

Student Policy Handbook 2007-2008

M.S.
Major: Counseling
(Concentrations in Community Counseling and School Counseling)

**Department of Counseling
and Student Development**

Eastern Illinois University



TABLE OF CONTENTS

Faculty and Staff	1
Introduction	1
I. Accreditation.	2
II. Masters of Science in Counseling (M.S.).	2
Mission Statement	
Vision Statement	
Learning Goals	
III. Community Counseling.	3
Degree Offered	
Major	
Concentration	
Program Objectives/Required Courses	
Study Plan Approval	
Comprehensive Examination	
IV. School Counseling.	4
Degree Offered	
Major	
Concentration	
Program Objectives/Required Courses	
Study Plan Approval	
Comprehensive Examination	
V. Concentration in School Counseling without Teacher Certification.	4
VI. Advising Process	5
Course Scheduling	
First Tier Courses	
Second Tier Courses	
Third Tier Courses	
Fourth Tier Courses	
VII. Practicum.	7
Guidelines: Community and School Counseling	
Responsibilities of the Student	
VIII. Internship	8
Guidelines: Community and School Counseling	
Responsibilities of the Student	
IX. Comprehensive Examination	9

X.	Evaluation	9
	Student Review Conference	
	Remediation Policy	
	Remediation Procedures	
	Appeals	
	Grade Appeals	
	Basis/Bases for Grade Appeals	
	Procedure for Grade Appeals	
XI.	Faculty Endorsement of Graduates	13
XII.	Professional Organizations	13
XIII.	Graduation	13
XIV.	NBCC GSA-NCC Licensure Examination (Community Counseling)	13
XV.	Application for the Illinois Guidance Certificate.	14
XVI.	Listing of Courses and Descriptions.	14
XVII.	Sample Programs.	17
	Community Counseling	
	School Counseling	
XVIII.	Student Course Guide and Checklist	18
XIX.	Frequently Asked Questions	19
XX.	Handbook Agreement Form	20

Department of Counseling and Student Development

Eastern Illinois University
600 Lincoln Avenue
Charleston, IL 61920-3099

Phone: 217-581-2400
FAX: 217-581-7800
Web Site www.eiu.edu/~csd

FACULTY AND STAFF

Dr. Richard Roberts, Professor & Chair
2109 Buzzard Hall
Ph. 581-2400 rroberts@eiu.edu

Ms. Deborah Gerdes, Departmental Secretary
2102, Buzzard Hall
Ph. 581-2400 dagerdes@eiu.edu

- Dr. Steven Conn, Assistant Professor
2117 Buzzard Hall
Ph. 581-7238 srconn@eiu.edu
- Dr. Charles Eberly, Professor
2107 Buzzard Hall
Ph. 581-7235 cgeberly@eiu.edu
- Dr. Nancy Farber, Assistant Professor
2114 Buzzard Hall
Ph. 581-7241 nkfarber@eiu.edu
- Dr. Heidi Larson, Assistant Professor
2113 Buzzard Hall
Ph. 581-7236 halarson@eiu.edu
- Dr. Gloria Leitschuh, Professor
2115 Buzzard Hall
Ph. 581-7242 gleitschuh@eiu.edu
- Dr. Regina Nganga, Assistant Professor
2106 Buzzard Hall
Ph. 581-5327
- Dr. Barbara Powell, Associate Professor
2105 Buzzard Hall
Ph. 581-7237 bmpowell@eiu.edu
- Dr. James Wallace, Assistant Professor
2112 Buzzard Hall
Ph. 581-7240 jawallace@eiu.edu
- Dr. Angela Yoder, Instructor
2105 Buzzard Hall
Ph. 581-7239 amyoder@eiu.edu

INTRODUCTION

We are pleased that you have been accepted as a graduate student in the Department of Counseling and Student Development (CSD) at Eastern Illinois University. This handbook contains **IMPORTANT** information that will guide you through the entire program. Careful reading will facilitate your understanding of our program requirements and procedures. After reading this manual, **sign and return the “Policy Handbook Agreement Form”** (last page of this handbook) to Debbie Gerdes, Departmental Secretary, Room 2102, Buzzard Hall, Eastern Illinois University, 600 Lincoln Avenue, Charleston, IL 61920.

I. Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) has conferred accreditation to the Community and School Counseling areas of concentration within our program.

The M.S. degree prepares individuals to develop professional knowledge and skills in counseling for use in school and community settings. The School Counseling concentration is designed to meet the certification requirements for the State of Illinois while the Community Counseling concentration is designed to meet licensure requirements for the Board of Counselor Examiners of Illinois. In addition to seeking appropriate credentialing and licensing, graduates are encouraged to obtain ongoing supervision, consultation, and continuing professional education throughout their careers.

Although the department seeks to be competitive on a national level, school and community licensure and certification requirements are set by each individual state. Therefore, it is the responsibility of graduates to contact the State Board and comply with requirements of the specific state in which they wish to practice.

II. Masters of Science in Counseling (M.S.)

MISSION STATEMENT

The M.S. in Counseling provides dynamic curricula for students interested in obtaining certification as School Counselors or licensure as Licensed Professional Counselors (LPC) and Licensed Clinical Professional Counselors (LCPC). Students choose a concentration either in Community or School Counseling, both fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These concentrations lead to a terminal degree and prepare students for employment either as School Counselors within K-12 school systems or as Community Counselors within mental health agencies, health care facilities, employee assistance programs (EAP), or human service agencies. Students who complete the program are eligible to pursue Ph.D./Ed.D. studies in Counselor Education, Counseling Psychology, Clinical Psychology, and other related fields or to pursue specialized training in Marriage and Family Counseling, Play Therapy, or Private Practice.

VISION STATEMENT

Through state-of-the-art technology and facilities, and researched-based training practices, the Department of Counseling and Student Development seeks to become a premier training facility for master's level professional counselors.

