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WELCOME!

Congratulations on embarking on an advanced degree in the field of professional counseling! Northern Illinois University takes pride in providing a doctoral program that will prepare students for careers in counselor education and supervision. Throughout this program, students will continue to enhance their counseling skills, as well as develop as researchers, educators, and clinical supervisors.

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 COUNSELOR 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, including the doctoral program, prepare 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, Chi Sigma Iota, and the National Board for Certified Counselors.

Suzanne Degges-White, Ph.D., LPC is Chair and Professor who received her doctorate in Counseling and Counselor Education, Graduate Certificate in Women’s Studies, Master of Sciences in Counseling from the University of North Carolina at Greensboro, Master of Sciences in Counseling, and Bachelor of Arts in Psychology from the University of North Carolina at Greensboro.
Dr. Degges-White is a licensed counselor whose focus includes working with individuals and families facing transitions. Her academic research explores development over the lifespan with a strong focus on women’s relationships and women’s developmental transitions. She is currently president of the Association for Adult Development and Aging, a division of the American Counseling Association.

_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.

Dr. Fisher has a variety of experiences in school and community counseling as well as working with talented underrepresented youth. 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.

_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 also presented workshops and keynote speeches related to counselor education, counseling, advocacy, and linguistic analysis at numerous national, regional, and state professional conferences. Dr. Wickman also facilitates the internationally popular podcast _Mental Illness in Pop Culture_ and organizes annual social justice through service learning trips to Guatemala.

Dr. Wickman has a Ph.D. in Counselor Education and Supervision from Southern Illinois University Carbondale, M.S.Ed. in School Counseling from Eastern Illinois University, and B.A. in Journalism/Spanish from Northern Illinois University. Dr. Wickman is currently president of the Illinois Association for Spiritual, Ethical, and Religious Values in Counseling. He is a former president of the Illinois Counseling Association, Illinois School Counselor Association, North Central Association of Counselor Education and Supervision, and Coalition of Illinois Counseling Organizations. Dr. Wickman has received the Beverly Brown Award for
Outstanding Contributions to the Field of Group Counseling, Illinois School Counselor Educator of the Year Award, and Northern Illinois University College of Exceptional Contributions to Teaching Award.

Adam W. Carter, Ph.D., LCPC, CCMHC, NCC, ACS is an assistant Professor of Counseling, teaches in the CACREP accredited Master’s and Doctoral counseling programs, and is the coordinator of the Trauma-Informed Counseling Graduate Certificate. He received his Ph.D. in Counselor Education and Supervision from the University of North Carolina at Charlotte with an emphasis in multicultural counseling, his Masters in Counseling from UW-Stout, and his Bachelors in Education from Berea College.

Dr. Carter is licensed as a professional counselor with a supervisor’s credential (NC-LPCS), a National Certified Counselor (NCC), and an Approved Clinical Supervisor (ACS). His clinical experiences are broad having worked as a counselor and supervisor in community mental health clinics, in-home intensive settings, community advocacy agencies, and in private practice. Dr. Carter’s research and presentations focuses on preschool grief reactions, using play therapy with diverse populations, and LGBTQ issues in counseling and clinical supervision. In 2014, Dr. Carter was one of two inaugural Scholars-in-Residence with the American Counseling Association and helped developed strategies for empowering clinicians to conduct single-subject design research in community settings.

Melissa J. Fickling, Ph.D., LCPC, NCC, ACS joined the NIU faculty in 2017. She completed her doctoral work in Counseling and Counselor Education in 2015 at the University of North Carolina at Greensboro and her Master’s degree in Counseling at Roosevelt University. Her primary research interests are focused on the intersections of work, mental health, and meaning. She also does research in the areas of clinical supervision and career counseling. Dr. Fickling has practiced professional counseling in higher education, community, and private practice settings and is a licensed clinical professional counselor in Illinois. Her clinical interests include adult career transition, grief & loss, identity, and spiritual issues. She is a member of the editorial review board for the Journal of College Counseling. Dr. Fickling was the 2016-2017 Edwin L. Herr fellow for Chi Sigma Iota and currently co-chairs the National Career Development Association’s Committee on Diversity Initiatives & Cultural Inclusion.

Dana T. Isawi, Ph.D. is an assistant professor of counseling at Northern Illinois University. She joined NIU in the fall of 2017. Dr. Isawi holds a Ph.D. in Counselor Education and Supervision from the University of North Carolina at Charlotte and a master’s degree in school counseling from Marymount University. She has experience in teaching a variety of graduate courses in mental health counseling, school counseling, and play therapy as well as providing supervision for graduate students. Dr. Isawi has clinical experience in the school and community settings both locally and internationally. Her professional experience also includes counseling intervention development, implementation and evaluation.
Dr. Isawi's research and presentations focus on multicultural issues in counseling, especially on the traumatic experiences of refugees and counselors working with trauma survivors. Her presentations also focus on cultural considerations in play therapy and in working with families from diverse backgrounds.

**Kimberly A. Hart, Ph.D., LPC, PEL:SC, NCC, ACS** 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. Kimberly was elected to the ICA Presidency line of succession in 2017 as President Elect-Elect.

**PROGRAM ACCREDITATIONS**

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. Current and prospective students are urged to log onto the CACREP website 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 outside the box and yet know the boundaries of our discussions

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

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 graduates of the doctoral program.

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 with and sensitivity to issues in counseling related to diversity in race, gender, religion, age, ability, sexual/affectional orientation, and other facets of identity and culture.

