Doctorate in
Counselor Education and Supervision

Department of Counseling
Florida
School of Health and Human Services

Program Handbook
2019-20

SUBJECT TO CHANGE NOTICE: The rules, regulations, policies, fees and other charges, courses of study and academic requirements that appear in this Handbook do not constitute a contract between the University and any student, applicant for admission or other person. The University reserves the right to change, eliminate and add to any existing (and to introduce additional) rules, regulations, policies, fees and other charges, courses of study and academic requirements. Whenever it does so, the University will give as much advance notice as it considers feasible or appropriate, but it reserves the right in all cases to do so without notice. In addition, there are further policies that can be found in the Undergraduate and Graduate Catalog online.
Accreditation

National Louis University is accredited by the Higher Learning Commission (HLC), one of six regional institutional accreditors recognized by the United States Department of Education and the Council for Higher Education Accreditation. Founded in 1895, the HLC accredits public and private degree-granting post-secondary educational institutions serving 19 Midwestern, South-Central and a few Western states, including: Arkansas, Arizona, Colorado, Iowa, Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, North Dakota, Nebraska, New Mexico, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming. HLC accredits all degree and certificate programs offered by all divisions of National Louis University, including the College of Professional Studies and Advancement.

National Louis University's is currently seeking accreditation from The Council for Accreditation of Counseling and Related Educational Programs (CACREP) for their Doctorate in Counselor Education and Supervision program.

Anti-Discrimination Policy

Compliance with Federation Non-Discrimination Regulations

Several federal regulations have been adopted that have as their purpose the protection of students' rights. Of particular interest are the following:

a. Equal Opportunity: National Louis University supports the principles of equal opportunity for employment to all qualified persons without regard to Race, Gender, Religion, Color, National Origin or Age.

b. Title IX: National Louis University does not discriminate on the basis of Gender, in accord with Title IX of the 1972 Education Amendments, in its Educational programs, Admission Policies, Activities or Employment Policies. This Legislation provides that no person in the United States shall, on the basis of Gender, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance. This includes protection from sexual harassment. Inquiries regarding compliance may be directed to the Department of Diversity, Access and Equality or to the Director of the Offices of Civil Rights, Department of Education, Washington, D.C.

c. Section 504 of the Rehabilitation Act: National Louis University does not discriminate against Individuals with Disabilities in its Educational programs, Admissions Policies, Activities or Employment Policies. Section 504 of the Rehabilitation Act of 1973, as amended, provides that no otherwise qualified individual with a disability shall be excluded from participation in, denied the benefits of or be subjected to discrimination solely because of their disability, under any program or activity that receives federal financial assistance. The American with Disabilities Act (ADA) of 1990 provides comprehensive civil rights protection to individuals with disabilities and prohibits discrimination on the basis of disability in employment, places of public accommodations, state and local government services and telecommunications. Inquiries regarding compliance
may be directed to the Department of Diversity, Access and Equality or to the Director of the Offices of Civil Rights, Department of Education, Washington, D.C.

d. On-campus grievance procedures for alleged violations of the non-discrimination regulations are the same as those employed for challenging violations of the Family Education Rights and Privacy Act of 1974.

**Equal Opportunity**

National Louis University prohibits discrimination and affords equal opportunity to all qualified persons regardless of race, color, age, creed, religion, gender, sexual orientation, ancestry, national origin, disability, political beliefs, marital status, military status unfavorable military discharge other than dishonorable and all other classifications protected by federal, state or local laws, rules and regulations. Harassment on the basis of a protected classification can be a form of discrimination prohibited by this policy.

Any student with questions, complaints or concerns about discrimination or harassment based on gender is encouraged to contact Danielle Laban at dlaban@nl.edu. In particular, the University has adopted the Comprehensive Sexual Misconduct and Relationship Violence policy which has been included in this Guidebook. The Comprehensive Sexual Misconduct and Relationship Violence policy addresses the role of the Title IX Coordinator, how investigations are conducted, and the services and options available to students who have experienced sexual misconduct or relationship violence.

Any student with questions, complaints or concerns about discrimination or harassment on the basis of any classification other than gender is encouraged to contact the Ombudsman at brouzan@nl.edu.

Students can raise concerns and make reports about discrimination or harassment without fear of reprisal. Retaliation against anyone who reports or assists in the investigation of a complaint of discrimination or harassment is prohibited.

Alternatively, students may contact the U.S. Department of Education’s Office for Civil Rights to report discrimination based on the classifications listed above:

- Illinois Regional Office • 500 W. Madison St., Chicago, IL 60661
- Florida Regional Office • 61 Forsyth St. W, Ste. 19T10, Atlanta, GA 30303

Anyone found to be engaging in any type of unlawful discrimination or retaliation against anyone who brings a complaint or assists in the investigation of a complaint may be subject to disciplinary action, up to and including permanent dismissal from the University.

When a complaint about unlawful discrimination or retaliation involves conduct by University faculty or staff, the Vice President of Human Resources or designee, will conduct the investigation in coordination with the Title IX Coordinator or the University Ombudsman, depending on the nature of the alleged conduct.

**FERPA Policy**

For a full review of this policy go to: [https://www.nl.edu/admissions/oar/ferpa/](https://www.nl.edu/admissions/oar/ferpa/)
In compliance with the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment or FERPA, National Louis University protects the rights of students and their parents with relation to the accuracy and privacy of their educational records. In accordance with the provisions of this act, National Louis University has established basic policies to prevent the release of any personally identifiable information regarding any of its students, without first having received the consent of the student (or, in some instances, the parent). In addition, procedures have been established by which a student (or, in some instances, a parent) may request to examine his/her educational records, may challenge any portion of the record, and may request the opportunity to have any inaccurate, misleading, or otherwise inappropriate data deleted or corrected, or may have inserted into the record a written explanation regarding the content of the record.

Please note, as of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Generally, these rights belong to the student. However, the parents of a student who is financially dependent upon the parents (as defined in Section 152 of the Internal Revenue Code of 1954) may have access to the student’s record without first obtaining the student’s consent.
The University’s Mission Statement
National Louis University provides access to quality higher education that nurtures opportunity for students through innovative teaching, scholarship, community engagement and service excellence.

University’s Values
Excellence
We are committed to providing the highest quality educational experience and administrative service to each student. We strive to be the best, and to continually improve our processes and outcomes.

Respect
The NLU community and its educational philosophy are built on a high regard for the cultures, backgrounds, experiences and dignity of each person. We embrace and build upon the strength that comes from a diverse student body, faculty and staff.

Access
From its founding, NLU has provided opportunity for each student. Whether through developmental support for the under-prepared or through culturally relevant curriculum, each student is brought to a high level of academic achievement, including those who have historically encountered barriers to higher education.

Collaboration
As part of the dynamic creation of ideas and sharing of knowledge, we encourage interdependent learning relationships among students, faculty and staff, and between the university and its communities.

Passion
We are deeply passionate about the fundamental value and importance of the work we do. An NLU education transforms individual lives, organizations and communities.

Inquiry
We are committed to fostering a love of learning and intellectual inquiry in all its forms. Faculty and student scholarship both enrich the learning experience and inform our larger society.

Innovation
Because we continually seek to understand and address educational challenges in a diverse and dynamic global era, real-world environments are integrated with theory, creative thinking, and a commitment to social justice.

Engagement
We actively reach out to students, schools, businesses, and communities, working hand-in-hand to achieve mutual goals. That deep involvement is also reflected in how NLU staff and faculty work collaboratively with their colleagues to provide services and instruction to each student.

**Handbook Policies**

Handbook policies and programmatic revisions contained herein may supersede the general descriptions and explanations set forth in the NLU Catalog.
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Doctorate in Counselor Education and Supervision

Graduate Acknowledgement
Once the student has read and understands the program and completed the Live Online Orientation, the student will be requested to complete the graduate acknowledgment form. This form needs to be completed prior to starting classes. The form can be done online by clicking HERE.

Program Description
The Counselor Education and Supervision (CES) program is designed to prepare graduates for careers in counselor education, professional leadership and supervision, advanced clinical practice, advocacy, research, and scholarship. This degree in Counselor Education and Supervision (CES) builds on a completed 60-hour Master’s degree in Counseling with another 60 hours totaling a minimum of 120 semester hours of graduate-level credit. The focus of the doctoral degree in Counselor Education and Supervision is to provide graduates with the knowledge and skills necessary for a career in higher education instruction, advanced leadership skills for leading behavioral health agencies and by delivering advanced clinical training that will enable them to function in pioneering clinical environments. Those who attain the doctorate in counselor education and supervision earn one of the most respected accomplishments for professional counselors and allow those recipients to be tomorrow’s educators, leaders, scholars and advocates for the counseling field.

Program Mission Statement:
The mission of the NLU Counselor Education and Supervision doctoral program is to prepare an individual for employment as a counselor educator and supervisor for colleges and universities, as well as offering advanced clinical, supervision, research and leadership/advocacy training that qualifies graduates to be employed as directors of mental health agencies, consultants, supervisors, and leaders within the mental health profession.

