“It’s not what you have lost that matters, but what you have left that counts.”

- Mary E. Switzer
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Preface

On behalf of the faculty and students at Northern Illinois University, we welcome you to the Rehabilitation Counseling Student Handbook (Handbook). Since 1974, our program has prepared students to assist individuals with disabilities in achieving their goals. We are pleased that you have chosen NIU to further your education, and we look forward to working with you to develop the knowledge and skills necessary to become professional rehabilitation counselors.

The Handbook was designed to provide you guidance throughout your graduate education experience. This handbook supplements the information you receive from your academic mentor. In this document are policies and procedures important to our program that will help you succeed and steer you toward professionalism. Specifically, the Handbook will help you understand, A) An overview of the university and the discipline of rehabilitation counseling; B) The curriculum and policies that shape the rehabilitation counseling program; and C) Resources to support your education and practice as a rehabilitation counselor in training. It is your responsibility to become familiar with the Handbook and refer to it regularly.

The Handbook is intended to support policies set by the school, college and university, including, but not limited to, the NIU Student Code of Conduct. The Rehabilitation Counseling Program does not have the authority to waive any university requirements.
Organizational Structure

NIU is comprised of seven colleges, of which, the Rehabilitation Counseling Program is located in the College of Health and Human Sciences as part of the School of Interdisciplinary Health Professions (SIHP). Other academic units within the college include the School of Allied Health and Communicative Disorders; the School of Family and Consumer Sciences; the School of Nursing; the School of Health Studies; and the Department of Military Science. Besides Rehabilitation Counseling, graduate programs within the SIHP include Health Sciences.

Offices of Rehabilitation Counseling faculty members are located on the third floor of Wirtz Hall. The main office of the SIHP is located at Wirtz Hall 323.
Rehabilitation Counseling Faculty

Academic Faculty

Bryan Dallas, Ph.D., CRC, LCPC

Bryan Dallas is an associate professor of rehabilitation counseling and coordinator of the Rehabilitation Counseling Program. He received his doctorate of philosophy in rehabilitation from Southern Illinois University-Carbondale. Dallas’ experience involves providing accommodation supports for college students with disabilities. He studies the impact of assistive technologies and universal design instructional methods. Dallas is a certified rehabilitation counselor and licensed clinical professional counselor in Illinois.

Amanda McCarthy, Ed.D., CRC, CVE, LCPC, PVE

Amanda McCarthy is an associate professor of Rehabilitation Counseling. She earned her master’s degree in vocational rehabilitation counseling and vocational evaluation from the University of Wisconsin-Stout (CORE-accredited), and her doctorate in counselor education and supervision from Northern Illinois University (CACREP-accredited). McCarthy’s work experience involves providing vocational assessment and rehabilitation counseling services in not-for-profit and public settings. Her research interest is in the area of clinical (counseling) supervision. McCarthy is a certified rehabilitation counselor (CRC), certified vocational evaluator (CVE), licensed clinical professional counselor (LCPC - IL) and professional vocational evaluator (PVE).
Paul E. Priester, Ph.D.

Paul Priester earned an M.A. in counselor education: rehabilitation counseling from the University of Iowa (CORE accredited), and a Ph.D. in counseling psychology from Loyola University, Chicago (APA accredited). Priester’s previous experience includes faculty positions at Cardinal Stritch University, University of Wisconsin-Milwaukee, University of Notre Dame and North Park University. He has published works on the relationship between religious beliefs and health outcomes, the integration of spirituality into the counseling process, the measurement of Islamic religiosity, non-disability privilege, evidence-based substance abuse prevention and counseling, and multicultural counseling. Priester has served on the editorial boards of the following journals: Counseling and Values; The Journal of Multicultural Counseling and Development; The Psychology of Religion and Spirituality; and psycCRITIQUES.

Nahal Salimi, Ph.D.

Nahal Salimi is a visiting assistant professor. She is currently teaching graduate courses in rehabilitation counseling. She received her Ph.D. (rehabilitation) from Southern Illinois University-Carbondale. Her primary research interests have been in the areas of quality of life of and mental health, coping strategies for persons living with HIV/AIDS, and potential challenges of vocational assessment and career placement of racial and ethnic minorities. Because of her applied interests in rehabilitation counseling and mental health provision, she has worked with clients with a variety of mental, physical and developmental or intellectual disabilities. Her current research pursuits are in the area of multicultural issues regarding attitudes toward individuals with disabilities.
Mission, Vision and Objectives

Mission

The NIU Rehabilitation Counseling Program prepares graduate students for assisting individuals with disabilities to achieve employment, independent living and personal goals in integrated settings. Coursework emphasizes culturally sensitive interventions and integration of evidence-based practices to provide top-level support to people with disabilities.

Vision

The NIU Rehabilitation Counseling Program aims to be a leader in providing quality preparation for certified rehabilitation counselors in public and private settings.

Objectives

Graduates of the Master of Science in Rehabilitation Counseling Program will be able to effectively demonstrate:

1. Communication (e.g., written, verbal, nonverbal) in rehabilitation counseling settings.

2. Understanding of rehabilitation counseling concepts.

3. Clinical skills for successful rehabilitation counseling practice.

4. Critical thinking skills necessary to solve problems in rehabilitation counseling settings.

5. Understanding of multicultural competencies necessary for successful rehabilitation counseling practice.
Rehabilitation Counseling Discipline

The sections below provide a general definition of the rehabilitation counseling profession and further resources for exploring work sectors and settings, job titles and professional credentialing information. The information provided below is not comprehensive of the entire rehabilitation counseling profession, but provides a frame of reference for further student exploration.

Definition

Rehabilitation counselors are the only professional counselors educated and trained at the graduate level specifically to serve individuals with disabilities. Through a comprehensive and unique counseling process, rehabilitation counselors help individuals with disabilities set and achieve their personal, career and independent living goals. They are the bridge between the person and self-sufficiency, helping them to live on their own, which typically includes securing, or returning to productive, meaningful work.

Statement taken from the Commission on Rehabilitation Counselor Certification (CRCC) website.

Work Settings and Job Titles

Rehabilitation counseling-based work settings can be extremely diverse, as well as job titles. Graduate students in the Rehabilitation Counseling Program will be exposed to many different areas of the profession in order to explore their interests and ultimately, make an informed decision on their desired future work setting. The Commission on Rehabilitation Counselor Certification (CRCC) website is a resource to learn more about work settings and job titles.

There are three general sectors of rehabilitation which include:
1) **Public sector.** Traditionally, the state and federal vocational rehabilitation (VR) programs have been associated with the public sector of the rehabilitation field. The public VR program is a state and federally funded program that assists eligible individuals with disabilities in securing competitive employment. A common work setting for rehabilitation counselors in the public sector in Illinois is the Illinois Division of Rehabilitation Services (IDRS). Along with an employment focus, rehabilitation counselors working in the public sector may also focus on improving educational or independent living outcomes of individuals with disabilities.

2) **Private nonprofit.** Nonprofit organizations offer specific services and often partner or contract with public sector organizations to assist individuals in attaining rehabilitation goals (e.g., employment, independent living). Specialty services may include job development and placement, job-seeking skills training, job coaching, supported employment, among other services.

3) **Private for-profit.** The overarching goal of rehabilitation in the private sector is to return individuals to the workforce as quickly as possible, often as a cost containment measure. Services are provided on a fee-for-service basis and specialty areas may include: workers’ compensation, vocational expert legal testimony, disability case management, or business/industrial consulting, among other areas (Rubin & Roessler, 2008). There may also be an emphasis on disability prevention in the workplace.

The CRCC provides comprehensive information on careers and credentialing in the rehabilitation counseling profession.
Credentials

Rehabilitation counseling professionals may specialize in many different areas of the field. Often, a specific certification or license is needed to work in a particular job setting. Pursuing the appropriate credentials are important for many reasons including: demonstrating competency, eligibility to apply for certain jobs, and career advancement.

The Certified Rehabilitation Counselor (CRC) credential is the most commonly sought by recent graduates of master’s-level rehabilitation counseling programs. A non-exhaustive list of common credentials is listed below with a link to learn more about attainment:

- **Certified Rehabilitation Counselor (CRC)**
  
  The CRC is the premier credential among rehabilitation counselors. Accredited by the National Commission for Certifying Agencies (NCCA), the CRC Certification Program ensures certificants are of good moral character, meet nationally accepted standards of quality in their practice, and have the requisite educational and professional background. As such, the CRC credential can lead to job placements, job advancement, salary advancement, and both medical and non-medical referrals.

  *Statement taken from the [Commission on Rehabilitation Counselor Certification](http://crcc.com) (CRCC) website.*

- **Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC)**
  
  Illinois has two levels of counselor licensing — Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC). You can earn LPC status through education and examination. In order to become an LCPC, you will need to work under supervision and complete an additional exam.

  *Statement taken directly from the [Illinois Counselor Licensure Guide](http://illinois.gov).*
In Illinois, CRCs are automatically eligible to apply for the LPC credential without further education or examination. In order to sit for the LCPC exam, you must work under supervision for two years and accumulate at least 960 hours of direct counseling with clients.

- **Professional Vocational Evaluator (PVE)**
  The PVE credential is specifically for professionals who work in vocational evaluation and assessment settings. Professionals working in these areas often assess an individual’s potential to attain and retain competitive employment.

  For information on the PVE credential visit the Registry of Professional Vocational Evaluators website.

- **Certified Disability Management Specialist (CDMS)**
  Rooted in insurance-based rehabilitation, the field has expanded over the years to encompass a wide variety of services and solutions to help people with illnesses, injuries and disabilities to return to work or stay at work. Certified Disability Management Specialists possess specialized knowledge and expertise to analyze, prevent and mitigate the human and economic impact of disability.