LEARNING OUTCOMES

(from CACREP Standards, 2016, p. 39-41)

Doctoral programs in counselor education address professional roles in five doctoral core areas: counseling, supervision, teaching, research and scholarship, and leadership and advocacy. These five doctoral core areas represent the foundational knowledge required of doctoral graduates in counselor education. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

1. COUNSELING
   a. scholarly examination of theories relevant to counseling
   b. integration of theories relevant to counseling
c. conceptualization of clients from multiple theoretical perspectives
d. evidence-based counseling practices
e. methods for evaluating counseling effectiveness
f. ethical and culturally relevant counseling in multiple settings

2. SUPERVISION
   a. purposes of clinical supervision
   b. theoretical frameworks and models of clinical supervision
c. roles and relationships related to clinical supervision
d. skills of clinical supervision
e. opportunities for developing a personal style of clinical supervision
f. assessment of supervisees’ developmental level and other relevant characteristics
g. modalities of clinical supervision and the use of technology
h. administrative procedures and responsibilities related to clinical supervision
   i. evaluation, remediation, and gatekeeping in clinical supervision
   j. legal and ethical issues and responsibilities in clinical supervision
   k. culturally relevant strategies for conducting clinical supervision

3. TEACHING
   a. roles and responsibilities related to educating counselors
   b. pedagogy and teaching methods relevant to counselor education
c. models of adult development and learning
d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education
e. effective approaches for online instruction
f. screening, remediation, and gatekeeping functions relevant to teaching
g. assessment of learning
   h. ethical and culturally relevant strategies used in counselor preparation
   i. the role of mentoring in counselor education

4. RESEARCH AND SCHOLARSHIP
   a. research designs appropriate to quantitative and qualitative research questions
   b. univariate and multivariate research designs and data analysis methods
c. qualitative designs and approaches to qualitative data analysis
d. emergent research practices and processes
e. models and methods of instrument design
f. models and methods of program evaluation
g. research questions appropriate for professional research and publication
h. professional writing for journal and newsletter publication
i. professional conference proposal preparation
j. design and evaluation of research proposals for a human
  subjects/institutional review board review
k. grant proposals and other sources of funding
l. ethical and culturally relevant strategies for conducting research

5. LEADERSHIP AND ADVOCACY
   a. theories and skills of leadership
   b. leadership and leadership development in professional organizations
c. leadership in counselor education programs
d. knowledge of accreditation standards and processes
e. leadership, management, and administration in counseling organizations
   and other institutions
f. leadership roles and strategies for responding to crises and disasters
g. strategies of leadership in consultation
   h. current topical and political issues in counseling and how those issues
      affect the daily work of counselors and the counseling profession
   i. role of counselors and counselor educators advocating on behalf of the
      profession and professional identity
   j. models and competencies for advocating for clients at the individual,
      system, and policy levels
   k. strategies of leadership in relation to current multicultural and social
      justice issues
   l. ethical and culturally relevant leadership and advocacy practices

PROGRAM INFORMATION

COHORT MODEL

The Counselor Education & Supervision program operates a cohort model program
with a new cohort starting each fall. Doctoral students can choose to enroll full-
time or part-time. However, prescribed courses must be taken accordingly. Please contact your program chair to develop your Program of Study.

**MATRICULATION REQUIREMENTS**

Students may matriculate into the program as early as summer once an admission offer is made and accepted in the spring. Student-at-large enrollment is by instructor permission only. Ongoing matriculation is dependent on successful completion of coursework and maintenance of an adequate GPA.

**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 84 semester hours including a maximum of 30 semester hours from the master’s degree, 6 semester hours of CES internship (CAHC 786), a minimum of 15 semester hours of dissertation (CAHC 799), and core CES coursework as follows:

- CAHC 740 - Prof. Orientation to Counselor Ed: Leadership, Advocacy, and Ethics; 3 credits
- CAHC 701 - Professional Seminar in Counselor Education and Development; 3 credits
- CAHC 730 - Advanced Theories of Counseling; 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 – Research and Scholarship in Counselor 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 their program chair. In consultation with their chair, a student
shall select their program committee, composed of three counseling faculty members. This committee will assist the student in composing their program, determining internship opportunities, and overseeing the student’s progress through the doctoral 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 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.

**DOCTORAL COUNSELING PRACTICUM**

Each student will complete a three credit-hour course in Applied Practicum (CAHC 750). This class meets one night each week and is to be taken during the first semester in the CES program. This class meets for 2 hours, (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 supervision at the assigned times.

**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 CAHC 750 Applied Practicum in Counseling and CAHC 786 Internship in Counseling 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  
Gabel Hall 200  

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 program committee in addition to submitting a letter to counseling faculty members who will be convened to evaluate the student’s program request. If program continuation is denied by the program 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.

**DOCTORAL INTERNSHIP**

An internship is defined as a supervised learning experience designed to provide students with opportunities to implement knowledge and theory acquired through course work in actual work settings.

The internship program at NIU is part of the nationally accredited CACREP program. CACREP regards internship as a distinctly defined experience intended to enable students to refine and enhance counseling, pedagogical, supervision, and professional development skills, and integrate professional knowledge and skills appropriate emerging counselor educators and clinical supervisors.

The timing, nature, and placement of the internship are determined by the doctoral internship basic requirements and student’s career goals. Because of the diversity of career goals, student characteristics, and the learning experiences of each student, internship experiences are individually developed. It is your responsibility to do this in cooperation with your advising chair, the internship
coordinator, and relevant site supervisors. Placement sites must be able to provide the diverse and comprehensive experience needed for successful internship experiences.

Doctoral students must complete 6 cumulative internship credit hours. Doctoral internship is broken up into five distinct areas (1) Teaching, (2) Supervision, (3) Leadership, (4) Research, and (5) Counseling. The doctoral internship is an experience-based internship (clock hours do not directly translate to credit-hour equivalents). Please consult your advisor about which internship experiences will be required given your goals and experiences to date. Typically, a minimum of one credit hour in the domains of teaching, counseling, and supervision is required.