Program Objectives
1. Exhibit teaching methods, that include instructional and curriculum design, and assessment methods, that are aligned to current ethical, social, and cultural issues within the field of counselor education and supervision. [Teaching] – CACREP 6.B.3a-i
2. Demonstrate evaluative, gatekeeping, and remediation skills that are based on counseling supervision methodology and techniques. [Counseling Supervision] – CACREP 6.B.2a-k
3. Demonstrate the ability to perform qualitative and quantitative research with an understanding and application of recommended practices for professional writing. [Research] – CACREP 6.B.4a-l
4. Implement advanced counseling skills that are grounded in advanced theory application, assessment, and consultation. [Counseling Skills] – CACREP 6.B.1a-f
5. Apply and engage in ethical, legal, and regulatory aspects of the profession. [Ethics] – CACREP 6.B.1f, 2j, 3h, 4l, 5l
6. Practice ethical and relevant multicultural and social justice strategies and interventions in all professional settings. [Multicultural] – CACREP 6.B.1f, 2k, 3h, 4l, 5l

Program Purpose
The CES program is innovatively designed to prepare graduates for careers in counselor education, professional leadership and supervision, advanced clinical practice, advocacy, research, and scholarship.

Program Faculty

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Other Doctoral Program faculty in Chicago Area
Informed Consent for Self-Growth Experiences

The EdD degree in Counselor Education and Supervision at National Louis University may include self-growth experiences. Admission to the program indicates that the student is aware of and agrees to appropriate self-disclosure throughout the course of the program. Some areas of self-disclosure may be seen in personal journaling, triadic experiences, small group work, dyadic work, class discussion and activities, including skill building counseling practice. The purpose of self-reflection is to increase awareness and competency in counseling skills, teaching and supervision. The American Counseling Association’s Code of Ethics guides the NLU counselor-training program. (ACA, 2014, F.8.c)

PLEASE NOTE: Under some circumstances, at the discretion of the university instructor, specific content disclosed during class discussions, supervision, or within assignments may be shared with other Counseling faculty for consultation purposes in order to assure students’, clients’, and/or practicum/internship sites’ needs/concerns are being adequately addressed.

Personal Counseling Services:

Personal counseling services are available to every student. While there is a specific contract for services in the local Chicago area, the university will refer students to a location that is closer to the student’s location. NLU students will receive up to six (6) sessions at no charge. Students seeking additional counseling referrals for licensed mental health professionals should contact the Office of Student Experience at 888.658.8632 x3568 or email counseling@nl.edu. The student incurs the cost of additional counseling. The University also has additional online supports and mental health screening for the student.
Program Structure

The structure of the program falls into three categories:

<table>
<thead>
<tr>
<th>Component One:</th>
<th>Counselor Education and Supervision Core Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component Two:</td>
<td>Advanced Counseling Skills, Specialization and Practice</td>
</tr>
<tr>
<td>Component Three:</td>
<td>Professional Research: (Research Methods and Dissertation)</td>
</tr>
</tbody>
</table>

**Component One: Counselor Education and Supervision Core Courses**

All CES students are required to complete eighteen (18) credit hours designed to develop advanced knowledge and skills in core CACREP areas, along with advanced knowledge and skills in andragogy (teaching techniques for adult learners) and supervision in Counselor Education Programs. These courses are:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HED 649</td>
<td>Teaching in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CES 677</td>
<td>Curricular Design &amp; Program Assessment in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>CES 645</td>
<td>Multicultural Issues in Counselor Ed and Supervision</td>
<td>3</td>
</tr>
<tr>
<td>CES 644</td>
<td>Models of Clinical Supervision</td>
<td>3</td>
</tr>
<tr>
<td>CES 652</td>
<td>Advanced Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>CES 646</td>
<td>Ethics in Counselor Education</td>
<td>3</td>
</tr>
</tbody>
</table>

**Component Two: Advanced Counseling Skills, Specialization and Practice:**

Component Two is designed to build advanced clinical knowledge, advanced clinical, leadership, and advocacy skills, and creating a specialization for clinical practice. All CES students must complete eighteen (18) credit hours of coursework and professional clinical practice experiences.

*Three (3) of the hours include a Practicum where the student practices their Advanced Counseling Specialization Skills in a specialty setting.*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CES 660</td>
<td>Leadership and Advocacy in Counselor Education</td>
<td>3</td>
</tr>
<tr>
<td>CES 692</td>
<td>Advanced Counseling Practicum</td>
<td>3</td>
</tr>
<tr>
<td>CES 690A</td>
<td>CES Internship I</td>
<td>3</td>
</tr>
<tr>
<td>CES 690B</td>
<td>CES Internship II</td>
<td>3</td>
</tr>
</tbody>
</table>

**Specialty Elective Courses (students pick 2 (total of 6 credit hours of the following):**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CES 630</td>
<td>Treatment in Sexual Dysfunction</td>
<td>3</td>
</tr>
<tr>
<td>CES 620</td>
<td>Foundations of Mindfulness</td>
<td>3</td>
</tr>
<tr>
<td>CES 628</td>
<td>Crisis and Trauma Counseling with Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>CES 623</td>
<td>Death and Dying</td>
<td>3</td>
</tr>
<tr>
<td>CES 635</td>
<td>Geriatric Neuropsychology and Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>
Component Three: Professional Research:
(Research Methods and Dissertation)
Graduates of the CES program will possess highly refined skills as an academic, a clinician and a scholar. The CES students will build on their leadership in the profession and enhance their counseling knowledge base through well-designed, defensible research. Further, the student will demonstrate a proficiency in professional writing. All CES students must complete twenty-four (24) credit hours as part of this component.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES 600</td>
<td>Intro to Doctoral Studies and Research</td>
<td>3</td>
</tr>
<tr>
<td>RES 652</td>
<td>Quantitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>RES 654</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>RES 640</td>
<td>Survey Design and Introduction to Statistical Software</td>
<td>3</td>
</tr>
<tr>
<td>LAP 693</td>
<td>Program Evaluation (per approval of program chair)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Pick one Research Elective**

<table>
<thead>
<tr>
<th>Dissertation Classes</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CES 696</td>
<td>3</td>
</tr>
<tr>
<td>CES 697</td>
<td>3</td>
</tr>
<tr>
<td>CES 698</td>
<td>3</td>
</tr>
<tr>
<td>CES 699</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Hours of Program** 60

Typical Course Sequence

The doctoral program in Counselor Education and Supervision at National Louis University can be completed in three years. However, it is recommended that students do not double up on their internship experiences and take an extra quarter or two to complete the program. Below is a recommended and typical program of study for those wanting to complete the program in 3.5 years.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CES 646 Spec. I</td>
<td>CES 677 Spec. II</td>
<td>CES 690A</td>
<td>CES 698</td>
</tr>
<tr>
<td>Winter</td>
<td>CES 645 RES 670</td>
<td>RES 654 LAP 640</td>
<td>CES 690B</td>
<td>CES 699</td>
</tr>
<tr>
<td>Spring</td>
<td>CES 652 CES 660</td>
<td>RES 652</td>
<td>CES 696</td>
<td></td>
</tr>
<tr>
<td>Summer</td>
<td>CES 644 CES 649</td>
<td>CES 692</td>
<td>CES 697</td>
<td></td>
</tr>
<tr>
<td>Yearly Credits</td>
<td>24</td>
<td>18</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Total Program Credits for 3.5 years</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Degree Time Limit
A candidate should be able to complete the doctorate in Counseling Education and Supervision in approximately three to three and one-half years. If after seven years in the program, a candidate has not completed the degree, application must be made for additional time to complete the program. This application will be reviewed and acted upon by the Program Director with the assistance of the CES faculty. Candidates may not remain in the program beyond seven years unless an application for a time extension has been approved. Such an approval may include the need for additional course work to remain current in the field, as well as other conditions.

Program Format
The doctoral degree in Counselor Education and Supervision will utilize a technology-based learning model with most of the academic content provided in an interactive, distance learning format. Required residencies will be at the Tampa campus or in a centralized location convenient to students. Residencies are explained in further detail later in this handbook.

All courses will be taught in a ten (10) week quarter. The maximum load typically permitted is six (6) hours per semester. Registering for six (6) hours in a quarter would require two (2) courses to be taken simultaneously for each term. Students wanting to take more courses beyond the typical six-hour load, will need special permission from their advisor and the Chair. Full-Time students entering into their third year, will take only three credit hours each quarter for their dissertation coursework.

Classroom Delivery
Professional

Hardware
To Participate in your Live Online classroom, you will need a Mac or PC in working order. See the following for basic requirements: [https://proximity.zendesk.com/hc/en-us/articles/115002628726-Zoom-System-Requirements-for-PC-Mac-and-Linux](https://proximity.zendesk.com/hc/en-us/articles/115002628726-Zoom-System-Requirements-for-PC-Mac-and-Linux)

Additional Tips:
- Make sure you have a computer that is up for the job. A computer that is 12 years old, may need to be replaced.
- Make sure you have adequate bandwidth for uploading your video and audio and enough download speed to download the video and audio of your professor and your peers.
- While you are in class, make sure no one else in your house is doing heavy streaming, such as using Netflix. You and your education is the priority.
- Make sure you have a working and adequate microphone
- Make sure you have a working and adequate webcam
• Make sure you have adequate speakers to hear the interaction in the class
• Have headphones with an attached microphone for primary use or as a backup
• When we are discussing confidential information or information that would not be appropriate for others to hear, use headphones.

Software
National Louis University uses Zoom technology for the online courses. While the instructors will have their own school accounts, the student can sign up for a free account at www.zoom.us.