  For more information, visit the Certification of Disability Management Specialist website.

- **National Certified Counselor (NCC)**
  The NCC certification was launched by the National Board for Certified Counselors (NBCC) in 1983 as a result of the efforts of members of the American Counseling Association (ACA). Since that time, NBCC has become an independent entity and more than 80,000 counselors have become NCCs. The NCC is one of two NBCC certifications
that are accredited by the National Commission for Certifying Agencies (NCCA).

*Statement taken directly from the NBCC website.*

Three specialty certifications that require the NCC as a prerequisite include:

- Certified Clinical Mental Health Counselor (CCMHC).
- National Certified School Counselor (NCSC).
- Master Addictions Counselor (MAC).
- Assistive Technology Professional (ATP)

Assistive Technology (AT) is considered any device that helps individuals with disabilities maintain independence (e.g., cane, computer screen reader, wheelchair, etc.). ATPs specialize in assessing clients’ AT needs, the selection of appropriate technology and training clients on its use.

The Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) offers a certification exam that tests individuals’ competence in these areas. More information on the certification exam and eligibility requirements may be found on the RESNA website.

Certified Alcohol and Drug Counselor (CADC)

Information on becoming CADC certified in the State of Illinois can be found on the Illinois Certification Board Inc. website. Information on several other specialty certifications may be found at the same website.

- Certified Life Care Planner (CLCP)

Life Care Planners (LCP) work with individuals with acquired or chronic debilitating disabilities (Rubin & Roessler, 2008). LCPs provide a comprehensive rehabilitation plan focused on quality of life and long-term care needs.

For more information on the LCP certification, visit the International Commission on
Health Care Certification website.
Accreditation

The NIU Rehabilitation Counseling Program is fully and nationally accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) through August 2021. The purpose of accreditation is to identify high-quality programs through external reviews of curricular content and programmatic policies. CACREP acknowledges that the accredited NIU Rehabilitation Counseling Program meets strict standards to ensure that students develop the skills and knowledge to enter various professional environments serving persons with disabilities. CACREP mandates that rehabilitation counseling programs across the United States deliver content related to the following topics:

- Professional identity.
- Ethics.
- Psychological and social aspects of disability.
- Cultural diversity.
- Human growth and development.
- Employment and career development.
- Individual and group counseling.
- Counseling theory.
- Family dynamics.
- Assessment.
- Research.
- Program evaluation.
- Medical and environmental aspects of disability.
- Case management.
Additional information about CACREP is located at the Council for Accreditation of Counseling & Related Educational Programs website.

Admissions Process

The Rehabilitation Counseling Program uses a two-step process for admission into the program. First, applicants must complete a written application package including an application to the graduate school, two letters of recommendation, an unofficial transcript (official upon admission) and a personal statement. Second, applicants must complete an interview. During both phases of admission, applicants are evaluated by the admissions committee for, A) Relevance of career goals/commitment to working with people with disabilities; B) Aptitude for graduate-level study; C) Potential success in forming effective counseling relationships; D) Respect for cultural difference; and E) Openness to self-examination/willingness to take constructive feedback. In addition, the admissions committee evaluates each applicant’s professional dispositions using the Student Professional Dispositions Rating Rubric for Faculty. Admission requirements can be found in the current NIU Graduate School Catalog.

Conditional Admission

When determined necessary by the admissions committee, students may be admitted to the program with conditions. Conditionally admitted students who meet the conditions on their admission generally transition to regularly admitted students. Students who are conditionally admitted to the Master of Science in Rehabilitation Counseling (MS RC) program who do not meet the conditions of admission are automatically dismissed from the MS RC program. The MS RC program allows students who have been dismissed to appeal that decision in an effort to ensure fairness and consideration to all factors leading to the dismissal. Please be aware there is no guarantee that an appeal of dismissal will be approved.
Students wishing to appeal should submit a formal letter of appeal to the admissions coordinator (Bryan Dallas, associate professor and Rehabilitation Counseling Program coordinator).

Appeal letters must include information that would explain the reason for academic difficulty including, but not limited to, A) What prevented you from being academically successful? B) Extenuating circumstance(s) that lead to the academic difficulty (e.g., medical issue, family issue, etc.); C) What would be different if you were allowed to return? and D) Identify resources that you would utilize if allowed to return. The appeal letter should also include the following information, A) Z-ID; B) Student name; C) Student telephone number; and D) Return address. Appeal letters should be submitted via email to the admission coordinator (Bryan Dallas at bdallas@niu.edu). The deadlines to appeal are as follows, A) Fall semester dismissal — 14 days before spring classes begin; B) Spring semester dismissal — June 1; and C) Summer semester dismissal — 14 days before fall classes begin. Conditionally admitted students are also subject to graduate school dismissal policies.

**Advising**

Upon admission, students are assigned a faculty mentor/faculty advisor. The mentor/advisor is a full-time core faculty member. A list of mentors and mentees will be maintained by the program coordinator. Students must meet with their assigned faculty mentor/advisor prior to enrolling in their first semester of courses to determine a semester-by-semester schedule for program completion, discuss career goals and identify ways to maximize learning opportunities inside and outside of classes. Students may request to be transferred to another faculty advisor/mentor by contacting the program coordinator. Students are required to meet with their assigned
advisor/mentor before registering for classes and failure to do so may result in a delay of graduation.

**New Student Orientation**

Admitted students are required to attend program orientation which is offered annually the week before the start of the fall semester. The date of the orientation will be provided to students in writing. During orientation students are provided with a copy of the *Handbook*, a discussion of the handbook, requirements for obtaining the certified rehabilitation counselor credential, requirements for obtaining counseling licensure, ethical obligations as a counselor-in-training and personal growth expectations as a counselor-in-training. Students are also introduced to core faculty, professional development opportunities, behaviors and attitudes for successful transition into graduate school and the counseling profession, as well as provided keys for access to facilities. Student will also have an opportunity to meet with their assigned faculty mentor during the orientation. Prior to leaving orientation, students must sign an acknowledgement of receipt of the student handbook.

**Rehabilitation Counseling Curriculum**

Students should review the current [Graduate School catalog](#) for a full description of degree requirements and course descriptions. Example course sequences are provided on the following pages. These examples should be used as a guide only and do not substitute for advising from a faculty mentor. Students must meet with an assigned faculty mentor each semester before registering for courses.
Full Time Starting in Summer Semester – 56 credit hour program - (2019-20 Catalog)

Summer – Year 1
REHB 627 Medical Aspects of Disability
ETR 520 Introduction to Research Methods in Education

Fall – Year 1
REHB 628 Psychosocial Aspects of Disability
REHB 660 Foundations of Vocational Rehabilitation
CAHC 510 Counseling Interventions Across the Lifespan
REHB 605x Counseling Skills and Strategies

Spring – Year 1
CAHC 565 Multicultural Counseling
REHB 683 Psychological and Vocational Assessment with Rehabilitation Populations
REHB 662 Vocational Analysis and Job Placement
CAHC 540 Group Counseling

Summer – Year 2
REHB 686 Pre-Practicum in Rehabilitation Counseling

Fall – Year 2
REHB 690 Practicum in Rehabilitation Counseling
REHB 777 Seminar in Rehabilitation Counseling
REHB 682 Theories and Techniques of Counseling People with Disabilities

Spring – Year 2
REHB 694 Internship in Rehabilitation Counseling
Example Part Time Starting in Summer Semester – 56 credit hour program – (2019-20 Catalog)

Summer – Year 1
REHB 627 Medical Aspects of Disability
ETR 520 Introduction to Research Methods in Education

Fall – Year 1
REHB 628 Psychosocial Aspects of Disability
REHB 660 Foundations of Vocational Rehabilitation

Spring – Year 1
REHB 683 Psychological and Vocational Assessment with Rehabilitation Populations
CAHC 540 Group Counseling

Summer – Year 2
CAHC 510 Counseling Interventions Across the Lifespan

Fall – Year 2
REHB 605x Counseling Skills and Strategies
REHB 682 Theories and Techniques of Counseling People with Disabilities

Spring – Year 2
CAHC 565 Multicultural Counseling
REHB 662 Vocational Analysis and Job Placement

Summer – Year 3
REHB 686 Pre-Practicum in Rehabilitation Counseling

Fall – Year 3
REHB 690 Practicum in Rehabilitation Counseling
REHB 777 Seminar in Rehabilitation Counseling

Spring – Year 3
REHB 694 Internship in Rehabilitation Counseling
Academic Policies

Accessibility and Accommodations

If you need an accommodation for classes, please contact the Disability Resource Center (DRC) as soon as possible. The DRC coordinates accommodations for students with disabilities. It is located on the fourth floor of the Health Services Building and can be reached at 815-753-1303 or drc@niu.edu. Also, please contact instructors privately as soon as possible to discuss your accommodations. The sooner you let instructors know your needs, the sooner they can assist you in achieving your learning goals in courses.

Statement taken directly from the DRC website.

Additional information on accommodations may also be found on the Graduate School website.

Grade Requirements

Graduate students at NIU must meet all Graduate School requirements to remain in good academic standing. Those requirements are detailed in the most current version of the NIU Graduate Catalog. A summary of the policy is as follows: Graduate students at NIU must achieve a grade of C or higher to receive graduate credit. Typically, a grade of C-minus or lower is not considered passing for graduate coursework. Graduate students must maintain a cumulative GPA of at least 3.0 to avoid academic probation. A graduate student who has accumulated six or more semester hours of grades C-minus, D, F, U, or WP in graduate coursework at NIU will be academically dismissed regardless of GPA. Graduate students in the Rehabilitation Counseling Program must also earn a C or better in each course prior to entering the clinical phase (i.e., practicum, internship) of the curriculum. However, earning a C in multiple courses would likely result in a GPA below 3.0. Students who are academically dismissed may appeal. The appeal process is outlined in the most recent Graduate School catalog.
Grievances

A number of options are available for the resolution of disagreements between students and faculty. Resolution of other conflicts should begin with a discussion between the affected parties. The SIHP department chair may be asked to participate in the resolution of conflict when the affected parties are not able to reach an agreeable solution. The procedure for appealing a grade is described in the Graduate School catalog.