**Goals of Doctoral Internship**

Throughout the internship, the student should learn and experience, under supervision, the duties and responsibilities of a professional who is employed at the site. In addition, you will have specific professional goals to fulfill during the internship experience. **Though the goals of individual students will vary, the internship requirements outlined by your program must also be addressed and included in your internship plan.**

- Experience the professional leadership roles of counselor education, supervision, counseling practice, and research competencies expected of doctoral students.
- Develop an area of professional counseling expertise as demonstrated through scholarly publications and/or presentations.
- Develop collaborative relationships with program faculty in teaching, supervision, research, professional writing, and service to the profession and the public.
- Participate in appropriate professional counseling organizations.
- Contribute to and promote scholarly counseling research.

These objectives will be completed through the five domains that make up the NIU doctoral counseling internship: (a) teaching, (b) supervision, (c) research, (d) advocacy, and (e) leadership.

*A plan to meet these goals will be developed jointly with you, your site supervisor, and your faculty advisor.*
**INTERNSHIP PLACEMENT**

Internship consists of ongoing and hierarchical intensive field-based experiences for students in the doctoral degree program in Counselor Education and Supervision. For doctoral students, internship is an opportunity to apply valuable counselor education and supervision knowledge and skills in a variety of ways. Interns will integrate advanced competencies and knowledge with professional supervision. Placements occur primarily on campus. Placement requests for internship and approval for placement are required prior to registration. A minimum of 6 credit hours in CES internship placements are required. The grading system is satisfactory/unsatisfactory. See below for additional requisite details.

- Doctoral interns track all NIU site internship experiences in the Blackboard NIU Counseling Program Community.
- Complete an Internship Plan agreement before your internship begins each semester. You should meet with your faculty “site” supervisor to develop your plan. This plan should be as specific as possible, including time you will spend completing internship responsibilities, various activities in which you intend to participate, outside events that you plan on attending, plans to complete required internship experiences, and other goals and objectives.
- Enroll for one credit hour of CAHC 786 per each internship experience in each semester you intend to complete internship experiences.

**NOTE:** Internship placements, plans, hours tracking, live observations, evaluations, and other internship documentation must be completed separately for each semester in which counselors-in-training intend to enroll in CAHC 786 internship.

**NOTE:** Doctoral interns are permitted to complete up to two different internship experiences each semester. Internship responsibilities and goals should be clearly differentiated in the plan and all internship hours accrued in one semester are tracked in the same internship hour’s log.

**NOTE:** Although you may use the same plan contents if continuing at the same internship site beyond one semester, (provided you are performing the same duties/activities), you must create new copies with amended dates for the specific and current NIU semester.

**NOTE:** Doctoral students doing an internship in a school need at least 400 hours in a school setting AND must commit themselves to a minimum of three consecutive hours per day at their site.

**FIELD-EXPERIENCE POLICY**

The applied co-curricular and internship experiences are encompassing of the five domains delineated by CACREP: teaching, supervision, leadership, research, and
counseling. Doctoral field-experiences will coincide with specific coursework or prerequisite experiences each semester in addition to the required CAHC 786 internship seminar course. All doctoral students should be aware of the following required components of the internship experience:

- CAHC 750, Applied Practicum, is the first required field-experience prior to beginning the doctoral internship, and is generally taken in the first semester (fall)
- Certain requirements must be met each semester of the student’s program before being approved for and placed in internship experiences by the faculty. If requirements are not met in the advised sequence, students’ progress in their degree plan may be delayed.
- 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 6 credit hours and documented a minimum of 600 clock hours of internship in teaching, supervision, and a third field-experience domain.
- Counseling, research, and/or leadership internships are designed for placement based on career interest and developmental need as emerging counselor educators and supervisors.

Each student must consult with their program chair and committee regarding their field-experience 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 B for minimum requirements for doctoral field-experiences and suggested timelines.

To be placed for an internship, students must meet with their program committee chair and the faculty member they desire to supervise their internship experience (i.e., faculty instructor for co-teaching; clinical supervisor for counseling or supervision; faculty mentor/consultant for research). After verbally confirming placement in a CES internship, students are required to complete an internship plan, purchase professional liability insurance, and register for at least 1 credit hour of internship. For example, if a student wishes to co-teach a course with a faculty member, this would involve registering for 1 credit hour of internship. If the student was also conducting counseling in the Community Counseling Training Center that same semester, they would register for 2 credit hours of internship. More information and documents can be found through the Blackboard NIU Counseling Program Community.
You must attend internship seminar meetings as scheduled with the University Supervisor. Failure to attend the seminar may result in a failing class even if you are doing passing work at the site. Absences will be monitored by the instructor and make-up work may be required for missed sessions.

All doctoral students must complete a minimum of nine credit-hours of internship experiences. A major part of this requirement is that each doctoral student must complete specific minimum experience requirements in each area of doctoral internship (see Appendix B). You must work with your program committee and the internship coordinator to set up internship experiences that meet your program goals and that provide you with new and challenging experiences. There is no limit to the number of semesters you may enroll in an internship class. However, students are expected and REQUIRED to attend all seminar classes and only 15 credit-hours may be counted toward the doctoral student's program.

**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 or supervise a counselor-in-training without meeting this requirement.

**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 Candidacy Examination are detailed in the following sections.

The examination includes the basic competencies in human development, research, cultural diversity, consultation, supervision, assessment, counseling theories and practices, professional issues teaching, mentorship, leadership, and professional ethics. Students may apply to sit for candidacy examinations as soon as course work in the basic competencies is completed (i.e. nor more than one required course remaining to be completed concurrent to or immediately following the candidacy exam semester).

