

## The Department of Counselor Education

## 2024-2025 Student Handbook



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## DEPARTMENT OF COUNSELOR EDUCATION MISSION STATEMENT

The Mission of the Department of Counselor Education at Northeastern Illinois University is to provide a quality graduate education in Clinical Mental Health, Couple and Family, Rehabilitation, and School Counseling. Through a reflective, collaborative pedagogical approach, graduate students acquire transformative as well as culturally-sensitive knowledge and skills that promote personal, interpersonal, and professional development. The program trains graduate students to become skilled counselors in a diverse and changing world.

NEIU's Counselor Education Department strives to remain committed to equity, diversity and inclusion throughout our scholarship, service, advocacy, leadership, mentorship and teaching. Therefore, we seek students who advocate for social justice and antiracist policies, and utilize culturally relevant teaching, clinical practice, research and service. We are dedicated to preparing counselors who are leaders and advocates in social justice and who will provide professional counseling services to adults, children, youth, individuals, couples, groups and families.

### DEPARTMENT OF COUNSELOR EDUCATION OBJECTIVES

1. The Department of Counselor Education will recruit qualified applicants from culturally diverse backgrounds and will train counselors-in-training to be self-reflective, effective, and competent providers of services.
2. Program faculty will endeavor to include the most current evidence-based and outcome-based research in their coursework.
3. Syllabi will include current CACREP standards, as well as information from other sources to maintain an open and engaging curriculum that equips students to work in a variety of counseling settings.
4. The Department will conduct program evaluations, including recommendations and feedback from advisory board meetings, employers, program faculty, and current and former students. The information obtained will be reviewed annually for program evaluation purposes and incorporated into the program as appropriate.

### KNOWLEDGE BASED OBJECTIVES

The professional counselor operates from a holistic framework that integrates both theoretical knowledge and practical application. The Counselor Education Department programs include a comprehensive understanding of counseling principles and skills. All of the four counseling specialty program objectives encompass a robust knowledge base and diverse set of counseling competencies that include the eight core counseling curriculum areas defined by CACREP:

**Professional Orientation and Ethical Practice.** The purpose is to orient students to the nature of professional counseling by introducing them to the history, goals, professional roles, ethical and legal standards, preparation standards, professional organizations, and credentialing processes in the field.

**Human Growth and Development.** The purpose is to help students see the individual within a developmental context by introducing them to the basic theories, concepts, and principles that comprise the body of knowledge about normal and abnormal human development.

**Social and Cultural Diversity.** The purpose is to acquaint students with the nature of social and cultural change within a pluralistic society and to prepare them to deal with the ramifications of ongoing change in their work as professional counselors.

**Helping Relationships.** The purpose is to introduce students to the major theories of counseling and psychotherapy; help them develop a working understanding of the relationship between theory and practice in their work as counselors; guide them as they formulate their own personal theory of counseling; help them understand the role of the counselor in terms of the counselor/client relationship; help them understand the stages of counseling as defined by representative counseling models; and help them understand the counseling strategies and interventions that facilitate client change.

**Group Work.** The purpose is to introduce students to the principles of group dynamics, theories of group counseling, alternative leadership styles, and ethical considerations that comprise the body of knowledge about group work.

**Career Development.** The purpose is to help students understand the processes and counseling implications of career development by introducing them to the theories, informational systems, planning models, assessment instruments, and placement and evaluation strategies in career counseling.

**Assessment.** The purpose is to acquaint students with the principles, theories, and methodologies of educational and psychological appraisal (including psychometrics, statistics, and computer assisted approaches) that are appropriate to their work as professional counselors.

**Research and Program Evaluation.** The purpose is to help students understand social scientific research as a means of gaining new knowledge within the counseling field and require them to demonstrate their knowledge by designing and writing a research proposal on a relevant topic. Also, emphasis is placed on developing strategies for effective program evaluation.

These curriculum areas ensure that our graduates are well-prepared to meet the multifaceted demands of the counseling profession.

Our counseling objectives are also deeply rooted in our faculty's commitment to clinical excellence. We believe that a successful counseling program must emphasize strong clinical training to prepare students for effective professional practice. The clinical focus ensures that students gain the hands-on experience necessary to translate theoretical concepts into practical application.

## STUDENT LEARNING OUTCOMES (SLO)

1. understand ethical standards of professional counseling organizations in all program areas and credentialing bodies, and demonstrate application of ethical and legal considerations in professional counseling in a multicultural context;

2. demonstrate the ability to integrate awareness, knowledge and skills in advocacy and social justice competencies within a multicultural counseling context;
3. understand and consider the application of developmental theories across the lifespan, including ethical and culturally relevant strategies for promoting resilience, optimum development, and wellness;
4. demonstrate understanding of career development in a multicultural setting and demonstrate the application of clinical interventions that consider the interrelationships among related life factors including work, well-being, mental health, relationships, and other life roles;
5. demonstrate understanding and competent application of counselor characteristics, behaviors, interviewing, techniques and counseling skills that influence the helping relationship for diverse clients across the lifespan;
6. demonstrate understanding and competent application of the dynamics, strategies, and conditions associated with effective group work with diverse clients in various counseling settings;
7. demonstrate understanding of principles and practice of culturally-informed and ethical use of strategies for the assessment and diagnosis of mental and emotional disorders, academic/education, career, personal, and social development; and
8. understand how to critique research to inform culturally informed and trauma-sensitive clinical practice and demonstrate competent use of research methods, needs assessment, and program evaluation skills important to the counseling profession.

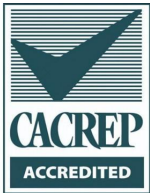
#### PROGRAM-SPECIFIC STUDENT LEARNING OUTCOMES (SLO)

9. Students who are preparing to specialize as **clinical mental health counselors** will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.
10. Students who are preparing to specialize as **marriage, couple, and family counselors** are expected to possess the knowledge and skills necessary to address a wide variety of issues in the context of relationships and families.
11. Students who are preparing to specialize as **school counselors** will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs.
12. Students who are preparing to specialize as **rehabilitation counselors** will demonstrate the knowledge, skills, and attitudes necessary to address varied issues within the rehabilitation counseling context.