LEARNING GOALS

1. Candidates will display the required academic preparation and professional dispositions necessary to succeed in the graduate program in Counseling and Student Development.
2. Candidates will display evidence of skills in the areas of written, verbal, interpersonal, and technological communication.
3. Candidates will display evidence of critical thinking and problem solving skills by demonstrating the application of theory to practice.
4. Candidates will display evidence of maintaining professional dispositions, academic rigor, and legal and ethical practice while in the program.
5. Candidates will display evidence of advanced scholarship through research and/or creativity activity.
6. Candidates will display evidence of content knowledge that meets or exceeds the criteria set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

III. Community Counseling

The Department of Counseling and Student Development offers the Masters of Science in Counseling with a concentration in Community Counseling. This program meets the requirements for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and leads to licensure as a Professional Counselor (LPC) and Clinical Professional Counselor (LCPC) in the State of Illinois.

Degree Offered: M.S.

Major: Counseling

Concentration: Community Counseling

Program Objectives	Required Courses
1. Apply knowledge in human growth and development including the nature and needs of individuals at all developmental levels.	CSD 5520 CSD 5610
2. Use knowledge in social and cultural foundations including issues and trends in a multicultural and diverse society.	CSD 5600
3. Demonstrate knowledge in the helping relationships including the consultation process and skills.	CSD 5520 CSD 5530 CSD 5630 CSD 6900*
4. Facilitate group work including group development, dynamics, theories, group methods and skills, and group work approaches.	CSD 5620 CSD 5630
5. Identify and explain career development and related life factors.	CSD 5920
6. Acquire knowledge in appraisal including individual and group approaches to assessment and evaluation.	CSD 5900
7. Use knowledge in research and program evaluation including types of research methods, basic statistics, and ethical and legal consideration in research.	CSD 5500
8. Understand all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.	CSD 5510
9. Reflect knowledge in foundations of professional practice and professional functioning within the mental health agency and related ethical, legal, and political issues.	CSD 5930
10. Acquire knowledge in management/coordination of the agency, skills in program development, implementation, and evaluation, and principles of community intervention, consultation, education, and outreach.	CSD 5930
11. Demonstrate knowledge and skills required for community counselors including diagnostic and treatment skills, client advocacy, and organizational development.	CSD 5930 CSD 5980 CSD 6900*
12. Acquire knowledge and application of various treatment modalities.	CSD 5960 CSD 5970
13. Acquire skills essential to professional practice.	CSD 6900*

* CSD 6900 must be taken for 3 semester hours for two semesters, a total of 6 semester hours.

Study Plan Approval: The study plan shall be approved by the department and filed with the student's advisor prior to the completion of 12 semester hours.

Comprehensive Examination: Students must successfully complete a comprehensive examination prior to graduation. Refer to the Student Policy Manual (page 9) for detailed information.

IV. School Counseling

The Department of Counseling and Student Development offers the Masters of Science in Counseling with a concentration in School Counseling. This program meets the requirements for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and leads to certification as a School Counselor in the State of Illinois.

Degree Offered: M.S.

Major: Counseling

Concentration: School Counseling

Program Objectives	Required Courses
1. Apply knowledge in human growth and development including the nature and needs of individuals at all developmental levels.	CSD 5520 CSD 5610
2. Use knowledge in social and cultural foundations including issues and trends in a multicultural and diverse society.	CSD 5600
3. Demonstrate knowledge in the helping relationships including the consultation process and skills.	CSD 5520 CSD 5530 CSD 5630 CSD 6920*
4. Facilitate group work including group development, dynamics, theories, group methods and skills, and group work approaches.	CSD 5620 CSD 5630
5. Identify and explain career development and related life factors.	CSD 5920
6. Acquire knowledge in appraisal including individual and group approaches to assessment and evaluation.	CSD 5900
7. Use knowledge in research and program evaluation including types of research methods, basic statistics, and ethical and legal consideration in research.	CSD 5500
8. Understand all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.	CSD 5940 CSD 5510
9. Reflect knowledge in foundations of professional practice, professional functioning within the schools and related ethical, legal, and political issues.	CSD 5945
10. Acquire knowledge in management and coordination of programs as they relate to school and community.	CSD 5910
11. Demonstrate knowledge and skills in program development, implementation, and evaluation.	CSD 5910
12. Use knowledge and skills in consultation.	CSD 5630 CSD 6920*
13. Acquire skills essential to professional practice.	CSD 6920* Electives

* CSD 6900 must be taken for 3 semester hours for two semesters, a total of 6 semester hours.

Study Plan Approval: The study plan shall be approved by the department and filed with the student's advisor prior to the completion of 12 semester hours.

Comprehensive Examination: Students must successfully complete a comprehensive examination prior to graduation. Refer to the Student Policy Manual (page 9) for detailed information.

V. Concentration in School Counseling without Teacher Certification

For students accepted into the School Counseling program who are not certified as a teacher, the following additional courses are required. (Note: These courses cannot be counter as electives.)

SPE 2000 Disabilities in the Context of Education and the Life Span

EDF 5500 Curriculum Development

EDF 5510 Social Foundations for Educational Practice

In addition to the coursework, these students are required:

- 1) To submit to a criminal background investigation. The criminal background investigation is conducted by the Department of Human Resources and the College of Education and Professional Studies. Students are responsible for the cost of these background investigations.
- 2) Obtain a passing score on the Illinois test of Basic Skills **prior** to Practicum (for post master's students seeking alternative certification, these items are due prior to Internship.)

VI. Advising Process

When you receive your letter of acceptance into the CSD program you will be assigned an advisor. It is **your responsibility** to contact that individual early in your first semester and work on your plan of study (see Graduate Catalogue for information on Study Plans) and progression through the program. It is strongly recommended that all students meet with their advisor at least once a semester to ensure successful progress through the program.

The Department of Counseling and Student Development offers an M. S. degree in Counseling with concentrations in School Counseling and Community Counseling. This degree requires a minimum of 48 semester hours and the successful completion of a written comprehensive exam. Students may choose to write a thesis. Although not required for the degree, writing a thesis is encouraged by the department if the student plans to pursue a doctoral degree. Please review the Graduate catalogue for details on completing a thesis.