**Orientation**

1. Candidacy exam orientation session(s) will be held each fall and spring semesters for any and all doctoral students to attend. This will be set up and led by the Candidacy Exam Coordinator.
2. Students will be presented with a rubric and a detailed concept guide upon which candidacy exams are based (see Appendices G & H).

3. Students will have the opportunities to respond to mock candidacy questions as part of several required doctoral courses throughout their program. Expectations for what is expected in candidacy exams will be presented in numerous settings and core doctoral courses to promote the development of scholarly writing across the counselor education curriculum.

**Eligibility**

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

2. Students are required to be enrolled in at least one credit hour of graduate coursework during the semester they wish to sit for the candidacy exams (i.e. spring or fall enrollment for respective January and August exam periods).

3. Students may, with consent of their program committee chair, write a letter requesting exception to the eligibility requirements. This should be completed at least one month prior to applying for candidacy exam completion (i.e., no later than November 1st for January exams and no later than April 1st for August exams).

**Application to Sit for Exams**

1. Candidacy exams applications are submitted via the Blackboard NIU Counseling Program Community. Applications are due May 1st for August examinations and December 1st for January examinations.

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

**Candidacy Exam Receipt and Submission Deadlines**

1. Candidacy exams will be delivered via student e-mail on the 2nd Friday of January/August. Exams will be sent out no later than 4:00 PM on that day.

2. Candidacy exams must be submitted two Fridays later by 4:00 p.m. via the Blackboard CAHE PhD CES Candidacy community.

3. Specific candidacy exam instructions will accompany the exam questions.

**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 4 candidacy exams manuscript responses.
3. Students will be allowed 15 pages maximum for each question response. This does NOT include references or cover page.
4. Students are expected to include exam questions at the very beginning of their response paper in block quote format. No identifying information should be on any of the pages.
5. Papers will be written using APA formatting and writing mechanics. Papers that are not APA formatted or that have multiple APA errors will automatically be returned and the student will need to revise and resubmit within 24 hours to be considered a complete exam submission for evaluation.
6. Students are not allowed to discuss the questions that appear on the examination during or after examination periods.

**Assessment of Candidacy Exams**

1. Grading for candidacy exams will be completed by faculty during the first two weeks of September, for August exam periods and the first two weeks of February for January exam periods. Students will be informed of the results of their candidacy exams no later than the sixth week of the semester.
2. Teams of three faculty members will be assigned to read each exam question.
3. Each question is graded separately and is assessed using a rubric (Appendix G). 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 (35% of evaluation);

   b. Quality of Response: Ability to employ elements of scientific reasoning in the critique of research (35% of evaluation);

   c. Organization and Presentation: Structure and flow of argument; Ability to form links from theory/research to practice; originality and depth of thought (20% of evaluation); and

   d. Quality of writing: APA structure, citations, seriation, spelling, grammar, references, (10% of evaluation)

4. A student will receive an evaluation of examination pass (9-12 points), conditional pass, oral defense required (6.5-8.99 points), or fail (0-6.49 points) for each question. Passing requires that students “meet expectations” on all four areas of the examination rubric.
5. 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 exam period to retake the comprehensive questions(s) failed.
6. For questions that are graded conditional pass, the student will be able to orally defend their exam question to a faculty team at a scheduled meeting.
time. If the revision is not evaluated as passing after the oral defense of the respective exam question during the initial exam period, the student will fail the question and will need to reapply and wait until the following exam period to retake the comprehensive question(s) failed.

If a student begins comprehensive exams in January, and needs to retake a question, that will occur during the August exam period. The process for second attempts of candidacy exam questions is the same as the first attempt, for the exam questions that were failed during the first attempt.

Students who fail the same comprehensive candidacy exam question(s), two exam periods in a row will be dismissed from the counselor education and supervision program. The dismissed student will have the option to meet with their previous program committee to develop professional development suggestion plans. If desired, the dismissed student can re-apply for admissions via examination after two candidacy cycles (e.g., one calendar exam period later; i.e. if dismissed by candidacy failure in during the August 2029 exam period, a student could apply for program re-entry as of August 2030 at the earliest).

Policies and Process unanimously passed by Counseling Faculty December 1, 2011; Revised: December 9, 2015, May 10, 2018

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.

The following is from the Graduate School web page:
http://catalog.niu.edu/index.php?catoid=46

DISserTATION PROCESS, POLICIES, AND FORMAT
(from The Graduate Catalog)

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). Under consultation of a student’s program committee, a student can enroll in up to 3 credit hours of CAHC 799 Doctoral Dissertation during the same semester they are completing candidacy exams. 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.

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.

SELECTED UNIVERSITY AND PROGRAM POLICIES

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.

(NIU Graduate Catalog, 2015-2016)

**Attendance Policy**

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 http://www.niu.edu/academicaffairs/appm/index.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 http://www.niu.edu/academicaffairs/appm/index.shtml. (NIU Graduate Catalog, 2016-2017)

**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>
</table>

PhD CES Handbook Revised; Spring 2018
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.

Incompletes
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
Retention Policy

The faculty in the Counselor Education and Supervision (CES) program are confident that each student admitted has the potential to be successful in graduate study. Success in course work, clinical practice, candidacy exams, and the demonstration of the core dispositions are examples of continuation standards within the program. Such successes facilitate students’ progress toward completing a degree in the Counselor Education and Supervision program. However, admission into the counseling program does not guarantee success. Faculty expect students to fully engage in all aspects of the learning environment, showing openness to new experiences and risk taking necessary to develop as a person and professional counselor. The student’s major advisor plays an integral role in giving feedback to a student thus providing opportunities for continued growth and development. Personal counseling services are available at NIU’s Counseling and Consultation Services [https://www.niu.edu/counseling/] as well as in the community. Students are encouraged to take advantage of personal counseling when requested.

