



# **DEPARTMENT OF COUNSELING AND STUDENT DEVELOPMENT**

**Eastern Illinois University**

**M.S.**  
**Major: College Student Affairs**

**Student Policy Handbook  
2005-2006**

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## 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. CAS Standards**

The Department of Counseling and Student Development had an external review conducted for the College Student Affairs program in 1999 to focus on the Council for the Advancement of Standards in Higher Education (CAS) standards. After reviewing the visitation team's recommendations the following changes were made: (1) concentration in College Student Personnel Work in Higher Education was changed to concentration in College Student Affairs, (2) educational foundation courses were deleted, (3) new courses were developed and added to curriculum, (4) several courses were revised, (5) an additional faculty member was added to teach in this program. Also, the Illinois Board of Higher Education officially approved an M.S. in College Student Affairs effective Fall, 2001.

## **II. CSD Mission Statement**

### **MISSION STATEMENT**

The mission of the M.S. in College Student Affairs is to provide a dynamic curriculum for students interested in leadership careers in the field of student affairs in higher education. The program provides a strong foundation for knowledge and skills development needed for effective administration, efficient use of technology, and humanistic support of undergraduate and graduate education. Upon completion of the program, students will be prepared for entry and mid-level student affairs positions in post-secondary public and private education as well as state and federal agencies. Some students also decide to pursue additional studies in Ph.D. programs and other terminal degrees.

### **VISION STATEMENT**

Through state-of-the-art technology and facilities, and research-based training practices, the Department of Counseling and Student Development seeks to become a preeminent preparation program for master's level professional practice in student affairs.

### **PROGRAM GOALS**

1. To provide students with a program integrating theory and research into professional practice that meets the criteria for the Council for the Advancement of Standards in Higher Education (CAS).
2. To provide students with the necessary competencies to serve the needs of the global educational village.
3. To facilitate development of skills in the areas of written, verbal, interpersonal, and technological communication.
4. To model and instruct behaviors and practices consistent with the legal and ethical standards of the student affairs profession.
5. To participate in the development and dissemination of new knowledge through effective teaching, discipline related research, and service to the department, university, professional and local community.
6. To participate in continuous program assessment through a process of systematic comprehensive evaluation practices.

### **III. College Student Affairs**

The Department of Counseling and Student Development offers the Masters of Science in College Student Affairs. The program follows the guidelines set by the Council for the Advancement of Standards in Higher Education (CAS). Degree completion leads to comprehensive knowledge and skills needed for careers in College Student Affairs.

**Degree Offered:** M.S.

**Major:** College Student Affairs

<b>Program Objectives</b>	<b>Required Courses</b>
1. Knowledge of the historical, philosophical, ethical, cultural, and research foundations of higher education that inform student affairs practice.	CSD 5730*
2. Ability to apply relevant ethical and legal standards in professional practice.	CSD 5760
3. Knowledge of student development theories and research relevant to student learning and personal development.	CSD 5720
4. The ability to use appropriate development theory to understand, support, and advocate for student learning and development.	CSD 5720
5. Knowledge of student characteristics, how such attributes influence student educational and developmental needs, and effects of the college experience on student learning and development.	CSD 5745
6. The ability to demonstrate knowledge of how student learning and opportunities are influenced by student characteristics and collegiate environments.	CSD5745
7. Knowledge of techniques and methods of interviewing; helping skills; and assessing, designing, and implementing developmentally appropriate interventions with individuals and organizations.	CSD 5715 (5400)
8. Ability to demonstrate knowledge and skills necessary to design and evaluate effective educational interventions for individuals and groups.	CSD 5715 (5400)
9. Knowledge of organizational, management, and leadership theory and practice; student affairs functions; legal issues in higher education; and professional issues, ethics, and standards of practice.	CSD 5750 CSD 5760 CSD 5710
10. Ability to identify and apply leadership, organizational, and management practices that assist institutions in accomplishing their mission.	CSD 5760 CSD 5750 CSD 5710
11. Knowledge of assessment, evaluation, and research, including both qualitative and quantitative research methodologies, measuring learning processes and outcomes, assessing environments and organizations, measuring program and environment effectiveness, and critiques of published studies.	CSD 5500 CSD5740
12. Ability to critique a sound study or evaluation, and be able to design, conduct, and report on a sound research, assessment study, or program evaluation, grounded in appropriate literature.	CSD 5950 CSD 5950 CSD 5740
13. Supervised practice in developmental work with individual student and groups of students in: program planning, implementations or evaluations; staff training, advising, or supervision; and administrative functions or processes.	*CSD 5880