Netiquette
• Keep your audio muted while you are not talking.
• Avoid driving and being in class. We want you safe and do not want to see you die in front of our eyes.
• Try to avoid eating in class, unless it is a long class and approved by your instructor.
• Pay attention to the way your video is being shown to others.
  o Avoid windows or bright lights behind you.
  o Make sure you are centered
• Dress the part. We do not want to see you in PJs or suggestive clothing.
• Check your surroundings. Make sure you are in an appropriate setting. Avoid being in a bedroom, especially when someone is in the bed.
• Avoid doing chores and walking around the home with your camera. This will make everyone in the class dizzy and distracts from the content of the course. You are in a classroom and it is important to see a virtual classroom the same as you would a regular on-campus classroom.
  o Please do not cook dinner in class
  o Avoid doing Laundry
  o Avoid mowing the lawn.
• Be attentive to the class. We can actually measure attentiveness from students.

About Kids, Dogs and more
We all have distractions and sometimes these are unavoidable. If a dog or cat jumps in your lap, that is fine. We are a family and having these distractions occur is expected. Sometimes it is also unavoidable to have someone backout from watching the kids on a specific night when you are in class. We understand this and will work with you. Sometimes having children come in the class can become a welcome distraction from the material and allows us to focus on what is important... them! It is a great thing that your children see you dedicating your time to advance your education. They are watching, and they will put in the same dedication toward their education that you have modeled. At the same time, avoid too many distractions for the class and make sure you are using a headset, so the children do not hear adult conversation which is often necessary in our coursework.
Learning Management – D2L
The doctoral student will also be active in their D2L online classroom each week where they will be completing coursework for the duration of the course. D2L is a leader in learning management software.

Typical Hours in each Course
Every student is different, and it is difficult to quantify how many hours a typical student will be in class, reading, studying and completing assignments. Some students may read and complete assignments rather quickly, while others find it a challenge to find the time away from distraction in order to read and study. This breakdown of a typical class is used only as a guide to help you prepare for the time needed for doctoral work.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours in Class (10 classes at 1.5 hours per class)</td>
<td>15 Hours</td>
</tr>
<tr>
<td>Interactive Media attached to classroom</td>
<td>13 Hours</td>
</tr>
<tr>
<td>Weekly interaction in D2L</td>
<td>18 Hours</td>
</tr>
<tr>
<td>Direct Interactive hours</td>
<td>46 Hours</td>
</tr>
<tr>
<td>Readings</td>
<td>40 Hours</td>
</tr>
<tr>
<td>Moderate Assignment</td>
<td>12 Hours</td>
</tr>
<tr>
<td>Mild Assignment</td>
<td>8 Hours</td>
</tr>
<tr>
<td>Major Assignment</td>
<td>30 Hours</td>
</tr>
<tr>
<td>Indirect Hours in Classroom</td>
<td>90 Hours</td>
</tr>
</tbody>
</table>

Course Assignments
Each instructor individually determines the specific assignments and requirements that will facilitate learning the content. As the nature and content of courses will vary, the activities suggested below are at the discretion of the instructor. Each course may require some or all of the following:

a. a midterm and/or final exam, either essay or objective form;
b. a major individual or group research paper or project;
c. weekly or biweekly reaction papers and/or quizzes;
d. student presentations;
e. simulation activities requiring individual participation;
f. student journal or other self-reflective writing or personal assessment
g. outside investigations in the field of interest.

The instructor will have high, yet reasonable, expectations regarding student productivity. If an instructor has concerns about a student, the instructor will first address his/her concerns with the student, then, with the student’s advisor, and may, finally, discuss the student with the entire counseling program faculty.
Participation and Posting Policy:
Students are expected to be prepared when they enter the Live Interactive Online Classroom. All students are expected to fully participate in all class activities in the Live Online Classroom. Students are expected to contribute to class discourse in a meaningful way by referencing academic literature (texts, professional journals, and scholarly works). Students are expected to be respectful of classmates and refrain from discussion and behavior that is not relevant to the course materials. The Instructor does keep a record of your attendance and your participation does count toward your overall grade. Students are also expected to watch videos assigned to the class and complete all course assignments. Failure to be in class are participate in classroom activities may result in a failing grade.

Admission to the Program

Admission Requirements
To be considered for unconditional admission into doctoral program in Counselor Education and Supervision, prospective candidates must:
1. Hold a 60-credit hour master’s degree in Counseling or a closely related clinical specialty from a regionally accredited college or university. All core CACREP requirements must be met prior to enrollment in the CES program.
2. Have earned a 3.0 GPA (on a 4-point scale) on all graduate work as verified by official transcripts.
3. A current clinical license or certification in the state of practice except as is exempt in their state. An associate clinical license or registry status is acceptable. A School Counseling Certification or license will be also acceptable if the student understands that they will need to provide counseling and supervision as part of their clinical experiences that are appropriate for their credential.
4. Provide 3 letters of recommendation from a supervisor or professor.
5. Provide a writing sample detailing the applicant’s contribution to professional counseling thus far and professional goals for the future. This will be used to assess the potential for scholarship, professional leadership and advocacy.
6. Successfully pass an Admissions Interview by the admission committee. This will be used to assess the academic aptitude for doctoral-level study and fitness for the profession, including self-awareness and emotional stability.

Provisional Admission
An applicant who fails to meet the above criteria for unconditional admission may be admitted on a conditional or provisional basis. Students granted conditional admission would be required to satisfy specific conditions in order to continue enrollment in the program. These conditions include a minimum level of performance during a probationary period in which the student is allowed to earn 12 hours of program credit. Other conditions may include additional enrollment or re-enrollment in clinical or other
courses deemed prerequisites for admission to the program. In the case of a requirement for completion of prerequisite course work, a student will not be allowed to enroll in doctorate level work until these prerequisites are satisfied.

**Admission Denied**
Admission may be denied for several reasons including poor academics or writing skills, mismatch between the student’s career goals and the counseling program’s goals, or an unsatisfactory faculty interview. Denial cannot be appealed.

**Transfer of Credit**

**Doctoral Transfer Credit**

The Ed.D. in Counselor Education and Supervision program will accept a maximum of twelve semester credit hours of post-master’s coursework from National Louis University or other institutions offering graduate degrees, as approved on a case-by-case basis by the Director of the doctoral program. Approval for transfer credit beyond 12 semester credit hours may be obtained through petition to the Program Director. Credit for courses taken more than six years prior to the time the student was admitted to the doctoral program must also be approved through petition to the CPSA Academic Standards and Admission Council. The coursework accepted for transfer must be clearly identified as post-master’s-level coursework at the sending institution and completed with a grade equivalent to the National Louis University’s grade of B or higher. Please note, NLU does not allow transfer of coursework from another institution from which a previous degree has been earned.

The Ed.D. in Counselor Education and Supervision degree program does not automatically accept graduate credit from NLU or other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply towards the curriculum. Transfer of a course implies that both the requirements to take that particular course have been met and that the credit hours for the course will be applied to the doctoral degree.

**Advisor**
Upon admission into the program, the student will be given an academic advisor and faculty advisor. At this time, the academic advisor is Keri Becker who can be reached at kbecker8@nl.edu or 813-397-2113. A faculty advisor will also be assigned from the available Core Faculty. For doctoral students your faculty advisor is Dr. Caroline Perjessy.

**Degree Requirements**
To be considered for the doctorate in Counseling Education and Supervision the prospective candidate must:

1. Attend two (2) 4-day residencies
2. Have successfully completed all coursework with a grade of B or better
3. Earned a total 3.0 gpa for the program.
4. Have successfully completed the practicum and internships
5. Completed all Professional Portfolios

**Residencies**

The National Louis University doctoral degree in Counseling Education and Supervision includes two (2) 4-day stimulating residencies. The purpose of the residency is to provide close and continuous involvement with faculty, your peers and other professional colleagues. These residencies are designed to provide a supervised opportunity for your development as a scholar, teacher and advocate for the counseling profession. At times, it will also include periods of concentrated study, coursework and hands-on experience appropriate for an advanced degree. These opportunities will help prepare the student for the increasingly more complex elements of their program, but the clinical experiences to the final defense of their dissertation. Finally, it gives the student and opportunity to bond with their faculty and others through organized team building activities in the Tampa region.

While there are significant benefits to Live On-Line instruction, it can often leave the student isolated and in need to personally connect with one’s professors and other colleagues. The residencies are designed to fill the void some experience as part of online coursework. The residency experience often gives the student enriching opportunities to network with others and be mentored by their professors and other leaders around the country. It gives doctoral students an opportunity to join together in personal dialogs and advocacy opportunities. This is a time when everyone, both students and faculty together, join as colleagues and talk about interests, visit with family members and become scholarly colleagues and friends.

Every residency will be tailored toward the individual student and their residency level.

There may be a costs associated with each residency. Doctoral students should budget accordingly. Other residency costs may include transportation, textbooks, hotel accommodations, and food. A residency handbook will be provided to the students at least three months prior to each residency.

**Your First Residency – Orientation and Socialization**

This is the first opportunity to meet with professors and other students. This will be an opportunity to make sure everyone is oriented into the program, with the faculty and to the University’s technologies, library and student learning resources. It will also include orientation to introductory skills of teaching and scholarly writing, as well as planning for a successful doctoral experience. Finally, the first orientation will include team building exercises and field trips. The first Orientation should occur in the student’s first year of the program.
The Second Residency – Counselor Education and Research
This residency is designed for those students who are at least halfway through their program. This residency will focus on sharpening your skills as a leader, teacher, supervisor and counselor. This residency will focus teaching and on research design, data analysis, using and becoming familiar with statistical software. This is a time to refine your ideas and settle on your research project. It is at this phase when the student moves from being a doctoral student to becoming a doctoral candidate. They are preparing for their internship experiences and working on their first three chapters of their dissertation.