Student-at-Large

Students-at-Large (SAL) are not admitted directly into degree-granting programs. However, as non-degree seeking students, SALs are permitted to take graduate-level courses across many graduate programs including non-clinical courses within Rehabilitation Counseling. If admitted into the Rehabilitation Counseling Program, students-at-large may apply up to 12 hours of credit, taken as a SAL, toward their degree program. 

Statement taken directly from the NIU Graduate School website.

Transfer Credit

Transferring prior graduate coursework for credit toward the rehabilitation counseling specialization is possible pending the approval of the school and the dean of the Graduate School. Specific information on regulations regarding transfer credit can be found in the Graduate School catalog.

Student Retention, Remediation and Dismissal

Consistent with the Code of Professional Ethics for Rehabilitation Counselors and the American Counseling Association’s Code of Ethics, the rehabilitation counseling faculty are concerned with the welfare of current and future rehabilitation counseling clients. Therefore, the faculty have the responsibility of ensuring that each student is fit for the role of rehabilitation counselor.
The philosophy of the rehabilitation counseling faculty is that students will be concerned about the general welfare of others, be stable and psychologically well-adjusted, and possess effective interpersonal relationship skills. Further, faculty members expect that students are committed to personal growth and professional development through opportunities provided in coursework, professional development activities, clinical supervision and self-selected scholarly reading. To help support students to meet these standards and, when necessary, act as gatekeeper to keep students from the profession, students will be evaluated on a continuous basis. That process is described in the following sections.

**Review and Retention**

The student review policy involves a continuous and systematic examination of student progress within the program by the rehabilitation counseling faculty. This helps to ensure that students receive due process regarding any issues that arise during the graduate program. Progress is evaluated based on academic performance as well as personal and interpersonal growth related to professional development.

**Types of Review and Procedures**

1. **Partial Review.** Rehabilitation counseling faculty discuss student performance and growth during routine faculty meetings and document those in meeting minutes. Although faculty members may discuss students without providing advance notification to students, students must be notified if students’ need to take any corrective action is needed. At this level, corrective action does not require a formalized remediation plan. Faculty members shall make every effort to communicate with the student as early as possible after the observed behavior of concern. While students are authorized to view
the portion of the meeting minutes that pertains to their behavior, students are not authorized to view complete meeting minutes.

2. **Full Review.** At the end of each semester (fall and spring) faculty members conduct a full review of each student who is currently enrolled in the program and not scheduled to graduate at the end of the current semester. Faculty members use multiple sources of data to complete the full review, including but not limited to partial review partial review meeting minutes, faculty observations, reports from non-core faculty/staff, completed Student Self-Evaluation Report (see pages 28-30), and completed Student Professional Dispositions Ratings Rubric for Faculty (see pages 34-35. Based on a review of the evidence, faculty generate a Feedback Letter to Students from Full Review (see page 31) that is provided to each student. The letter outlines the extent that each student is making progress within the program and serves as formal communication between faculty and students. Students who do not submit a Student Self-Evaluation Report will receive a “falls below expectations” rating for that review. Students are expected to meet with their faculty mentor to discuss the outcome of the full review no later than the start of the third week of the next semester. Students who receive two “falls below expectations” ratings must participate in a Faculty Mentor Meeting to discuss the behavior of concern.

At the end of the fall and spring semester semesters, students submit a completed Student Self-Evaluation Report detailing their achievements, challenges, and feedback for the program. This form is submitted to the coordinator of student review of progress (Bryan Dallas for the 2019-2020 academic year).
At the time of each Full Review, each faculty member completes a copy of the Student Professional Dispositions Ratings Rubric for Faculty for each student in which they interact. Students’ final rating will be calculated by averaging faculty ratings. Students who receive an average rating of 2 or below will receive a “falls below expectations” on the Feedback Letter to Students from Full Review and must participate in a faculty mentor meeting to address the behavior of concern.

3. **Faculty Mentor Meeting.** A meeting between a student and faculty mentor may be requested by either person to discuss student performance and growth in relation to challenges and strengths of the student toward progressing within the program. Typically, faculty mentor meetings are requested when students were provided with feedback at the partial review level, but the necessary changes were not made by the student. See the Faculty Mentor Meeting Form on page 32.

4. **Retention Conference.** When deemed advisable by the faculty, a conference will be held with the student and at least two faculty members to discuss the barriers to academic progress or the interpersonal behavior inhibiting professional development and effectiveness, plus to determine if any conditions for continuing in the program are warranted. Retention conferences typically result in formalized remediation plans. Persistent or reoccurring concerns following an Faculty Mentor Meeting, severe concerns, or time-sensitive concerns will require a Retention Conference to, A) Clarify the situation; B) Establish why the situation was not previously rectified (if applicable, following a Faculty Mentor Meeting); and C) Determine if a remediation plan is warranted. Occasionally concerns will be severe or time-sensitive and the Faculty Mentor Meeting will be bypassed. A Student Remediation and Professional Development
Plan Template can be found on page 33. Any student who fails to complete a remediation plan within its time frame is dismissed from the rehabilitation counseling program.

Remediation

The Rehabilitation Counseling faculty may develop a plan for remediation when attempts to resolve concerns of student deficiencies associated with academic performance and professional development were unsuccessful through the student review process. The plan is drafted by Rehabilitation Counseling faculty and then shared with the student before any agreed upon amendments to the plan are made. The finalized plan will include the following elements:

- Academic and professional development deficiencies.
- Step-by-step procedures required to remediate skills associated with deficient areas.
- Timeline to complete any and all requirements of the remediation plan.
- Signatures of all persons involved.

Students may consult with university resources at any time during the remediation process such as the Office of the Ombudsperson, Counseling Services, or other resources noted in the Handbook. Failure to complete the remediation plan will result in dismissal from the program.
Templates for Student Review, Retention and Remediation

Student Self-evaluation Report Template

As described in the handbook, program faculty will review the academic progress and professional disposition of each student each semester. Faculty will use a variety of sources of information, including the information you provide on this self-evaluation. The evaluation will result in a progress letter which will be mailed to your NIU email account. Please carefully and completely respond to each of the items listed below by typing in your responses.

This is your opportunity to show off all the hard work you have put into this program! Be sure to explain yourself clearly and assume your faculty know nothing about you when writing out your responses. If you have received a progress letter from the RC Program in the past, be sure to explain how you addressed any areas of growth that were identified.

Please submit this report as an email attachment (Word document or PDF) to xxx no later than xxx. Reports submitted after the deadline or by any other means than described above will not be accepted and will result in a poor progress letter.

Name:

Date:

Faculty Mentor:

Semester:

Number of semesters in program completed:

Current Cumulative program GPA:

Targeted graduation date (month and year):

1. Please state your professional goals. Please include both short and long-term goals.
2. Please list the courses you have taken, and grades received, provide your cumulative GPA for all courses completed, and list anticipated grades for courses in which you are currently enrolled.

3. Please describe your achievements to date. These are achievements you might list on a résumé. Examples include leadership in RCSA, participation in research with a faculty member or presenting at a conference. If you cannot identify any achievements, please explain how you will become more active in the coming semesters.

4. Identify your plan for finishing the program. This involves listing out a semester-by-semester plan for completing required courses, professional development hours, taking the CRC exam, the comprehensive exam and any additional experiences you plan on acquiring (e.g., thesis). If you are not sure of your plan, please make an appointment with your faculty mentor before you complete this form.

5. Discuss your strengths and weaknesses as a professional-in-training. This involves an in-depth analysis of your strengths and areas of growth in relation to the rehabilitation counseling profession. When responding to this item consider feedback you have received while completing this program.

6. Evaluate the program’s strengths and weaknesses. This involves a concrete description of what you view as the program’s strengths and areas of growth. It will be most helpful to faculty if you can provide specific examples and specific suggestions for improvement.

7. Evaluate the availability and quality of university services. This involves a concrete description of the campus resources you have used or wished were available for you to use. For example, the graduate student computer lab, orientation, advising, university libraries, etc.
8. Please include any other information you would like faculty to consider.

9. Please attach a current résumé.
Feedback Letter to Students from Full Review - Template

Date: xxx

Dear xxxx

Per the policy outlined in the Rehabilitation Counseling Student Handbook, the RC faculty conduct a full review of your progress toward degree completion each semester. Our hope is that this feedback helps you make informed decisions to ensure that you successfully complete the program.

Based on our full review, we have determined that you:

_____ Exceed the minimum expectations and are making satisfactory progress toward completing the degree program.

_____ Meet the minimum expectations and are making satisfactory progress toward completing the degree program.

_____ Fall below the minimum expectations and are not making satisfactory progress toward completing the degree program.

Strengths / Areas for Improvement:

- xxxxxx

Please contact me in writing within 14 calendar days from the date of this letter if you have any questions. Also, by the end of the third week of the fall 20xx semester, please make an appointment with your faculty mentor to discuss this letter and your progress in the program.