## ACCREDITATION

Accreditation is the primary means of assuring both a high-quality program and a systematic evaluation leading to its improvement. Northeastern Illinois University is accredited by the Higher Learning Commission (HLC), which accredits degree-granting postsecondary educational institutions in the North Central region of the United States. The [Daniel L. Goodwin College of Education](#) is accredited by the Council for the Accreditation of Educator Preparation (CAEP). The School Counseling program is entitled for the Professional Educator License (PEL) with a School Counselor Endorsement by the Illinois State Board of Education (ISBE).

In addition, the Clinical Mental Health, Couple and Family, Rehabilitation, and School Counseling programs are accredited by the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)), a specialized accreditor for professional preparation of counselors.



## GRADUATE DEGREE PROGRAMS IN COUNSELING

### [CLINICAL MENTAL HEALTH COUNSELING, M.A.](#)

This specialization prepares one for employment in mental health agencies, community counseling agencies, substance abuse programs, hospitals, couple and family counseling clinics, and court referrals. This program meets the educational requirements for the Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC) in the state of Illinois. Additional coursework and supervised clinical training are necessary for certification and/or licensure in the areas of family and substance abuse.

### [COUPLE AND FAMILY COUNSELING, M.A.](#)

This program prepares one for employment in settings such as mental health agencies, community counseling agencies, substance abuse programs, hospitals, couple and family counseling clinics, crisis centers, youth agencies, court services, and others. This program meets the educational requirements for licensing both as a professional counselor and a marriage and family therapist in the state of Illinois: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC), Associate Licensed Marriage and Family Therapist (ALMFT) and Licensed Marriage and Family Therapist (LMFT). Graduates of this program are eligible to apply for the Association of Marital & Family Therapy Regulation Board exam, required for the Illinois LMFT credential.



## REHABILITATION COUNSELING, M.A.

This program prepares one for employment in various settings including state vocational rehabilitation agencies, Veterans Affairs, Social Security Administration, schools, mental health centers, developmental disability agencies, and state human services departments. This program meets the educational requirements for licensing as a professional counselor in the state of Illinois: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC), and the educational requirements for national certification as a Certified Rehabilitation Counselor (CRC).

## SCHOOL COUNSELING, M.A.

This program prepares one for employment as a school counselor in elementary, middle, and secondary schools in Illinois and meets the educational requirements for the Professional Educator License (PEL) with School Counselor Endorsement. This program also meets the educational requirements for licensing as a professional counselor in the state of Illinois: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC).



## NON-DEGREE GRADUATE CERTIFICATE AND ENDORSEMENT PROGRAMS IN COUNSELING

The Department of Counselor Education offers four non-degree counseling certificates and one endorsement for those who already hold a master's degree in counseling or a closely-related counseling or mental health-related field. In addition, students currently admitted to an NEIU graduate program in counseling are eligible to apply to any of these programs except the Non-degree School Counselor Endorsement and the Certificate in Rehabilitation Counseling program.

### CERTIFICATE IN COUPLE AND FAMILY COUNSELING

The Certificate in Couple and Family Counseling program provides specialized training for counseling students and counseling professionals interested in learning how to apply evidence-based systemic theory, assessment, and intervention to their work with individuals, couples, and families. Students who complete the 6 course (18 credit hours) CFC program are eligible to accrue hours of supervised clinical experience and then complete the Association of Marital & Family Therapy Regulation Board exam for licensure as a Marriage and Family Therapist (LMFT) in the state of Illinois.

### ADDICTION COUNSELING CERTIFICATE

The Addiction Counseling Certificate (ACC) program provides specialized education and training in the prevention, intervention, and treatment of Alcohol and Other Drug Abuse (AODA) disorders. Specifically, the coursework provides education in the theories, techniques, and core functions of substance abuse counseling, focusing on evidence-based research and best practice standards. Specialized clinical experience complements the coursework. The ACC program fulfills the educational requirements for the Certified Alcohol and Drug Abuse Counselor (CADAC) credential.

### GRADUATE CERTIFICATE IN TRAUMA-INFORMED COUNSELING

The Graduate Certificate in Trauma-Informed Counseling program is designed for current students, alumni, and professionals who have already earned their Master's degree in the field to enhance their understanding of the effects of trauma on clients' emotional, cognitive, behavioral, neurological, and physical systems across the lifespan. Courses focus on topics such as the effects of trauma exposure, grief and complex trauma, culturally appropriate and gender-responsive assessment and interventions, relational trauma, developmental trauma, secondary trauma, self-care, and self-compassion.

## **CERTIFICATE IN REHABILITATION COUNSELING**

The Certificate in Rehabilitation Counseling program prepares students to assist individuals with psychiatric, developmental, cognitive, emotional, or physical disabilities to achieve their maximum level of independence, integration, and inclusion into employment and the community. It is open to individuals who already possess a master's or doctoral degree in counseling or a closely-related field of study, and desire to obtain certification in rehabilitation counseling through Category 3 eligibility requirements set forth by the Commission on Rehabilitation Counseling Certification (CRCC).

## **NON-DEGREE SCHOOL COUNSELOR ENDORSEMENT**

The Non-Degree School Counselor Endorsement program is designed for individuals who have completed a graduate degree in counseling or a closely-related field and are seeking to meet the academic and clinical requirements to be eligible for endorsement as a school counselor in the state of Illinois. Upon successful completion of the program and passing scores of the #235 Content Test for School Counselor, the individual will be eligible for the Professional Educator License (PEL) with a School Counselor Endorsement.