Tentative Residency Dates
Nov 6-9, 2019

Persons with Disabilities
National Louis University seeks to ensure that its programs are accessible to all persons with documented disabilities. All documentation must be presented in writing to the office of Library and Learning Support. Students in need of special assistance or an accommodation regarding any of the course requirements as outlined in the syllabus, the course objectives, and/or course evaluations and assessment criteria, are advised to notify the professor immediately. The professor will meet privately to discuss a resolution of the issue, which may or may not include an appropriate referral (e.g., to a writing specialist or the ADA accommodations coordinator). Confidentiality will be maintained regarding any special needs.

Professional Activities and Professional Participation
Students are expected to join professional associations such as The American Counseling Association (ACA) and other national organizations such as The American Mental Health Counselor’s Association (AMHCA) and the Association of Counselor Education and Supervision (ACES). Besides these and other national associations, students are also encouraged to be a member and leader of their regional and state counseling associations.

Students are further expected to do presentations, poster sessions and workshops at local, regional, and national conferences related to their counseling interests. Some may find satisfaction in international opportunities to take their learning to another country to teach or demonstrate clinical activities. Additionally, students are encouraged to participate in independent research projects in the CES program. Faculty members support student research and are willing to assist with development of project ideas and data analysis.

Provided below are the web addresses for selected professional organizations and agencies:
Counselor Education and Supervision

www.counseling.org
American Counseling Association

www.amhca.org
American Mental Health Counseling Association

www.nbcc.org
National Board of Certified Counselors

www.acesonline.net
Association for Counselor Education and Supervision

CES students are also encouraged to join CESNET, the Counselor Education and Supervision Network.
http://www.cesnet-l.net/ - Instructions are found here.

Application for Graduation
Submit application to the registrar’s office two terms prior to the expected date of graduation or per university announcement.

Change of Address
Students are requested to notify their academic advisor, campus coordinator and the Registrar of any expected change of address pending graduation. This information is needed to mail the diploma and to foster communication with alumni.

Diversity and the Department of Counseling
National Louis University strives to achieve a diverse and inclusive community where every person is given the opportunity to be heard, respected, valued and welcomed. The University recognizes that diversity defines our individual and group lives. All members of the NLU community are expected to actively build a university environment enriched by contributions from diverse experiences, perspectives and backgrounds. Diversity, inclusion and social justice are key components of the University’s mission of access, innovation and excellence. Recognizing that it is difficult to have an all-inclusive list, we acknowledge the importance of these and all other aspects of diversity: ability, age, economic status, educational level, gender, national origin, language, political affiliation, professional status, race/ethnicity, religion, sexual orientation.
Diversity in the Counseling Profession
National Louis and the Counseling Programs respects and upholds the mission of the American Counseling Association 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.” Counselors need to maintain awareness and cultural sensitivity when working with their clients. The faculty infuses cultural competence in their training and supervision. They enthusiastically instill in students the knowledge and skills needed for multicultural competence in counseling, assessment, supervision, counselor education and research.

Diversity among Faculty and Staff
The Counseling Program attempts to recruit, hire, and retain faculty and staff who bring diversity to the program. Recruitment announcements notify the potential applicant of the school’s intent to hire a diverse faculty. While those who are responsible for hiring faculty desire professional experience, a qualifying education, scholarship and other important areas in the hiring process, diversity is another essential area that will be explored to make this important decision. The current faculty brings a rich diversity in race and ethnicity, religious experiences, political views, gender, age, areas of disability, national and regional origins, sexual orientation and more to each student’s experience.

Diversity of the Student Body
Students of program come from all over the Florida, Chicago, the surrounding states and beyond. Students come from the West Coast of California to the East Coast of New York and New Jersey. Students also come from outside the United States. Each student enhances the program by bringing it diverse backgrounds, ages, handicaps, views, colors, cultures, religions, languages, and much more.

Ethical Behavior
Students are required to adhere to all the ethical standards of the profession. This includes but is not limited to the American Counseling Association (ACA) Code of Ethics and the University’s code of ethics. The Doctorate in Counselor Education and Supervision standards of appropriate behavior can be found in the NLU Catalog and the Graduate Student Handbook.

Counseling program faculty respects students’ privacy regarding criminal history; however, faculty encourage students to be aware of how criminal history on record may impact their ability to be licensed, certified or obtain internship or job placement opportunities. If students have questions on how criminal history may impact their future as counselors, they may seek clarification from their State Licensure Board, NBCC or ACA.
Student Professional Behavior Guidelines

Faculty and the administration at National Louis University take the preparation of future professionals very seriously. The values and ethics needed to work as a professor or counseling leader will be reflected in the behavior and dispositional characteristics of all students, both in the classroom and in the field. Thus, in order to evaluate performance and dispositional characteristics on a continual basis, all students will be assessed via the Student Performance Review and discussed at counseling program meetings.

If concerns are identified on the Student Performance Review Process or if faculty observes behavior that is in violation of the ACA Code of Ethics or other behaviors of concern, the faculty member and/or program faculty will work with the student to devise a remediation plan. Examples of this behavior and/or dispositional characteristics would include but are not limited to:

- coming to class under the influence of alcohol or nonprescription drugs;
- consistently disrupting classroom or internship activity either verbally or nonverbally;
- allowing personal issues to consistently interfere with classroom or internship learning experiences;
- allowing personal values or belief system to interfere with student’s ability to work with a wide range of clients, faculty members or fellow students;
- cheating;
- becoming argumentative and belligerent in class;
- inappropriate touching of another student, instructor, or staff member;
- breaching confidentiality by inappropriately talking about a classmate or client to a third party;
- not following appropriate grievance procedures;
- demonstrating an inability to receive constructive feedback from fellow students or professors.

If a faculty member observes such behavior, the faculty member will present this concern to the student and the program faculty. The program faculty will then meet with the student to determine the nature of the problem and develop a remediation plan. The student's file (which will include the documentation of the problematic behavior and remediation plan) and the faculty member’s report of his or her meeting with a student will be presented at the next program faculty meeting. The student will have an opportunity to address the problematic behavior as outlined in the remediation plan.

For students whose remediation plan progress is inadequate or questionable, the faculty member involved will arrange a meeting. In this meeting, the remediation plan
will be reviewed and the student may be advised out of the program. If the involved faculty member believes the problem is serious enough, he or she may request that another faculty member or the program chair(s) attend this meeting. The student’s readiness for the clinical sequence of the program will again be assessed upon completion of the remediation plan. Students wishing to appeal this decision are expected to follow the University Process of Appeal.

There may also be career-related issues in counseling a student out of the program. For example, a student may unknowingly pursue career preparation in studies that are of interest but which are not the best fit given the student’s abilities. In such situations the faculty may also redirect students into studies that will more appropriately prepare them to be successful.

In addition, there may be times when the program faculty will counsel a student to take a leave of absence from the program due to personal, interpersonal, or career-related issues. If these concerns are interfering with a student’s ability to relate to faculty, fellow students, supervisors, or clients, the program faculty may recommend that the student utilize this leave of absence from the program in order to address noted concerns.

**Program Suitability**

The student’s faculty advisor and/or practicum and internship supervisor completes a series of developmental student assessments for the student. Included in these assessments is a review of the student’s appropriateness for the program and the counseling field. If the student is determined to be inappropriate by the advisor and upon consultation with other faculty and the chair, then the student and their advisor will meet. At this meeting the student will be counseled for possible education and career alternatives. If the student accepts the advice of their advisor, then appropriate steps will be given to transition them to the alternative path. If the student disagrees with the advisor’s recommendation for program suitability and wants to continue in the program a remediation plan may be developed and approved by the chair for continued enrollment. A review of the student’s progress on the remediation plan will occur within one semester.

**University Policy Regarding Academic Honesty**

National Louis University subscribes to the principle that academic quality and a productive learning environment are inextricably linked to academic honesty.

Like other colleges and universities, National Louis University has expectations regarding academic honesty on the part of students, faculty and staff and, indeed, professional people at all levels of academic activity.
With respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material unless properly documented otherwise. The concept of academic honesty includes plagiarism, as well as receiving and/or giving improper assistance and other forms of cheating on coursework. Students found to have engaged in academic dishonesty are subject to disciplinary action and may be dismissed from the University.

Faculty has the right and responsibility to analyze and evaluate students’ coursework. Students may be asked to submit their papers electronically to a third-party plagiarism detection service. Students who are asked to submit their papers, and refuse, must provide proof for every cited work comprising the cover page and first cited page for each source listed in the References. When evidence of academic dishonesty is discovered, an established procedure of resolution will be activated to bring the matter to closure.