The following section is designed to assist students in maximizing their education in our department. Careful reading of this section will ensure timely and meaningful completion of the program. However, keep in mind that the following guidelines are meant to assist advisors, not replace them.

Course Scheduling:

One of the questions frequently asked by students beginning the CSD program is, “Which course should I take first?” This is a very good question because there is a “best” order in which to take the courses. The department has developed a sequence of courses. The earlier courses in the sequence provide a foundation on which the latter courses build.

Because of external factors students may sometimes be unable to take courses in the recommended sequence. Exceptions to the sequence are occasionally granted where no better alternative can be found. However, it is the student’s responsibility to obtain approval from their advisor for these exceptions prior to registering for the courses.

First Tier Courses:

Four courses must be taken very early in the M.S. in Counseling program. It is strongly recommended that these courses be taken in the first two semesters.

Community Counseling and School Counseling

CSD 5500	Research Methods	3 semester hours
CSD 5510	Professional Orientation	3 semester hours
CSD 5520	Theories of Counseling	3 semester hours
CSD 5530	Pre-Practicum	3 semester hours

If students take other courses before having completed these four, there will be knowledge gaps which will put them at a disadvantage. Also, the progress of other students in the class may be slowed if the instructor must review material that other students have already covered in these four courses.

Second Tier Courses:

The second tier courses can be taken only after the first tier courses are completed. Second Tier courses will enhance the student’s ability to develop and refine counseling skills that were begun in the core classes mentioned above.

Community Counseling and School Counseling

CSD 5600	*Cross-Cultural Counseling	3 semester hours
CSD 5940	*Foundations of School Counseling(School only)	3 semester hours
CSD 5930	*Foundations of Community Counseling (Community only)	3 semester hours
CSD 5620	*Group Counseling	3 semester hours
CSD 5630	**Practicum	3 semester hours

* Requires the following pre-requisites: CSD 5500, CSD 5510, CSD 5520, and CSD 5530.

** CSD 5630 requires the following pre-requisites: CSD 5500, CSD5510, CSD5520, CSD5530 must be completed before taking Practicum; and CSD 5600, CSD 5620 and CSD 5930 or CSD 5940 must have been completed or may be taken concurrently with CSD 5630. Completion of CSD 5530 with a grade of "B" or better and approval of the Department Chair are required for registration.

Practicum requires the above pre-requisites because it is designed to facilitate development of higher level counseling skills. This is the point at which volunteer clients are seen in a therapeutic setting.

Third Tier Courses:

These are courses that are best taken after the first two tiers.

Community Counseling

CSD 5610	Human Development for Counselors	3 semester hours
CSD 5920	Career Counseling	3 semester hours
CSD 5980	Clinical Diagnosis and Treatment Planning	3 semester hours
CSD 6900	**Community Counseling Internship	3 semester hours

School Counseling

CSD 5610	Human Development for Counselors	3 semester hours
CSD 5920	Career Counseling	3 semester hours
CSD 5945	^Management of School Counseling Programs	3 semester hours
CSD 6920	**School Counseling Internship	3 semester hours
Elective Course		3 semester hours

^ CSD 5945 requires the following pre-requisites: CSD 5940.

** Pre-requisite: Completion of CSD 5630 with a grade of "B" or better and approval of the Department Chair.

Fourth Tier Courses:

These are courses that are best taken after the first three tiers.

Community Counseling

CSD 5900	Appraisal	3 semester hours
CSD 5960	Family Counseling	3 semester hours
CSD 5970	Counseling the Chemically Dependent	3 semester hours
CSD 6900	**Community Counseling Internship	3 semester hours

** Pre-requisite: Completion of CSD 5630 with a grade of "B" or better and approval of the Department Chair.

NOTE: Students must make a "B" or better in the final three (3) hours of internship before graduating.

School Counseling

CSD 5900	Appraisal	3 semester hours
Electives		6 semester hours
CSD 6920	**School Counseling Internship	3 semester hours

** Pre-requisite: Completion of CSD 5630 with a grade of "B" or better and approval of the Department Chair.

NOTE: Students must make a "B" or better in the final three (3) hours of internship before graduating.

VII. Practicum

Guidelines: Community & School Counseling

The Practicum is intended to combine course work with a 100 hour field experience conducted in a setting as similar as possible to that in which practicum students subsequently intend to seek employment. The nature of this experience should be very much like that of a regular counseling position, but with intensive supervision both on-site and on-campus. Because the practicum experience occurs after students have mastered basic-level communication skills and have taken a pre-practicum course, the emphasis at this stage of their development must be upon training rather than service provision. Practicum sites and supervisors play a pivotal role in helping students begin the transition into their professional identities. For this reason, developing a practicum plan with sufficient emphasis upon professional development is extremely important.

Responsibilities of the Student:

- A. Students must earn a "B" or better in Pre-Practicum (CSD 5530) before enrolling in Practicum.
- B. Students must meet prerequisite requirements before applying to Practicum.
- C. Students are required to attend the Practicum/Internship Informational meeting prior to enrolling in Practicum.
- D. Students will wait list for three (3) hours credit in CSD 5630. The Department Chair will register students upon approval from the coordinator.
- E. Students must maintain and keep a schedule with the agency/school.
- F. Students receive a minimum of one hour of individual supervision every week both on-site and on-campus. On-campus supervision requires audio or video taped counseling sessions from the Practicum setting.
- G. **Students must document a minimum of one-hundred (100) hours of on-site Practicum experiences distributed evenly throughout the semester (6-12 hours per week for 15 weeks).** Of these hours, forty (40) must be direct service with clients. Ten (10) hours must be group counseling. The remaining hours may include indirect hours such as staff meetings, consultation, peer review of tapes, observations, report writing, administrative duties, individual supervision, and professional development.
- H. Students are responsible for notifying the on-site supervisor and University Practicum Supervisor of any emergency, anticipated absence or necessary schedule change.
- I. Students are responsible for completing records and assignments as required by the agency/school and the University Practicum Supervisor.
- J. Students will spend 1½ hours in class each week with other Practicum students and the University Practicum Supervisor.
- K. Practicum students who have acquired 100 service hours may apply additional hours toward Internship taken the following semester. The following criteria apply: 1) Only indirect hours can be applied toward internship; 2) No more than 40 hours may be applied toward internship; 3) Pre-approval must be obtained from the University Practicum Supervisor.
- L. Students must demonstrate behavior in accordance with the highest ethical and professional standards.
- M. Students will establish the basic principles of counseling methods, especially the confidential nature of the work.
- N. Students will dress appropriately.
- O. Students must meet as scheduled with the site and University Practicum Supervisor for consultation about actual counseling sessions and a final evaluation of the Practicum.
- P. Students formally evaluate their supervisors and learning experience at the end of their practicum experience.

