



# Northern Illinois University

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## Doctoral Counselor Education and Supervision handbook

Counseling and Higher Education | 815-753-1448 | [cedu.niu.edu/cahe](http://cedu.niu.edu/cahe)

# TABLE OF CONTENTS

Welcome .....	5
Mission statement for the Doctorate of Philosophy degree in counselor education and supervision .....	5
The counseling faculty .....	5
Program accreditations .....	8
The College of Education conceptual framework .....	9
The Doctorate in counselor education and supervision within the counseling program .....	10
Program goals.....	10
Program objectives .....	10
Learning outcomes .....	11
Five CES areas .....	11
General Program Outcomes .....	13
Outcome Assessment Methods.....	13
Program information .....	13
Cohort model .....	13
Matriculation requirements .....	13
Orientation for all doctoral students.....	14
Coursework.....	14
Program committee.....	15
Doctoral counseling practicum .....	15
Criminal background check for counseling.....	15
Doctoral internship.....	17
Goals of doctoral internship.....	18
Internship placement.....	19
Field-experience policy.....	19
Liability insurance .....	21
Candidacy examination .....	21
Orientation .....	21
Eligibility .....	21
Application for examination .....	22
Candidacy exam committee .....	22

Guidelines for the doctoral candidacy examination: .....	22
Management and regulations of the exam:.....	23
Assessment and passing/failing the exam: .....	23
Candidacy examination timeline.....	24
Candidacy .....	24
Dissertation process, policies and format .....	24
Dissertation committee .....	25
Course registration .....	25
Oral defense of dissertation .....	26
Composition of committee.....	27
Policy and application for teaching assistantship.....	27
Selected university and program policies .....	27
Advisory system .....	27
Attendance policy .....	28
Academic integrity .....	28
Grading system .....	29
Retention, remediation and dismissal.....	31
Retention Policy .....	31
Remediation .....	32
Dismissal policy.....	32
Dismissal process.....	34
Time limitation.....	34
Transfer credit.....	35
Financial aid.....	36
Disability Statement (ADA compliance) .....	37
Disability Resource Center .....	37
Counseling & Consultation Services .....	37
Technology Assistance .....	37
Endorsement policy .....	38
Professional educator licensure .....	38
Licensed professional counselor .....	38
Counseling organizations at NIU.....	39
Northern Illinois University Counseling Association.....	39

Chi Sigma Iota.....	40
Black Counselors Association.....	41
NIU Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling.....	42
National and state counseling organizations .....	42
American Counseling Association .....	42
Association for Counselor Education and Supervision (ACES) .....	42
Student responsibilities.....	43
Final comments.....	44
Student acknowledgement and responsibility form.....	45
Appendix A: CES student disposition assessment.....	46
Appendix B: Minimum CES field experience expectations.....	48
Appendix C: Internship activity tracking.....	49

## WELCOME

Welcome to the Counselor Education and Supervision Ph.D. program! Congratulations on embarking on an advanced degree in the field of professional counseling. Northern Illinois University (NIU) takes pride in providing a doctoral program that will prepare you for a career in counselor education and supervision. Throughout this program, you will continue to enhance your counseling skills as well as develop as a researcher, educator and clinical supervisor.

This handbook is a key resource for you as a student in our 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 our doctoral counseling program to develop your talents and work toward your degree and professional identity.

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

*The Department of Counseling 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 the chair of the Department of Counseling and Higher Education at Northern Illinois University. She earned her PhD in Counselor Education and Supervision at the University of North Carolina at Greensboro. She is also a licensed counselor who has worked in community

agencies, medical settings, and in private practice. Dr. Degges-White integrates the expressive arts into her practice and is a strong proponent of developing creative interventions designed to best fit a client's needs.

Dr. Degges-White is a member of the Governing Council for the American Counseling Association, editor of *Adultspan* journal, on the editorial board of the *Journal for Children and Adolescent Counseling*. She is also a past president of the Association for Adult Development and Aging.

Dr. Degges-White's academic research explores transitions and development over the lifespan with a strong focus on intimate family relationships and friendships. She is an invited blogger for *Psychology Today*. Her blog, *Lifetime Connections*, is available at [www.psychologytoday.com/us/blog/lifetime-connections](http://www.psychologytoday.com/us/blog/lifetime-connections).