On behalf of your program faculty,

xxxxxxx
Faculty Mentor Meeting Template

Faculty Mentor Name:

Student Name:

Date:

Reason for the meeting:

Summary of the meeting:

Action steps:

Is a retention conference needed:  Yes  No

Is a follow-up Faculty Mentor Meeting needed: Yes  No
Student Remediation and Professional Development Plan Template

__ Initial Plan Review ___ Follow-up ___ Final Review

Student ___________________________ ID __________________

Advisor ___________________________ Date _________________

Identified Areas of Concern:

Remediation Plan and Schedule:

<table>
<thead>
<tr>
<th>Specific Behavioral Objectives and Target Dates</th>
<th>Method of Remediation</th>
<th>Met? Yes/No (and date)</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Progress Since Last Review (if applicable): ___ Sufficient ___ Insufficient

Other steps taken to remediate concerns:

Advisor Comments and Recommendations:

Student Comments:

Student Signature: ___________________________________________ Date: ______

Advisor Signature: ___________________________________________ Date: ______

Other Faculty Signature: ______________________________________ Date: ______

Faculty Responsible for Implementing Remediation Plan (if different from Advisor)

Name: ___________________________________________ Date: ______

Date of Next Review (if applicable):
# Student Professional Dispositions Ratings Rubric for Faculty

<table>
<thead>
<tr>
<th>Score</th>
<th>Professional Dispositions</th>
<th>Professional Disposition Descriptors</th>
<th>Exceeds Requirements (4)</th>
<th>Meets Requirements (3)</th>
<th>Developing toward Competencies (2)</th>
<th>Unacceptable (1)</th>
<th>Not Observed (N/O)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professional Ethics</td>
<td>The student adheres to the Code of Professional Ethics for Rehabilitation Counselors, the American Counseling Association (ACA) Code of Ethics, and shows advanced awareness of professional ethics and concerns.</td>
<td>Student demonstrates consistent and advanced (i.e., exploration and deliberation) ethical behavior and judgments.</td>
<td>Student demonstrates consistent ethical behavior and judgments.</td>
<td>Student demonstrates ethical behavior and judgments, but on a concrete level and lacks advanced awareness of professional ethics and concerns.</td>
<td>Student demonstrates unethical behavior and poor ethical judgment, and a limited ethical decision-making process.</td>
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<tr>
<td>2</td>
<td>Professionalism</td>
<td>Student behaves in a professional manner toward faculty, staff, supervisors, peers and clients (includes appropriates of dress and attitudes).</td>
<td>Student is consistently respectful, thoughtful and professionally appropriate within all professional interactions.</td>
<td>Student is respectful, thoughtful and appropriate within all professional interactions.</td>
<td>Student is inconsistently respectful, thoughtful and appropriate within professional interactions.</td>
<td>Student evidences disrespectful and/or inappropriate behavior within professional interactions.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Self-awareness and Self-understanding</td>
<td>Student demonstrates an awareness of their own belief systems, values, needs and limitations (herein called “beliefs”) and the effect of “self” on their work with clients.</td>
<td>Student demonstrates significant and consistent awareness and appreciation of their belief system and the influence of their beliefs on the counseling process.</td>
<td>Student demonstrates awareness and appreciation of their belief system and the influence of their beliefs on the counseling process.</td>
<td>Student demonstrates inconsistent or limited awareness and appreciation of their belief system and the influence of these and appears closed to increasing their insight.</td>
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<tr>
<td>4</td>
<td>Emotional Stability and Maturity</td>
<td>Student demonstrates emotional stability (i.e., appropriate congruence between behavior, mood, and affect) and self-control (i.e., impulse control) in relationships with faculty, staff,</td>
<td>Student demonstrates consistent emotional resiliency and appropriateness in interpersonal interactions.</td>
<td>Student demonstrates emotional stability and appropriateness in interpersonal interactions.</td>
<td>Student demonstrates inconsistent emotional stability and appropriateness in interpersonal interactions.</td>
<td>Student demonstrates limited emotional stability and appropriateness in interpersonal interactions.</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Professional Dispositions</td>
<td>Professional Disposition Descriptors</td>
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<tr>
<td>5</td>
<td>Motivation to Learn and Grow Professionally</td>
<td>Student is engaged in the learning and development of their counseling competencies.</td>
<td>Student demonstrates consistent enthusiasm for their professional and personal growth and development.</td>
<td>Student demonstrates consistent enthusiasm for their professional and personal growth and development.</td>
<td>Student demonstrates inconsistency for their professional and personal growth and development.</td>
<td>Student demonstrates limited enthusiasm for their professional and personal growth and development.</td>
<td>Student demonstrates limited enthusiasm for their professional and personal growth and development.</td>
</tr>
<tr>
<td>6</td>
<td>Cultural Sensitivity and Awareness</td>
<td>Student demonstrates awareness, appreciation and respect of cultural difference (e.g., races, spirituality, sexual orientation, etc.).</td>
<td>Student demonstrates consistent and advanced cultural sensitivity and awareness (knowledge, self-awareness, appreciation and skills).</td>
<td>Student demonstrates cultural sensitivity and awareness (knowledge, self-awareness, appreciation and skills).</td>
<td>Student demonstrates inconsistent cultural sensitivity and awareness (knowledge, self-awareness, appreciation and skills).</td>
<td>Student demonstrates limited cultural sensitivity and awareness (knowledge, self-awareness, appreciation and skills).</td>
<td>Student demonstrates limited cultural sensitivity and awareness (knowledge, self-awareness, appreciation and skills).</td>
</tr>
<tr>
<td>7</td>
<td>Openness to Feedback</td>
<td>Student responds non-defensively and alters behavior in accordance with faculty or supervisory feedback.</td>
<td>Student demonstrates consistent openness to faculty or supervisory feedback and implements suggested changes.</td>
<td>Student demonstrates openess to faculty or supervisory feedback and implements suggested changes.</td>
<td>Student demonstrates limited openness to faculty or supervisory feedback and does not implement suggested changes.</td>
<td>Student is not open to faculty or supervisory feedback and does not implement suggested changes.</td>
<td>Student is not open to faculty or supervisory feedback and does not implement suggested changes.</td>
</tr>
<tr>
<td>8</td>
<td>Professional and Personal Boundaries</td>
<td>Student recognizes the boundaries of their competencies and maintains appropriate professional and personal boundaries with faculty, staff, supervisors, peers and clients.</td>
<td>Student consistently demonstrates recognition of appropriate boundaries and appreciates their limitations.</td>
<td>Student demonstrates appropriate boundaries and appreciates their limitations.</td>
<td>Student demonstrates limited awareness of appropriate boundaries or has limited appreciation of their limitations.</td>
<td>Student demonstrates inappropriate boundary awareness and has limited appreciation of their limitations.</td>
<td>Student demonstrates inappropriate boundary awareness and has limited appreciation of their limitations.</td>
</tr>
</tbody>
</table>

Dismissal

Students must make satisfactory progress in the Rehabilitation Counseling Program to be allowed to continue and can be dismissed from the program, a course, class, or clinical training for academic reasons, behavior not accepted in the rehabilitation counseling profession, or actions that threaten the health and safety of others. For example, a graduate student may be dismissed from the program for reasons that include but are not limited to plagiarism, persistent academic probation, violations of rehabilitation counseling ethical standards, and acts of abuse or violence onto another person. In most instances dismissal will follow the initiatives outlined in the student review of progress and remediation processes. However, the Rehabilitation Counseling faculty reserve the right to immediately dismiss from the program any student who has behaved in a way to cause serious and grave concern for the health and safety of another person.
Comprehensive Examinations

The purpose of the comprehensive examinations is to assess student knowledge of the major domains within rehabilitation counseling and the broader counseling field.

Counselor Preparation Comprehensive Examination

Starting in fall 2020, students in good academic standing and enrolled in REHB 690 (Practicum), must sit for the Counselor Preparation Comprehensive Examination (CPCE) administered by the Center for Credentialing and Education (CCE). Students are provided results of their exam immediately after completion. Results must be submitted to the program coordinator for proof of completion. The 2019 application and examination fee for the CPCE exam is $75, but rates are subject to change at the discretion of the CCE. This fee will be built into course fees for the REHB 690 course starting in fall 2020. The exam covers the following areas related to the broader counseling field:

- Professional counseling orientation and ethical practice.
- Social and cultural diversity.
- Human growth and development.
- Career development.
- Counseling and helping relationships.
- Group counseling and group work.
- Assessment and testing.
- Research and program evaluation.
Certified Rehabilitation Counselor Examination

Students in good academic standing and enrolled in their final semester of the program must sit for the Certified Rehabilitation Counselor examination administered by the Commission on Rehabilitation Counseling Certification (CRCC). Students are provided results of their exam immediately after completion. Results must be submitted to the program coordinator for proof of completion. Most students are eligible to take the CRC exam during their internship semester when they have completed at least 75% of their coursework (CRCC Category G applicant). The 2019 application and examination fee for the CRC exam is $410, but rates are subject to change at the discretion of the CRCC. This fee has been built into course fees for the REHB 690 course. The exam covers the following areas related specifically to the rehabilitation counseling field:

- Assessment, appraisal and vocational evaluation.
- Job development, job placement and career and lifestyle development.
- Vocational consultation and services for employers.
- Case management, professional roles and practices, and utilization of community resources.
- Foundations of counseling.
- Professional orientation and ethical practice, theories, social and cultural issues, and human growth and development.
- Group and family counseling.
- Mental health counseling.
- Medical, functional and psychosocial aspects of disability.
- Disability management.
- Research, program evaluation and evidence-based practice.
Failure to pass the CRC exam will result in students being required to complete a remediation assessment (e.g., alternate NIU exam). Failure to successfully complete the remediation assessment will result in dismissal from the program.
Practicum and Internship

Introduction and Overview

The purpose of this section is to clarify the goals, expectations and responsibilities of the Practicum and Internship requirements of the program. All students are required to complete at least 100 clock hours of supervised rehabilitation counseling practicum (including at least 40 hours of direct service to persons with disabilities) and at least 600 clock hours of the supervised rehabilitation counseling clinical internship experience (including at least 240 direct service to individuals with disabilities) in an agency/program that provides services to individuals with disabilities. Students must complete all requirements of practicum before accruing hours toward clinical internship. Students are also required to document 200 clock hours of professional development hours during their time in the program.