VIII. Internship

Guidelines: Community and School Counseling

The Internship is intended to be an intensive 600 hour field experience conducted in a setting as similar as possible to that in which interns subsequently intend to seek employment. The nature of this experience should be very much like that of a regular counseling position, but with closer supervision than is usually the case with an employed counselor. Internship should occur at the end of the training program, and the interns are expected to put into practice the knowledge and skills previously acquired in their program. The level of training at the point of entry into Internship will ensure that the arrangement will be mutually beneficial to the host's school/agency and to the interns.

Responsibilities of Student Interns:

- A. Students must earn a "B" or better in Practicum before enrolling in Internship.
- B. Students must make a "B" or better in the final three (3) semester hours of Internship before graduating.
- C. Students are required to attend the Practicum/Internship Informational meeting prior to enrolling in Internship.
- D. Student interns will wait list for 3 hours credit per semester for two semesters (CSD 6900) for a total of 6 semester hours. The Department Chair will register students upon approval of Internship.
- E. Students are highly encouraged to take Internship at the end of the program. Generally, this would mean the final two semesters before graduation.
- F. Students must complete and log 600 clock hours on-site (300 hours per semester) with 240 hours of direct service work (120 hours per semester) with clients.
- G. If interns are employed during the Internship period, they must provide evidence of employer approval for adequate release time (average of 20 hours per week) to complete the Internship requirement.
- H. Students are required to perform the counseling functions agreed upon in the Internship plan and other functions as directed by the site supervisor.
- I. Students must demonstrate behavior in accordance with the highest ethical and professional standards.
- J. Students must work to improve their performance in response to feedback made by the site and university supervisors.
- K. Students must meet as scheduled with the site and university supervisor for consultation about work including actual counseling sessions and for a final evaluation of the Internship.
- L. First semester Internship students who have acquired 300 service hours may apply additional hours toward their second semester of Internship. The following criteria apply: 1) Only indirect hours can be applied; 2) No more than 40 hours may be applied; 3) Pre-approval must be obtained from the Internship instructor. However, interns are required to perform Internship duties for the complete semester.

(NOTE: School Counseling majors may apply for additional Internship hours through the Internship Coordinator. Those hours can be obtained only during pre-service times.)

- M. Students are responsible for notifying the on-site supervisor and University Practicum Supervisor of any emergency, anticipated absence or necessary schedule change.
- N. The student must submit a report of the field experience at the conclusion of Internship.
- O. Students formally evaluate their supervisors and learning experience at the end of their internship experiences.

IX. Comprehensive Examination

A written comprehensive examination is required for all candidates for the M.S. degree in Counseling in this department. The exam is given approximately three weeks prior to the end of the semester. Students are not admitted to the comprehensive examination unless they have presented an approved plan of study, have earned at least 36 hours in the program, and have signed up to take the exam with the Secretary in Room 2102, Buzzard Hall.

The examination may be retaken under the following conditions:

- A. A student who does not pass the examination the first time is allowed to take the examination a second time at the next regularly scheduled examination period.
- B. A student who does not pass the second examination is required to wait at least one year from the time of the first examination.
- C. A student who does not pass the third examination is eliminated from the program.
- D. Students who have successfully passed the State's school guidance certification exam **before** the departmental test date may request to have the comprehensive examination waived by contacting the departmental secretary in Room 2102, Buzzard Hall.

X. Evaluation

Evaluation is an ongoing process that begins with admission to the program and continues through a final comprehensive review. Along with traditional academic indices of each student's progress through the program, the student's interpersonal and intrapersonal functioning periodically are reviewed and evaluated. Mere accumulation of semester hours and satisfactory grades is not a guarantee of successful program completion. The student will also be evaluated on his or her level of personal insight, judgment, sensitivity, ethical behavior, attitude, and other qualities that are essential to becoming an effective counselor.

The CSD faculty take seriously their professional obligation to mentor students, provide assistance, support professional development, and assist students in graduating. In certain instances, our concern for the quality of the student's ability to function at the standard level expected is called into question. The Ethical Standards of the American Counseling Association (ACA, 1995) in Section F: Teaching, Training, and Supervision direct:

(F.2.c) Evaluation. Counselors clearly state to students and supervisees, in advance of training, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and experiential components. Counselors provide students and supervisees with periodic performance appraisal and evaluation feedback throughout the training program.

In addition to such performance competencies, students must have knowledge of, and adherence to, a high level of ethical conduct as again identified in the Ethical Standards (ACA, 1995):

(F.2.d) Teaching Ethics. Counselors make students and supervisees aware of the ethical responsibilities and standards of the profession and the students' and supervisees' ethical responsibilities to the profession.

As noted by Corey, G. (1996). Ethical issues in counseling practice: Theory and practice of counseling and psychotherapy. Pacific Grove, CA: Brooks/Cole:

“Ethical decision making is an evolutionary process that requires you to be continually open and self-critical.” (p.51)

Therefore, if a CSD faculty member thinks that a particular student needs remedial help, he/she will follow departmental retention procedures outlined later in this document.

