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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.

MISSION STATEMENT FOR THE DOCTOR 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, 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 department chair and professor who received her doctorate in counseling and counselor education, graduate certificate in women’s studies, Master of Science in counseling from the University of North Carolina at Greensboro, Master of Science in counseling, and Bachelor of Arts in Psychology from the University of North Carolina at Greensboro.
Degges-White is a licensed counselor whose focus includes working with individuals and families facing transitions. Her academic research explores development over the life span with a strong focus on women’s relationships and women’s developmental transitions. She is a past president of the Association for Adult Development and Aging, a division of the American Counseling Association. She has also served on the American Counseling Association’s Governing Council.

Melissa J. Fickling, Ph.D., LCPC, ACS is an associate professor and current counseling program coordinator. She 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 include the intersections of work, mental health, and meaning. She also conducts 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 an Associate Editor for the Journal of College Counseling. Fickling was the 2016-2017 Edwin L. Herr fellow for Chi Sigma Iota and 2020 recipient of the National Career Development Association’s Diversity Initiatives Award.

Kimberly A. Hart, Ph.D., LPC, PEL:SC, NCC, ACS serves NIU as the Counseling Programs Admissions Coordinator, Director of the Community Counseling Training Center, and Coordinator of Field-based Experiences in counseling. Hart came to NIU with 10 years of group facilitation experience working with children, adolescents and adults of diverse backgrounds. She has presented over a two 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. Hart specialized in clinical mental health counseling, school counseling and consultation, clinical supervision in counselor education, and mental health first aid.

Hart served as Illinois Counseling Association President in 2019 to 2020 as part of her four-year president’s term beginning in 2017 as president-elect elect. She 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. Hart is a past recipient of the Illinois Counselor Educators and Supervisors Site Supervisor of the Year Award, Mental Health First Aid Maximus Instruction Training Award,
Illinois Association for Specialists in Group Work Beverly Brown Award for Outstanding Contribution to the Field of Group Counseling, and the Presidential Commission on the Status of Women Outstanding Women Award. Hart continues to conduct research on multiculturalism and cultural inclusion among counseling professionals with an emphasis on increasing multicultural consciousness and curiosity.

Jehan Hill, PhD, LPC joined the NIU faculty in the fall of 2020. She earned her doctorate in Counselor Education and Counseling from Idaho State University. She is a licensed school counselor in the state of Ohio and a Licensed Professional Counselor (LPC) in the state of Idaho. Her scholarly work highlights methods of advocacy, activism, and culturally responsive counseling practices to better support historically marginalized and oppressed communities in the educational system. As a counselor educator, she aims to empower students to utilize their voice within the classroom space and to pursue their academic interests. She is passionate about training strong counseling graduates and focuses on preparing students to meet the needs of the communities that they serve.

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

Peitao Zhu, PhD, NCC joined the NIU faculty in Fall 2020. He received his Ph.D. in Counseling and Counselor Education from Syracuse University. Professor Zhu’s research agenda revolves broadly around the impact of cultural issues on the relational processes within the context of counseling and counselor education. He is passionate about a broad range of quantitative and qualitative methodologies and have been publishing actively and consistently in indexed, competitive counseling and counseling-related journals such as the Counselor Education and Supervision,
Measurement and Evaluation in Counseling and Development, Journal of Mental Health Counseling, and Journal of Constructivist Psychology. Professor Zhu serves on the editorial board of several top-rated journals, such as Journal for Counseling and Development and Journal for Specialists in Group Work. Professor Zhu’s current research focused on cultural humility and its implication in counseling and counselor education. Professor Zhu is a National Certified Counselor (NCC); he has a particular clinical interest in complex trauma and adopts a relationally-focused approach to his counseling work.

PROGRAM ACCREDITATIONS

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) has awarded accreditation to the M.S.Ed. and PhD programs in Counseling at NIU. The M.S.Ed. programs have also been accredited by the Council for Higher Education Accreditation (CHEA) and the North Central Association of Colleges and Schools (NCA). Professional program accreditation signifies quality and breadth of exposure to content needed to become an ethical and competent practitioner. Further, graduation from a CACREP accredited counseling master’s program ensures a smooth pathway to professional counseling licensure in the state of Illinois (and many other states as well – see here). The counseling program has maintained continuous CACREP accreditation since 1987. Current and prospective students are urged to log onto the CACREP website in order to learn more about CACREP’s history and mission.