She has edited seven books in the field of counseling and has written four books on relationships including *Friends Forever: How Girls and Women Forge Lasting Relationships* and *Toxic Friendships: Knowing the Rules and Dealing with the Friends who Break Them*. [She can also be heard on WNIJ's Perspectives program the fourth Thursday of each month.](#)

**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. Fisher has received specialized training in play therapy, cognitive-behavioral approaches, solution-focused, client-centered, Adlerian psychology and gestalt techniques.

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. Fisher consistently presents at national educational, counseling and psychological conferences.

**Scott A. Wickman, Ph.D.** is an associate professor, 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.

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*. 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. Wickman also facilitates the internationally popular podcast [Mental Illness in Pop Culture](#), and organizes annual social justice through service learning trips to Guatemala.

Wickman has a Ph.D. in counselor education and supervision from Southern Illinois University Carbondale, an M.S.Ed. in school counseling from Eastern Illinois University and a B.A. in journalism/Spanish from Northern Illinois University. 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. Wickman has received the Beverly Brown Award for Outstanding Contributions to the Field of Group Counseling, the Illinois School Counselor Educator of the Year Award and the 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 master's in counseling from UW-Stout and his bachelor's in education from Berea College.

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. 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, 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. 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 and loss, identity, and spiritual issues. She is a member of the editorial review board for the Journal of College Counseling. 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 and Cultural Inclusion.

**Dana T. Isawi, Ph.D.** is an assistant professor of counseling at Northern Illinois University. She joined NIU in fall 2017. 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. 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.

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. Dr. Hart comes to NIU with 10 years of group facilitation experience working with children, adolescents and adults of diverse backgrounds. She 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. Dr. Hart specialized in clinical mental health counseling, school counseling and consultation, clinical supervision in counselor education, and mental health first aid.

Dr. Hart was the recipient of the Illinois Counselor Educators and Supervisor Site Supervisor of the Year Award in 2018, 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. Dr. Hart 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. Dr. Hart was elected to the ICA Presidency line of succession in 2017 as President Elect-Elect.

## **PROGRAM ACCREDITATIONS**

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 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 in to the [CACREP website](#) in order to learn more about CACREP's history and mission.

## THE COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

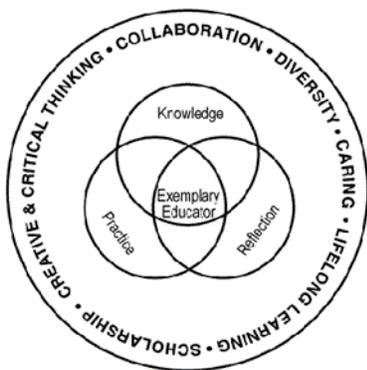
Students should become familiar with the central philosophical and operational principle of the certification programs at NIU. The conceptual framework has three basic tenets include knowledge, practice, and reflection as the building blocks of the exemplary educator.

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.
- **Lifelong 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 overall goals for higher education in the 21<sup>st</sup> 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 NIU 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 percent 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

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

### Five CES areas

#### 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 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.

### General Program Outcomes

- Demonstrate knowledge in advanced counseling skills.
- Demonstrate knowledge in advanced teaching skills.
- Demonstrate knowledge in advanced supervision skills.
- Demonstrate knowledge in advanced leadership skills.
- Demonstrate the ability to conduct independent scholarly research.

### Outcome Assessment Methods

- Counseling Competencies Scale (1)
- Facilitator Evaluation Form (4)
- Teaching Evaluations (2)
- Supervisor-in-Training Evaluation (3)
- Candidacy Exam (1-5)
- Doctoral Dissertation (4,5)
- Graduate Exit Survey (1-5)
- Alumni Survey (1-5)
- Employer Survey (1-5)

## PROGRAM INFORMATION

### Cohort model

The Counselor Education and Supervision program operates a *cohort model* program with a new cohort starting each fall semester. 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 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, six semester hours of CES internship (CAHC 786), a minimum of 15 semester hours of dissertation (CAHC 799), and core curriculum in counselor education and research.

### Master's transfer credit:

To transfer master's credits, [complete the graduate course transfer form](#) and follow this template:

- Name of institution: (name of college/university student attended).
- Course number: UNIV 9999.
- Course title: Transfer master's degree.
- Credit hours: 30.
- Grade: CR.
- Semester taken: (first semester they started master's degree).
- Year taken: (first year they started master's degree).