Ethical and Professional Responsibilities

Rehabilitation counseling students working on clinical activities must keep in mind that they are professional guests in the various agencies and are expected to follow the rules of conduct befitting such a position. Furthermore, the rehabilitation counseling student is a representative of the university and of the profession of Rehabilitation Counseling. Accordingly, students are expected to function as a guest and as a professional person throughout their association with other agencies and their personnel. The following points must be considered by those engaging in any type of clinical activities and failing to perform in these areas will result in remedial training and likely delays with degree progress:

- Be punctual for all clinical experience functions. If an unforeseen circumstance arises and the student cannot keep an appointment at the arranged time, it is their responsibility to notify the site and university supervisor immediately.
• Dress appropriately for the setting. The student’s appearance should give the impression of neatness and good taste at all times. Caution should be exercised not to dress too casually, nor to overdress.

• Maintain a positive and professional attitude toward the experience. This includes making a reasonable, proactive attempt to participate fully in the activities of the agency. The student should certainly not try to influence policy, evaluate programs or criticize the agency in any way. However, the student should professionally and in good faith address issues impacting their clinical experience with site and university supervisors.

• Understand and adhere to all agency policies relevant, not limited for maintaining confidentiality with client information.

• Consistently accept constructive criticism and integrate feedback. As a rehabilitation counselor-in-training, the priority is to become a better rehabilitation counselor, and receiving supervision is an important part of that growth process.

• Be familiar with and utilize the Code of Ethics established by the Commission on Rehabilitation Counselor Certification. Students are responsible for the information in this document as this document guides and directs rehabilitation counselor conduct.

• Students must maintain an overall class grade in pre-practicum, practicum and internship of a C or higher to move onto the next course or graduate from the program. Failure to maintain a C or higher in any of the course will result in the student engaging in remedial training outlined in the manual.

• Be aware that if satisfactory progress is not being made in clinical knowledge and/or skills, students will be required to engage in remedial training in order to continue in the program. Remediation policies are outlined in this manual. Students who earn two grades
of C in clinical practicum courses (i.e., REHB 686, REHB 690, or REHB 694) will be dismissed from the graduate program.

**Criminal Background Checks**

All NIU Rehabilitation Counseling students are required to undergo a criminal background check upon admission into the program. Students who fail to complete the background check will not be allowed to participate in practicum or internship. The College of Health and Human Science policy for handling the criminal background check is followed. The link for completing this process can be found on the CastleBranch website. The cost of the background check is $22.75 (price subject to change). If the check results in a status of “no record,” the student may proceed with classes as assigned. If the check results in a status of “pending” or in a “positive” finding, the associate dean of Academic Affairs in the College of Health and Human Sciences is notified and will help the student determine next steps. If the check results in a status of “pending” or in a “positive” finding, the student is not permitted to participate in clinical experiences until the faculty or administration has made a ruling. Criminal background checks must be completed by Oct. 1 of year one in the program and will remain in effect unless, A) A practicum or internship site determines it necessary to require criminal background checks more frequently; or B) A rehabilitation counseling student interrupts their program for one semester or longer. In the above cases, it is mandatory for the student to have another criminal background check performed.

**Professional Liability Insurance and Course Fees**

The College of Health and Human Sciences holds a blanket professional liability policy that covers students during their clinical experience. The cost of the coverage is included in clinical course fees (see below). Typically, the university supervisor for practicum will request
that a copy of the policy be forwarded to each site supervisor. Students need to verify with site supervisors that a copy of the policy has been received. Total course fees for practicum, advanced practicum and internship in the program include:

REHB 686:  $12 (identification tags, supervisor travel, telephone charges, professional liability insurance).
            $90 Typhon Group.

REHB 690:  $36 (supervisor travel, telephone charges, professional liability insurance).
            Instructors routinely phone site supervisors for preparation and implementation of the clinical supervision of students.
            $410 (CRC Examination).

REHB 694:  $40 (supervisor travel, telephone charges, professional liability insurance).
            Instructors routinely phone and visit site supervisors for preparation and implementation of the clinical supervision of students.

**Goal Setting for Clinical Experiences**

At the onset of any practicum or internship experience, students are responsible for meeting with both the university clinical coordinator and the external site supervisor to define goals which the student hopes to achieve and which are agreed upon by all concerned. Goals need to be included on the Practicum Plan and Agreement Form, and Internship Plan and Agreement Form (please find description of these documents in Practicum Documentation and Internship Documentation section below). University supervisors may mandate specific goals for individual students as strengths and areas of growth are noted. Students are expected to take initiative in the goal setting process.

**Clinical Tracking System**

The Rehabilitation Counseling program utilizes the Student Tracking System for Allied Health Programs by Typhon Group. Students use this system to report on clinical experience and professional development hours. Site and university supervisors also use this system to approve student time logs and update their contact information. Students will receive an email with
individual username and password information to access the system. Students are required to attend a mandatory training on the clinical tracking system before starting the 100-hour supervised practicum. The university supervisor responsible for practicum will schedule the training and make students aware of the date and time.
100-Hour Supervised Practicum

The practicum required by the Rehabilitation Counseling Program at NIU is designed to provide practicum students with an opportunity to practice basic rehabilitation skills. The practicum also provides students with supervision designed to develop skills, knowledge and decision-making so the student is prepared for entrance into internship. All students are required to complete at least 100 clock hours of supervised rehabilitation counseling practicum (including at least 40 hours of direct service to persons with disabilities) but are encouraged to complete more than the minimum.

Goals of the Practicum

1) To facilitate the development of basic counseling skills. Specific skills include ethics, multicultural competence, wellness, attending behavior (culturally and individually appropriate visuals, vocal qualities, verbal tracking skills, body language), open and closed questions, client observation skills, encouraging, paraphrasing, summarizing, reflection of feelings, interviewing (rapport/structure, gathering data, mutual goal setting, working/exploring alternatives, terminating/generalizing to daily living), confrontation, focusing, reflection of meaning, self-disclosure, sequencing skills in different theories, and work toward determining personal style and theory.

2) To increase student awareness and understanding of the differences in values, beliefs and behaviors of individuals who are different from themselves. Specifically, students should gain exposure to various disabilities, ethnicities, sexual orientation, gender, age groups and other groups.

3) To provide an opportunity for students to demonstrate ethical behavior.
4) To provide an opportunity to engage in critical thinking (applying, analyzing, evaluating, creating).

5) To provide students with an opportunity for career exploration and the possible selection of an internship site.

6) To provide a method of assessing students’ readiness for internship.

7) To serve the university and surrounding community by providing rehabilitation counseling services.

8) To serve persons with disabilities.

**CACREP Standards for Practicum**

Section 3: [Professional Practice](#) of the CACREP Standards specifically state:

F. Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

G. Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

H. Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by, 1) A counselor education program faculty member; 2) A student supervisor who is under the supervision of a counselor education program faculty member; or 3) A site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

I. Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a
counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

**Prerequisites and Admission Into the 100-Hour Practicum**

Basic counseling skills and knowledge of basic rehabilitation principals are required before practicum hours can be accrued. To ensure this standard is met, the student must have successfully (letter grade of C or better) completed the following courses prior to acquiring practicum hours: REHB 605X Counseling Skills and Strategies, REHB 627 Medical Aspects of Disability, REHB 628 Psychosocial Aspects of Disability, REHB 660 Foundations of Vocational Rehabilitation, REHB 662 Vocational Analysis and Job Placement, REHB 682 Counseling Theories and Techniques with People with Disabilities, REHB 683 Psychological and Vocational Assessment with Rehabilitation Populations, and REHB 686 Pre-Practicum in Rehabilitation Counseling (site visit semester). Students must be enrolled in REHB 690 to accumulate practicum hours. If university faculty have any concerns about the student’s ability to safely and effectively work with clients with disabilities, admission to practicum will be deferred until concerns are resolved. Remediation policies are outlined in this manual.

**Selecting a Practicum Site**

All practicum sites must be approved by the clinical coordinator. Students may not acquire practicum hours at a site that has not been approved. Currently, practicum is offered each fall semester and sites need to be finalized by June 1 to prevent delays and allow for processing necessary documentation.

Students are responsible for taking the initiative to find a practicum site that meets program requirements. This typically involves becoming familiar with program requirements, visiting prospective agencies and having discussions with prospective site supervisors. The
Practicum Plan and Agreement Form outlines all requirements. The requirements are also outlined below. Students need to be able to provide the university with all information requested on the Practicum Plan and Agreement Form before a practicum site can be approved.

If a site is not arranged before the third week of the semester, the student will need to take practicum the next semester it is offered.

General guidelines and minimum requirements for practicum sites are as follows:

1) The site/site supervisor needs to offer experiences that will facilitate the development of basic rehabilitation counseling skills. Specifically, the student should have an opportunity to demonstrate minimum competency with most, if not all, basic counseling skills including: ethics; multicultural competence; wellness; attending behavior (culturally and individually appropriate visuals, vocal qualities, verbal tracking skills, body language); open and closed questions; client observation skills; encouraging, paraphrasing, summarizing, reflection of feelings; interviewing (rapport/structure, gathering data, mutual goal setting, working/exploring alternatives, terminating/generalizing to daily living); confrontation; focusing; reflection of meaning; self-disclosure; sequencing skills in different theories; and work toward determining personal style and theory.

2) The site must allow the student to video record client sessions and provide that recording to the faculty supervisor for supervision. If the site does not allow video recording, the student needs to notify the faculty supervisor immediately so that other arrangements can be made.