PROGRAM GOALS AND OUTCOMES

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 training facilities.

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 COUN 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. Students can review all core standards for doctoral programs by reading Section 6 of the 2016 CACREP Standards.

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. Please contact your program advisor 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, maintenance of an adequate GPA, and meeting dispositional expectations (Appendix A).

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 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 (COUN 786), a minimum of 15 semester hours of dissertation (COUN 799), and core curriculum in counselor education and research.

CES coursework:
- COUN 700 – Prof. Orientation to Counselor Ed: Leadership, Advocacy, and Ethics; 3 credits.
- COUN 701 – Professional Seminar in Counselor Education and Development; 3 credits.
- COUN 730 – Advanced Theories of Counseling; 3 credits.
- COUN 750 – Advanced Practicum in Individual Counseling; 3 credits.
- COUN 752 – Supervision in Counseling; 3 credits.
- COUN 765 – Multicultural Counseling and Social Justice; 3 credits.
- COUN 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.

Advising

When a student is admitted into the doctoral program, the student will be assigned a faculty advisor. The student, in consort with their advisor, should develop a program of study. This written plan must be uploaded to the Counseling Program Blackboard community. It is best to complete this in the first semester of the doctoral program.
When a student is nearing completion of all required coursework (except 799 and 786), a student will begin to form a candidacy committee which eventually becomes their dissertation committee. See candidacy and dissertation sections below for more information.

**DOCTORAL COUNSELING PRACTICUM**

Each student will complete a three credit hour course in applied practicum (COUN 750). This experience occurs during the first semester in the CES program. Applied practicum includes weekly average of two hours of group supervision and one to one and one half hours of individual or triadic supervision of clients served in the Community Counseling Training Center (CCTC). The CCTC is a small counseling agency run by the CAHE Department under the direction of a Clinical Counseling Faculty member and maintains the highest ethical and professional standards. As practicum counselors, you will be responsible for meeting clients, completing intakes, maintaining electronic client records, video recording all sessions with your clients, reviewing recordings, and attending all required individual and group supervision. In addition, students may also complete group counseling hours by leading or co–leading a master’s level experiential growth group. Doctoral students are required to complete a minimum of 100 clock hours through applied practicum with at least 40 direct contact hours.

**Criminal background check**

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 COUN 750 Applied Practicum in Counseling and COUN 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 COUN 521 and COUN 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.

  o 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.
  o 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 timing, nature, and placement of the doctoral internships are determined by both program requirements and the student’s career goals. Because of the diversity of career goals, student characteristics, and the learning experiences of each student, some internship experiences are individually developed. Other internships are designed by the faculty for all doctoral students (e.g., supervision, teaching). It is your responsibility to work with your advisor to design internships that meet requirements and support your career development.

Doctoral students must complete six internship credit hours during their program, typically in their second and third years. Doctoral internship is broken up into five distinct areas; 1) Teaching, 2) Supervision, 3) Leadership, 4) Research, and 5) Counseling. Each doctoral internship is experience-based, meaning clock hours do not directly translate to credit-hour equivalencies. Please consult your advisor and faculty internship supervisor about which internship experiences will be required given your goals and experiences to date. Typically, a minimum of two credit hours each in the domains of teaching and supervision are required. For doctoral students who went directly from their master’s program to the PhD program, one semester of advanced counseling internship will be required.

**Internship placement**

Internship consists of developmentally appropriate field-based experiences for students in the doctoral degree program in counselor education and supervision. 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. Internship placements occur primarily on campus. Requests for internship and approval for placement are required prior to registration. A minimum of six credit hours in CES internship 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 or Chalk & Wire system.

• 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 COUN 786 per each internship experience in each semester you intend to complete an internship experience.

ADDITIONAL CONSIDERATIONS:

• 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 COUN 786 internship.

• 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. Students will register for 1 credit hour of COUN 786 for each experience, up to 2 per semester.

• 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.