**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.

**Requirements for Degree:** The courses for the Master of Science must total a minimum of 48 semester hours. The plan, therefore, requires that the student must complete the following courses identified below:

**Elective Courses:** 9 semester hours of electives

\*CSD 5880 must be taken for 3 semester hours for two consecutive semesters for a total of 6 semester hours.

\*\*Cross referenced as EDF 56730

**Comprehensive Examination:** Students must successfully complete a comprehensive examination prior to graduation. Refer to the Student Policy Manual (page 12) for detailed information.

## **IV. 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 College Student Affairs. 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 College Student Affairs program. It is strongly recommended that these courses be taken in the first two semesters.

#### College Student Affairs

CSD 5500	Research Methods	3 semester hours
CSD 5700	Foundations in Student Affairs	3 semester hours
CSD 5720	Student Development Theory	3 semester hours

\*Elective Course

\*This course it is included for sequencing of coursework but must be submitted for advisor’s approval.

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 are best taken after the first tier courses. Although it is highly recommended that tier one courses be taken first, some courses in this section require it. Second Tier courses will enhance the student’s ability to develop and refine counseling skills that were begun in the core classes mentioned above.

#### College Student Affairs

CSD 5730	History and Philosophy of Higher Education	3 semester hours
CSD 5750	Governance and Finance in Higher Education	3 semester hours
CSD 5760	Legal Issues in Student Affairs	3 semester hours
CSD 5770	The Community College	3 semester hours

### **Third Tier Courses:**

The remaining courses should be taken after the first two tiers.

#### **College Student Affairs**

CSD 5710	Leadership and Administration in Higher Education	3 semester hours
CSD 5790	Technology in Student Affairs	3 semester hours
CSD 5880	Internship in Student Affairs	3 semester hours
Elective Course		3 semester hours

### **Fourth Tier Courses:**

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

#### **College Student Affairs**

CSD 5740	Consultation Skills and Organizational Development	3 semester hours
CSD 5780	College Teaching	3 semester hours
CSD 5880	Internship in Student Affairs	3 semester hours
Elective Course		3 semester hours

<b>First Tier Courses</b>	<b>Second Tier Courses</b>	<b>Third Tier Courses</b>	<b>Fourth Tier Courses</b>
Research Methods	History and Philosophy of Higher Education	Leadership and Administration in Higher Education	Consultation Skills and Organizational Development
Foundations in Student Affairs	Governance and Finance in Higher Education	Technology in Student Affairs	College Teaching
Student Development Theory	Legal Issues in Student Affairs	Internship in Student Affairs	Internship in Student Affairs
	The Community College	Elective Course	Elective Course

## **V. Internship**

### **Guidelines: College Student Affairs:**

Students enrolled in CSD 5880 must follow the internship guidelines as outlined in each semester course syllabi. The following general guidelines apply:

1. Students must choose an area in which they wish to gain hands-on experience (e.g. Student Activities, Career Planning and Placement, Academic Assistance Center, Financial Aid, etc.) and visit with the agency head to discuss potential duties and tasks.
2. Both the site and the supervisor must be approved by the course instructor prior to final arrangement for the Internships.
3. Students must complete a practicum contract, which should be submitted within two weeks of the beginning of the Internship and approved by the course instructor with the site supervisor.
4. In addition to the 30 hours spent in seminar, students are expected to complete 120 hours in total at the site for a total of 150 hours in Internship.
5. Mid-semester and exit interviews are conducted with student and site-supervisor for each registration in CSD 5880.
6. Students will read text materials and complete a series of written seminar assignments in addition to the onsite practicum contracts.

## **VI. Comprehensive Examination**

A written comprehensive examination is required for all candidates for the M.S. degree in College Student Affairs 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.

## **VII. 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 CAS Standards.
- 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 if the issue can be resolved without an appeal. 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.