3) The site supervisor must have a master’s degree in rehabilitation counseling or a closely related field and at least two years of professional experience.
4) The site supervisor must spend an average of at least one hour per week providing the practicum student with supervision focused on assisting the practicum student to develop rehabilitation counseling skills. This does not need to be completed in one sitting.

5) The site supervisor must communicate with the faculty supervisor regarding progress, concerns and performance evaluations.

Inadequate Hours or Issues with Counseling Competency

In the case where students have not received adequate experience or hours in practicum, or where student counseling competency continues to be deficient, program remediation policies will be followed. Students will receive a grade of incomplete (I) and will be expected to continue practicum, including remediation activities, into the spring semester until the number of hours or level of competency is met.

Students who are not completing the practicum coursework (e.g., missing appointments with clients on site, missing supervision meetings, otherwise not making an effort to improve) will be assigned a grade reflective of the work they are putting into their practicum. Students must complete practicum with at least a C.

Supervisor Responsibilities

Practicum students shall engage in an average of one hour per week of individual and 1.5 hours per week of group supervision by a university faculty member. Students are required to fully participate in all supervision activities as directed by the university supervisor and on-site supervisor.

University Supervisor

The Rehabilitation Counseling faculty supervisor is responsible for obtaining signatures on the Practicum Plan and Agreement Form; distributing practicum documents to practicum
sites; monitoring the student’s progress in practicum; review of all audio or video recordings; meeting with the student weekly for recording review; answering questions or concerns of the student or of site supervisor or agency involving the students practicum; collect student and agency evaluations; and assigning the final practicum grade.

**Site Supervisor**

The site supervisor must have a master’s degree in rehabilitation counseling (CRC preferred) or in a closely related field of counseling, and should be familiar with the Rehabilitation Counseling Program requirements and counseling competencies expected of students. The site supervisor should report any problems with the student to the faculty supervisor. Responsibilities of the site supervisor include being available to the student when they are on-site to answer questions, and orientation of the student to the agency policies and procedures. The student should regularly discuss clients with whom they are working with the site supervisor so that the site supervisor can monitor client progress or identify specific problems. Prior to beginning practicum, a Practicum Plan and Agreement Form must be signed by the student, site supervisor and faculty supervisor. The site supervisor is also responsible at midterm and end of the semester for providing the student and faculty supervisor with an evaluation of the student’s performance.

**Recording Guidelines**

Students are required to record at minimum three client sessions per semester of practicum. The video and audio on these recordings must be easily understood by the university supervisor. Students are required to provide their own device for the purpose of recording client sessions. Client confidentiality must be maintained with handling client recordings. Furthermore,
students are required to fully delete all audio and visual recordings by the conclusion of
practicum.

**Practicum Evaluation Process**

Individual university supervisors provide students a syllabus at the start of practicum
outlining how final letter grades will be calculated. Generally, students are formally evaluated by
site supervisors two times during each practicum experience; once at midsemester and once at
the end of the semester. Practicum students shall receive periodic progress reviews from
university supervisors. This may be in written or verbal form. Students are expected to complete
regular self-evaluations.

**Receiving a Grade for Practicum**

Before students can receive a grade in practicum they must, A) Submit a student
evaluation of practicum experience; B) Have completed counseling skills evaluation on file
(midterm and final); C) Have completed site supervisor evaluations (midterm and final) of
student in practicum on file; D) Completed all course assignments and client documentation as
outline in course syllabus; and E) All completed and signed time logs documenting at least 100
hours of supervised practicum, including 40 direct hours of service to people with disabilities.

**Practicum Documentation**

The following forms are located in the Program Documents/Templates area in Typhon

Group:

*Practicum Plan and Agreement Form*

This form outlines the requirements and responsibilities for practicum. This form is completed
by the practicum student (in collaboration with the university supervisor and site supervisor) and
signed by all parties prior to completing any practicum clock hours. A separate form is required for each individual practicum site.

Consent for Audio and Video Recording

This form must be signed by each new client prior to audio and/or video recording.

Practicum Student Weekly Self-Evaluation Form

A copy of this form needs to be completed and brought to each supervision session for at least one client session.

The following evaluations are available in the My Evaluations and Surveys section, when appropriate:

Evaluation of Student Counseling Skills

This evaluation is completed by the university supervisor at minimum midway through the practicum and at the end of the practicum.

Self-Evaluation of Counseling Skills

This evaluation is completed by the practicum student at minimum midway through the practicum and at the end of the practicum.

Site Supervisor Evaluation of Student in Practicum

This evaluation is completed by the site supervisor at minimum midway through the practicum and at the end of practicum.

Student Evaluation of Practicum Experience

This evaluation is completed by the practicum student at the end of practicum.

The following documentation must be completed in Typhon Group each week:

Case Log
A new case log is completed with each client encounter (group or individual). Students are required to record the date of the encounter, student information, client (patient) demographics, clinical information (time with client and time with supervisor), level of participation, information about functional limitations and procedures/skills utilized during the client interaction. New case logs may be created up to seven days from the encounter. Students are encouraged to document cases the same day of the encounter. Printable case log worksheets are available so students can make notes during their interaction with their client. Caution must be taken so client identity is not compromised (i.e., use pseudonyms).

Time Log

Time logs are to be completed after each day of practicum. Students must identify the date of the time log as well as the site supervisor, course and hours and minutes spent in each activity. Students need to explain (in the comments box) anything on time logs that would be necessary for the site and/or university supervisor to fully understand the hours being documented. New time logs may be created up to seven days from the encounter.
600-Hour Supervised Internship

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that each student complete a rehabilitation counseling clinical internship which includes a minimum of 600 clock hours of applied experience (240 hours of direct service to people with disabilities) in a rehabilitation counseling agency/program. Students must successfully complete a 100-hour practicum prior to being admitted into internship. Internship is offered each spring semester.

Goals of the Internship:

1) To provide an opportunity for synthesis of classroom instruction as applied to actual counseling experiences within an agency and develop high-level critical thinking skills (creating, evaluating).

2) To increase student awareness and understanding of the differences in values, beliefs and behaviors of individuals who are different from themselves. Specifically, students should gain exposure to various disabilities, ethnicities, sexual orientation, gender, age groups and other groups.

3) To provide the intern with counseling situations in which the student can gain confidence in their abilities and apply new learning and techniques.

4) To permit the student to obtain experiences and develop skills in personal, social, education and/or vocational counseling.

5) To provide the student with an in-depth understanding of the requirements and problems related to working as a rehabilitation counselor in an agency setting.

6) To provide the students with an understanding of the role expectations of the professional in the field and allow them to begin to develop their own role concept.
7) To provide students with contact and the opportunity to network with other professionals in the field.

8) To provide for the intern a smooth transition between the role of the student and that of a professional working with individuals with disabilities.

CACREP Standards for Internship

Section 3: Professional Practice of the CACREP Standards specifically state:

J. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

K. Internship students complete at least 240 clock hours of direct service.

L. Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship provided by, 1) The site supervisor; 2) Counselor education program faculty; or 3) A student supervisor who is under the supervision of a counselor education program faculty member.

M. Internship students participate in an average of 1.5 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Admission into the 600-hour Clinical Internship

Students must meet all practicum requirements (including any required remediation) prior to acquiring internship hours. If a student is not making satisfactory progress in the degree program or if the faculty has any concerns about the student’s ability to safely and effectively
work with clients with disabilities, admission to internship will be deferred. The internship course is offered each spring semester.

**Internship Planning Meeting**

The university supervisor for internship will conduct a mandatory internship planning meeting each April for students planning to enroll in internship. The university supervisor will outline a timeline and determine due dates for securing an internship site.

**Selecting and Securing an Internship Site**

All internship sites must be approved by the university supervisor. Students may not acquire internship hours at a site that has not been approved by the university supervisor responsible for internship. Internship sites need to be finalized by the date set by the university supervisor (usually Oct. 31) to prevent delays and allow for processing necessary documentation. If the site is not arranged by the date requested, the student may be required to enroll in internship the next time it is offered. Students must also complete an Internship Plan and Agreement form for their internship site.

Students are responsible for securing an internship experience that meets program requirements as well as their individual training needs. Students are strongly encouraged to visit prospective sites and meet with prospective supervisors. General guidelines and minimum requirements for university sites/supervisors are as follows:

1) Supervisor must hold a master’s degree in rehabilitation counseling or a closely related profession and at least two years of professional experience.

2) The organization/agency needs to offer rehabilitation counseling related services to persons with disabilities.
3) The site supervisor must spend an average of at least one hour per week providing the internship student with supervision focused on assisting the practicum student to develop rehabilitation counseling skills. This does not need to be completed in one sitting.

4) The site supervisor must communicate with the faculty supervisor regarding progress, concerns and performance evaluations, including written evaluation.

5) The site/supervisor must be able to provide the intern with an opportunity to observe all aspects of the delivery of rehabilitation counseling services practiced by the agency or organization, including diverse populations.

6) The site must offer work assignments required of an employed rehabilitation counselor at that agency/organization.

7) The site must be able to orient the student to program components, policies and procedures and staff.

**Examples of Internship Settings:**

1) Substance abuse treatment.
2) State/federal vocational rehabilitation (general/blind).
3) Community mental health.
4) Veteran’s administration.
5) Community rehabilitation provider.
6) University/community college disability service.
7) One-stop career center.
8) Advocacy center.
9) Center for independent living.
10) Private for-profit rehabilitation.
11) Disability management.
12) Aging/elderly.
13) Rehabilitation hospital.
14) Criminal justice.
Inadequate Hours or Issues with Competency

In the case where students have not received adequate experience or hours in internship, or where student competency continues to be deficient, the program remediation will be implemented. In these cases, students will receive a grade of incomplete (I) and will be expected to continue internship into the next semester until the number of hours or level of competency is met, including all remediation requirements.

