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## DEPARTMENT OF COUNSELING AND HIGHER EDUCATION

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### INTRODUCTION

We are pleased that you have been accepted as a graduate student in the Department of Counseling and Higher Education (CHE) 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, **print, sign and return the “Policy Handbook Agreement Form”** (last page of this handbook) to CHE Office Manager, Buzzard Hall 2102, Eastern Illinois University, 600 Lincoln Avenue, Charleston, IL 61920.

## 1. 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 School Counseling concentration within our program.

The M.S. degree prepares individuals to develop professional knowledge and skills in counseling for use in school settings. The School Counseling concentration is designed to meet the certification requirements for the State 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 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.

## 2. Master of Science in Counseling (M.S.) Mission Statement

The Master of Science in Counseling at Eastern Illinois University has been recognized as a First-Choice program which ensures the highest standards of scholarly excellence are met as evidenced through sustained achievement of criteria developed and adopted by the Graduate School. The program utilizes a

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cohort model with a low faculty-to-student ratio. The M.S. in Counseling prepares Clinical Mental Health and School Counseling students for Licensed Professional Counselor (LPC) and School Counseling students for Professional Educator License (PEL) in the State of Illinois. The program is nationally accredited by the Council on Accreditation of Counseling and Related Programs (CACREP) ensuring that students are trained in research-based clinical practice. The purpose of our training, which includes 1000 hours of supervised practical experience in a variety of settings, is to equip students to become qualified, ethical and culturally competent counselors.

### 3. Program Goals

- Admit candidates that display the required academic preparation and professional dispositions necessary to succeed in the CHE program (This objective is measured by a thorough interview process, retention, and graduation rate).
- Candidates will display evidence of a depth of content knowledge and skill along eight core competencies using key performance indicators as outlined in the latest CACREP standards (This objective is measured by competencies and skills evaluated in didactic course assignments, student perceptions of course objectives being met, NCE means scores, comprehensive exam, and field experiences).
- Candidates will display evidence of a depth of content knowledge and skill in the specialty areas of Clinical Mental Health and School Counseling as outlined in the latest CACREP standards (This objective is measured by competencies and skills evaluated in didactic course assignments, student perceptions of course objectives being met, NCE means scores, PEL pass rates [school only], comprehensive exam, and field experiences).
- Candidates will display evidence of maintaining professional dispositions throughout the program (This objective is measured at five points during the two-year program on motivational ge and skill along measurable terms: appropriateness, personal maturity, flexibility, emotional stability, engagement in the learning process, and collegiality with peers and professionals).
- Candidates will display evidence of effective communication, critical thinking, and problem-solving skills (This objective is measured by didactic courses assignments and field experience requirements).
- Candidates will display evidence of advanced scholarship through research and/or creative activity (This objective is measured by competencies and skills evaluated in didactic course assignments, student perceptions of course objectives being met, NCE mean score, and comprehensive exam).
- Candidates will display evidence that they have fulfilled the CHE mission to become qualified, ethical and culturally competence counselors (This objective is measured utilizing student exit surveys, internship supervisor surveys, alumni surveys, and employer surveys).

### 4. School Counseling

The Department of Counseling and Higher Education offers the Master 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

<b>Program Objectives</b>	<b>Required Courses</b>
Professional Orientation Knowledge of professional functioning Apply Ethical and Legal Standards	CHE 5500, 5630, 6900(01)(02)
Social and Cultural Diversity Knowledge of social and cultural foundations Application of cross-cultural competencies	CHE 5600, 5630, 6900(01)(02)
Human Growth and Development Knowledge of human growth and development Application of development specific techniques	CHE 5610, 5630, 6900(01)(02)
Career Development Knowledge of Career Development and Skills Ability to apply Career Counseling Models	CHE 5920, 5630, 6900(01)(02)
Helping Relationships Knowledge of helping relationships Demonstration of basic helping skills and consultation	CHE 5520, 5530, 5630, 6900(01)(02)
Group Counseling Knowledge of group work Facilitate groups	CHE 5620, 5630, 6900(01)(02)
Assessment Knowledge of appraising groups Application of quantitative and qualitative techniques	CHE 5900, 5630, 6900(01)(02)
Research and Program Eval. Knowledge of research and program eval. Ability to evaluate quantitative and qualitative research	CHE 5500, 5630, 6900(01)(02)
School Counseling (Knowledge) Knowledge of Professional Practice Management - Coord of School program Knowledge/Skills Diagnostic/Treatment/Advocacy/Org dev.	CHE 5941, 6920(01)(02)
School Counseling (Skills) Understands School Policies, Legal Issues Demonstrates Case Management Skills Collaborates, provides academic personal, social and career dev. needs	CHE 5630

**5. Degree Audit Approval**

The degree audit (plan of study) shall be approved by the department and filed with the student's advisor prior to the completion of 12 semester hours.

## 6. Comprehensive Examination

Students are required to successfully complete a final comprehensive examination prior to completion of the graduate degree. Refer to the Student Policy Manual Section 16 for detailed information.