Student Review Conference:

In addition to the evaluation that takes place as part of each course, faculty members meet fall and spring semesters to discuss the progress of all students currently admitted in the program. The conference is intended to help the student resolve any problems which might hinder academic success or impede the ability to provide competent counseling or professional services. The basic objective of the meeting is to determine whether students are in “good standing” with the department, and if not, lead the student through the retention procedures outlined below.

Remediation Policy:

Students are responsible for meeting all requirements of Eastern Illinois University, the College of Education and Professional Studies, and the Department of Counseling and Student Development. Specifically:

- A. According to the Graduate Catalogue, students must maintain a 3.0 GPA throughout their program.
- B. Students must adhere to the Academic policy of the EIU Student Conduct Handbook.
- C. Students must maintain the standard of care as outlined in the ACA (Community and School Counseling students) ethical.
- D. Students must demonstrate functional competence in fulfilling the professional tasks and duties of the discipline.

Remediation Procedures:

In view of the seriousness of such situations, the CSD faculty has established the following steps to serve as a working guide when questions regarding remediation arise:

- Step 1. The advisor meets with the student and offers suggestions for possible changes in the student’s behavior.
- Step 2. If the situation is not resolved in Step 1, the advisor raises the concern pertaining to the student during the student-review conference or directly to the Department Chair. The faculty and/or Chair will discuss options in executive session with the advisor to determine if a formal individualized written plan of action is necessary.
- Step 3. If more information is needed, the Chair will appoint a retention committee, composed of three current, regular department faculty members. The student is informed, in writing, of these proceedings and is interviewed by the retention committee.
- Step 4. The retention committee’s written report, including any decisions or recommendations, is presented to the department faculty in executive session.
- Step 5. When the department faculty members have acted upon the retention committee’s report, the Chair meets with the student to convey the department’s decision(s) and/or recommendation. Subsequently the student’s progress in carrying out the department’s recommendation is monitored by the advisor. Failure to comply with the recommendations will result in termination from the program.
- Step 6. If the student is not satisfied with the department’s decision, the student has the right to appeal.

Appeals:

An appeal of a termination decision may be made to the Department of Counseling and Student Development through a letter of petition. An appeal must be filed within one month after formal notification of termination. The Chair and advisor will review the petition and the student will be informed of the decision within 20 days after the petition is received.

Grade Appeals:

This University approved policy is based on the premise that only the instructor who gave a grade can change that grade. Prior to initiating a formal grade appeal, the student should discuss the grade issue with the faculty member to determine whether it can be resolved informally. If the informal discussion with the faculty member does not resolve the issue, the formal appeal of a grade must follow the procedure outlined below.

Basis/Bases for Grade Appeals:

All aspects of the grade appeals procedure shall be conducted with confidentiality to protect both student and faculty member. The basis/bases for an appeal of a grade are listed below:

1. An obvious error in the calculation of the grade.
2. The assignment of a grade to a particular student by application of more exacting requirements than were applied to other students in the course.
3. The assignment of a grade to a particular student on some basis other than performance in the course.
4. The assignment of a grade by a substantial departure from the instructor's previously announced standards.

The grade appeal procedure is not to be used to review the judgment of an instructor in assessing the quality of a student's work.

Procedure for Grade Appeals:

The appeal of a grade must follow the procedure outlined below:

Step 1: Formal Initiation of a Graduate Appeal with the Student, Faculty Member, and Department Chair

Timeline: The student must initiate a formal grade appeal on or before the official closing date of the next term whether or not the student is enrolled during that term. The formal procedures with the student, faculty member, and department chair should be concluded within six weeks of the initiating date.

Procedure: The student formally initiates a grade appeal with a written (email excluded) request to the department chair to review the issue with the faculty member and department chair. Upon receiving this request, the department chair should provide the student with the guidelines for a grade appeal, review any questions about the appeal process, and arrange for a meeting with the student and the faculty member to review the basis/bases for the appeal. During the meeting with the faculty member and the department chair, the student identifies the basis for his or her appeal and provides evidence. Evidence may include course syllabi, papers, tests, correspondence with the faculty member, or other materials that were exchanged during the time that the student was enrolled in the course. In consultation with the faculty member and the student, the department chair will attempt to arrive at a solution. If the consultation does not resolve the appeal, then the student may request a formal review by the Department Grade Appeals Committee (DGAC).

Step 2: Appeal to the Department Grade Appeals Committee

Timeline: The appeal to the Department Grade Appeals Committee must be filed within ten weeks after the appeal was initiated.

Department Grade Appeals Committee: The Department Grade Appeals Committee is established by procedures approved by the faculty in the department. The policies below must be followed in selecting the voting members of the committee:

- At a minimum, three faculty members who hold tenure or tenure-track positions in the program should serve on the DGAC; one of them should be designated as the chair of the DGAC. If a sufficient number of faculty are not available in the program, the program chair may appoint members from other programs who hold tenure or tenure-track positions.
- For schools and departments with graduate programs, at least one of the faculty members should hold a regular appointment as a member of the graduate faculty.

- Department chairs should exempt themselves from the DGAC because of the role the department chair serves in Step 1 of the appeal process.
- A faculty member whose grade is being appealed is prohibited from serving on the DGAC; therefore, a process for appointing a replacement to the DGAC should be established.
- For graduate student appeals, one voting graduate student selected by the Student Dean of the Graduate School and the department chair or graduate coordinator shall serve on the DGAC; the Student Dean of the Graduate School or his/her designee will serve in an advisory (non-voting) capacity to the DGAC.

Procedure: The student initiates this step in the appeal process by requesting a formal review by the DGAC and submitting to the department chair appeal documents, including the bases for the appeal and supporting documentation. The department chair will provide copies of these materials to the DGAC and the student advisor. In the case of graduate student appeals, the department chair may assign the procedure of collecting and distributing appeal materials to the graduate coordinator.