## CLINICAL MENTAL HEALTH COUNSELING CURRICULUM

Required Courses—Clinical Mental Health Counseling	Hours
<b>Foundation Counseling Courses:</b>	
COUN 401 Professional Orientation & Legal/Ethical Practices	3
COUN 402 Developmental Counseling	3
COUN 403 Theories of Counseling	3
COUN 404 Assessment & Evaluation in Counseling	3
COUN 405 Individual Counseling Skills	3
COUN 406 Group Counseling	3
COUN 408 Research Seminar	3
COUN 409 Career Development	3
COUN 415 Children & Youth in School & Family Systems	3
COUN 420 Introduction to Family Counseling	3
COUN 425 Diagnosis & Treatment of Addictive Disorders	3
COUN 427 Diagnostic Systems for Counseling	3
COUN 430 Social & Cultural Diversity in Counseling	3
<b>Clinical Mental Health Counseling Courses:</b>	
COUN 407 Advanced Clinical Mental Health Counseling	3
COUN 429 Psychopharmacology	
COUN 438 Trauma and Crisis Counseling	3
COUN 439 Case Conceptualization & Treatment Planning	3
<b>Advanced Clinical Courses: 700 hours</b>	
COUN 444 Practicum: Ethical/Legal Issues in Mental Health Counseling	3
COUN 464 Internship I: Mental Health Counseling	3
COUN 474 Internship II: Mental Health Counseling	3
<b>Total Hours</b>	<b>60</b>

## Departmental Proficiency Examination (DPE)

Prior to graduation, all students are required to pass the departmental proficiency examination (DPE), a comprehensive examination. Applications for the DPE are submitted electronically to the Department no later than two weeks prior to the exam date. Students in the **Clinical Mental Health Counseling** program may take the examination after completion of 33 credit hours of coursework:

<ul style="list-style-type: none"><li>• COUN 401 Professional Orientation &amp; Legal/Ethical Practices</li><li>• COUN 402 Developmental Counseling</li><li>• COUN 403 Theories of Counseling</li><li>• COUN 404 Assessment &amp; Evaluation in Counseling</li><li>• COUN 405 Individual Counseling Skills</li><li>• COUN 406 Group Counseling</li></ul>	<ul style="list-style-type: none"><li>• COUN 407 Advanced Mental Health Counseling</li><li>• COUN 408 Research Seminar</li><li>• COUN 409 Career Development</li><li>• COUN 427 Diagnostic Systems for Counseling</li><li>• COUN 430 Social &amp; Cultural Diversity in Counseling</li></ul>
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## COUPLE AND FAMILY COUNSELING CURRICULUM

Required Courses—Couple and Family Counseling	Hours
<b>Foundation Counseling Courses:</b>	
COUN 401 Professional Orientation & Legal/Ethical Practices	3
COUN 402 Developmental Counseling	3
COUN 403 Theories of Counseling	3
COUN 404 Assessment & Evaluation in Counseling	3
COUN 405 Individual Counseling Skills	3
COUN 406 Group Counseling	3
COUN 408 Research Seminar	3
COUN 409 Career Development	3
COUN 415 Children & Youth in School & Family Systems	3
COUN 420 Introduction to Family Counseling	3
COUN 425 Diagnosis & Treatment of Addictive Disorders	3
COUN 427 Diagnostic Systems for Counseling	3
COUN 430 Social & Cultural Diversity in Counseling	3
<b>Couple and Family Counseling Courses:</b>	
COUN 421 Advanced Marriage and Family Counseling	3
COUN 431 Couple and Family Systems Study	3
COUN 432 Couples Counseling & Human Sexuality	3
Elective #1	3
<b>Advanced Clinical Courses: 700 hours</b>	
COUN 445 Practicum: Grp Supervision in Couple and Family Counseling	3
COUN 465 Internship I: Grp Supervision in Couple and Family Counseling	3
COUN 475 Internship II: Grp Supervision in Couple and Family Counseling	3
<b>Total Hours</b>	<b>60</b>

## Departmental Proficiency Examination (DPE)

Prior to graduation, students are required to pass the departmental proficiency examination (DPE), a comprehensive examination. Applications for the DPE are submitted electronically to the Department no later than two weeks prior to the exam date. Students in the **Couple and Family Counseling** program may take the examination after completion of 39 credit hours of the following coursework:

<ul style="list-style-type: none"><li>• COUN 401 Professional Orientation &amp; Legal/Ethical Practices</li><li>• COUN 402 Developmental Counseling</li><li>• COUN 403 Theories of Counseling</li><li>• COUN 404 Assessment &amp; Evaluation in Counseling</li><li>• COUN 405 Individual Counseling Skills</li><li>• COUN 406 Group Counseling</li><li>• COUN 408 Research Seminar</li><li>• COUN 409 Career Development</li></ul>	<ul style="list-style-type: none"><li>• COUN 415 Children &amp; Youth in School &amp; Family Systems</li><li>• COUN 420 Introduction to Family Counseling</li><li>• COUN 421 Advanced Marriage &amp; Family Counseling</li><li>• COUN 427 Diagnostic Systems for Counseling</li><li>• COUN 430 Social &amp; Cultural Diversity in Counseling</li></ul>
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## REHABILITATION COUNSELING CURRICULUM