• 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

All doctoral students are required to complete internships across a minimum of three of the five domains delineated by CACREP for counselor education & supervision: teaching, supervision, leadership, research, and counseling. Doctoral field experiences will coincide with specific coursework or prerequisite experiences each semester in addition to the required COUN 786 internship seminar course. All doctoral students should be aware of the following required components of the internship experience:

• COUN 750, Applied Practicum, is the first required field experience prior to beginning the doctoral internship, and is generally taken in the first fall semester of the program.
• Students apply for departmental internships. Students are approved for and placed in internship experiences by the faculty. If requirements are not met, students’ progress in their degree plan may be delayed.

• The student’s advisor, in collaboration with the student, will decide upon total number of hours distributed over the five domains. If the student and advisor disagree, the advisor will consult with the rest of the counseling faculty about potential solutions.

• Doctoral students successfully pass internship through the completion of activities and attainment of competencies, not by mere accumulation of hours.

• By the end of the sixth internship credit hour, each student must have 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 based on career interest and developmental need as emerging counselor educators and supervisors in collaboration with the supervising faculty member.

Students must attend internship seminar meetings as scheduled with the university supervisor. Failure to attend the seminar may result in a failing grade, 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 degree.

Liability insurance

Students are required to obtain professional liability insurance before working with any clients and/or counseling supervisees. Healthcare Providers Service Organization (HPSO) is one provider, however students may also seek liability insurance offered through other organizations such as the American Professional Agency Inc. or 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. A candidacy exam orientation session will be held during each semester of COUN 790, which is typically the last required course of their program of study.
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 candidacy periods.
- Students may, with consent of their advisor, 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 (COUN 799) during the semester they wish to participate in the candidacy examination processes.

Application for examination

1. Candidacy exam applications are submitted via Blackboard to the candidacy coordinator at least one month before the desired examination period 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

- Prior to initiating the candidacy exam process, students 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 committee chair.
- The remaining members of the student’s candidacy exam committee are selected by the student in consultation with the committee chair. Upon the successful completion of the candidacy examination, 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:
  o A majority must be tenured or tenure-track faculty members at NIU.
  o At least one-half of the members must be full or senior members of the graduate faculty at NIU.
  o 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 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.

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.

• A faculty member may decline to serve as the chair or member of any candidacy exam committee, in which case the department will assist the student in seeking a chair or additional committee member.

The doctoral candidacy examination:

• 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.
  o A complete, written research proposal should be submitted to the full committee no later than two weeks prior to the oral defense date. A proposal will typically include three chapters which cover; 1) an introduction to the dissertation topic, 2) an in-depth literature review of the research area, 3) description of the importance and potential impact of the research, and 4) a detailed plan defining how data collection and analysis will progress.

Management and regulations of the exam:

• The candidacy exam oral defense is typically closed and includes only 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. With the candidacy chair’s approval, the student should submit their completed proposal to the committee at least two weeks prior to the oral defense.
• Any major changes of the proposal dissertation 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 doctoral degree, and admission to that doctoral program will be terminated (i.e., dismissal from the university).

• At a minimum, faculty expect a proposal to demonstrate the following:
  o Knowledge of professional literature: Meaningful citation beyond classroom texts; use of professional peer reviewed and/or relevant seminal sources.
  o Quality of writing: APA structure, citations, seriation and spelling.
  o Quality of Response: Ability to employ elements of scientific reasoning in the critique of research.
  o 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 calendar year of finishing all core course work.
• Students have one calendar 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.

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 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.

**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.
<table>
<thead>
<tr>
<th>Grades Earning Graduate Credit</th>
<th>Level of Performance</th>
<th>Grade Points Per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Satisfactory</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Marginal</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory for courses graded S/U</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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

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

- I — Incomplete (see also following section on “Incompletes”).
- IP — In progress.
- WP — Passing at time of withdrawal.
- WF — Failing at time of withdrawal.
- O — Audit (no grade and no credit).

