 2010) as a checklist for items to appear in the response  □ Kline or Granello articles are also a source of comparison for a research design question; if you need it to publish it, you need it to answer it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Describes not only WHAT was found but also HOW that finding is supported</td>
<td></td>
</tr>
<tr>
<td>Your ability to demonstrate the tenets of critical thought: humility, integrity, fair-mindedness, clarity, depth, breadth, accuracy, precision, relevance, etc.</td>
<td>Critical Thinking: Ability to employ elements of scientific reasoning in the critique of research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Uses MORE than one author’s work. - Integrates literature cited rather than lists cited material serially (reporting one study, then another study, and then yet another...).</td>
<td>- ACES technology standards: Shows your original thoughts are grounded in literature. - Research supports your analysis, interpretations, conclusions. - If question asks for your model, existing models from literature used to support/contrast your original idea(s).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrate purpose, information based upon data and evidence that leads to inferences and interpretation to support conclusions; concepts are defined, assumptions are identified and supported (bias elimination); implications are developed based upon logical progression of ideas and are also subject to analysis; and your point of view is clear with acknowledgment that it is limited.</td>
<td>- Identify assumptions. - Identifies the assumptions of the works you are citing. - Identifies your conclusions. - Identifies the conclusions of the works you are citing. - Address external and internal validity of the research you cite. - Or alternatively, address veracity, transferability, credibility etc. of research you cite. - Avoids “vicious abstraction: or using a source but taking it out of context from the original meaning. - Clearly defined point of view. - Acknowledges and explore alternative views. - Recognizes limitations that are inherent in your point of view.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building upon critical thinking elements and standards, your application of solutions is supported by clear definitions of the purpose, problem and potential solutions to the situation.</td>
<td>Application: Ability to form links from theory/research to practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Similar to the use of literature, consider citing and using known problem solving patterns (ethical decision making model) to support the links/steps you are taking</td>
<td>□ Use relevant codes from CACREP; ACA Code of Ethics, etc. to support your links when appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Address elements of the clients story with links to theory (same for counselor-in-training, or supervisor)</td>
<td>Similar to critical thinking: practice applications are built from implications of theory and consequences of applying theory, therefore subject to analysis for accuracy, thoroughness, and goodness of fit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your thinking and presentation of ideas in response to the question is your focal point. Your response is clearly yours, and your use of sources both supports and challenges your assertions. You demonstrate intellectual integrity and humility. You do not rely on the spoken word or written word of authority, even that heard in a course (including this one).</th>
<th>Originality and Depth of Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Presents your voice and your answer to the question as the central point of the writing</td>
<td>□ Sources support your arguments, your conclusions but do not overwhelm your voice</td>
</tr>
<tr>
<td>□ Demonstrates that you understand the complexity of the issues at hand</td>
<td>Demonstrates your understanding of the multiple relationships in the problem</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your ability to demonstrate mastery of the APA (2010) style manual</th>
<th>APA Style: Elements include: use of structure (headings), citations, seriation, punctuation, and references.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Structure: APA Chap 2</td>
<td>□ Citations: APA Chap 6</td>
</tr>
<tr>
<td>□ Seriation: 3.04, 4.03, 4.09</td>
<td>References: Chap 7</td>
</tr>
<tr>
<td>□ Mechanics: Spelling and grammar usage (also consistent with APA style rules).</td>
<td></td>
</tr>
<tr>
<td>□ Clarity: The author uses action verbs and makes actors (who) the object of sentences.</td>
<td>□ Concepts (what) act.</td>
</tr>
<tr>
<td>APA Chap 4</td>
<td></td>
</tr>
</tbody>
</table>
This document represents Dr. Debra Pender’s analysis and interpretation of writings and literature on preparing for a scholarly exam. The guidance provided here should not be considered over the direct instruction of the candidacy coordinator or your committee chair.

References for this document:


APPENDIX F: CES Student Disposition Assessment

Northern Illinois University
Counselor Education & Supervision

Student Disposition Assessment
(Adapted from the University of North Carolina-Charlotte’s Department of Counseling)

The Counselor Education & Supervision (CES) program at Northern Illinois University is responsible for preparing candidates who have the required knowledge, skills, and professional dispositions* to become effective counselor educators as well as supervisors of clinical mental health and professional school counselors. Therefore, your chosen program of study will prepare you to develop and model the knowledge, skills, and dispositions expected of successful professionals. The CES faculty will evaluate your demonstration of these professional dispositions and provide you with feedback about your progress. Professional dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development. They include the ideal of fairness and the belief that all students can learn. The American Counseling Association’s (2014) Code of Ethics articulates the necessary characteristics expected for all counselors- and counselor educators-in-training at Northern Illinois University.

*Dispositions are assessed indirectly, based on candidates’ observable behavior in educational settings (NCATE, 2008).

1. This evaluation is to be used by any faculty member at any time during a candidate’s program of study [and for yearly review].

2. The faculty member who initiates the assessment should schedule a conference with the student to discuss and document the concern.

The student demonstrates:

I. Impact
A. Demonstrates awareness of own impact on others
B. Demonstrates ability to deal with conflict
C. Demonstrates flexibility regarding responding to changing demands in the professional and interpersonal environment.

2. Professional Identity and Continuous Growth
A. Demonstrates openness to new ideas
B. Demonstrates multicultural awareness and sensitivity
C. Accepts and uses feedback
D. Expresses feelings effectively and appropriately
E. Demonstrates professional appearance
F. Cooperates with others
G. Communicates effectively and appropriately
H. Shows initiative and motivation (e.g., meets deadlines, class attendance)

3. Ethics
A. Accepts responsibility for personal actions and behaviors
B. Attends to ethical and legal responsibilities including the ACA Code of Ethics and the NIU’s Student Code of Conduct policy.
C. Discloses any unethical or unlawful activity from the time application was submitted into the program until the end of the program
D. Demonstrates honesty, integrity, fairness, confidentiality, and respect for others
E. Doctoral Students ONLY: Maintains appropriate boundaries when acting in role of instructor or supervisor
F. Doctoral Students ONLY: Understands limits of confidentiality when acting in role of instructor or supervisor