The policy on Academic Honesty can be found in the printed NLU Catalog and online at http://www.nl.edu/provost/guidebook/upload/Section-302-Academic-Honesty.pdf

The policy can also be found in the printed Student Guidebook and online at http://www.nl.edu/StudentServices/studentaffairs/StudentHandbook/

For resources on how to properly cite sources and avoid plagiarism visit the NLU Library at http://www.nl.edu.proxy.nl.edu/library/resources/citing_sources.cfm

**Student Academic Remediation Policy**

Any student with a GPA less than 3.0 in any given semester, will be placed on academic probation. A letter will be sent to the student to inform them that their grades have fallen below the required standard. A notice will be also given to the assigned academic advisor, at which time a meeting will take place between the advisor and student. A remediation plan will be developed. If the student follows through with the plan and improves their grades to a 3.0 GPA, they will be restored to full and active student status. If the student chooses not to follow the plan and retains grades below the 3.0 standard for a second semester, the student is placed on academic suspension. A letter will be sent to the student from the Registrar and the academic advisor will be notified. A meeting will take place between the student and advisor and the student will be counseled for education and career alternatives (please see the Program Suitability Policy below). The student may also appeal this process. If the appeal is won, the student will need to follow a remediation plan developed by them and their academic advisor. If the appeal is lost, the student will be terminated from the program.
University Policy on Academic Appeals

The NLU Catalog and Student Guidebook publish important information for students including, but not limited to, Student Rights and Responsibilities, Resources and Services, Student Information, Academic Policies, Campus Policies, and University Policies.

The program encourages students to visit the publications’ respective Web pages.

NLU Catalog: http://www.nl.edu/oar/registration/catalogs-courses.cfm
NLU Student Guidebook:
www.nl.edu/StudentServices/studentaffairs/StudentHandbook/

Grading Procedures

Both Doctoral programs use the following grades and corresponding quality points for a summative course evaluation of student performance:

- **A** Superior performance: Four quality points are earned for each semester hour with a grade of “A.”
- **B** Good performance: Three quality points are earned for each semester hour with a grade of “B.”
- **C** Fair performance: Two quality points are earned for each semester hour with a grade of “C.” Course must be retaken for successful completion of the program.
- **F** Failure, given for unsatisfactory work: No quality points are awarded.
- **W** Withdrawn from class without punitive grade: No impact on GPA.
- **I** Incomplete, assigned only in instances where a small unit of work is not complete because of verifiable, extenuating circumstances: An “I” contract is submitted by the instructor to the Chair for approval. This might require that the student refrain from additional coursework until all “I” grades are completed.
- **PR** Indicates satisfactory progress on a dissertation course. No quality points are awarded. The PR will be replaced by the final grade upon completion of the dissertation.
- **CR** Indicates successful completion of the dissertation courses. No quality points are awarded.

A student’s grade point average (GPA) is computed on all graduate course work with the exception of “W,” “I,” or “IP.” A “WF” is the equivalent of an “F” for computation of the GPA. If a course is repeated in order to maintain satisfactory academic progress, the new grade only is used to compute the GPA. Any course can be repeated three times, but all grades will be reflected on the transcript.

The grade of Incomplete is awarded only when legitimate circumstances warrant. For an “I” grade to be issued, an “I” contract must be filed by the instructor and approved by
the Chair. The “I” contract indicates all work required to complete the course, as well as the deadline for completion. Once the contract is approved, the grade of “I” remains on the student’s transcript until a “Change of Grade” request is filed by the faculty member and approved by registrar, or until the time specified on the “I” contract expires. The maximum length of time an “I” may remain on a transcript is one quarter. If the incomplete is not cleared by that time, the “I” will change to the grade of “F.”

**Satisfactory Progress**

A student earning a “C” in a course must meet with the Program Director to determine whether satisfactory progress is being made or whether remediation or withdrawal from the program should be considered.

**Endorsement Policy**

The Florida Department of Counseling faculty will endorse students for licensure/certification upon completion of all university and accreditation requirements. Graduates will be endorsed in the area(s) of program completion. If a student wishes to obtain endorsement in more than one program specialty, all program requirements must be met, including appropriate internship placements. Faculty will recommend graduates for employment for positions in which the student meets the posting requirements and has demonstrated competence to perform the stated responsibilities.

**Advising**

When accepted into the program, the student will be assigned an advisor by the Program Director. The student meets with this advisor at least once each quarter to assess progress in the program. The assignment of advisor may change after the student’s dissertation topic has been approved. The dissertation chair then serves as advisor for the remainder of the program.

**Programmatic Policies on Writing Proficiency**

Students in a doctoral program are expected to write (including composition, spelling, grammar, and punctuation) at the level of a college graduate. Writing ability is part of the grading process and may seriously affect the progress of a student in the program.

Internship sites require students to write evaluative reports. Almost every course in the graduate program requires written assignments, such as, research papers, essays, reports, journals, or evaluation summaries. Students are expected to engage in professional writing for every assignment or paper submitted both for course requirements and Practicum and Internship responsibilities.

All students will complete a writing assessment during the first term of the program. Any student who needs additional writing assistance is strongly encouraged to or may
be required to contact and work with a learning specialist in academic support services (312-261-3374) on each campus. Professors may refer students to academic support services for assistance during any term. Contact information for academic support services: 312-261-3374; learn@nl.edu or www.nl.edu/learningcommons

Academic support services are a resource for addressing learning problems, such as study skills, time management, and test taking. This department may be consulted for assistance with resume writing, as well. Academic support services assists students with APA style and offers interactive tutorials on the library website. The site can be accessed at www.nl.edu/learningcommons

All formal papers submitted during the program are to be written using the American Psychological Association’s current publication manual as a style guide. This is the style adopted by the American Counseling Association; it is used by most professional publications in the counseling field. Excellent resources for learning or reviewing APA style are available at the NLU library’s website at http://www.nl.edu/library/resources/citing_sources.cfm An online writing lab with assistance may be found at http://owl.english.purdue.edu/owl/. Information about APA style can be found at the APA’s website http://www.apastyle.org/learn/faqs/index.aspx.
Practicum and Internship

The practicum and internship experiences are an integral component of the CES program. Students in their first year of the program will need to plan ahead for this component, which will begin in the second year. The structure and nature of the practicum and internship experiences usually include a combination of experiences involving at least three of the following areas. A total of 100 hours are required for practicum and 600 hours for the internships.

1. **Clinical Counseling** (CES Practicum) – Advanced clinical experiences working with clients’ various mental, emotional and addiction disorders may count toward hours needed for course completion. Clinical content will include conceptualization of clients from multiple theoretical perspectives and using evidence-based counseling practices. *The practicum will require 100 hours for clinical experience of which 40 hours must be providing direct counseling services.*

2. **Teaching** (CES Internship I & II) – Teaching will include roles and responsibilities related to educating counselors. Teaching experiences will include teaching a minimum of one counseling related course under the supervision of the primary instructor. Additionally, the student will participate in the creation of the course syllabi, grading and other teaching activities. It will include assessment of learning, and effective approaches for online instruction. Screening, remediation and gatekeeping will also be explored. *100 hours of teaching are required for each semester of internship.*

3. **Clinical Supervision** (Advanced Clinical Internship I & II) – Clinical supervision in an academic or clinical setting will count toward internship hours. This could include administrative procedures and responsibilities related to clinical supervision, assessment of supervisees’ developmental level, evaluation, remediation and gatekeeping in supervision. *50 hours of clinical supervision are required for each semester of internship.*

4. **Research and Scholarship** (Advanced Clinical Internship I & II) – The student may also choose to count hours working with faculty toward research design, data analysis and scholarly writing. The student can explore research questions appropriate for professional research and publication. They can look for funding and grant proposals and develop research designs appropriate to quantitative and qualitative research questions.

5. **Leadership and Advocacy** (Advanced Clinical Internship I & II) – The student may count internship hours working on advocacy of the counseling profession or for those served by the counseling profession. The *ACA Code of Ethics* (2015) states that advocacy is the “promotion of the well-being of individuals, groups, and the counseling profession within systems and organizations. Advocacy seeks to remove barriers and obstacles that inhibit access, growth, and development.” This could include hours serving in the counselor education program, leadership in professional organizations and exploring current topical and political issues in...
counseling and how those issues affect the daily work of counselor and the
counseling profession. **At least 20 indirect hours are required. There are
opportunities to accrue both direct and indirect advocacy and leadership hours.**

The program director, Dr. Caroline Perjessy, will be the responsible person to determine
if the required 700 hours of practicum and internship experiences are met according to
the CACREP standards. See the practicum and internship handbook for the breakdown
of hours, forms, deadlines and more.

**Tevera – Field Placement Software**
The counseling programs at National Louis University uses a field education software
named Tevera. Tevera is a valuable asset to you on your journey through the practicum
and internship experiences. Tevera’s online database helps you graduate on time and
establish yourself in your career by providing you with tools and resources for
coursework, clinical training experience, and professional life beyond certification and
licensure. It helps you secure a clinical placement that aligns with your professional
goals through Tevera’s interactive site catalogue and integrated placement process. It
also helps you record your hours with built-in graduation tracks, electronic supervisor
sign-off, and report storage. Live progress stats on requirements help you be strategic in
fulfilling your clinical hours. Early in your program you will be required to purchase
Tevera through the bookstore. Once you have purchased your registration code, you will
register your product.