The advising chair will submit an email to the department chair communicating their approval of these credit hours as outlined in the student's program plan.

### CES coursework:

- CAHC 700 – 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 two 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

The counseling program requires that all practicum counselors submit to a criminal background check by the Illinois State Police and the Federal Bureau of

Investigation (Adam Walsh Child Protection Act) 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.

This policy was passed unanimously by the counseling faculty, Feb. 17, 2011. 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.

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.

Students are responsible for all fees connected with this procedure. Applicants may retrieve background check forms from the Community Counseling Training Center in Graham 416.

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 Chair of the Counseling and Higher Education Department, and shared with the student.

Suzanne Degges-White  
Gabel Hall 200

If a student interrupts his/her program for one semester or longer, a criminal background check may be required upon their 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.

- An applicant may not be placed in any schools if the background check reveals that they have been convicted of criminal behavior that, by law, automatically prohibits them 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.
  - If the student wishes to continue with the program processes, they 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, they 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.
- 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 Financial and Professional Regulations for an evaluation prior to applying.

## **DOCTORAL INTERNSHIP**

An internship is defined as a supervised learning experience designed to provide students with opportunities to implement knowledge and theory acquired through coursework 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 core doctoral internship 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 six 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 two credit hours in the domains of teaching 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 faculty site supervisor and your faculty advising chair.

## 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 six 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 hours log.

**NOTE:** Although you may use the same plan contents if continuing in the same internship placement beyond one semester, provided you are performing the same duties and activities under the same faculty supervision, 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 a minimum of three 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 six 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 one credit hour of internship. For example, if a student wishes to co-teach a course with a faculty member, this would involve registering for one credit hour of internship. If the student was also conducting counseling in the Community Counseling Training Center that same semester, they would register for two 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.

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 Health Care 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.

## CANDIDACY EXAMINATION

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

### Orientation

1. Candidacy exam orientation session(s) will be held in conjunction with enrollment with CAHC 790. This will be set up and led by the candidacy exam coordinator.
2. Students will be presented with a detailed concept guide upon which candidacy examinations are based.
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

- Students are required to have completed all CES course requirements and core research courses. Remaining internship experiences can be completed concurrent to examination and candidate periods.
- Students may, with consent of their program committee chair, write a letter requesting exception to the eligibility requirements. All exceptions must be approved by a majority vote of the counseling faculty.

- Students are required to be enrolled in at least one credit hour of graduate coursework (CAHC 799) during the semester they wish to participate in the candidacy examination processes.

### Application for examination

1. Candidacy exam applications are submitted to the candidacy coordinator at least one month before the desired examination start date.
  - a. Each application must be accompanied by a signed copy of the students' program plan.
  - b. Each application must include the candidacy committee form.
2. Applications are reviewed and approved by the counseling faculty.

### Candidacy exam committee

- A student intending to participate in the candidacy exam process should identify a prospective counseling faculty member who is willing to serve as the student's candidacy exam committee chair. Upon the successful completion of the candidacy exam, this person will serve as the student's dissertation chair.
- The student's candidacy exam committee is selected by the student in consultation with the faculty committee chair. Upon the successful completion of the candidacy examination processes, the student's candidacy exam committee will serve as the student's dissertation committee.
- The committee consists of at least three, and no more than five voting members approved by the department chair or designee. All members of the committee must hold the status of full, senior or provisional member of the graduate faculty, or serve as graduate faculty scholars at NIU. The committee must be nominated by the department and appointed by the dean of the graduate school. Additionally:
- A majority must be tenured or tenure-track faculty members at NIU.
- At least one-half of the members must be full or senior members of the graduate faculty at NIU.
- All members must belong to the graduate faculty in the student's program or a closely related one as determined by the department chair (or designee).
- A faculty member may decline to serve as the chair or member of any particular candidacy exam committee, in which case the department will assist the student in seeking a chair or additional committee member.

### Guidelines for the doctoral candidacy examination:

- The student will apply for the candidacy examination using departmental forms that will indicate that all CES and research core courses have been successfully completed, include a faculty review of the student's departmental dispositions and the proposed make-up of the student's candidacy exam committee. All applications must be approved by a majority vote of the

counseling faculty before the student can begin candidacy examination processes.