Remediation

If faculty have concerns regarding a doctoral student’s progress, the student will be notified in a timely manner. Students will be given specific feedback on the nature of their impediment(s) as well as steps to remove this/these barrier(s) to progress toward professional competency when appropriate. In many instances a Remediation Plan (RP) will be crafted to provide clear and specific ways the student can improve and continue to progress in the program. However, in more extreme cases (e.g., student poses a potential harm to self or others), faculty may choose to remove the student from the program without a RP. In such cases, faculty will meet to discuss the student’s failure to meet continuation standards (i.e., retention requirements) and determine whether the student should remain in the program.

The RP represents a formal agreement between the CES program and a student who is under remediation. Upon receipt of the RP, the student will review the plan and provide their signature indicating an understanding of the requirements expected and agreement to meet those requirements. A student who chooses not to sign the RP should understand this will initiate a faculty meeting to discuss the student’s failure to meet continuation standards, and a vote for dismissal will be considered, guided by Graduate School policy. The CAHE department chair will inform the student of the appeals process.

Dismissal Policy

Student Disposition Dismissal
Counseling faculty members have a professional responsibility to serve as gatekeepers for the counseling profession (ACA, 2014, Section F.6.b.). Counseling is a discipline that requires active and complex gatekeeping to protect the public welfare of our communities. In particular, gatekeeping refers to the responsibility of all counselors, counselor educators, and student counselors, to intervene with counselor trainees, supervisees, professional colleagues, and supervisors who engage in behavior that could threaten the welfare of those receiving counseling services. The American Counseling Association’s Code of Ethics (2014) specifically states that counselors must act to rectify the problematic condition through appropriate organizational and professional channels (ACA, 2014, Section F.5.).

Faculty, site supervisors, and doctoral students systematically discuss and evaluate students’ progress in the program. When impediments are identified, the student will be informed verbally and in writing. The NIU CES program’s disposition statement is used as a framework for evaluating student dispositions.

I. Impact
   a. A. 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 personal environment

II. 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 (meets deadlines, attends class)

III. Ethics
   a. Accepts responsibility for personal actions and behaviors
   b. Attends to ethical and legal responsibilities including the ACA Code of Ethics and NIU’s Student Code of Conduct policy
   c. Discloses any unethical or unlawful activity from the time the students application to the program to the end of their program
   d. Demonstrates honesty, integrity, fairness, confidentiality, and respect for others
   e. Maintains appropriate boundaries when acting in the role of instructor or supervisor
   f. Understands limits of confidentiality when acting in the role of instructor or supervisor
If others (i.e., faculty, doctoral level supervisors, and site supervisors) have made similar observations, the program coordinator, major advisor, and/or other faculty will initiate a meeting with the student to discuss the apparent impediment to progress toward professional competence. Remedies and expected behavior changes will be discussed and outlined in a written document (Remediation Plan).

**Student Dismissal for Academic Dishonesty**

Academic Dishonesty includes, but is not limited to, cheating and plagiarism. For the complete academic integrity statement, please refer to the current NIU Graduate Catalog at [http://catalog.niu.edu/content.php?catoid=44&navoid=2110#acad_inte](http://catalog.niu.edu/content.php?catoid=44&navoid=2110#acad_inte). Examples of ethical violations include, but are not limited to, the improper use of technology, failure to secure informed consent, breach of confidentiality, professional ethics violation, recycling assignments, falsifying documents, not complying to class assignment protocols. Lack of professional comportment, includes but is not limited to, a lack of engagement in course requirements, issues within interpersonal relationships with peers, doctoral students and faculty, and inappropriate use of power with clients and other students. The faculty believe the enactment of the core dispositions embodies the values of the counseling profession and deficiencies in these areas could lead to dismissal. All students are encouraged to seek counseling and attend to their mental health. A student’s unwillingness to attend to intra- or inter-personal impediments contributing to impairment may lead to dismissal.

Dismissal of a master’s student can be initiated for a variety of circumstances including, but not limited to, the following:

- Dismissal will occur when students violate the criteria established by the NIU Graduate School (See Withdraw or Dismissal in the Graduate Catalog) [http://catalog.niu.edu/content.php?catoid=44&navoid=2110#acad_stan](http://catalog.niu.edu/content.php?catoid=44&navoid=2110#acad_stan)
- Dismissal for failure to meet continuation standards related to academic and clinical competency will occur when a student: 1. Earns a B- or below in any course on the student's program of study. The Department of Counseling follows the Appeal Process detailed in the Appeals and Dismissals section of the NIU Graduate Catalog [http://www.niu.edu/academicaffairs/appm/index.shtml](http://www.niu.edu/academicaffairs/appm/index.shtml)

Due to the nature of the program, students can be dismissed for professional competence concerns (i.e., unrelated to success with course assignments and grades). The American Counseling Association Code of Ethics (2014) requires counselor educators provide remediation and/or dismissal from counseling programs when “they become aware of limitations that might impede performance” or when students are unable to demonstrate “they can provide competent counseling services to a range of diverse clients (6.f.b.).” As stated above, gatekeeping is an ethical mandate for counselor educators and designed to protect counselors in training and
their current and future clients. Professional competence concerns that could lead to dismissal include, but are not limited to, impairment as described by Frame and Stevens-Smith (1995), academic dishonesty, ethical violations, lack of professional comportment, personal attitudes or value systems that conflict with effective counseling relationships.

In all cases of dismissal, the student will be notified in writing.

In addition to the ACA Code of Ethics, the Department of Counseling adheres to Northern Illinois University policies with regard to student conduct and academic dishonesty [https://www.niu.edu/academic-integrity/](https://www.niu.edu/academic-integrity/)

**Dismissal Process**

The student evaluation process is continuous from the start of the program through graduation.