Students who are not completing the internship coursework (i.e., missing appointments with clients on site, missing supervision meetings, otherwise not making an effort to improve) will be assigned a grade reflective of the work they are putting into their internship. Students must complete internship with a “B” grade or better to be awarded a degree.

Internship Evaluation Process

Individual university supervisors provide a syllabus to students at the start of internship outlining how final letter grades will be calculated. Generally, students are formally evaluated by site supervisors two times during each internship experience, once at midsemester and once at the end of the semester. Internship students shall receive periodic progress reviews from university supervisors. This may be in written or verbal form.

Receiving a Grade for Internship

The university supervisor must have the following completed forms/documents by their respective deadlines before a student can receive a grade for internship: A) Diversity paper; B) Ethical dilemma assignment; C) Student evaluation of internship; D) Site supervisor evaluations of student in internship (both midterm and final); E) Self-evaluation of rehabilitation counseling skills (both midterm and final); F) All time logs reflecting at least 600 hours of internship, at
least 240 of those hours providing direct services, and an average of at least one hour of weekly supervision.

NOTE: Proof of completion of any requirements mandated from programs outside of rehabilitation counseling are also due to the university supervisor by the program deadlines (e.g., study abroad reports).

**Internship Documentation**

The following forms are located in the Program Documents/Templates area in Typhon Group:

*Plan and Agreement Form*

This form outlines the requirements and responsibilities for internship. This form is completed by the internship student (in collaboration with the university supervisor and site supervisor) and signed by all parties prior to completing any practicum clock hours. A separate form is required for each individual internship site.

The following evaluations are available in the My Evaluations and Surveys section, when appropriate:

*Self-Evaluation of Rehabilitation Counseling Skills*

This evaluation is completed by the internship student at both the midterm and the end of the internship.

*Site Supervisor Evaluation of Student in Internship*

This evaluation is completed by the site supervisor at both the midterm and the end of the internship.

*Student Evaluation of Internship*

This evaluation is completed by the student at the end of the internship.
The following documentation must be completed in Typhon Group each week:

*Time Log*

Time logs are to be completed after each day of internship. Students must identify the date of the time log as well as the site supervisor, course and amount of time spent performing each major activity. Students need to explain (in the comments box) anything on time logs that would be necessary for the site and/or university supervisor to fully understand the hours being documented.
Professional Development Hours

All students in the Rehabilitation Counseling Program are required to complete and document 200 clock hours of professional development while enrolled in the program, including the semester in which the student is enrolled in internship.

Professional Development Hour Objectives

The purpose of the professional development hours is to supplement the experiences provided through coursework and clinical experiences, and promote the development of well-rounded rehabilitation counselors. Specifically, professional development hours shall assist students to:

1) Develop multicultural awareness.

2) Enhance knowledge and/or skills to improve the psychological, social and vocational health of persons with disabilities.

3) Practice ethical behavior consistent with the Code of Professional Ethics for Rehabilitation Counselors.

4) Develop advanced level critical thinking skills such as analyzing, evaluating and creating.

5) Promote the need for continual assessment of personal strengths and limitations, and the need to identify experiences to address utilize strengths and address those limitations.

Hours may be completed in a variety of categories including:

1) Attendance at professional conferences, workshops or lectures.

2) Service to rehabilitation counseling professional associations.

3) Observation of rehabilitation counseling clinical services.

4) Provision of rehabilitation counseling clinical hours.

5) Completion of agency visits that are related to rehabilitation counseling.
6) Participation in rehabilitation counseling research.

Hours must be documented within one week after the activity occurs. *Instructions for logging professional development hours in the Typhon System are as follows:*

*From the Main Menu, click on “My Conference Logs,” located under the Other Activities & Reports section. Then, click on the blue “Add a Conference” link located on the left side of the screen.*

You will be prompted to enter the following information:

A) **The date of the event.** This is the date you completed the professional development hours you are claiming.

B) **Topic.** Enter the general topic or category of the professional development hours you are claiming using the possible categories listed above. For example, if you attended the American Counseling Association conference you could list the topic as attended professional conference.

C) **Speaker.** This would be the name of the speaker, supervisor or your main contact when completing the hours.

D) **Description.** Students shall provide detailed and accurate information about the event in this box including a description of the specific activity completed and a justification for how the activity contributed to professional development (see “Professional Development Hour Objectives” section above).

E) **Hours:** Enter the number of hours you spent completing this activity. Similar to continuing education for professional certifications and licensures, travel time does not count toward professional development hours. Further, class assignments do not count toward the professional development requirement.
F) **CEU Credit**: Select No.

G) **Associated Course**: Select Professional Development Hours.

Students must complete professional development opportunities that related to one of the objectives outlined in this manual for professional development. Students should make reasonable effort to acquire some hours from each category. Students must seek out professional development opportunities on their own time.
Thesis

A thesis is both a systematic process and written document where the student conducts and disseminates a scholarly research project on an approved topic of interest within the area of study. The thesis represents original research, but is performed under the guidance of a thesis committee. Students are encouraged to consider the thesis option as early as possible in their program because research activities generally require a persistent dedication and motivation to coordinate multiple endeavors such as, but not limited to:

- Reviewing, analyzing and synthesizing published literature.
- Meetings with committee members.
- Scheduling and completing formal reviews of proposed research methods.
- Securing approval from NIU’s Institutional Review Board to conduct research with human subjects.
- Gathering and analyzing data from informed participants.
- Documenting the entire research process.
- Scheduling and completing an oral defense of the research.

Additional information on the thesis process is located at the Graduate School.

Thesis Guidelines

1) The student’s thesis committee shall consist of three faculty members:
   a. The committee chair (thesis advisor) and an additional committee member must be selected from the rehabilitation counseling graduate faculty.
   b. The other committee member will be selected by the student and thesis advisor.

2) The student must submit a written prospectus and obtain approval for the use of human subjects from the NIU Institutional Review Board prior to engaging in data collection.
3) Students will schedule a prospectus meeting with the committee. This meeting will be open for attendance to any interested student or faculty member. Submit the following information to your committee a minimum of two weeks prior to the prospectus meeting.

   a. Chapter 1 — Introduction: Outlines significance of the study and statement of the problem.
   b. Chapter 2 — Review of the literature: Outlines lack of and/or extent of present knowledge.
   c. Chapter 3 — Methods: Outlines research questions, subjects, methods of data collection and analysis procedures.

4) Students will schedule an oral defense meeting with the committee. This oral defense will be open to all faculty and students. The entire thesis (chapters 1-3) as well as chapter 4 (Results and Discussion) and chapter 5 (Summary and Conclusions) must be provided to the committee a minimum of two weeks prior to the defense date.

5) Determination of a student’s successful or unsuccessful completion of the thesis option shall be made by the thesis committee immediately after the student’s oral examination. The student will be notified of the committee’s decision immediately.

6) DEADLINES

   a. The thesis process will be a minimum two semester commitment. If you plan to graduate in May, you will need committee approval of your thesis proposal no later than Dec. 1.

   b. If you plan to graduate in May, the thesis should be in final draft form no later than March 1. Because the thesis committee recommendations for final changes may take several weeks, an early deadline is essential. Papers approved after March 1 may not be finished in time for May commencement.

   c. In addition to the successful completion of other program requirements, completion of the thesis and passing the oral defense signifies the end of the degree requirements.
Faculty Approval for Thesis permit courses

Student name ________________________ Z-ID _______________ has my permission to register for _____ hours of

Circle One:  
- UHHS 697
- REHB 699
  Independent Study  Thesis

I agree to provide the faculty supervision for this student. ________________________________

Faculty signature

______________________________
Printed name of faculty
APPROVAL OF THESIS PROPOSAL

School of Interdisciplinary Health Professions
Northern Illinois University

Student’s Name

Student’s Signature

Student’s Address

Telephone Number

Title

Date of Completion

PROPOSAL APPROVED

AREA

DATE

Signature of Thesis Director

Signature of Committee Member

Signature of Committee Member

Signature of School Chair

Thesis proposal attached.
Student Association (Faculty Advisor: Amanda McCarthy)

The Rehabilitation Counseling Student Association (RCSA) is a student association organization recognized at NIU, and was formed in the fall of 2010. RCSA’s mission is to create awareness of individuals with disabilities and the discipline of rehabilitation counseling. Under faculty advisement, RCSA gives back to the community in many ways including participating in fundraising events and advocating for disability rights. For example, RCSA members have organized campus lectures, volunteered for community improvement events and held bake sales to enhance campus awareness of the rehabilitation counseling program.

Membership in the RCSA is open to both undergraduate students in rehabilitation services and graduate students in rehabilitation counseling. To join, please use Huskie Link.
Communications

NIU Student Email

All graduate students enrolled in the rehabilitation counseling program are expected to use their NIU email address for all email communication related to the program. Information about student email can be found on the Division of Information Technology webpage.

All students are responsible for regularly checking their email while enrolled in the program. Most, if not all email communication from faculty and staff will be sent to NIU student email addresses. Students who are employed at NIU may have multiple email addresses and need to check all NIU email accounts.