Fact Finding Session: Following sufficient time to review the documents, the DGAC and student advisor will hold a fact-finding session with the student and faculty member to verify the basis for the appeal. This session shall not be open to the public. The student, the faculty member, and the DGAC have the right to request additional information or to invite other persons to present evidence related to the basis for the appeal. Additional participants must be restricted to a reasonable number; a list of their names must be included with the meeting notification.

Recommendations: Upon conclusion of the fact-finding session, the DGAC and student advisor will deliberate privately to arrive at one of the recommendations listed below:

- The basis for the appeal is not supported; therefore, the grade should not be changed.
- The basis for the appeal is supported; therefore, the grade should be changed.

The faculty member and the student seeking the appeal are excluded from this meeting. The chair of the DGAC shall notify the student and faculty member of the committee's recommendation in writing (email excluded). If the DGAC's recommendations are unsuccessful in resolving the appeal, the student may initiate the final step in the appeal process by appealing to the appropriate dean.

Step 3: Final Appeal to the Dean of the College, Dean of the Graduate School, or Dean of the School of Continuing Education

Timeline: The written appeal (email excluded) to the dean must be filed within two weeks of the student's receipt of the recommendation of the Department Grade Appeals Committee.

Procedures: Graduate appeals are forwarded to the Graduate Dean. To initiate the final step in the appeal process, the student must send a written request (email excluded) to the Graduate Dean citing the basis for continuing the appeal and requesting the dean review the DGAC's recommendations and render the final decision. A copy of this letter will be sent to the DGAC chair, who will forward all materials with the appeal, including statements, summaries, and DGAC minutes, to the Graduate Dean. The dean shall consult with the DGAC chair and graduate coordinator in the case of graduate appeals, and anyone else deemed appropriate, and make a final recommendation regarding the basis for the appeal. The dean shall notify the student of the final recommendation in writing and forward copies of the letter to the faculty member, department chair, graduate coordinator if appropriate, and Vice President for Academic Affairs. The dean's recommendation concludes the appeal process.

XI. Faculty Endorsement of Graduates

The Department's program is specifically and carefully designed to prepare graduates who are competent to enter work in professional settings. Further, specialized preparation is essential for graduates to become effective and fully functioning professionals. Therefore, written recommendations will be given only for positions deemed by the faculty as within the track or expertise of the student. Endorsement will be provided for entry-level employment in the areas which have been a major part of the student's preparation. This written endorsement will generally indicate that the student has prepared for entry into School Counseling or Community Counseling.

XII. Professional Organizations

Vital to any profession are the organizations it creates to further its standards, ethics, research, accreditation and governance. Faculty members belong to professional organizations, attend their conferences, present programs, and hold office. Students likewise are urged to join appropriate professional organizations and to attend and present programs at conferences. Full-time students are offered membership at half price in any professional organization. Students are encouraged to join but are not limited to the following organizations:

- ➔ American Counseling Association (ACA)
The American Counseling is the national professional association for counselors. ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before Congress and federal agencies. (ACA has 18 specialty divisions which provide you with information and resources specific to your needs and interests.)
<http://www.counseling.org>
- ➔ Illinois Counseling Association (ICA)
The Illinois Counseling Association is the state branch of the national association. ICA is an educational, scientific, and professional organization whose members are dedicated to the enhancement of the worth, dignity, potential, and uniqueness of each individual, and thus to the service of society. Members subscribe to the Ethical Standards of the American Counseling Association. (ICA has 11 divisions which provide you with information and resources specific to your needs and interests.)
<http://www.ilcounseling.org>

Further Information: Further information regarding additional professional organizations may be found on the Department of Counseling and Student Development's web page at www.eiu.edu/~eiucsd. Membership applications are available from the Departmental Secretary in Room 2102, Buzzard Hall.

XIII. Graduation

All applications for graduation must be submitted through the PAWS system. After signing on to PAWS, click on the Records tab to arrive at the application. Please contact Susan Hankenson in the Graduate School at 581-5937 with questions.

XIV. NBCC GSA-NCC Licensure Examination (Community Counseling)

1. Students may register to take the NBCC National Certified Counselor Examination for licensure with the Department of Counseling and Student Development. This examination is given in April and October for each academic year. Students interested in taking this examination should contact Dr. Richard Roberts to complete an application by the 1st week of January (for the April exam) or last week of June (for the October exam). Study Guide Notebooks have been placed on reserve in Booth Library to assist students to prepare for this exam. Ask for CSD or Dr. Robert's name when requesting these study guides.

XV. Application for the Illinois Guidance Certificate

The State of Illinois will issue a Special Certificate in Guidance only to individuals who have completed an approved program in Guidance. To be awarded Guidance Certification an individual must:

1. Hold or be qualified for a Standard Teaching Certificate.
2. Have a Master's Degree from a recognized teacher education institution.
3. Have completed graduate coursework in the eight areas of competencies and Environmental Studies and Supervised Experiences (See required courses for School Counseling).
4. Have successfully completed the Illinois Certification Examination in Guidance.

An approved program must include a supervised practicum and a 600 internship in a school guidance setting (K-12).

Application for School Guidance Certification may be obtained in Room 2102, Buzzard Hall. This application should be submitted to the Departmental Secretary (Room 2102) the final semester of coursework.

XVI. Listing of Courses and Descriptions

NOTE: CSD courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or with permission of the Department Chair.

CSD 5100 – Counseling the Mature and Aged Person (3)

Counseling techniques and practice in dealing with problems pertaining to the fulfillment of life in later years. Lifestyle changes of middle and later years are included.

CSD 5200 – Counseling Girls and Women (3)

The course is designed to promote a more comprehensive understanding of females' psychological and social development and issues involved in counseling them. Special skills in counseling females will be studied both didactically and experientially.

CSD 5490 – Special Educational Problems (1-3)

Provides the student an opportunity for investigation and analysis of educational problems of a significant nature. May be repeated for a total of six semester hours credit.