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**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, 2016-2017)

Financial Aid

Financial aid is available in the form of graduate assistantships. Graduate assistantships are limited, but first priority for assignment of departmental positions goes to doctoral students. Students with Graduate Assistantships receive
a tuition waiver for all courses EXCEPT the 6 credit hours of internship. Students are also responsible for all student fees and health insurance (if applicable). More information can be found in the Graduate Assistantship section of this handbook.

Graduate Assistantships

The Graduate Student and Assistantship Recruitment Program (GSARP) is a collaborative effort between the Division of Student Affairs and the Counseling, Adult and Higher Education (CAHE) department in the College of Education. This partnership provides students with a vigorous academic program and a hands-on practical experience to develop successful and effective Student Affairs practitioners. Participation in GSARP provides students with an opportunity to learn about the benefits of becoming a graduate assistant within the Division of Student Affairs or one of the several partnering departments. There are two separate GSARP events. Read below to determine which event is most applicable to you.

Students are strongly encouraged to seek out graduate assistantships available throughout campus. NIU’s graduate school provides information for positions outside of department. 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.

The number of graduate assistantships for counseling students within the CAHE department is extremely limited. Additional places to inquire for open positions include the Student Housing Offices in Neptune Hall East, Center for the Study of Women, Gender, and Sexuality, CHANCE program, Office of the Ombudsperson, Career Services, and the Disability Resource Center to name a few.

Scholarships and Fellowships

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

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.
ENDORSEMENT POLICY

PROFESSIONAL EDUCATOR LICENSURE

In order to be licensed as a school counselor in the public schools of the state of Illinois, a person must be of good character, in sound health, a citizen of the United States, and at least 19 years of age. The Illinois licensure law also requires that an individual complete an approved preparation program at a recognized institution.

The university’s licensure officer is responsible for reviewing the record of each graduate of an approved counselor education program and for recommending or withholding recommendation of that individual for certification by entitlement and endorsement. Licensure is not an automatic procedure. In order to qualify for licensure, each student in an entitlement program must complete an application for licensure and provide evidence of having completed the general requirements; courses in professional education appropriate to the program being followed, including a minimum of 600 clock hours of approved school counseling experience.

The following licensure is available at the graduate level only and are approved by the Illinois State Board of Education: School Service Personnel – School Counselor

Questions about these endorsement programs should be addressed to the appropriate department.

Licensed Professional Counselor

In order to be a Licensed Professional Counselor in the state of Illinois, a person must be of good character. The Illinois licensure law also requires that an individual complete an approved preparation program at a recognized institution.

The university’s licensure officer is responsible for reviewing the record of each graduate of an approved counselor education program and for recommending or withholding recommendation of that individual for certification by entitlement and endorsement. Licensure is not an automatic procedure. In order to qualify for licensure, each student in an entitlement program must complete an application for licensure and provide evidence of having completed the general requirements; courses in professional education appropriate to the program being followed, including a minimum of 600 clock hours of approved clinical counseling experience. For more information, please see the Illinois Department of Financial & Professional Regulation - LPC.

For students already meeting the requirement for terminal licensure, Licensed Clinical Professional Counselor (LCPC), please contact the Illinois Department of Financial & Professional Regulation - LCPC. For direct assistance, please see your advisor or chair.
**Letters of Recommendation**

In most cases, faculty and staff in the Counselor Education & Supervision program will write letters of recommendation for their students, but faculty and staff also have the right to decline requests for letters. Please see the individual faculty or staff member regarding their specific policy. Please keep in mind that just as you have the right to request a recommendation from faculty or staff, they have the right to refuse. Before assuming a faculty or staff member will write the letter, please secure their permission. Please give the faculty or staff member adequate time to draft the letter, typically a minimum of 2 weeks.

When asking for a letter of recommendation, please provide the following:

- The name or title of the position or award you are applying for.
- Required and preferred qualifications for the position/award.
- Contact information associated with the position/award.
- Your current resume or Curriculum Vita.

**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, doctoral students develop as leaders, grow their personal and professional networks, and contribute to the development of counselors and the counseling profession.

**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, visit the [NIU Counseling Association Huskie Link webpage](https://www.niu.edu/counseling) or e-mail: niuca001@gmail.com.

**CHI SIGMA IOTA**

Rho Alpha Kappa is NIUs’ chapter of Chi Sigma Iota, the international honor society of professional counseling and for professional counselors.

**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* 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.

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

1. Completion of at least 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. After receiving a letter of invitation, complete the application online at [www.csi-net.org](http://www.csi-net.org) and submit a $50 fee to Chi Sigma Iota.
2. Pay chapter dues to current Membership Chair
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)

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: Illinois Counseling Association
ASSOCIATION FOR COUNSELOR EDUCATION AND SUPERVISION (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.

The North Central Association for Counselor Education and Supervision (NCACES) is the regional association of counselor educators and supervisors.

ACA DIVISION AND BRANCHES

ILLINOIS COUNSELING ASSOCIATION

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.