### **Bases for Grade Appeals:**

All aspects of the grade appeals procedure shall be conducted with confidentiality to protect both student and faculty member. The 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 or demanding 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.

All aspects of the grade appeals procedure shall be conducted with confidentiality to protect both student and faculty members.

### **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: If informal discussion between the student and faculty member does not resolve the grade issue, 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 students, 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 request to the department chair to review the issue with the faculty member and department chair. Upon receiving a written request for a grade appeal, 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 bases for the appeal. During the meeting with the student, faculty member and the department chair, the student identifies the bases for the appeal as specified previously and provides evidence to support the appeal. 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 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 process for appointing a replacement to the DGAC should be established in case a faculty member whose grade is being appealed serves on the Committee.
- 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. 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 appeal 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 letter 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.

## **VIII. Graduate Assistantships**

College Student Affairs majors should have either a graduate assistantship, work full-time or part-time on a college or university campus, or have the permission of the department in order to take masters coursework. The combination of classroom theory and practice with practical hands-on experience gained through full-time, part-time or graduate assistantship work is essential to overall pre-service preparation for the profession of College Student Affairs.

## **IX. Academic Recognition Awards**

**Outstanding Masters Thesis Award.** Each student writing a thesis is encouraged to submit their thesis for the EIU Outstanding masters Thesis Award. Instructions for doing so are listed on the internet at the EIU Graduate School Website.

**Adele Williamson Masters Thesis Award.** A student writing a masters thesis on a Greek-related theme is encouraged to submit their thesis for the Adele Williamson Masters Thesis Award offered by the Center for the Student of the College Fraternity. Full details for submission can be found at <http://www.indiana.edu/~cscf/> under "Awards."

**The Errett Warner and Stanley G. Rives Presidential Award.** Each year in late, the EIU Foundation offers the Warner-Rives Higher Education Award to at least one graduate student in College Student Affairs. The reward includes a monetary stipend as well as public recognition for outstanding achievement as a graduate student in College Student Affairs at Eastern Illinois University.

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 College Student Affairs.

## **X. 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 College Personnel Association (ACPA)**

The American College Personnel Association's mission is to serve all levels of higher education student affairs professionals through educational and developmental programs, publications and networking opportunities in order to enable these educators to excel in their positions, to achieve career growth, and to contribute to the profession.

→ **Illinois College Personnel Association (ICPA)**

The Illinois College Personnel Association is the state branch of the national association. ICPA is an organization of diverse individuals engaged in student services at the college level across Illinois. Our mission is to promote and enhance the college student personnel profession as a component of education vital to student learning and development. Members subscribe to the Ethical Standards of the American College Personnel Association.

- National Association of Student Personnel Administrators (NASPA)  
The National Association of Student Personnel Administrators provides professional development, promotes exemplary practices, and is a leader in policy development. NASPA helps senior student affairs officers and administrators, student affairs professionals, faculty, and other educators enhance student learning and development. NASPA promotes quality and high expectations; advocates for students; encourages diversity; and excels in research and publication.
  
- College Student Personnel Association (COSPA)  
The College Student Personnel Association (COSPA) is the college student affairs graduate student pre-professional club. COSPA supports the college student affairs graduate program by providing peer support to graduate students in the CSA program, and by organizing out-of-class professional and social activities. Since many of the CSA graduate students live in a “fishbowl” with undergraduate students who are always aware of their out-of-class and off-campus behavior, COSPA offers a social outlet for graduate students in a supportive atmosphere where CSA students can relax in a more congenial situation. Membership is voluntary, but highly encouraged. Membership dues are \$20 per year payable at the start of fall semester. Fund raising activities are planned to help graduate students travel to professional conferences such as ACPA, NASPA, and Stetson Law Conference.
  
- Mid-West Meeting of Graduate Students in College Student Personnel (MMOGSISP)  
The Mid-West of Graduate Students in College Student Personnel (MMOGSISP) will be held on the campus of Illinois State University, Bloomington, Illinois in October 2004. EIU College Student Association graduate students are encouraged to submit program proposals for the conference in mid-September of each year, to be presented to other graduate students in college student affairs pre-service preparation programs throughout the Midwest. Drs. Eberly and Wallace will assist students with the development of program proposals. Students in their second year of the program writing masters theses are strongly encouraged to submit program proposals for the fall of their second year.
  