Required Courses—Rehabilitation Counseling	Hours
<b>Foundation Counseling Courses:</b>	
COUN 401 Professional Orientation & Legal/Ethical Practices	3
COUN 402 Developmental Counseling	3
COUN 403 Theories of Counseling	3
COUN 404 Assessment & Evaluation in Counseling	3
COUN 405 Individual Counseling Skills	3
COUN 406 Group Counseling	3
COUN 408 Research Seminar	3
COUN 409 Career Development	3
COUN 420 Introduction to Family Counseling	3
COUN 425 Diagnosis & Treatment of Addictive Disorders	3
COUN 427 Diagnostic Systems for Counseling	3
COUN 430 Social & Cultural Diversity in Counseling	3
<b>Rehabilitation Counseling Courses:</b>	
COUN 433 Foundations of Rehabilitation	3
COUN 434 Medical and Psychosocial Aspects of Disability	3
COUN 435 Work and Disability	3
COUN 436 Case Management for Rehabilitation Counseling	3
COUN 438 Trauma and Crisis Counseling	3
<b>Advanced Clinical Courses: 700 hours</b>	
COUN 446 Practicum: Rehabilitation Counseling	3
COUN 463 Internship I: Rehabilitation Counseling	3
COUN 473 Internship II: Rehabilitation Counseling	3
<b>Total Hours</b>	<b>60</b>

### Departmental Proficiency Examination (DPE)



Prior to graduation, all students are required to pass the departmental proficiency examination (DPE), a comprehensive examination. Applications for the DPE are submitted electronically to the Department no later than two weeks prior to the exam date. **Rehabilitation Counseling** students may take the examination after completion of 42 credit hours of coursework:

<ul style="list-style-type: none"><li>• COUN 401 Professional Orientation &amp; Legal/Ethical Practices</li><li>• COUN 402 Developmental Counseling</li><li>• COUN 403 Theories of Counseling</li><li>• COUN 404 Assessment &amp; Evaluation in Counseling</li><li>• COUN 405 Individual Counseling Skills</li><li>• COUN 406 Group Counseling</li><li>• COUN 408 Research Seminar</li><li>• COUN 409 Career Development</li></ul>	<ul style="list-style-type: none"><li>• COUN 427 Diagnostic Systems for Counseling</li><li>• COUN 430 Social &amp; Cultural Diversity in Counseling</li><li>• COUN 433 Foundations of Rehabilitation Counseling</li><li>• COUN 434 Medical &amp; Psychosocial Aspects of Disability</li><li>• COUN 435 Work &amp; Disability</li><li>• COUN 436 Case Management for Rehabilitation Counseling</li></ul>
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## SCHOOL COUNSELING CURRICULUM

Required Courses—School Counseling	Hours
<b>Foundation Counseling Courses:</b>	
COUN 401 Professional Orientation & Legal/Ethical Practices	3
COUN 402 Developmental Counseling	3
COUN 403 Theories of Counseling	3
COUN 404 Assessment & Evaluation in Counseling	3
COUN 405 Individual Counseling Skills	3
COUN 406 Group Counseling	3
COUN 408 Research Seminar	3
COUN 409 Career Development	3
COUN 415 Children & Youth in School & Family Systems	3
COUN 425 Diagnosis & Treatment of Addictive Disorders	3
COUN 427 Diagnostic Systems for Counseling	3
COUN 430 Social & Cultural Diversity in Counseling	3
<b>School Counseling Courses:</b>	
COUN 410 Seminar in School Counseling	3
COUN 411 Post-Secondary College & Career Counseling	3
COUN 412 Topics in School Counseling	3
Elective #1	3
Elective #2	3
<b>Advanced Clinical Courses: 700 hours</b>	
COUN 442 Practicum: Group Supervision in School Counseling	3
COUN 462 Internship I: School Counseling	3
COUN 472 Internship II: School Counseling	3
<b>Total Hours</b>	<b>60</b>

## Departmental Proficiency Examination (DPE)

Prior to graduation, all students are required to pass the departmental proficiency examination (DPE), a comprehensive examination. Applications for the DPE are submitted electronically to the department no later than two weeks prior to the exam date. **School Counseling** students may take the examination after completion of 36 credit hours of the following coursework:

<ul style="list-style-type: none"><li>• COUN 401 Professional Orientation &amp; Legal/Ethical Practices</li><li>• COUN 402 Developmental Counseling</li><li>• COUN 403 Theories of Counseling</li><li>• COUN 404 Assessment &amp; Evaluation in Counseling</li><li>• COUN 405 Individual Counseling Skills</li></ul>	<ul style="list-style-type: none"><li>• COUN 406 Group Counseling</li><li>• COUN 408 Research Seminar</li><li>• COUN 409 Career Development</li><li>• COUN 410 Seminar in School Counseling</li><li>• COUN 412 Topics in School Counseling</li><li>• COUN 427 Diagnostic Systems for Counseling</li><li>• COUN 430 Social &amp; Cultural Diversity in Counseling</li></ul>
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Keep a journal of your goals, objective, and self-care plan:

Academic goals:

Career/Professional goals:

Self-care goals:

## COMPLETION REQUIREMENTS FOR THE COUNSELOR EDUCATION GRADUATE DEGREE PROGRAMS:

Students admitted to the Clinical Mental Health, Couple and Family, School, and Rehabilitation Counseling programs must complete all course requirements, successfully pass each transition level, and meet the graduation requirements to successfully graduate from their respective program.

Students admitted to the Clinical Mental Health, Couple and Family, School, and Rehabilitation Counseling programs must successfully complete all the program transition levels. Students cannot obtain more than two grades of "C" in graduate work per the College of Graduate Studies and Research (CGSR) policy. Students are required to earn a grade of "B" or better in their clinical courses (e.g., COUN 405, COUN 406, COUN 407 [for Clinical Mental Health Counseling students only], COUN 421 (for Couple & Family Counseling students only); and Practicum and Internship.