(NIU Graduate Catalog, 2016-2017)

**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 chair 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 AND 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 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: 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
APPENDIX B: MINIMUM FIELD-EXPERIENCE 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 forms.
- Present 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 process 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

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 (beyond CAHC 752 co-curricular experience)

- 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
- Recognize how class objectives align with CACREP requirements
- Demonstrate ability to effectively evaluate and provide feedback to students
- Effectively utilize Socratic questioning to lead discussions
- Incorporate technology as a supportive instructional delivery system
- Effectively engage 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 consultation with program committee). Examples include:

- Action-based research
- Program evaluation
- Grant development
- Needs assessment
APPENDIX C: INTERNSHIP ACTIVITY TRACKING

Counseling
Supervision (on-site)
Supervision (university)
Individual Counseling
Couples Counseling
Family Counseling
Group Counseling
Career Counseling
Advisement
Crisis Intervention
Consultation
Psychological Evaluation and Testing
Observations
Program Development and Evaluation
Research and Preparation
Record Keeping and/or Case Documentation
Case Conferences/Staffing
Staff Meetings
Team or Faculty Conference
Giving presentations/Conducting workshops

Teaching
Supervision (on-site)
Supervision (University)
Classroom Teaching
Lesson Planning and Preparation
Grading and Providing Feedback to Students
Meeting with Students
Electronic Communication with Students (Individual issues)
Record Keeping
Consultation
Blackboard Development
Observations

Leadership
Supervision (on-site)
Supervision (university)
Conference/Workshop Attendance
Conference/Workshop Presenting
NIU 540 Group program/plan/evaluation
NIU Masters PAW
NIU Doctoral PAW
Professional Committee Meetings
Professional Organization Service
Professional Advocacy Service
Presentation Research and Preparation
Supervision

Supervision-of-Supervision (On-site)
Supervision-of-Supervision (University)
Individual/Triadic Supervision with supervisee
Indirect Supervision with Feedback (One-way mirror/journaling, electronic communication feedback)
Group Supervision
Assessment/Evaluation
Reviewing Supervisee Case Notes
Record Keeping
Telephone/Email Communications
Lesson Planning & Preparation
Case Conceptualization with Supervisees
Consultation on Supervision/Counseling Issues
Classroom Teaching
Crisis intervention
Observations

Research

Supervision (on-site)
Supervision (university)
Hypothesis Development
Research and Preparation
Record keeping and/or Administrative tasks
Assessment/evaluation preparation
Telephone/Email contacts
Grant Development
Grant Writing
Networking (Finding Subjects)
Database Research
Data Collections
Field Experiences
Interviews/Observations
Information Input
Data Analysis
Statistical Analysis
Research Evaluation
Program Development and Evaluation
Manuscript Writing
APPENDIX D: FREQUENTLY ASKED QUESTIONS ABOUT DOCTORAL INTERNSHIP

I want to start earning internship hours early (in December, May, or August) - what do I do?

It is possible to accrue internship hours during the times when NIU is not in session. The earliest one may be allowed to embark on earning hours is the Monday following the December, May, or August graduations. However, before you can start accruing hours, you must: be approved for internship by the counseling faculty; have received a letter from the internship coordinator informing you about your acceptance into internship; and have submitted an internship plan that has the approval of your site supervisor and your advisor specifying the types of duties and activities you will be performing while interning at the site. You must further have your site supervisor supply a letter to the internship coordinator in which the site supervisor (a) states that she/he is aware that NIU is not in session during these weeks and (b) agrees to take full responsibility for your performance during this time when NIU is not in session. This form letter is available to site supervisors via Tk20 intern assessments and must be signed before internship hours can be accrued. The internship plan agreement and proof of liability insurance are also required.

I may be a few hours short. Can I still graduate?

If you have not fulfilled the requirements for completing internship (e.g., minimum number of total or direct service hours, paperwork, assignments, etc.) you will receive a grade of incomplete and you may not graduate. If you have already applied for Spring or Fall graduation ceremonies, you may still be able to walk in graduation, but your diploma will not be conferred until your required experiences and/or documentation have been completed and grade change forms from the university supervisor/seminar instructor have been submitted to the graduate school. To avoid a graduation delay, it is important to plan ahead at your site, work collaboratively with the site and university supervisors, and keep accurate internship time logs.

Can I complete internship in more than one experience area in a semester?

Yes, you can. However, you cannot focus on more than three internship areas per semester. Interns should remember that over the course of their entire NIU internship a minimum of 100 clock hours must be accrued in each area of doctoral internship.

I'm planning to do an internship at my school of employment. How do I schedule that?
It's likely that you will need to rearrange your work schedule in order to accommodate an internship at your current school of employment. That's why it's vitally important to plan ahead. Consult with your building principal about how your classroom responsibilities and schedule might be modified. You should also keep in mind the following requirement: on days when you are performing your internship in the school, you must log a MINIMUM of three consecutive clock hours---this requirement affords you an experience that more closely approximates how a school counselor actually functions in the position.

Can I complete practicum and internship at the same time?

Yes, but only if the internship are not counseling or clinical supervision internships.

Can I get a paid internship?

Yes, but these opportunities are very rare. Most students who are getting paid while doing internship are interning at the public school where they have been employed as a teacher. A few students in the higher education and clinical mental health counseling areas of professional preparation are getting paid because they have incorporated new and more challenging responsibilities into their already existing job. Once in a while we hear from a school principal who is looking to recruit a new counselor by offering a paying internship. Check with the coordinator of the school counseling area for information.

Very few community or agency sites offer paid internships. Sometimes an agency agrees to hire a master's student before her or his graduation and will offer to create a supervised internship covering the first several months of employment. Of course, the job responsibilities must be commensurate with what is expected of a master's level professional. If this seems like a possibility for you, speak with your advisor or the internship coordinator about the details.

Can I get internship credit for the job I am doing now?

The answer is MAYBE, but keep in mind this qualifier, that the goal of this counselor preparation program is for students to develop new counseling skills and expertise and that the internship is a students’ capstone experience for acquiring those skills and that expertise. Thus, you CANNOT receive credit for internship for the job that you are already doing---that would not allow you to acquire new skills. However, it is possible to work at your employment site incorporating new internship experiences into your current job if you develop a plan that allows you to perform counseling-related activities that are significantly different from and that are at a more challenging level of expertise than your current job requires.
For example, consider Jane Doe, a master's student who now works at XYZ Community College. Among her major duties at XYZ, Jane keeps track of students' progress toward graduation, does group administration of various career and personality tests, and helps coordinate the college's retention program. Under the requirements of internship, none of these duties (important though they be) qualify for internship service hours. However, if Jane works out a plan with her current supervisor at XYZ that allows for some modification of her current duties, then she may be able to earn credit for internship hours. Assume that Jane does this with the approval of her supervisor; she now engages in different, more challenging experiences that, under supervision, allow her to: perform individual and group test interpretations, provide individual academic advising to new students, and work on the evaluation of the retention program.