- Opportunities for Professional Exposure  
Throughout the year there are graduate student professional conferences such as MMOGSISP, GLACUHO, and others where students may hone their professional speaking and presenting skills. Students are highly encouraged to submit program proposals to such conferences. Students are also encouraged to develop Poster Presentations of the research work for public display at the EIU Legislative Day (February), the College of Education Research Fair (February), and the Council of Graduate Studies Student Exposition (April). Drs. Eberly and Wallace will assist students with the preparation of Poster Presentations in the Thesis course (CSD 5950) as part of the courses.

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](http://www.eiu.edu/~eiucsd). Membership applications are available from the Departmental Secretary in Room 2102, Buzzard Hall.

## **XI. Graduation**

Student applying for graduation may obtain applications from the Secretary, Department of Counseling and Student Development, Room 2102, Buzzard Hall.

## **XII. 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 5490 – Special Topics of Higher Education (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)**

**Introduces quantitative methods of research in education and psychology. The focus of the course is to facilitate informed consumers of research, and to support the development of individual research proposals.**

### **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, roles, organizational structures, legal and ethical issues, standards, credentialing, and the emerging use of technology within the counseling field.

### **CSD 5520 – Theories of Counseling (3)**

Various theories of counseling will be described. The application of theory in dealing with personal concerns in educational and agency settings will be examined.

### **CSD 5530 – Pre-Practicum (3)**

A course in theory and practices of counseling with emphasis upon the duties of the professional counselor.

### **CSD 5600 – Cross-Cultural Counseling (3)**

This course is designed to help teachers, counselors, and mental health practitioners maximize their effectiveness when working with a culturally diverse population. Theoretical issues and concepts provide a framework to view the complex exchange of values, expectations, social and political forces in the counselor-client relationships; as well as experiential activities in cross-cultural counseling.

### **CSD 5610 – Human Development for Counselors (3)**

This course is designed to introduce students to the concept of developmentally oriented counseling. It is based on life span theories of development, which assume that there is developmental logic to behavior. The task of developmentally oriented counselors is to assess and understand their clients' developmental processes and then provide appropriate strategies to help the client work through issues that block growth and adaptation. We will study major theories, concepts, and principles related to physical, psychosocial, cognitive, moral, emotional, career, self, and cultural development.

### **CSD 5620 – Group Counseling (3)**

A study of the principles and their application in the area of group counseling including techniques of group discussion, sociometrics, and role-playing. Prerequisite: CSD 5500 (Research Method), CSD 5510 (Professional Orientation), CSD 5520 (Theories of Counseling), and CSD 5530 (Pre-Practicum)

### **CSD 5640 – Play Therapy (3)**

The importance of play in education; discussion of theories and values of play; using play as therapeutic treatment.

### **CSD 5700 - Foundations of Student Affairs in Higher Education (3)**

A study of personnel functions affection students in higher education including admissions, financial aid, housing, student activities, counseling, and placement.

### **CSD 5715 - Individual and Group Intervention (3)**

This course will acquaint students with studies of techniques and methods of interviewing, helping skills, and assessing, designing, and implementing developmentally appropriate interventions with individuals and organizations in Student Affairs.

**CSD 5710 – Leadership and Administration in Higher Education (3)**

A study of student personnel functions and leadership strategies. Attention to the history, ethical and legal issues, staff development programs, management and evaluation.

**CSD 5720 – Student Development Theory (3)**

Develops a working knowledge of the concepts supporting accepted and emerging theories of student development in college. An emphasis is placed on the application of theory to practice.

**CSD 5730 (EDF) – History and Philosophy of Higher Education (3)**

The student will explore and evolution of higher education primarily in the United States to facilitate a better understanding of the cause-and-effect dynamic of the historical process in the academy.

**CSD 5735(5400) Multicultural Competence in High. Education (3)**

This graduate level course will acquaint students with competency skills deemed necessary for the successful practice of student affairs administration in multicultural/diverse higher education institutions. Characteristics, policies, practices and organizational dynamics of higher education institutions that affect the delivery of services and programs for all members of the higher education community will be identified.