- The format of the candidacy exam is a combined presentation of the dissertation research proposal and an in-depth oral defense of the research area.
  - A written research proposal manuscript should be submitted to the committee no later than two weeks prior to the oral defense date. A proposal will typically include; 1) Proposal and definition of dissertation topic, 2) Detailed and in-depth literature review of research area, 3) Description of the importance and impact of the research, and 4) Research plan defining how the work will progress.
  - The oral defense will cover the major components of the prospectus including: an overview research topic, detailed review of related literature, the importance and a research plan.

### Management and regulations of the exam:

- The candidacy exam oral defense is closed and only includes the student, committee, interested graduate faculty and invited guests. Students must receive advance approval for desired guests from the committee.
- Counseling faculty members have the right to attend any candidacy exam.
- The date of the candidacy examination oral defense will be arranged by the candidacy examination committee with the student a minimum of two weeks in advance. The student should submit their examination manuscript to the committee on a designated date at least two weeks prior to the oral defense. The candidacy exam oral defense date will be announced to the entire counseling faculty when scheduled.
- Any major changes of the examination topic must be approved by the candidacy examination committee.

### Assessment and passing/failing the exam:

- For the student to pass the examination, the committee must be convinced that the student has the appropriate background and understanding of the research area to conduct the proposed investigation. Additionally, if the proposal is deemed inadequate, inappropriate or of little scientific merit, the committee may fail the student.
- In the case that the student does not pass, the chair in consultation with the committee will inform the student of the committee's reasoning and the problems that must be addressed in order to attempt the exam defense again. The student will receive this information in writing from the candidacy examination committee chair.
- Students may have two opportunities to pass the Candidacy Examination. A student who fails this examination a second time, or is not granted permission for a second attempt will not be permitted to continue work

toward the doctorate degree, and admission to that doctoral program will be terminated (dismissal from the university).

- Knowledge of professional literature: Meaningful citation beyond classroom texts; use of professional peer reviewed and/or relevant seminal sources.
- Quality of writing: APA structure, citations, seriation and spelling.
- Quality of Response: Ability to employ elements of scientific reasoning in the critique of research.
- Organization and presentation: Structure and flow of argument; ability to form links from theory/research to practice; originality and depth of thought.

### Candidacy examination timeline

- Students must apply to sit for candidacy within one year of finishing all core course work.
- Students have a year from the time their application is approved to complete their candidacy exam.

Policies and process unanimously passed by counseling faculty; Dec. 1, 2011;  
Revised: Dec. 9, 2015, May 10, 2018; Dec. 6, 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.

## 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 their 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 three 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 six 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), they 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 NIU; 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 NIU 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 with the respective teaching coordinator or their faculty advising chair.

## **SELECTED UNIVERSITY AND PROGRAM POLICIES**

### **Advisory system**

Each student is assigned by their major department an advisor or advisory committee whose purpose is to guide the student's studies and recommend them 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 advisors 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 and 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 their own work that which they have 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 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 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 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](#), 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, and misappropriation of research funds.

If a graduate student fails to maintain the standards of academic or professional integrity expected in their 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](#). (NIU Graduate Catalog, 2016-2017.)

## Grading system

The [Graduate School](#) grading system applies to all graduate students taking courses for graduate credit. The graduate 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.

<i>Grades Earning Graduate Credit</i>	<i>Level of Performance</i>	<i>Grade Points Per Semester Hour</i>
A	Superior	4.00
A-		3.67
B+	Satisfactory	3.33
B		3.00
B-	Marginal	2.67
C+		2.33
C		2.00
S	Satisfactory for courses graded S/U	-

<i>Grades Not Earning Graduate Credit</i>	<i>Level of Performance</i>	<i>Grade Points Per Semester Hour</i>
C-	Deficient	1.67
D		1.00
F	Seriously deficient	0.00
U	Unsatisfactory for courses graded S/U	0.00

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 ongoing 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 their 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 their discretion, direct that the symbol I (indicating incomplete) be entered in the student's record. When a grade of 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 their 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 one-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 ombudsperson, department offices, college offices and the [office of the dean of the Graduate School](#), and [online](#). Appeal procedures should be consulted before appealing a grade. (NIU Graduate Catalog, 2016-2017.)