**Steps for registration**
a. Get excited! Go to your university’s unique database (xxxx.tevera.app) and click
   on the “Register” button.
b. Enter your university email address and click “Register”.
   a. At this point, the system will verify that your administrator has added you
to the database. If you’re not verified, please contact your program
   administrator to add your email address.
c. You’ll receive a registration invite to your university email account from Tevera
   <noreply@tevera.com>.
d. Be prepared! Have on hand the code you obtained from the bookstore.
e. Activate! Follow the email’s instructions to log in to Tevera. You will need to:
f. Agree to terms and conditions
g. Provide your code

**Liability Insurance**
Per CACREP accreditation requirements, students must be covered by professional
liability insurance while engaged in field placement. Students are responsible for
obtaining their own insurance and must provide proof of insurance to their university
supervisor prior to enrollment in any of their field placement courses. Students failing to
provide proof of insurance coverage will not be allowed to participate at their
practicum/internship site and will be dropped from their field placement courses.
Some options for obtaining counseling liability insurance are listed below:

American Counseling Association (ACA) offers graduate student membership for counseling students. The cost of membership allows students to obtain liability insurance through HPSO at a reduced cost. Information can be found at www.counseling.org

National Board for Certified Counselors (NBCC) also offers liability insurance through provider Lockton Affinity. Information is found at www.nbcc.org and in Counselor Resources section.

CPH is another company that offers liability insurance for graduate students. They can be found at www.cphins.com or 800-875-1911.

**Professional Portfolios**

Instead of a traditional comprehensive examination, National Louis University requires the student to develop professional portfolios which cover the primary areas of the program. These portfolios serve as a working and useful product for their career and shape the foundation of their counseling, teaching, supervision, leadership and research philosophy documents often requested for university professorships. Below is a summary and the rubrics for these portfolios.

**Clinical Counseling Portfolio**

The purpose of the Clinical Counseling portfolio is for the student to demonstrate their knowledge and understanding of best practice in Clinical Counseling. This project will be completed in the CES Practicum.

**Clinical Counseling Portfolio Rubric**

*Directions*: Rate each category on a scale of 18-20 (excellent) to 15 and below (unsatisfactory). Add your ratings together to arrive at the final score. Passing score is 80/100

<table>
<thead>
<tr>
<th>Theoretical Orientation</th>
<th>Excellent (18-20)</th>
<th>Satisfactory (17-16)</th>
<th>Un satisfactory (15-10)</th>
<th>Rating/Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Orientation is:</td>
<td>Theoretical Orientation meets minimum expectation in two or more areas:</td>
<td>Supervision Philosophy lacks overall</td>
<td></td>
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</tr>
<tr>
<td>• Well developed</td>
<td>• Development,</td>
<td>• Development,</td>
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<tr>
<td>• Clearly articulated</td>
<td>• Articulation,</td>
<td>• Articulation,</td>
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<tr>
<td>• Logically presented</td>
<td>• Logical Presentation</td>
<td>and/or</td>
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<tr>
<td>• Empirically Supported</td>
<td>• Research Support</td>
<td>Logical presentation</td>
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<td></td>
<td></td>
<td>• Research Support</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Case Conceptualization and Intervention</th>
<th>Case Conceptualization and Intervention Rational is: Deficient in one areas:</th>
<th>Case Conceptualization and Intervention Rational is inadequate in more than one area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Conceptualization and Intervention Rational is:</td>
<td>Case Conceptualization and Intervention Rational is: Deficient in one areas:</td>
<td>Case Conceptualization and Intervention Rational is inadequate in more than one area:</td>
</tr>
<tr>
<td>• Clearly Articulated</td>
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<tr>
<td>• Appropriate for</td>
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<tr>
<td>Presenting Concerns</td>
<td>Interventions are not clearly articulated or empirically supported.</td>
<td>Not clearly articulated or empirically supported.</td>
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<tr>
<td>Ethically/Culturally Sensitive</td>
<td>Interventions are not appropriate or empirically supported.</td>
<td>Lack of consideration for Ethical Sensitive</td>
</tr>
<tr>
<td>Ethically/Culturally Sensitive</td>
<td>Not clearly articulated</td>
<td>Not clearly articulated</td>
</tr>
<tr>
<td>Ethically/Culturally Sensitive</td>
<td>Lack of consideration for Ethical Sensitive</td>
<td>Lack of consideration for Ethical Sensitive</td>
</tr>
</tbody>
</table>

**Evaluation Plan**

<table>
<thead>
<tr>
<th>Evaluation Plan includes:</th>
<th>Evaluation Plan is mostly thought out and shows some connection between diagnosis and tx plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clear connection between diagnosis and tx plan</td>
<td>Assessment methods are minimal or missing.</td>
</tr>
<tr>
<td>• Consideration of Cultural and diversity in Assessment.</td>
<td>Little connection between diagnosis and tx plan</td>
</tr>
<tr>
<td>• Assessment methods for documenting client progress</td>
<td>Minimal or unclear consideration of Cultural and diversity</td>
</tr>
</tbody>
</table>

**Professional Clinical Development Plan**

<table>
<thead>
<tr>
<th>Well-developed and clear</th>
<th>Adequately developed may lack clarity of Supervision Remediation Philosophy and/or Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Supervision Remediation Philosophy and Plan</td>
<td>Poorly written or missing: Supervision Remediation Philosophy and/or Plan</td>
</tr>
</tbody>
</table>

**Appearance and Organization**

<table>
<thead>
<tr>
<th>Outstanding in appearance</th>
<th>Contents are clean and neatly arranged. Portfolio is in overall good condition. Cover identification is appropriate to portfolio purpose.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suitable for presentation</td>
<td>Portfolio is not suitable for presentation. Artifacts are poorly displayed. No identification of the cover.</td>
</tr>
<tr>
<td>Cover is attractive and Appropriate</td>
<td>No Identification of the cover</td>
</tr>
<tr>
<td>Personal identification is clear and neat</td>
<td>No Identification of the cover</td>
</tr>
</tbody>
</table>

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**Teaching Portfolio**

The purpose of the Teaching Portfolio is for the student to demonstrate their knowledge and understanding of best practice in Andragogy for Counselor Education. This portfolio is completed in CES internship I.

**Teaching Portfolio Rubric**

**Directions:** Rate each category on a scale of 18-20(excellent) to 15 and below (unsatisfactory). Add your ratings together to arrive at the final score. Passing score is 80/100

<table>
<thead>
<tr>
<th><strong>Teaching Philosophy</strong></th>
<th><strong>Excellent (18-20)</strong></th>
<th><strong>Satisfactory (17-16)</strong></th>
<th><strong>Unsatisfactory (15-10)</strong></th>
<th><strong>Rating/Score Score</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Philosophy</td>
<td>Teaching Philosophy is:</td>
<td>Teaching Philosophy</td>
<td>Teaching Philosophy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Well developed</td>
<td>meets minimum expectation in one or more area:</td>
<td>lacks overall</td>
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<td></td>
<td>• Clearly articulated</td>
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<td>• Logically</td>
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<td></td>
<td>• Logical</td>
<td>Logical</td>
<td></td>
</tr>
</tbody>
</table>
### Supervision Portfolio Rubric

**Directions:** Rate each category on a scale of 18-20 (excellent) to 15 and below (unsatisfactory). Add your ratings together to arrive at the final score. Passing score is 80/100

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent (18-20)</th>
<th>Satisfactory (17-16)</th>
<th>Unsatisfactory (15-10)</th>
<th>Rating/Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervision Philosophy</strong></td>
<td>Supervision Philosophy is:</td>
<td>Supervision Philosophy meets minimum expectation in one or more area:</td>
<td>Supervision Philosophy lacks overall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Well developed</td>
<td>• Development, Articulation, Logical Presentation.</td>
<td>• Development, Articulation, Logical Presentation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clearly articulated</td>
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<td></td>
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<tr>
<td></td>
<td>• Logically presented</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supervision Plan</strong></td>
<td>Clearly articulated Supervision Plan With objectives</td>
<td>Adequately Developed Supervision Plan</td>
<td>Supervision Plan is Unclear and/or inappropriate.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Adequate but is lacking</td>
<td>• Lacking</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• A clear Plan and/or Thorough objectives</td>
<td>• Lacking</td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation Plan</strong></td>
<td>Evaluation Plan includes:</td>
<td>Evaluation Plan is mostly thought out and shows some</td>
<td>Evaluation Plan is Unclear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assessment methods appropriate to</td>
<td>• Assessment methods and</td>
<td>• Assessment methods are minimal and/or inappropriate.</td>
<td></td>
</tr>
</tbody>
</table>

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**Supervision Portfolio**

The purpose of the Supervision Portfolio is for the student to demonstrate their knowledge and understanding of best practice in Clinical Supervision. This portfolio is completed in CES internship I.
objectives for counselors in training | connection to objectives. | missing connection to objectives.  
• Lacks thoroughness in one or more areas.  

**Supervision Remediation Philosophy and Plan**  
Well-developed and clear  
• Supervision Remediation Philosophy and Plan  
Adequately developed may lack clarity of Supervision Remediation Philosophy and/or Plan  
Poorly written or missing:  
• Supervision Remediation Philosophy and/or Plan  

**Appearance and Organization**  
Outstanding in appearance  
Suitable for presentation  
Cover is attractive and appropriate for the purpose  
Personal identification is clear/neat.  
Contents are clean and neatly arranged  
Portfolio is in overall good condition  
Cover identification is appropriate to portfolio purpose  
Portfolio is not suitable for presentation  
Artifacts are poorly displayed  
No identification on the cover.

**Leadership and Advocacy Portfolio**  
The purpose of the Supervision Portfolio is for the student to demonstrate their knowledge and understanding of best practice in Leadership and Advocacy. This portfolio is completed in CES internship II.