CSD 5500 – Research Methods (3)

This course is designed to introduce students to quantitative and qualitative methods of research in the counseling and students affairs profession. The course has two purposes: 1) to develop informed consumers of research; and 2) to develop in students an appreciation of research and its application in counseling and student affairs.

CSD 5510 – Professional Orientation (3)

This course provides an orientation to the counseling profession. Areas covered include an understanding of all aspects of professional functioning such as history of the profession, roles, organizational structures, preparation standards, credentialing, legal and ethical issues, and the emerging use of technology within the counseling field.

CSD 5520 – Theories of Counseling (3)

This course provides a survey of major theories of counseling. Areas covered include history of each theory, theory of personality development, theory of counseling application, research, and use with diverse groups.

CSD 5530 – Pre-Practicum (3)

A course in the application of theories with emphasis upon developing knowledge and skills expected of the professional counselor.

CSD 5600 – Cross-Cultural Counseling (3)

This course is designed to provide an introduction to an overview of, the challenges and processes of counseling clients in our culturally diverse society. Factors will include race, culture, ethnicity, gender, sexual orientation, mental and physical characteristics. Special emphasis will be placed on becoming aware of one's own culture in order to view the client's world.

CSD 5610 – Human Development for Counselors (3)

This course is designed to provide students with an understanding of the nature and needs of individuals at all development levels. It is based on life-span theories of development, which assume that there is developmental logic to behavior. The course will help counselors assess and understand their clients' developmental processes and provide appropriate strategies to help clients work through issues that block growth and adaptation. Major theories, concepts, and principles related to physical, psychological, cognitive, moral, spiritual, emotion, self, and cultural development will be examined.

CSD 5620 – Group Counseling (3)

This course is designed to provide both theoretical and experimental understanding of the group counseling purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. Prerequisite: CSD 5500 (Research Method), CSD 5510 (Professional Orientation), CSD 5520 (Theories of Counseling), and CSD 5530 (Pre-Practicum)

CSD 5630 – Practicum (3)

This course provides for the development of counseling skills under supervision within a student's program of study. Prerequisites: CSD 5500 (Research Method), CSD 5510 (Professional Orientation), CSD 5520 (Theories of Counseling), and CSD 5530 (Pre-Practicum) and concurrently with CSD 5600 (Cross-cultural Counseling), CSD 5930 (Foundations of Community Counseling) OR CSD 5940 (Foundations of School Counseling) and CSD 5620 (Group Counseling). Completion of CSD 5530 with a grade of "B" or better and approval of the Department Chair.

CSD 5900 – Appraisal (3)

This course is designed to provide an understanding of individual and group approaches to assessment and evaluation.

CSD 5920 – Career Counseling (3)

This course is designed to provide an understanding of career development and related life factors. Special emphasis will be placed on counseling processes designed to assess and assist individuals with career development problems and/or issues.

CSD 5930 – Foundations of Community Counseling (3)

This course is intended to acquaint students with the professional work demands and environments of mental health centers, substance abuse centers, and other social service agencies which employ master's-level and licensed counselors. Attention is given to typical administrative structure; private, state, and federal funding details and requirements; managed care organizations and Medicare and Medicaid provisions; the formulation of treatment plans, unique characteristics of clientele, and appropriate intervention patterns.

CSD 5940 – Foundations of School Counseling (3)

The content of this course will examine the premises of elementary, middle, and secondary school counseling. The philosophical and ethical principles related to professional counselors working in the school environment will also be explored. A developmental approach to counseling in the schools will be emphasized. Students will be expected to draw relationships among the concepts and principles of individual, family, and group counseling and apply that knowledge to a school setting. Embedded in this course are both writing and speaking skills.

CSD 5945 – Management of School Counseling Programs (Formerly CSD 5910)

This course will focus on building the knowledge and skills necessary to develop and manage comprehensive school counseling programs. This course builds on previous knowledge of school counselor roles and functions and aims to help students integrate these roles in approaching their future work as school counselors.

CSD 5950 – Thesis and Research (3-6) (Credit/No Credit)

NOTE: A maximum of nine semester hours may be earned in a combination of CSD 5950 and CSD 5990. Prerequisite: Permission of the department chair.

CSD 5960 – Family Counseling (3)

A study of the emergence of and basic theoretical concepts of family counseling and its utilization.

CSD 5970 – Counseling the Chemically Dependent (3)

The course is an introduction to the field of counseling the chemically dependent.

CSD 5980 – Clinical Diagnosis and Treatment Planning (3)

This course acquaints prospective counselors with descriptive, research-based, clinical knowledge that contributes to the diagnosis and treatment of mental disorders, including disorders of behavior and impulse control, mood, and anxiety as well as the various personality disorders and disorders involving loss of contact with reality. Students also become familiar with the current *Diagnostic and Statistical Manual of Mental Disorders* of the American Psychiatric Association and the ways the manual is used in clinical practice. Prerequisite: Abnormal Psychology within five years of taking course

CSD 5990 – Independent Study (1-6)

Intended to permit a student to pursue more intensively various aspects of the area of his/her special interest.

Prerequisite: Permission of the department chair. NOTE: A maximum of nine semester hours may be earned in a combination of CSD 5950 and CSD 5990.

CSD 6900 – Community Counseling Internship (6)

Internship is a six hundred hour supervised clinical course involving client-contact experiences and systematic feedback and reflection. This course provides students with the necessary practice skills and conceptual preparation for entry into the profession. Prerequisite: Completion of CSD 5630 with a grade of “B” or better and approval of the Chair. NOTE: Students must make a “B” or better in the final three (3) hours of internship before graduating.

CSD 6920 – School Counseling Internship (6)

Internship is a six hundred hour supervised experience in all services normally considered a part of a comprehensive developmental guidance program. Prerequisite: Completion of CSD 5630 with a grade of “B” or better and approval of the Chair. NOTE: Students must make a “B” or better in the final three (3) hours of internship before graduating.