## Retention, remediation and dismissal

### Retention Policy

The faculty in the counselor education and supervision (CES) program is confident that each student admitted has the potential to be successful in graduate study. Success in coursework, 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](#) 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 an 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 (see Appendix A). 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.

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 on the [Graduate School website](#), Student Resources menu. 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 or reusing assignments, falsifying documents, and 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 believes 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 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](#))
- 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 students program of study. The Department of Counseling follows the [Appeal Process detailed in the Appeals and Dismissals section of the NIU Graduate Catalog](#).

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

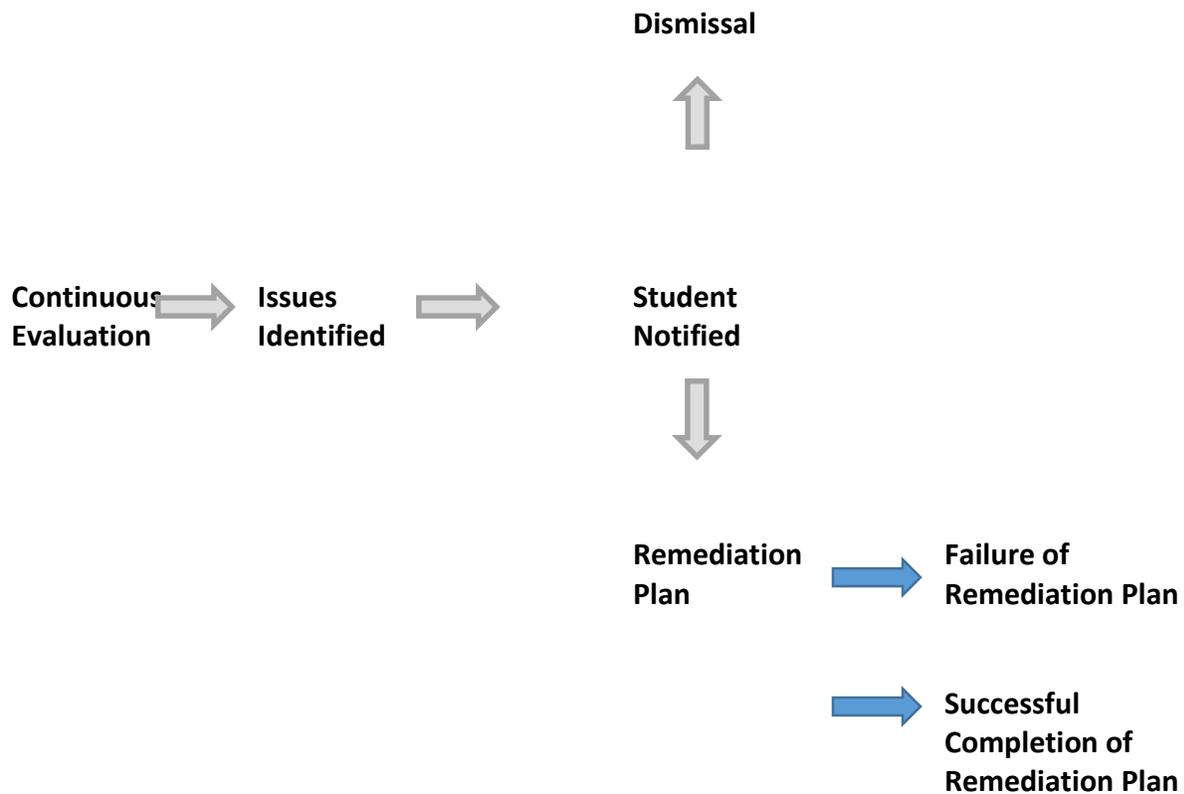
their current and future clients. Professional competence concerns that could lead to dismissal include, but are not limited to impairment as described by Frame and Stevens-Smith (1995), academic dishonesty, ethical violations, lack of professional comportment and personal attitudes or value systems 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 NIU policies with regard to [student conduct](#), [academic integrity](#), and [ethical compliance](#).

### Dismissal process

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



### 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 time frame, 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 coursework must be deleted from the student's file and other coursework 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 3.0 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 coursework 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 six 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 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 NIU 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 visit the [fellowships website](#).