**Leadership and Advocacy Portfolio Rubric**  
*Directions:* Student achieved and Demonstrated 4 or more of the following = 90-100; Student achieved and Demonstrated 2-3 or more of the following = 80-89; Student achieved and Demonstrated 1 of the following = 70-79

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of Joining/Attending Professional Association Conference</td>
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<td></td>
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<tr>
<td>Participate in Leadership Training</td>
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<tr>
<td>Hold Leadership Position in Professional Organization</td>
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<tr>
<td>Attend Legislative Advocacy Event</td>
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<tr>
<td>Present at Professional Conference or Training</td>
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<td>Present at Local Organization</td>
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<tr>
<td>Submit Grant Application</td>
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<tr>
<td>Lobby Legislature Regarding Proposed Legislation</td>
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<tr>
<td>Advocate for Client Population</td>
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<td></td>
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<tr>
<td>Advocate for Professional Counselors</td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
<td></td>
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<tr>
<td>Other:</td>
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</tbody>
</table>
**Research Portfolio**

The purpose of the Supervision Portfolio is for the student to demonstrate their knowledge and understanding of sound Research Practices and Professional Scholarship. It also serves as a research prospectus for the Dissertation. This portfolio is completed in CES internship II.

**Research Portfolio Rubric**

*Directions:* Rate each category on a scale of 18-20 (excellent) to 15 and below (unsatisfactory). Add your ratings together to arrive at the final score. Passing score is 80/100

<table>
<thead>
<tr>
<th>Rating/Score</th>
<th>Excellent (18-20)</th>
<th>Satisfactory (17-16)</th>
<th>Unsatisfactory (15-10)</th>
<th>Rating/Score Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formulate and Design a Research Project, Research Based Presentation, Or Grant Proposal</strong></td>
<td>Design, Project, Presentation, or Grant is: • Well developed • Clearly articulated • Logically presented • Well Supported</td>
<td>Meets minimum expectation three or more area: • Development, • Articulation, • Logical Presentation. • Research Support</td>
<td>Research Design, Project, Presentation, or Grant Proposal lacks overall: • Development, • Articulation, • Logical Presentation. • Research Support</td>
<td>/50</td>
</tr>
<tr>
<td><strong>Submit for Publication, Or presentation consideration.</strong></td>
<td>Presentation is submitted and under Review or accepted.</td>
<td>Student did not finish in time to submit for publication or presentation consideration, but presented to a local organization.</td>
<td>Did not complete in time to submit for publication or for local presentation, but presented to the class.</td>
<td>/25</td>
</tr>
<tr>
<td><strong>Professional Writing Skills</strong></td>
<td>• Outstanding in appearance • Suitable for presentation • Conveys scholarly writing and formatting.</td>
<td>• Contents are clean and neatly arranged. • Research is acceptable but not well developed. • Portfolio is in overall good condition • Cover identification is appropriate to portfolio purpose</td>
<td>• Portfolio is not suitable for presentation • Artifacts are poorly displayed • No identification on the cover.</td>
<td>/25</td>
</tr>
</tbody>
</table>
The Dissertation
The dissertation is the capstone experience for the Doctoral program in Counselor Education and Supervision. A dissertation is a research-based project that may use a wide-range of statistical, quantitative and/or qualitative methods. The doctoral level counselor educator represents a “scientist-practitioner” model and should be both a consumer and producer of research.

Dissertation Procedures
Possible topics for the dissertation are explored through coursework during the first year of the program. It will be further explored through creative exploratory activities in each residency. A research portfolio and prospectus will be developed in CES 690B. In conjunction with the Director, a student creates a committee and submits request form for committee approval. At this time, the candidate must register for their first Dissertation course. A formal proposal for the dissertation is developed and completed during Dissertation classes, CES 696 and 697. A minimum of six dissertation credit hours must be earned, three credit hours quarter. If the dissertation is not ready to be defended after the completion of six dissertation hours, the candidate continues to enroll in dissertation each term until the dissertation is completed. At that time, Dissertation evaluators may award the dissertation a “passing” mark. If the Dissertation evaluators find the work unacceptable, the candidate and dissertation director must consult with the Program Director before working further or enrolling in additional hours.

The candidate must file Intent to Graduate at beginning of the term of intended completion; must schedule Oral Dissertation Defense at least six weeks prior to Intended Date; and must file approved dissertation with Program Director at least two weeks prior to graduation. An IP grade is posted initially for dissertation credits, denoting the dissertation is “in-progress.” When the dissertation is completed and defended, IP grades are changed to the appropriate CR grade.

Educational Support Resources
The National Louis University Library provides learning and information resources for our CES doctoral students. It houses books, periodical, government documents, media, and microform collections. Additionally, the Library provides access to electronic databases, reference services, bibliographic instruction, and interlibrary loan services.

Overview of Periodical and Online Database Resources
In addition to its print and electronic book resources, the Library provides access to media items and periodical titles. Most of these periodical titles are accessible through a variety of online databases. Many of these titles support specific the Counseling and Psychology programs at the university. Library users may access online periodical
databases resources on-campus or off-campus. To access these resources from off-campus, students simply need to provide their campus email network username and password. Instruction for off-campus access are provided from a link on the Library’s homepage at www.nl.edu/library

Learning Support for the Doctoral Program
Besides the library at the University, there is a separate team of learning support specialists ready to help you. The mission of NLU’s Office of Learning Support is to offer proactive academic assistance for students by providing in-person/online tutoring in writing and statistics, cooperating with faculty to support student learning, and advocating for equitable educational access. They offer tutoring sessions and helpful software solutions such as Grammarly, which is free for students.
Counselor Education and Supervision Course Descriptions

CES 644 – Models of Clinical Supervision
This course examines the current definitions and applications of clinical supervision. The major models of clinical supervision are presented, along with the role of clinical supervision in a variety of settings, including the academic “counselor-in-training” as well as the various professional settings in which clinical supervision is performed. The course explores the benefits and shortcomings of individual versus group supervision, with particular focus on characteristics that make for a competent supervisor and effective supervisory relationships. It further explores the role of both supervisor and supervisee, ethical and legal considerations, evaluative criteria, cultural and gender issues, and research issues and methods. The expected student outcome is the development of an individual training model and the ability to demonstrate an understanding of the ethical requirements of supervision. Credit, 3 Hours.

CES 645 – Multicultural Issues in Counselor Education and Supervision
This course is designed to assist students in becoming ethical and multi-culturally competent counselors, counselor educators, supervisors, and researchers. Emphasis is placed on three dimensions of multicultural competence: (1) awareness of one’s own cultures, biases, and values; (2) knowledge of others’ cultures; and (3) skills in counseling, educating, leadership, research, supervising and advocating for and with diverse populations. The course also reviews current theories of teaching, supervising and counseling from a cultural perspective to aid students in creating a transcultural integrative approach to practice. Credit, 3 Hours.

CES 646 - Ethics in Counselor Education and Supervision
This course provides an advanced exploration of the ethical, legal, and professional issues associated with counseling practice, clinical supervision, and counselor preparation training. Ethical issues are first reviewed and extended into a practical study of current demands and obligations for counseling, consultation, teaching and supervision of students and practitioners. The application of ethical standards, professional liability practices, and risk management techniques to these various roles are addressed. In addition, the professional development of the counselor educator and counselor supervisor is addressed. Topics will also include theories and skills of leadership, advocacy models, and current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession. Credit, 3 Hours.

CES 649 – Teaching in Higher Education
This course focuses on various models, perspectives, research and techniques pertaining to learning to teach in higher education. Issues related to values, beliefs, pedagogical
techniques, learning styles, as well as how to structure, deliver, and evaluate instruction will be covered. Students will develop essential concepts and strategies related to organizing and presenting courses in a practical and effective style applicable to all domains of knowledge. Credit, 3 Hours.

**CES 652 – Advanced Counseling Theory and Practice**
This course is designed for doctoral level counseling students for advanced study of traditional, contemporary, and emergent theories in counseling as well as family systems theory. It goes beyond basic counseling theory and practice to consider the psychotherapeutic process in depth. Theories will be presented and analyzed to promote greater understanding of theoretically based case-conceptualization and application of research-based interventions from the perspective of a clinician, supervisor, and counselor educator. Relevant research on integrative psychotherapy and emerging approaches will also be considered. Credit, 3 Hours.

**CES 660 – Leadership and Advocacy in Counselor Education**
This course is a study of various theories and models of professional leadership and advocacy. Students will utilize the knowledge gained to design and implement a structured, criterion-focused advocacy plan addressing a current, topical, political issue effecting professional counselors and the clients they serve. Implementation of the plan will require direct advocacy through face-to-face contact with legislative representatives on behalf of the profession and related stakeholders. Credit, 3 Hours.

**CES 677 – Curricular Design & Program Assessment in Higher Education**
Students apply curriculum and instructional design models, current theory, and best practices to develop a plan of study that improves access and equity, critical thinking and collaboration, and persistence and learning. They will learn and develop assessments of student learning based on program learning outcomes. Credit, 3 Hours.