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

**S/U and IP grading**

Certain graduate courses are graded on an S/U basis. Such grading, however, is restricted to courses titled externship, independent study/research, institute, internship, practicum, seminar or workshop. Individual students may not elect S and U grading. Other graduate courses are graded on an S/U/IP (Satisfactory/Unsatisfactory/In Progress) basis. Thesis and dissertation courses, as well as similar project courses that require completion of work over multiple semesters and that are designated as 699 or 799, are graded on an S/U/IP basis. IP
is a neutral grade — that is, the grade does not carry quality points — but IP grades awarded for 699 and 799 count toward the completion of a degree. While a student is working on the thesis, dissertation or continuing project, a grade of U or IP will be awarded. In the final semester in which the thesis, dissertation or project is successfully completed, a grade of S will be awarded. Grades of IP previously awarded will remain on the transcript, except in the case of 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](https://example.com), and [online](https://example.com).
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 (Appendix A) 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 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 can also see their standing in the counseling program Blackboard community. Students will be given specific feedback on the nature of any concerns as well as steps to remove any 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’ dispositional progress in the program (see Appendix A). When impediments are identified, the student will be informed verbally and in writing. If others (i.e., faculty, doctoral level supervisors, site supervisors) have made similar observations, the program coordinator, 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 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 (F.6.b., p. 14).” 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, academic dishonesty, ethical violations, lack of professional comportment, and personal attitudes or value systems that conflict with effective counseling relationships (ACA Code of Ethics, 2014, A.4.b).

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.)

**POLICY AND APPLICATION FOR TEACHING ASSISTANTSHIP**

Doctoral students who wish to teach independently, under supervision, may be eligible to do so via a teaching assistantship. Students are encouraged to discuss this with their advisor.

**Financial aid**

Financial aid is available in the form of graduate assistantships, federal loans or grants, scholarships, and fellowships. 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).

**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. Participation in GSARP provides students with an opportunity to learn about and interview for available graduate assistant positions within the Division of Student Affairs or one of the several partnering departments.

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; Gender and Sexuality Resource Center; CHANCE program; Office of the Ombudsperson; Career Services; Counseling and Consultation Services; Center for Black Studies; Latino Resource Center; and the Disability Resource Center to name a few.

**Scholarships and fellowships**

Eligible students may wish to consider applying for fellowships and scholarships available through NIU. For more information, please go visit the fellowships website.
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**

A licensed professional counselor (LPC) in Illinois is provisionally licensed. That is, they must be practicing under the supervision of an independently licensed professional (e.g., LCPC, LCSW, Licensed Psychologist). In order to become an LPC 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. Passing the National Counselor Exam (NCE) is also required to receive the LPC in Illinois. For more information, please see the Illinois Department of Financial and Professional Regulation - LPC.

**Licensed Clinical Professional Counselor**

After two years of post-Master’s, full-time clinical work under supervision, graduates of this program can become eligible for independent licensure in Illinois, becoming an LCPC. This requires another application to the state, verification of experience and supervision, and the passing of the National Clinical Mental Health Counselor Exam (NCMHCE). See the IDFPR website for details.
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 counseling profession.

Northern Illinois University Counseling Association

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

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

1. Exposure to current information about trends and changes in the counseling profession.
2. Networking with other chapter members and faculty currently in the field.
3. Sharing with colleagues their ideas, knowledge and philosophies about counseling.
4. Participating in social and educational activities that promote interaction and friendship among participants.

Past events NIUCA has hosted include speakers on equine therapy, ACA conference preparation, practicum and supervision question and answer sessions, and play therapy presentations. Members have also participated in events such as Challenge Day through participating high schools in the area, and social outings such as bowling and tailgating. NIUCA is a great way for students to become a part of the NIU community and share with colleagues their ideas, knowledge, and philosophies about counseling. Get connected with NIUCA!

Chi Sigma Iota

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

The mission of Chi Sigma Iota is to promote scholarship, research, professionalism, leadership, advocacy and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

All students, regardless of membership, can attend and participate in Rho Alpha Kappa events. Only members may serve on the board or be eligible for awards.

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. Maintaining an overall grade point average of 3.5 or better on a 4.0 scale.
3. Professional identity as a counselor.
4. Receive an invitation from Rho Alpha Kappa President and Chapter Faculty Advisor

Black Counselors Association

BCA mission

The Black Counselors Association (BCA) is an organization dedicated to academic, scholastic and social excellence and advancement of African-American graduate students at 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 Black Counselors Association to promote social justice, multicultural competency and professional networks for African-American as well as other students of color.

We provide opportunities for counseling students to participate in community outreach, mentoring, professional development programs, as well as our annual spring social.