Remember that a critical aspect is to work creatively and collaboratively with your supervisor or administrator at your current work site in order to modify your job responsibilities so that you can earn internship credit for new, more professionally challenging counseling activities.
APPENDIX E: 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.
- These forms are original documents and must not be copied for duplicate submission.
- 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. All records are reviewed by the CAHE Department Chair.
APPENDIX F: 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 member</th>
<th>Semester</th>
<th>Supervising faculty</th>
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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: ________________________________


## APPENDIX G: 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</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; thorough and competent in documenting sources; very insightful 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>(A1, A2, A3, A4,C1, C2, F1, F2,G1, H1, H2, H3, I5)</td>
<td>35%</td>
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<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>
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<td>35%</td>
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<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>
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<td>20%</td>
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<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>
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<td>10%</td>
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A student will receive a pass (9-12 points), Oral Defense Required (6.5-8.99 points), or fail (0-6.49 points) for each question.
**APPENDIX H: OPERATIONALLY DEFINING SCHOLARLY WRITING ELEMENTS OF CANDIDACY EXAMS**

<table>
<thead>
<tr>
<th>Skill Set</th>
<th>Organization: Structure and flow of argument</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  ☐ Uses transitions between paragraphs and from one major section of the response to another  ☐ Uses parallel form for ideas in a series  ☐ See Chapter 3 in APA (2010) Style Manual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<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>☐ 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  ☐ 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. . . )  ☐ Uses citations from the last 3-4 years  ☐ Reveals controversies  ☐ Demonstrates your command and knowledge of literature  ☐ Shows your original thoughts are grounded in literature</td>
</tr>
<tr>
<td>☐ Weaves ideas and findings from the field into a synthesis: your constructs</td>
<td>☐ Uses foundational documents from CE (e.g., ACA Code of Ethics [2005], CACREP standards [2009], ASGW BPG [2008], ACES technology standards)  ☐ 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 model)  ☐ If question asks for your model, existing models from literature used to support/contrast your original idea(s)  ☐ 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>☐ Clarifies assumptions that impact your interpretation and application of the response</td>
<td>☐ Honors alternative view  ☐ Describes not only WHAT was found but also HOW that finding is supported  ☐ Supports main ideas/arguments with more than one source</td>
</tr>
</tbody>
</table>

Your ability to use relevant research and foundational literature of the counselor education field. Your original thoughts form the answer to the question, and your thoughts are thoroughly supported by research literature, seminal works, current literature, foundational documents, and supported patterns for answering a question (e.g., using an ethical decision-making model when answering a question about ethics).
<table>
<thead>
<tr>
<th>Critical Thinking: Ability to employ elements of scientific reasoning in the critique of research</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Identify your assumptions</td>
</tr>
<tr>
<td>□ Identifies the assumptions of the works you are citing</td>
</tr>
<tr>
<td>□ Identifies your conclusions</td>
</tr>
<tr>
<td>□ Identifies the conclusions of the works you are citing</td>
</tr>
<tr>
<td>□ Identity inferences</td>
</tr>
<tr>
<td>□ Identifies the inferences of the works you are citing</td>
</tr>
<tr>
<td>□ Implications build from thoughts</td>
</tr>
<tr>
<td>□ Consequences develop from actions</td>
</tr>
<tr>
<td>□ Addresses external and internal validity of the research you cite</td>
</tr>
<tr>
<td>□ Or alternatively, address veracity, transferability, credibility etc. of research you cite</td>
</tr>
<tr>
<td>□ Avoids “vicious abstraction: or using a source but taking it out of context from the original meaning.</td>
</tr>
<tr>
<td>□ Clearly defined point of view</td>
</tr>
<tr>
<td>□ Acknowledges and explore alternative views</td>
</tr>
<tr>
<td>□ Recognizes limitations that are inherent in your point of view</td>
</tr>
</tbody>
</table>

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<tr>
<th>Application: Ability to form links from theory/research to practice</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>□ Use relevant codes from CACREP; ACA Code of Ethics, etc. to support your links when appropriate</td>
</tr>
<tr>
<td>□ Address elements of the clients story with links to theory (same for counselor-in-training, or supervisor)</td>
</tr>
<tr>
<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>
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<th>Originality and Depth of Thought</th>
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<tr>
<td>□ Presents your voice and your answer to the question as the central</td>
</tr>
<tr>
<td>□ Sources support your arguments, your conclusions but do not overwhelm your</td>
</tr>
<tr>
<td>□ Demonstrates that you understand the complexity of the problem</td>
</tr>
<tr>
<td>□ Demonstrates your understanding of the multiple relationships in the problem</td>
</tr>
</tbody>
</table>

Your ability to demonstrate the tenets of critical thought: humility, integrity, fair-mindedness, clarity, depth, breadth, accuracy, precision, relevance, etc. Demonstrates 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.

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.

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).

### APA Style
Elements include: use of structure (headings), citations, seriation, punctuation, and references.

| Structure: APA Chap 2 | Citations: APA Chap 6 | Seriation: 3.04, 4.03, 4.09 | References: Chap 7 |

### Mechanics
Spelling and grammar usage (also consistent with APA style rules).

- Clarity: The author uses action verbs and makes actors (who) the object of sentences.
- Concepts (what) act.

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:**