**CSD 5740 – Consultation Skills and Organizational Development (3)**

A study of professional level consultation and theory, research, and skills designed to prepare counselors, administrators, psychologists, and management personnel for entry into consultation functions with faculties, administrative staff, workforce, and management systems.

**CSD 5750 – Governance and Finance in Higher Education (3)**

Introduces governance, administrative, financial and budgetary information and activities relevant to the operation of institutions of higher education. Focus on developing budgeting and planning skills to be used in administrative positions.

**CSD 5760 – Legal Issues in Higher Education (3)**

This course is designed to acquaint entry level student affairs practitioners with fundamental legal issues that influence the functioning of colleges and universities. Adequate preparation as a higher education professional requires that students be exposed to a variety of legal components affecting higher education. However, due to the extensive amount of material available for study, the class will focus on select topics that higher education professionals would most likely encounter.

**CSD 5770 – The Community College (3)**

This course examines the historical, social, and political context of the two-year college in American Higher Education. Other topics include governance, leadership, curriculum, co-curriculum, students, staff, and faculty.

**CSD 5780 – College Teaching (3)**

The focus of the course is to develop and refine instructional knowledge, skills, and sensibilities to college-level teaching.

**CSD 5790 – Technology in Student Affairs (3)**

The uses of technology for forecasting, budgeting, program planning, communication, policy analysis and resources allocation in Student Affairs will be explored. Automated information systems are also discussed extensively in terms of Student Affairs applications.

**CSD 5880 – Internship in Student Affairs (3)**

Supervised experience in all services normally considered a part of student affairs work. Note: CSD 5880 shall be taken 3 semester hours for two consecutive semesters for a total of 6 semester hours. Prerequisite: CSD 5700

**CSD 5900 – Internship in Student Affairs (3)**

Supervised experience in all services normally considered a part of student affairs work. Note: CSD 5880 shall be taken 3 semester hours for two consecutive semesters for a total of 6 semester hours. Prerequisite: CSD 5700

**CSD 5900 – Appraisal (3)**

Study of the selection, administration, scoring and interpretation of standardized tests with other measuring techniques used in guidance and counseling programs.

**CSD 5920 – Career Counseling (3)**

Identifies assessment devices, materials, and resources that can help career specialists implement theories, plan strategies and appropriate counseling techniques with individuals and groups.

**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 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.

**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.

**XIII. Sample Programs****College Student Affairs****First Year**

<b>Fall Semester</b>	<b>Spring Semester</b>
Legal Issues in Higher Ed. Research Student Dev. Theory Ind. and Group Intervention	Hist. & Phil. of Higher Ed. Thesis (3 credits) Multicultural Competence Consultation Skills *Elective (1 credit)

**Second Year**

<b>Fall Semester</b>	<b>Spring Semester</b>
Leadership/Admin. Thesis (3 credits) ^Internship (3 credits) ^Elective (3 credits) *Elective (1 credit)	Gov. & Finance in Higher Ed. Internship (3 Credits) Elective (e.g., College Teaching) *Elective (1 Credit)

\* The one hour electives will be professional development seminars.

^ Three credits of Internship and certain electives can be taken during the summer. One such elective is a 10 day tour of Historically Black Colleges and Universities typically held in early June.

## **XIV. Student Course Guide and Checklist (For Student Use)**

### **Department of Counseling and Student Development Eastern Illinois University**

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

TELEPHONE \_\_\_\_\_

PROGRAM: College Student Affairs

#### ADDITIONAL REQUIREMENTS CHECKLIST

- \_\_\_\_\_ Admission to Graduate School
- \_\_\_\_\_ Admission to the Department of Counseling and Student Development
- \_\_\_\_\_ Study Plan
- \_\_\_\_\_ Approved Internship Agreement (Should be submitted each semester)
- \_\_\_\_\_ Log Sheets Submitted from Internship (Should be submitted each semester)
- \_\_\_\_\_ Approval of Thesis (If applicable)
- \_\_\_\_\_ Application for Graduation

## **XV. 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.

**XVI. 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, Departmental Secretary, 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 College Student Affairs in the Department of Counseling and Student Development’s “Student Policy Handbook” dated \_\_\_\_\_.

I am a \_\_\_\_\_ full-time, \_\_\_\_\_ part-time graduate student.

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

\_\_\_\_\_  
Date