Email: blackcounselors.niu@gmail.com
NIU Black Counselors Association Huskie Link website

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 (ACA)**

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

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

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

There are several ACA divisions and branches including the Illinois Counseling Association, which is the state 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. Program faculty are active members of ACES and its state or regional divisions, and frequently present at ACES conferences with students. Conferences typically take place in the fall and doctoral students are highly encouraged to attend, if possible.

The Association for Counselor Education and Supervision (ACES) is the premier organization dedicated to quality education and supervision of counselors in all work settings. ACES members are counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice. ACES and the regional associations host conferences to highlight research and best practices in supervision and in the training of counselors. In addition ACES publishes a quarterly journal, Counselor Education
and Supervision, which presents current issues, relevant research, proven practices, ethical standards and conversations in counselor training and supervision.

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 after speaking with the Program Coordinator and/or CAHE Department Chair.

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 ceremony.

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 advisor is designated to help you 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 counselor educator.
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, the program coordinator, or CAHE Department Chair.

I can attest to the following:

- I have reviewed these materials carefully.
- I have discussed concerns or questions with my advisor.
- I understand if I have any future questions concerning these materials, I will ask for clarification from a faculty member.
- 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 the attention of 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.*

____________________________________________
Student Printed Name

____________________________________________
Signature of Student

____________________________
Date

____________________________________________
Admission Coordinator
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)

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. The CES faculty will evaluate your demonstration of the professional dispositions listed below and provide you with feedback about your progress. Professional dispositions include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as you interact with students, 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).

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: TYPICAL DOCTORAL FIELD EXPERIENCE SEQUENCE

Year one:
• Fall
  • Minimum of one CCTC counseling semester while enrolled in COUN 750.
  • Minimum of one group work practice facilitating COUN 540 process groups while enrolled in COUN 750.
• Spring
  • For students who came straight to the PhD program from their Master’s in Counseling program, one semester of Counseling internship
  • Skills supervision of COUN 525 while enrolled in COUN 752.
  • Co-facilitation of master’s pre-admissions workshops (P.A.W.) while enrolled in COUN 752.

Year two:
• Fall
  • Supervision internship of COUN 525.
  • Co-facilitation of master’s pre-admissions workshops (P.A.W.) while enrolled in COUN 701.
• Spring
  • Co-teaching internship concurrent with enrollment in COUN 701. and/or
  • Clinical supervision internship of COUN 550 (master’s practicum in CCTC).

Year three:
• Summer, fall, and/or spring
  • Customized internship experiences, designed in collaboration with program faculty. Must take at least one credit hour of COUN 786 internship enrollment in research, leadership, or counseling so that three of the five CACREP core doctoral domains are covered across six credit hours of COUN 786.

Internship totals
• 2 credit hours of Co-teaching
• 2 credit hours of Supervision
• 1 credit hour of Counseling (if coming straight from Master’s program)
• 1-2 credit hours of supervision in a third, fourth, or fifth doctoral content area
APPENDIX C: SAMPLE DOCTORAL INTERNSHIP ACTIVITIES

**Teaching:**
Supervision (on-site); supervision (university); Classroom teaching; Lesson planning and preparation; Grading and providing feedback to students; Meeting with students; electronic record keeping; email communication with students; 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; Supervision planning and preparation; Case conceptualization with supervisees; Consultation on supervision/counseling issues; Teaching clinical skills or clinic policies & procedures; Crisis intervention; Observations.

**Leadership:**
Supervision (on-site); Supervision (university); Program evaluation; Conference/workshop preparation and presentation; Professional committee meetings; Professional organization service; Professional advocacy service;

**Research:**
Supervision of data collection sessions; Hypothesis development; Literature review writing; Record keeping and/or administrative tasks; Telephone/email contacts; Grant development/grant writing; Conducting interviews/observations; Data analysis; Program development and evaluation.

**Counseling:**
Individual, couples, family, group, or career counseling; Crisis intervention; Clinical consultation; Psychological evaluation and testing; Clinical observations; Program development and evaluation; Literature review and session preparation; Community outreach; Record keeping and case documentation; Case conferences/staffing; Staff meetings; Team or faculty conference; Giving presentations/conducting workshops.