Student and Faculty Email Listserv

Upon admission to the program, students are added to the official Listserv for the rehabilitation counseling program. The email address that is added to the Listserv is the student’s official NIU email address. Critical and time-sensitive information is communicated through the Listserv (e.g., requests for student self-evaluation, deadlines for completing program requirements, etc.) as well as professional development opportunities and job openings. Students should add the Listserv address (rehabcounsel@lists.niu.edu) to their list of contacts to ensure messages are received. Students and faculty are authorized to post on the Listserv, but are reminded to exercise caution when considering posting material that could be deemed offensive or inappropriate by others. To post to the Listserv, send an email to the Listserv address (rehabcounsel@lists.niu.edu). Upon exiting or graduating from the program, students will be removed from the Listserv.
**Professional Organizations**

As a graduate student, you will have the opportunity to join professional organizations of your choice based on your individual needs or interests. Often, professional organizations offer student memberships at highly discounted and affordable fees. Benefits to joining professional organizations include: professional networking opportunities, access to scholarly materials and opportunities to attend conferences and present rehabilitation-based information to other professionals.

Below is a non-exhaustive list of organizations or resources (in alphabetical order) that are specific to rehabilitation counseling students and professionals.

- **American Counseling Association (ACA):** The [American Counseling Association](https://www.aca.net) (ACA) is an educational, scientific and professional organization whose members work in a variety of settings and service in multiple capacities.

- **American Deafness and Rehabilitation Association (ADARA):** The [American Deafness and Rehabilitation Association](https://www.adara.org) (ADARA) is a national organization that brings together professionals from vocational rehabilitation, mental health, chemical health, education, interpreting and related fields to share best practices in working with individuals who are deaf and hard of hearing, to address policy and program concerns, and to network. Our goal is to improve the lives of those we serve while growing professionally.

- **American Rehabilitation Counseling Association (ARCA):** [ARCA](https://www.arcaonline.org) is an organization of rehabilitation counseling practitioners, educators and students who are concerned with improving the lives of people with disabilities. Rehabilitation counselors are counselors
with specialized training and expertise in providing counseling and other services to persons with disability. Its mission is to enhance the development of people with disabilities throughout their life span and to promote excellence in the rehabilitation counseling profession.

- **Association on Higher Education and Disability (AHEAD):** AHEAD is the leading professional membership association for individuals committed to equity for persons with disabilities in higher education.

- **Commission on Rehabilitation Counselor Certification (CRCC):** CRCC is the world’s largest rehabilitation counseling organization dedicated to improving the lives of individuals with disabilities, and sets the standard for competent delivery of quality rehabilitation counseling services through its nationally accredited and internationally recognized Certified Rehabilitation Counselor (CRC) certification program. Please Note: CRCC is an organization that sets standards and certifications for the rehabilitation counseling profession.

- **Council for Accreditation of Counseling & Related Educational Programs (CACREP):** The vision of CACREP is to provide leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse and complex society. Please Note: CACREP is an accreditation organization that oversees rehabilitation and other types of counseling programs.
• **Illinois Counseling Association (ICA):** The [ICA](#) mission is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession and using the profession and practice of counseling to promote respect for human dignity and diversity.

• **IARP Illinois Chapter:** The [Illinois Chapter of the International Association of Rehabilitation Professionals](#) is committed to expanding the knowledge base and expertise of its members to benefit the return to work and inclusion of persons with disabilities.

• **International Association of Rehabilitation Professionals (IARP):** The vision of [IARP](#) is to become the leading international rehabilitation professional association and its mission is to strengthen the community of rehabilitation professionals over the course of a lifetime. Please Note: This organization is usually affiliated with private-sector rehabilitation professionals.

• **National Association of Multicultural Rehabilitation Concerns (NAMRC):** Today, [NAMRC](#) has representation on the Commission on Rehabilitation Counseling Certification, CORE Commission on Standards and Accreditation for Undergraduates, and CORE Commission on Standards and Accreditation for Graduates. NAMRC also took a leadership role in the formation of the NCRE Council on Diversity and Equity and has been an active partner in inter-organizational planning groups such as the CORE Summit and Rehabilitation Mega Conference and other organizations essential to the profession of rehabilitation.
• National Council on Rehabilitation Education (NCRE): The National Council on Rehabilitation Education (NCRE) is the premier professional organization of educators dedicated to quality services for persons with disabilities through education and research. NCRE advocates up-to-date education and training and the maintenance of professional standards in the field of rehabilitation.

• National Rehabilitation Association: The National Rehabilitation Association is committed to advancing the professional practices of rehabilitation driven by culturally competent, ethical, evidence-based and accountable practices so that individuals with disabilities would be regarded and valued as full members of our society. These individuals deserve equal access, expression of choice, and security of freedom within our communities when engaging in all aspects of life.

• Vocational Evaluation & Career Assessment Professionals (VECAP): VECAP is a nonprofit 501(c)(6) organization originally founded in 1967 to promote the professions and services of vocational evaluation and work adjustment. Formerly known as the Vocational Evaluation and Work Adjustment Association (VEWAA), the name was changed in 2003 to better-reflect the focus of the organization as well as emphasize the independent status of the organization. This group has no affiliation with the National Rehabilitation Association or the VEWAA.
University Resources

Many resources are available to NIU students to help meet academic and personal goals. Some of those resources are listed below. Additional resources can be located by searching the NIU website.

Academic Support

Blackboard Assistance.

University Libraries.

University Writing Center.

Arts and Culture

Graduate Colloquium Program.

Colloquium Speakers Calendar.

Career Services

NIU Career Services.

Counseling Resources

Counseling and Consultation Services.

The Couple and Family Therapy Clinic of NIU.

Community Counseling Training Center.

Disability Services

Disability Resource Center.

Diversity

Asian American Resource Center.

Division of Student Affairs.

Center for Black Studies.
Latino Resource Center.

Gender and Sexuality Resource Center.

Finances

Office of the Bursar.

Graduate Assistantships.

Financial Aid and Scholarship Office.

Legal

Students’ Legal Assistance.

Medical Services

Health Services.

Post-Traditional Students

Child Development and Family Center.

The Lounge.

Military and Post-Traditional Student Services.

Sports and Recreation

Recreation and Wellness.

Intramural Sports.

Students Recreation Center.

Veteran Services

Military and Post-Traditional Student Services.
Ethical Codes of Conduct

A. NIU Student Code of Conduct

*From the NIU Student Conduct Website:*

The *Northern Illinois University Student Code of Conduct* outlines the student conduct process at Northern Illinois University. It provides many of the rules that students are required to abide by. The document outlines the process the Student Conduct office follows when charging students with an alleged violation of the Student Code of Conduct. The Student Code of Conduct outlines sanction options for those students who admit or are found responsible for violating the Student Code of Conduct. Please contact the Student Conduct office at 815-753-1571 for any questions you have about the Student Code of Conduct.

B. Code of Professional Ethics for Rehabilitation Counselors

Rehabilitation counseling graduate students should also be familiar with and abide by the *Code of Professional Ethics for Rehabilitation Counselors*. Students will learn about the code throughout their graduate program as it provides guidance on ethical practice for the rehabilitation counseling profession. The code was written based on six principles of ethical behavior:

- *Autonomy*: Respect the rights and choices of clients.
- *Beneficence*: Always do good.
- *Fidelity*: Be faithful and keep promises.
- *Nonmaleficence*: Do no harm.
- *Veracity*: Be honest.
Students should also note that other ethical codes exist throughout the rehabilitation counseling profession based on specialty areas (e.g., disability management) or sectors in the field (e.g., private sector). Please note that all students are required to adhere to the ethical principles as outlined within the CRCC Code of Ethics and any other ethical code(s) as indicated within their respective credential or profession.


**Academic Misconduct**

From the NIU Student Conduct website:

Academic misconduct definition: The receipt or transmission of unauthorized aid on assignments or examinations, plagiarism, unauthorized use of examination materials, cheating or other forms of dishonesty in academic matters. The term “cheating” includes but is not limited to the following:

- Use of any unauthorized assistance in taking quizzes, tests or examinations or on academic assignments.
- Use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments.
- Acquisition, without permission, of tests or other academic material belonging to a member of the university faculty or staff.
- Engagement in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

The term “plagiarism” includes but is not limited to the use, by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

A faculty member has original jurisdiction over any instances of academic misconduct that occur in a course that the faculty member is teaching. The student shall be given the opportunity to resolve the matter in meetings with the faculty member and the school 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 Student Conduct office shall receive a copy of the Academic Misconduct Incident Report indicating final disposition of the case that will be placed in the student’s conduct file. The Academic Misconduct Incident Report Form is available online from the Student Conduct office website.

In all matters where the charge of academic misconduct is disputed by the student or if the faculty member believes a sanction greater than an F in the course is appropriate (such as repeat offenders or flagrant violations), the faculty member shall refer the matter to the Student Conduct office making use of the Academic Misconduct Incident Report. Sanctions greater than an F in a course can be levied only through the University Student Conduct System. The referral must contain all relevant evidence or information related to the allegation and the grade that would have been assigned to the student’s work had the alleged academic misconduct not occurred.

If during its investigation of the facts relevant to the charges, an issue surfaces that is not in the purview of the Student Conduct office, it shall be referred back to the appropriate academic area. The individuals involved shall receive written notification of such action.
Method for Updating Handbook

The *Rehabilitation Counseling Student Handbook* will be updated at least annually but at the discretion of the rehabilitation counseling faculty. The new version will be provided to all students during each fall semester and is available at the [program website](#). Students are responsible for understanding the policies and procedures in the most recent version of the *Handbook*. 
Acknowledgment of Receipt of the RC Student Handbook

STUDENT: I acknowledge that I have received either an electronic or printed copy of the Rehabilitation Counseling Student Handbook (August 2019 version) and that I am responsible for making myself aware of its content including all policies and procedures.

PROGRAM FACULTY: I acknowledge that I have provided this student the most recent version of the Rehabilitation Counseling Student Handbook (August 2019 version) and have offered to answer any questions.

____________________________________
Printed Name of Student

____________________________________
Signature of Student Date

____________________________________
Printed Name of Faculty Member

____________________________________
Signature of Faculty Member Date