### TRANSITION LEVEL I

- Successful completion of prerequisites for clinical skills training courses
- Completion of first-semester student survey
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Passing key program assessments for Level I

### TRANSITION LEVEL II

- Successful completion of clinical skills training coursework
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Satisfactory rating on professional disposition evaluation
- Complete and submit the Practicum application to the Director of Clinical Training and Placement
- Passing key program assessments for Level II

### TRANSITION LEVEL III

- Successful completion of clinical experiences including Practicum and Internship
- Completion of minimum of 100 hours of Practicum

- Completion of 600 hours of Internship
- Satisfactory ratings on all evaluations from site and university supervisors
- Demonstration of appropriate professional and ethical behaviors and dispositions
- Minimum GPA of 3.00
- Passing key program assessments for Level III

#### **TRANSITION LEVEL IV**

- Completion of Exit Survey
- Passing of the departmental proficiency examination (DPE) prior to graduation

#### **EXIT REQUIREMENTS**

- Successful completion of all transition levels and required credit hours
- Minimum GPA of 3.0
- Submission and approval of the Graduation Application
  - August Graduation application must be received between Feb 1st - April 1st
  - May Graduation application must be received between Sept 1st - Nov 1st

## CLINICAL EXPERIENCES

During the fall semester before their Practicum/Internship year, students meet with their program advisor to review their readiness. Applications for clinical experience are submitted electronically.

Details about the application process are shared at the **mandatory Practicum Orientation** meeting.

Students must attend both a mandatory orientation meeting before submitting the application and a mandatory pre-practicum meeting before beginning Practicum. Dates and locations for these meetings are posted on the Department website. All applications must be reviewed and approved by the student's program advisor before submission.

Practicum: 100 hours total

Practicum is a **100-hour**, field-based experience which requires **a minimum of 40 hours of clinical contact with clients** (contact hours), and is a prerequisite for Internship. Practicum is offered in the Fall semester.

Internship I & II= 600 hours total

Internship is a **600-hour**, field-based experience which requires **a minimum of 240 hours of clinical contact with clients**. Students earn six credit hours for Internships I and II in their respective programs.

For **Clinical Mental Health, Couple and Family, and Rehabilitation Counseling programs**, Internship I is offered in the spring semester and Internship II is offered in the summer semester.

For the **School Counseling** program, Internship I and II are offered in the spring semester.



## LICENSURE AND CERTIFICATION INFORMATION

In Illinois, there are two levels of professional counselor licensure: Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC). For those specializing in marriage and family counseling, a separate license as a Licensed Marriage and Family Therapist (LMFT) is available. Additionally, counselors focusing on rehabilitation counseling can obtain national certification as a Certified Rehabilitation Counselor (CRC). School counselors in Illinois must hold a Professional Educator License (PEL) with a School Counselor Endorsement.

### LICENSED PROFESSIONAL COUNSELOR (LPC) APPLICATION REQUIREMENTS IN ILLINOIS

- Master's degree in counseling (48 semester hours minimum) from a regionally accredited educational institution.
- Supervised practicum and internship experiences of at least 700 clock hours.
- Passing the *National Counselor Examination (NCE)*— [National Board for Certified Counselors \(NBCC\)](#)

### LICENSED CLINICAL PROFESSIONAL COUNSELOR (LCPC) REQUIREMENTS IN ILLINOIS

- Master's degree in counseling (48 semester hours minimum) from a regionally accredited educational institution.
- Two years of full-time (3360 hours) experience under the supervision of a qualified supervisor after the master's degree has been awarded. Supervision must be provided by a licensed professional, including a Licensed Clinical Professional Counselor (LCPC), Licensed Clinical Social Worker (LCSW), licensed psychologist, or psychiatrist.
- Passing the *National Counselor Examination (NCE)*— [National Board for Certified Counselors \(NBCC\)](#) website. (do you want to link NBCC instead?)
- Passing the *National Clinical Mental Health Counseling Exam (NCMHCE)*- [National Board for Certified Counselors \(NBCC\)](#) website.

### ASSOCIATE LICENSED MARRIAGE AND FAMILY THERAPY (ALMFT) REQUIREMENTS

- A degree in marriage and family counseling or related degree with an equivalent course of training from a regionally accredited educational institution.
- No examination is required.

## LICENSED MARRIAGE & FAMILY THERAPIST (LMFT)

- A degree in marriage and family counseling or related degree with an equivalent course of training from a regionally accredited educational institution.
- Completion of at least 3000 hours of professional work experience in not less than a 2-year period. See the Illinois Department of Financial & Professional Regulations (IDFPR) at [Illinois Department of Financial and Professional Regulation \(IDFPR\)](#) for specific supervision requirements.
- Passing the Association of Marital & Family Therapy Regulatory Board Exam (Marriage and Family Therapy National Exam-MFT).

## CRC REQUIREMENTS

- Contact the Certified Rehabilitation Counselor Commission (CRCC) at [Commission on Rehabilitation Counseling Certification \(CRCC\)](#) for information regarding the Certified Rehabilitation Counselor (CRC) credential.

## ILLINOIS DEPARTMENT OF FINANCIAL AND PROFESSIONAL REGULATION

All information pertaining to licensure as a professional counselor, clinical professional counselor, and marriage and family therapist is available from the [Illinois Department of Financial and Professional Regulation \(IDFPR\)](#).

## PROFESSIONAL EDUCATOR LICENSE: SCHOOL COUNSELOR

Students who have successfully completed the School Counseling program may apply for licensure as a school counselor through the Illinois State Board of Education (ISBE). Information is available at [Illinois State Board of Education \(ISBE\)](#). Also, see the website for the Educator Licensure Information System (ELIS) at [Educator Licensure Information System \(ELIS\)](#).

Students planning to practice counseling outside of Illinois are responsible for researching and understanding the specific licensing requirements of the state(s) they intend to practice. Each state has unique licensure criteria, which may include different educational prerequisites, supervised experience hours, accreditation and examination requirements.

## PROFESSIONAL ORGANIZATIONS

Vital to any profession are the organizations it creates to further its standards, ethics, research, accreditation, and governance. Students are urged to join appropriate professional organizations at the national and state levels. Full-time students are eligible for membership at reduced rates in these organizations.

[\*\*American Counseling Association \(ACA\)\*\*](#). The ACA is the national professional association for counselors from a wide variety of practice settings. It represents the interests of the profession to government organizations and to the general public.