**CES 692 - CES Practicum**
The CES practicum provides for the development and refinement of advanced counseling and supervisory skills related to the professional practice of Counselor Education and Supervision. This can either be conducted at the student’s current work site or on-campus (functioning as a supervisor for MA practicum students) upon recommendation and decision of the program chair. If conducted at the student’s current work site, the practicum experience must include new learning that is qualitatively different from the student’s occupational responsibilities. The student will receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession. Credit, 3 hours.
CES 690A - CES Internship I
Doctoral students are required to complete doctoral-level counseling internship experiences that total a minimum of 600 clock hours. During the Advanced Counseling Internship, I, students should complete approximately 300 hours toward the required 600 hours. The required hours include supervised experiences in teaching, supervision, professional leadership, clinical settings, and/or consultation. The purpose of the advanced counseling internship is to provide the student with the opportunity to add depth in knowledge and skills by participation in activities that are consistent with the student’s career objectives. The internship should include most of the activities of a regularly employed professional in the internship setting. Students are required to develop an individualized plan for the Advanced Counseling Internship, based on experience and training, and to receive approval for this plan prior to beginning the advanced counseling internship. Experiences in providing supervision and in teaching are required components of each student’s internship plan. During internship, the student will receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is also provided on a regular schedule with other students throughout the internship by a program faculty member. Credit, 3 hours.

CES 690B - CES Internship II
Doctoral students are required to complete doctoral-level counseling internship experiences that total a minimum of 600 clock hours. During the Advanced Counseling Internship, I, students should complete approximately 300 hours toward the required 600 hours. The required hours include supervised experiences in teaching, supervision, professional leadership, clinical settings, and/or consultation. The purpose of the advanced counseling internship is to provide the student with the opportunity to add depth in knowledge and skills by participation in activities that are consistent with the student’s career objectives. The internship should include most of the activities of a regularly employed professional in the internship setting. Students are required to develop an individualized plan for the Advanced Counseling Internship, based on experience and training, and to receive approval for this plan prior to beginning the advanced counseling internship. Experiences in providing supervision and in teaching are required components of each student’s internship plan. During internship, the student will receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is also provided on a regular schedule with other students throughout the internship by a program faculty member. Credit, 3 hours.
CES Research Courses

RES 670 – Introduction to Research Methods
This course must be taken before all other research courses. The course offers a brief introduction to the philosophical underpinnings of research inquiry. It offers an overview of quantitative, qualitative, and mixed-method research methodologies used across the disciplines of business, education, and behavioral sciences. Emphasis will be placed on the establishment of appropriate connections between research questions and methodologies.

RES 652 – Methods and Analysis of Quantitative Research
This is an introductory course that focuses on descriptive and inferential statistical methods across the disciplines of education and behavioral sciences. The material presented will include conceptual understanding and practical application of data entry, analysis, and interpretation. The student will learn to critique and interpret quantitative research articles. Computer applications, logistical issues of data collection, and ethical considerations are examined. Upon completion of this course, students will be able to produce a final project that will include application, analysis, and interpretation of a data set. It is recommended that students have a minimum working knowledge of basic Excel or SPSS functions prior to taking this course.

RES 654 – Methods and Analysis of Quantitative Research
This course provides the theoretical foundations necessary to understand qualitative inquiry used across the disciplines of education and behavioral sciences. The goal is to understand human behavior in a natural setting and the meanings people give to their experiences. Approaches include exploratory, explanatory, descriptive, and emancipatory inquiries.

CES 640 – Survey Techniques
This quantitative course provides students with skills necessary for the survey research process used across the disciplines of business, education, and the behavioral sciences. The goal is to familiarize students with survey design and analysis. Approaches include item construction, sampling, reliability, validity, and data analysis and interpretation using SPSS. The final product is a completed prospectus reflective of the survey design. 3 semester hours

CES 642 – Advanced SPSS
This course is designed to provide students with advanced knowledge and skills in the area of data analysis using SPSS software. Students are expected to become capable of data entry and retrieval processes, as well as, advanced analysis including but not limited to, descriptive statistics, chi-squares and one-way analysis of variance. 3 semester hours
CES 696 – Dissertation I.
This course guides students in the preparation of completing an original dissertation/research project. Students will define a topic for a dissertation/research project, write/submit a prospectus for approval, form a dissertation/research project committee, and complete the CITI web-based training. Students will also research the background of the selected topic area, critically evaluate prior research, conduct a review of literature and information sources related to the proposed research and write/submit the introduction to the dissertation/research project (chapter one) for approval. Additionally, students may begin writing a working draft of the review of the literature (chapter two). Objectives may vary as per an approved alternative timeline.

CES 697 – Dissertation II.
This course guides students in the preparation of completing an original dissertation/research project. Students will write/submit the literature or information source review (chapter two) for approval. Students will also submit any revisions or refinements needed to the introduction to the dissertation/research project (chapter one) per feedback provided by the committee. Additionally, students may begin writing a working draft of a methodology or approach to organizational improvement and problem resolution (chapter three). Objectives may vary as per an approved alternative timeline.

CES 698 – Dissertation III.
This course guides students in the preparation of completing an original dissertation/research project. Students will write/submit the methodology or approach to organizational improvement and problem resolution (chapter three) for approval. Students will submit the IRB application after the committee approves the methodology or approach to organizational improvement and problem resolution (chapter three). Students will also submit any revisions or refinements of the proposal (chapters one, two and three) per feedback provided by the committee, prepare for the proposal defense and successfully defend the proposal. Upon receipt of IRB certification and a successful proposal defense, students may begin to conduct their research. Objectives may vary as per an approved alternative timeline.

CES 699 – Dissertation IV.
This course guides students in the completion of an original dissertation/research project. Students will conclude their data collection and/or analysis, interpret and draw conclusions based on results, and write/submit the results (chapter four) and the discussions, conclusions, implications and recommendations sections (chapter five) for approval. Students will complete the abstract and final sections of the dissertation/research project, make any revisions or refinements needed to the final document per feedback from the committee, and submit the final dissertation/research project document for approval. Additionally, students will prepare for the oral defense and successfully defend the dissertation/research project. Objectives may vary as per an
approved alternative timeline. Students should follow National Louis University’s protocol for submitting final revisions, editing and paperwork for degree completion.
Specialty Elective Courses (Need 6 hours)

**CES 630 – Treatment of Sexual Dysfunctions**  
3 credit hour(s)  
This course explores the various aspects of human sexual behavior and sexuality counseling issues. The biological, physiological, and social attributes that shape human sexual behavior and its changes, values, responsibilities, and needs are addressed, as well as medical aspects of sexual pathology in pathogenesis and recent therapy possibilities. A wide variety of issues will be considered, including sexually transmitted diseases, planning a family, sexuality, and aging.

**CES 633 – Eye Movement Desensitization and Reprocessing**  
3 credit hour(s)  
This class covers the theoretical foundations of Eye Movement Desensitization and Reprocessing (EMDR), empirical research on EMDR, how to use EMDR as a therapeutic modality, and its applications to various client populations. It involves extensive role-playing and supervision of cases where students use EMDR.

**CES 635 – Geriatric Neuropsychology and Assessment**  
3 credit hour(s)  
With the aging of the population, the ability to diagnosis and treat neuropsychological disorders in the elderly is increasingly crucial in clinical practice. This course reviews the neurological conditions commonly found in the geriatric population. The student will be introduced to commonly employed assessment instruments and given the introductory knowledge needed to write integrative reports.

**CES 620 – Foundation of Mindfulness**  
3 credit hour(s)  
This course will introduce students to mindfulness, its clinical applications, and its health and relationship benefits. Learn what mindfulness is, its connections to contemporary psychological perspectives, and its role in improving the therapy relationship. Understand the underpinnings of mindfulness in neuroscience. Students will be encouraged to develop their own practice as a part of self-care and professional development as clinicians. Students will also begin to learn how to choose, teach, and integrate evidence-based mindfulness interventions for clients with anxiety, depression, psychophysiological disorders, and more.

**CES 623 – Death and Dying**  
3 credit hour(s)  
This course facilitates students' understanding of death, dying, grief, and bereavement through readings, videotapes, and participation in an experiential classroom format. Emphasis is placed on meaningful exploration of encounters with loss within the contexts of family, culture, ethnicity, religion, gender, and age. Moreover, ideas...
regarding helpful and unhelpful experiences of intervention through the examination of personal experiences with loss are considered.

**CES 625 – Trauma Throughout the Lifetime**
3 credit hour(s)
This course is an introduction to psychological reaction and adjustment to sexual, physical, and emotional trauma at different stages of development. It addresses the theoretical understanding of trauma and the psychological adjustment to trauma, as well as assessment and diagnostic issues, and intervention strategies important for contemporary psychological practice. Some topics to be covered include assessment and treatment of child maltreatment and sexual abuse, false memory controversy, date rape, domestic violence, and immigration trauma.

**CES 628 – Crisis and Trauma Counseling with Special Populations**
3 credit hour(s)
This course builds upon the foundational knowledge of PC6803 by addressing the specific needs of special populations related to crisis and trauma work. Crisis and Trauma counseling is explored from the perspective of working with special populations and their unique experiences and needs. Populations such as the military, sexual abuse survivors, LGBT populations, children and youth, natural disaster survivors and people with acquired disabilities are addressed. Students engage in learning activities training them to assess, to adapt theories and models, to formulate customized treatment plans to address the needs of traumatized special populations.

**CES 510 – Private Practice Management**
3 credit hour(s)
This course will assist students in learning how to successfully develop and maintain a psychotherapy private practice. Topics covered will include creating a business plan, marketing strategies for private practice, clinical forms, insurance billing and HIPAA requirements.

*Other Courses may be found in the MS in CMHC Handbook. One cannot take a MS in CMHC course for their electives, if they have already taken the course in their master’s program.*