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.

### 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](#).

### Counseling & Consultation Services

As a student, you may experience a range of issues that can negatively impact your learning, such as anxiety, depression, interpersonal or sexual violence, difficulty eating or sleeping, loss/grief, and/or alcohol/drug problems. These mental health concerns or stressful events may lead to diminished academic performance and affect your ability to participate in day-to-day activities. In order to support you during such challenging times, Northern Illinois University provides a number of confidential resources to all enrolled students, including [Counseling and Consultation Services](#) (815)753-1206

### Technology Assistance

Have a question about something techy? The [Technology Oasis](#) is open to students, faculty and staff of the College of Education. For password support, the [Division of Information Technology](#) is the best place to start.

## 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, 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 and 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 two 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 résumé 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 counselor profession. Upon graduation, doctoral alumni can stay connected through the [NIU doctoral alumni listserv](#).

### **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](#) or email [niuca001@gmail.com](mailto: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 Jan. 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 nine credit hours of graduate courses.
2. Maintain 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](#) 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**

### **Mission**

The Black Counselors Association (BCA) is an organization dedicated to academic, scholastic and social excellence and advancement of African-American graduate students at NIU. 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 BCA 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](mailto:blackcounselors.niu@gmail.com) or login to [NIU Huskie Link: 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 LGBTQ+ 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

The [American Counseling Association](#) (ACA) 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.

There are several [ACA Division and Branches](#) that focus on counselor advocacy and best practices in specific regions, in unique specialization areas and/or with specific client populations. The [Illinois Counseling Association](#) is the our chapter of the ACA

### 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.

## **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 be 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](#)). It is necessary to apply for graduation by the specified deadline in order to graduate in a particular term, whether 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 coursework in the degree program; or they may, with the consent of their advisors, 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 School catalog require the written approval of the office of the dean of the Graduate School, unless otherwise stated in the catalog.

Each student has the responsibility for obtaining and adhering to 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 advisors 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**

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 them throughout your coursework 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 herein.***

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Student Printed Name

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Signature of Student

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Date

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Admission Coordinator

*(Original signed form will be filed in student record.)*

## APPENDIX A: CES STUDENT DISPOSITION ASSESSMENT

### Northern Illinois University Counselor Education and Supervision

#### Student disposition assessment

(Adapted from the University of North Carolina-Charlotte's Department of Counseling)

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The Counselor Education and Supervision (CES) program at NIU 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 NIU.

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

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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:**

### **1. 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 CES FIELD EXPERIENCE EXPECTATIONS**

### **Year one:**

- Minimum of one CCTC counseling semester while enrolled in CAHC 750.
- Minimum of one group work practice facilitating CAHC 540 process groups while enrolled in CAHC 750.
- Co-curricular skills supervision of CAHC 525 while enrolled in CAHC 752.
- Co-curricular admissions evaluation through master's pre-admissions workshops (P.A.W.) training while enrolled in CAHC 752.

### **Year two:**

- Internship in pre-supervision of CAHC 525 while enrolled in CAHC 786.
- Co-curricular admissions evaluation through master's pre-admissions workshops (P.A.W.) training while enrolled in CAHC 701.
- Internship in co-teaching while enrolled in CAHC 786, concurrent to CAHC 701.
- Internship in clinical supervision of CAHC 550 while enrolled in CAHC 786.

### **Year three:**

- Must choose at least one credit hour of CAHC 786 internship enrollment in research or leadership.
- Option for additional internship in:
  - Research.
  - Leadership.
  - Counseling in the CCTC.
  - Clinical supervision of CAHC 550 or CAHC 586.
  - Co-teaching or, if eligible, solo teaching of master's level courses.

## APPENDIX C: INTERNSHIP ACTIVITY TRACKING

### 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.

### 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 and preparation.
- Case conceptualization with supervisees.
- Consultation on supervision/counseling issues.
- Classroom teaching.
- Crisis intervention.
- Observations.

### Leadership:

- Supervision (on-site).
- Supervision (university).
- Conference/workshop presenting.
- Professional committee meetings.
- Professional organization service.
- Professional advocacy service.
- Presentation research and preparation.

### 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.  
Data collections.  
Interviews/observations.  
Data analysis.  
Research evaluation.  
Program development and evaluation.

### 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.