[\*\*American Mental Health Counselors Association \(AMHCA\)\*\*](#). The AMHCA is a national association interested in enhancing the profession of clinical mental health counseling.

[\*\*American Rehabilitation Counseling Association \(ARCA\)\*\*](#). The ARCA is a professional association which is a division of the National Rehabilitation Association. ARCA represents professionals in the field of rehabilitation counseling.

[\*\*American School Counselor Association \(ASCA\)\*\*](#). The ASCA is the national professional association for school counselors in public and private pre-kindergarten, elementary, middle, and secondary schools.

[\*\*American Association for Marriage and Family Therapy \(AAMFT\)\*\*](#). The AAMFT is the national professional association in the field of marriage and family therapy.

## ESSENTIAL INFORMATION FOR STUDENTS

### ARTIFICIAL INTELLIGENCE (AI) POLICY

The Department of Counselor Education at NEIU is committed to preparing students with the essential knowledge, skills, and professional dispositions required of effective and ethical counselors. This [AI policy](#) outlines the limitations and consequences related to the inappropriate use of Artificial Intelligence (AI) in academic work.

### CHANGING PROGRAMS WITHIN THE DEPARTMENT OF COUNSELOR EDUCATION

Students considering a change of program should consult their program advisor. This process involves submitting a [Request for Change of Study Form](#) to the current program advisor for approval. Both the current and prospective program advisors, in consultation with the Department chairperson, will evaluate the request. It is important to note that submitting the form does not guarantee acceptance into the new program.

## COURSE ENROLLMENT

Full-time graduate student status= Minimum of 9 credit hours

Part-time graduate student status= 3-6 credit hours

To be considered for financial aid assistance= Minimum of 6 credit hours are required.

To ensure the best possible learning experience, students may not register for more than 4 courses (12 credit hours) per semester, including summer terms.

## DEPARTMENTAL PROFICIENCY EXAMINATION (DPE)

The DPE is offered three times per year, in February, June, and October. Students may apply to take the DPE after completing the following hours of coursework: Clinical Mental Health: 33 hours; Couple and Family: 39 hours; School: 36 hours; Rehabilitation: 42 hours. Applications for the DPE are submitted electronically to the Department no later than two weeks prior to the exam date. The exam consists of multiple-choice items and covers the core courses (courses taken by all graduate students) and courses specific to the student's particular program. Passing the DPE is a mandatory requirement for successful degree completion and graduation. If a student does not pass the DPE, they may retake the exam at the next scheduled offering.

## FACULTY EXPECTATIONS

Faculty expectations for the professional and personal development of students are made clear in admission and retention standards and procedures as well as in the *Informed Consent* that students signed as part of their application. The *Informed Consent Indicates* to students that, in many Counselor Education courses, some degree of self-disclosure is expected, so they should be prepared to engage in this process.

## FINANCIAL AID

The University has a Financial Aid Office. Students are encouraged to apply when aid is needed ([scholarship opportunities](#)). Also, the College of Graduate Studies and Research (CGSR) offers a limited number of graduate merit tuition awards to graduate programs each semester. The criteria used in selecting recipients include the number of courses completed in the Department, academic merit, and whether the student has previously received a tuition award.

## GRADUATE ASSISTANTSHIPS

The Department employs a limited number of graduate assistants during an academic year. Typically, Counselor Education graduate assistants receive a monthly stipend and tuition waiver. Interested students should contact the Department.

## INCOMPLETE GRADES

According to NEIU's academic policy, an Incomplete "I" grade can only be given to students whose completed coursework has been qualitatively satisfactory, but who have been unable to complete all course requirements because of illness or other circumstance beyond their control. It is the

responsibility of the student to make the request to the instructor of record prior to the official end of the semester by providing documentation and a written formal request.

It is the responsibility of the student to complete and submit the remaining coursework prior to the assigned deadline. Students have up to one semester, excluding summer, to complete the work to change the grade of Incomplete. The grade change must be received by the Friday of the first full week of the semester immediately following the one in which the “I” grade was assigned. For additional information, see NEIU's Incomplete Grade Policy: [NEIU incomplete grade policy](#).

Students are not permitted to receive incomplete grades for clinical courses, especially when the missing assignments are experiential in nature. This policy ensures that all experiential learning components, which are crucial for professional development and competency, are completed within the designated time frame. Clinical courses require active participation and hands-on practice that cannot be replicated outside of the scheduled sessions. Therefore, all coursework and experiential assignments must be fully completed to meet the course requirements.

### **MALPRACTICE INSURANCE**

Prior to the beginning of practicum/internship, students must obtain malpractice insurance coverage. This can be done easily and inexpensively by joining the appropriate professional counseling organization as a student member. Students must provide documentation of their insurance coverage. More information will be provided at the mandatory practicum orientation meeting.

### **PROFESSIONAL COUNSELOR IDENTITY**

Counselor Education students will be prepared to serve and lead effectively in a diverse, global society according to the professional standards of their discipline. They will be ready to establish themselves as ethical individuals in their professional lives. Students will demonstrate a counselor identity that is competent, skillful, and compassionate. Students are expected to practice skillful and competent communication with peers, faculty, staff, supervisors, and clients

### **PROFESSIONAL STANDARDS COMMITTEE**

The Professional Standards Committee (PSC) is tasked with upholding the academic and professional integrity of the counseling programs. This committee is responsible for addressing dispositional concerns and other issues related to students' academic work, skills, and professional disposition.

### **STUDENT COUNSELING SERVICES**

Personal counseling services are available and free to all enrolled university students. Students are encouraged to use the NEIU [Student Counseling Services](#) if the need arises. These services are confidential.

## CAREER DEVELOPMENT

The [Career Development office](#) offers many career resources for students and alumni. These services include, but are not limited to, resume and cover letter writing help, mock interviews, access to Handshake- a career services management platform, career search strategies and networking opportunities.