EDP 5300 - Theory Into Practice: Psychological Foundations For Educational Practice (3)

Human growth and development; learning theory and practice; motivation; interaction skills; changing family and social contexts as they affect student behavior and perceptions.

XVII. Sample Programs

Community Counseling

FIRST YEAR		SECOND YEAR	
Fall Semester	Spring Semester	Fall Semester	Spring Semester
Research Orientation Theories Pre-Practicum	*Foundations of CC *Cross-Cultural *Group **Practicum	*Career Counseling *Human Development ***Clinical Diagnosis ^Internship	*Family *Chemically Dependent *Appraisal ^Internship Comprehensive Exam

* Pre-requisite: (CSD5500, 5510, 5520, 5530).

** Pre-requisite: (CSD 5500, 5510, 5520, 5530 must be completed before taking Practicum; and CSD 5600, CSD 5620, and 5930 or 5940 must have been completed or may be taken concurrently with CSD 5630. Completion of CSD 5530 with a grade of "B" or better and approval of the Department Chair.)

*** Pre-requisite (Abnormal Psychology within 5 years of taking course).

^ Prerequisite: Completion of CSD 5630 with a grade of "B" or better and approval of the Chair.

NOTE: Students must make a "B" or better in the final three (3) hours of internship before graduating.

School Counseling

FIRST YEAR		SECOND YEAR	
Fall Semester	Spring Semester	Fall Semester	Spring Semester
Research Orientation Theories Pre-Practicum	*Foundations of SC *Cross-Cultural *Group **Practicum	*Career Counseling *Human Development Elective Course ^Internship	***Mgt of School Coun Prog *Appraisal Elective Course ^Internship Comprehensive Exam

* Pre-requisite: (CSD5500, 5510, 5520, 5530).

** Pre-requisite: (CSD 5500, 5510, 5520, 5530 must be completed before taking Practicum; and CSD 5600, CSD 5620, and 5930 or 5940 must have been completed or may be taken concurrently with CSD 5630. Completion of CSD 5530 with a grade of "B" or better and approval of the Department Chair.)

***Pre-requisite: (CSD 5940)

^ Prerequisite: Completion of CSD 5630 with a grade of "B" or better and approval of the Chair.

NOTE: Students must make a "B" or better in the final three (3) hours of internship before graduating.

XVIII. Student Course Guide and Checklist (For Student Use)

Department of Counseling and Student Development Eastern Illinois University

NAME _____

ADDRESS _____

TELEPHONE _____

CONCENTRATION: _____ School Counseling
 _____ Community Counseling

ADDITIONAL REQUIREMENTS CHECKLIST

- _____ Admission to Graduate School
- _____ Admission to the Department of Counseling and Student Development
- _____ Study Plan (Required for Admission to Practicum and Comprehensive Examination)
- _____ Attend Practicum Informational Meeting
- _____ Application for Practicum
- _____ Approved Practicum Agreement
- _____ Log Sheets Submitted from Practicum
- _____ Attend Internship Informational Meeting
- _____ Application for Internship
- _____ Approved Internship Agreement (Should be submitted each semester)
- _____ Log Sheets Submitted from Internship (Should be submitted each semester)
- _____ Written Comprehensive Examination (and/or State Certification Exam for School Counselors)
- _____ Approval of Thesis (If applicable)
- _____ Application for Graduation
- _____ Application for Certification (School Counseling only)
- _____ Application for Licensure (Community Counseling)

XIX. Frequently Asked Questions

1. Will I be able to study part-time? How long will I have to complete the degree?

Preference is given to students who will study full-time; however approximately one-third of our students complete their requirements on a part-time basis. Master of Science students must complete residency requirements. A student must fulfill all requirements for the degree within a time period of six consecutive years.

2. When are courses offered?

Currently, most of our courses meet one day per week in the evening either 4:00 – 6:30 p.m. or 7:00 – 9:30 p.m. Courses also meet during the day. Check the University schedule for specific dates and times for official class offerings.

3. How many students are admitted each year? How many apply to the program?

Approximately 100 applications are received on an annual basis. We currently admit 60 students to our master's programs yearly, with approximately 20 students admitted to each of the School Counseling, Community Counseling and College Student Affairs programs.

4. Are there undergraduate courses required for admission?

Yes. In order to enroll in CSD 5960, abnormal psychology must have been taken in the last five years.

5. Do I have to choose a concentration? Can I major in more than one concentration?

Each applicant is screened for and admitted to one of three concentrations (School Counseling, Community Counseling, or College Student Affairs). Double majors are highly discouraged. Please meet with an advisor for further information on this topic.

6. Can I change concentrations once I am admitted?

You will need to go through the admission process again to be considered for another concentration.

7. What is the shortest time in which I can complete a master's degree?

All of our concentrations are two-year programs. Because some courses are offered only once a year, and because of the prerequisites for some courses, students should expect a minimum of two full years of study.

8. What are the possibilities for financial aid? An assistantship?

Graduate assistantships are available through our Department. Each of these assistantships provides a stipend for nine months and tuition waivers. Several assistantships are also available outside our department. Contact the Graduate School for a complete list of assistantships. In addition, the Department awards three "Glen Hubele Scholarships" for full-time students attending Fall and Spring semesters.

9. Are courses offered off-campus?

Yes. Check with the Office of Adult and Continuing Education (800-446-8918) for a listing of off-campus courses.

XX. Handbook Agreement Form

To insure that all students are familiar with counseling program policies, **students are required to fill out and sign the following form to be placed in their file.** Please return to Debbie Gerdes, Department of Counseling and Student Development, Room 2102, Buzzard Hall, Eastern Illinois University, 600 Lincoln Avenue, Charleston, IL 61920.

I, _____(Student’s Name) hereby indicate that I have read, understand and am in agreement with the policies and procedures outlined in the Master of Science (M.S.) in Counseling in the Department of Counseling and Student Development’s “Student Policy Handbook” dated _____.

I am in the _____Community, _____School concentration.

I am a _____full-time, _____ part time graduate student.

Student Signature

Date