## STUDENT DISPOSITION POLICY

The Department of Counselor Education is responsible for preparing students to possess the required knowledge, skills, and professional dispositions required of effective counselors. Dispositions are assessed indirectly and directly based on students' observable behavior in educational and professional settings. The purpose of the Disposition Policy is to promote and ensure student professionalism aligns to national standards for professional counselor preparation and training as indicated in the Council for Accreditation of Counseling and Related Educational Programs ([CACREP 2016 standards](#)).

The [Student Disposition Policy](#) provides detailed information regarding how students' disposition is evaluated. Professional dispositions include students' attitudes, values, and beliefs that influence the counseling process and their practice of ethical counseling as demonstrated by their verbal and nonverbal behaviors as they interact with peers, clients, families, colleagues, and communities.

## STUDENT EVALUATION OF FACULTY AND COURSES

Student evaluation of faculty and courses play an important role in the continuous improvement of the Counselor Education programs. Students are encouraged to evaluate their courses and instructors at the end of each term. Student's feedback aids the department to identify strengths and areas in need of improvement. Faculty review the evaluations to refine their instructional strategies, ensuring they meet the evolving needs of students. Aggregated data from evaluations inform curriculum development, helping to align the program with best practices and accreditation standards.

## STUDENTS WITH DISABILITIES

In accordance with the Americans with Disabilities Act of 1990, Northeastern Illinois University does not discriminate against employees or students based on disability. In addition, the University provides reasonable accommodations for both employees and students with disabilities. Students seeking reasonable accommodations in the classroom should contact [Student Disability Services](#), (phone 773-442-4595). Students should feel free to meet with the instructor, in confidence, at any time to discuss reasonable accommodations or removal of barriers that may hinder full inclusion and participation in the course and learning experience.

## TRANSFER OF CREDITS

Transfer of credits is only considered for coursework taken before enrolling in an NEIU counselor education program. All petitions for the transfer of credits must be submitted to the College of Graduate Studies and Research. Students should submit their transfer credit request form before the completion of 9 credit hours after admission to the program and after consultation with their program

advisor. Up to nine (9) credit hours may be transferred from a CACREP-accredited program, if the coursework is equivalent to that which is required in a student's program, and was completed before starting in NEIU's counselor education program. Catalog course descriptions must accompany any petitions for transfer credit. The student's program advisor will evaluate the appropriateness of all transfer courses. This process may take several months to complete. Students may not transfer any clinical courses (i.e., courses that are comparable to COUN 405, 406, 407 and 421), as well as practicum and internship courses.

Students will only receive non-clinical transfer credit for previously completed work in an accredited counseling program if approved by the Department as per university policy within two semesters of the student's enrollment in one of the four counselor education programs. Once enrolled in an NEIU counselor education program, students may not complete courses outside of the NEIU counselor education program, without exception, established by majority faculty vote.

### **WAITLISTING FOR A COURSE**

Waitlisting is a registration feature that allows students to get "in line" for courses that have been filled/closed. This automated process notifies students via their university email address, when a seat in a closed course has opened and it is their turn to register for the course. Students can place their name on the waiting list by following the directions on the document titled, [waiting list directions for students](#).



# APPENDIX



## Daniel L. Goodwin College of Education

### Department of Counselor Education

#### STUDENT REVIEW PRIOR TO PRACTICUM

Name of Student: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Program Advisor: \_\_\_\_\_

A check mark next to an attribute or skill listed below indicates an area of concern sufficient to prevent the student from successfully initiating an internship. A remediation plan must be developed and reviewed for successful completion by the program advisor and Clinical Experiences Coordinator before the student can be authorized to begin practicum.

<b>Personal Attributes</b>	
Has regular attendance/punctuality	
Open and receptive to feedback, flexible in making appropriate changes feedback	
Communicates effectively orally and in writing	
Able to accurately assess own strengths and weaknesses; seeks help and direction	
Maintains privacy and confidentiality	
Sensitive to multicultural issues; comfortable with people from diverse backgrounds	
Able to collaborate and work cooperatively	
Open to varying viewpoints	

Active participant in learning/professional development	
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Provide specific description of observations in area(s) of concern:

<b>Counseling Skills</b>	
Able to establish rapport with others	
Able to communicate empathic understanding	
Chooses and uses a range of counseling modalities/techniques	
Demonstrates a non-judgmental attitude	
Demonstrates ethical behavior	

Provide specific description of observations in area(s) of concern:

Action to be taken:

---

Signature of Program [Advisor](#)



**Daniel L. Goodwin College of Education**

Department of Counselor Education

**REMEDIATION PLAN**

Name of Student: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

Persons in Attendance: \_\_\_\_\_

Specific behaviors/skills to be developed or actions to be taken:

Criteria for evaluating if behaviors/skills have been developed or actions successfully completed:

When will this plan be reviewed?

\_\_\_\_\_

**Recommendation after Review of Remediation Plan**

**Review date:** \_\_\_\_\_

**Recommended Action:**

**Reviewed by:** \_\_\_\_\_

**Program Advisor Signature**

**Student Signature**

\_\_\_\_\_

**Clinical Experiences Coordinator Signature Department Chairperson Signature**

## Daniel L. Goodwin College of Education

### Department of Counselor Education

#### INFORMED CONSENT

In compliance with the American Counseling Association's Code of Ethics regarding counselor training, and because the Department of Counselor Education at Northeastern Illinois University is a graduate degree program and a clinical training program, admission to this Department indicates that an admitted student agrees to the following:

1. Self-disclosure of personal information in papers, journals, discussions and other assignments for the purposes of self-reflection, awareness and improvement of interpersonal skills.
2. The faculty of the Department of Counselor Education conducts a student review process that authorizes students into Practicum. Students are evaluated in terms of their clinical skills as well as their ability to demonstrate self-reflection, their openness to feedback, and their capacity to establish beneficial relationships as future professional counselors, in addition to their academic grade requirements. The review could result in authorization to Practicum, postponement or remediation.
3. If students exhibit unethical behavior, emotional behaviors that interfere with their professional development, or difficulties relating to clients from diverse backgrounds, students could be deemed unprepared or unqualified to continue into Practicum or in the program.
4. All enrolled students are expected to abide by the Code of Ethics of the American Counseling Association (ACA), American Mental Health Counseling Association (AMHCA), National Rehabilitation Counseling Association (NRCA), Commission on Rehabilitation Counselor Certification (CRCC), American Association for Marriage and Family Therapy (AAMFT), and the American School Counselor Association (ASCA).
5. All students are expected to demonstrate respect for their peers, faculty, instructors, staff, and all other members of the NEIU community.
6. It is the responsibility of the student to abide by Departmental and College of Graduate Studies and Research requirements for successful advancement and completion of their programs.
7. Faculty conduct a systematic developmental evaluation of a student's progress throughout their program, including the student's academic performance, professional development, and personal development. Consistent with established institutional due process policy, and professional counseling associations' code of ethics, and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help

facilitate the student's transition out of the program, and if possible, into a more appropriate area of study.

I have read this document and agree to its contents.

\_\_\_\_\_  
Student Name (please print)

\_\_\_\_\_  
Student Signature

Date\_\_\_\_\_

Rev5/13/21

## Daniel L. Goodwin College of Education

### ANNUAL COURSE OFFERINGS AND PREREQUISITES

REVISED 05/11/21; 8/2/22; 4/10/23; 5/17/23

Course Number and Name	Prerequisites	Offered In Fall	Offered in Spring	Offered in Summer
401 Professional Orientation and Legal/Ethical Practices	None	X	X	
402 Developmental Counseling	None	X	X	X
403 Theories of Counseling	None	X	X	X
404 Assessment and Evaluation in Counseling	None	X	X	X
405 Individual Counseling Skills	401 or 433, 403, & 430	X	X	X
406 Group Counseling	405	X	X	X
407 Mental Health Counseling	405	X	X	X
408 Research Seminar	404	X	X	X
409 Career Development	None	X	X	X
410 Seminar in School Counseling	None	X		
411 Post Secondary College and Career Counseling	410			X
412 Topics in School Counseling	410		X	
415 Children and Youth in School and Family Systems	402	X	X	X
420 Introduction to Family Counseling	None	X	X	X

<b>Course Number and Name</b>	<b>Prerequisites</b>	<b>Offered In Fall</b>	<b>Offered in Spring</b>	<b>Offered in Summer</b>
421 Advanced Marriage and Family Counseling	401 (or 433), 403,420		X	
422 Relational Interventions for Grief & Complex Trauma	401 (or 433), 403, 420			X
424 Resiliency, Wellness, And Self-Care in Trauma Counseling	None	X		
425 Diagnosis & Treatment of Addictive Disorders (COUN 427 highly recommended)	401 or 433 and 403	X	X	X
426 Advance Treatment of Addictive Disorders	COUN 425	X		
427 Diagnostic Systems	403	X	X	X
428 Counseling Strategies and Assessment of Co-Occurring Disorders	None (COUN 427 and 425 highly recommended)		X	
429 Psychopharmacology (427 and 439 strongly recommended before taking 429)	None		X	X
430 Social and Cultural Diversity	None	X	X	X
431 Couple and Family Systems Study	405 and 420			X
432 Couples Counseling and Human Sexuality	405 and 420		X	
433 Foundations of Rehabilitation Counseling	None	X		
434 Medical and Psychosocial Aspects of Disability	None	X (every other fall semester)		
435 Work and Disability	433		X	
436 Case Management in Rehabilitation Counseling	433, 434, and 435			X



<b>Course Number and Name</b>	<b>Prerequisites</b>	<b>Offered In Fall</b>	<b>Offered in Spring</b>	<b>Offered in Summer</b>
437 Trauma-Focused Assessment And Integrative Counseling Interventions	405, 427		X	
438 Trauma & Crisis Counseling	405 and 427	X	X	X
439 Case Conceptualization and Treatment Planning	403 and 427	X	X	
442 Practicum: Group Supervision in School Counseling	401, 402, 403, 404, 405, 406, 409, 410, 412, and 430 (411 and 415 highly recommended). Passage of the #235 content	X		
444 Practicum: Group Supervision in Clinical Mental Health Counseling	401, 402, 403, 404, 405, 406, 407, 409, 420, 427, and 430, (439 not required but highly recommended)	X		
445 Practicum: Group Supervision in Couple and Family Counseling	401, 402, 403, 404, 405, 406, 409, 415, 420, 421, 427, 430, 432	X		
446 Practicum in Rehabilitation Counseling	401, 402, 403, 404, 405, 406, 409, 430, 433, 434, 435, 436	X		
462 Internship I- School Counseling	Completion of 442 with a grade of A or B		X	
463 Internship I- Rehabilitation Counseling	Completion of 446 with a grade of A or B		X	
464 Internship I- Clinical Mental Health Counseling	Completion of 444 with a grade of A or B		X	
465 Internship I- Group Supervision in Couple and Family Counseling	Completion of 445 with a grade of A or B		X	

<b>Course Number and Name</b>	<b>Prerequisites</b>	<b>Offered In Fall</b>	<b>Offered in Spring</b>	<b>Offered in Summer</b>
472 Internship II- School Counseling	Completion of 462 with a grade of A or B		X	
473 Internship II- Rehabilitation Counseling	Completion of 463 with a grade of A or B			X
474 Internship II – Clinical Mental Health Counseling	Completion of 464 with a grade of A or B			X
475 Internship II – Group Supervision in Couple and Family Counseling	Completion of 465 with a grade of A or B			X