## 7. Advising Process

When you receive your letter of acceptance into the CHE program you will be assigned an advisor. It is **your responsibility** to contact that individual after being formally admitted and work on your degree audit and progression through the program. It is strongly recommended that all students meet with their advisor to ensure successful progress through the program. If at any time your plan of study or matriculation through the program changes, it is your responsibility to contact your advisor about these changes.

The Department of Counseling and Higher Education offers an M.S. degree in Counseling with a concentration in Clinical Mental Health Counseling. This degree requires a minimum of 60 semester hours and the successful completion of a written comprehensive exam.

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.

## 8. Course Scheduling

One of the questions frequently asked by students beginning the CHE 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.

## 9. 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.

CHE 5500	Research Methods	4 semester hours (1 hour lab included)
CHE 5510	Professional Orientation	3 semester hours
CHE 5520	Theories of Counseling	3 semester hours
CHE 5530	Basic Counseling Skills	4 semester hours (1 hour lab included)

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

## 10. 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.

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CHE 5600*	Cross-Cultural Counseling	3 semester hours
CHE 5620*	Group Counseling	3 semester hours
CHE 5630**	Practicum	4 semester hours (1 hour lab included)
CHE 5943*	Foundations and Curriculum Development of School Counseling Programs	3 semester hours

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

\*\* CHE 5630 requires the following pre-requisites: CHE 5500, CHE5510, CHE5520, CHE5530 must be completed **before** taking Practicum; and CHE 5600, CHE 5620 and CHE 5940 must have been completed or may be taken concurrently with CHE 5630. Completion of CHE 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.

## 11. Third Tier Courses

These are courses that are best taken after the first two tiers. In order to progress through the program without delay, these courses must be taken during summer semester.

CHE 5610	Human Development for Counselors	3 semester hours
CHE 5491	Emerging Issues in School Counseling	3 semester hours
CHE 6920**	Supervised Experience (Internship)	3 semester hours

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

## 12. Fourth Tier Courses

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

CHE 5640	Play Therapy	3 semester hours
CHE 5920	Career Counseling	3 semester hours
CHE 5942	SC: Collaboration, Consultation & Intervention	3 semester hours
CHE 6921**	Supervised Experience (Internship)	3 semester hours

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

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

## 13. Fifth Tier Courses:

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

CHE 5900	Appraisal	3 semester hours
CHE 6922**	Supervised Experience (Internship)	3 semester hours
CHE 5980	Diagnosing and Treatment Planning	3 semester hours
CHE	Elective	3 semester hours

\*\* Pre-requisite: Completion of CHE 5630 with a grade of "B" or better and approval of the Department Chair. NOTE: Students must get a "B" or better in the final three (3) hours of internship before graduating.

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

## **14. Practicum**

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 supervisees 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 supervisees have mastered basic-level communication skills and have taken a Basic Counseling Skills 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 supervisees begin the transition into their professional identities. For this reason, developing a practicum plan with sufficient emphasis upon professional development is extremely important.

## **15. Responsibilities of the Supervisee**

- Supervisees must earn a "B" or better in Basic Counseling Skills (CHE 5530) before enrolling in Practicum.
- Supervisees must meet prerequisite requirements before applying to Practicum.
- Supervisees are required to attend the Practicum/Internship Informational meeting prior to enrolling in Practicum.
- Supervisee must obtain individual Professional Liability Insurance coverage prior to beginning Practicum/Internship and must maintain said coverage and provide proof when completing their Manual Agreement for Practicum/Internship each semester.
- Supervisees must maintain and keep a schedule with the school.
- Supervisees receive a minimum of one hour of individual supervision every week both on-site and on-campus. On-campus supervision requires videotaped counseling sessions from the Practicum setting.
- Supervisees 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, a minimum of forty (40) must be direct service with students, teachers/staff, parents/legal guardians and outside agencies. 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.
- Supervisees are responsible for notifying the on-site supervisor and EIU Faculty Supervisor of any emergency, anticipated absence, or necessary schedule change.
- Supervisees are responsible for completing records and assignments as required by the agency/school and the EIU Faculty Supervisor.
- Supervisees will spend 2½ hours in class each week with other Practicum students and the EIU Faculty Supervisor.

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- Supervisees must demonstrate behavior in accordance with the highest ethical and professional standards.
- Supervisees will establish the basic principles of counseling methods, especially the confidential nature of the work.
- Supervisees will dress appropriately.
- Supervisees must meet as scheduled with the site and EIU Faculty Supervisor for consultation about actual counseling sessions and a final evaluation of the Practicum.
- Supervisees formally evaluate their supervisors and learning experience at the end of their practicum experience.

## 16. Internship

This internship is intended to be an intensive 900-hour field experience over three consecutive semesters (300 hours each semester) conducted in a setting as similar as possible in which the supervisees 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 supervisees 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 site and to the supervisees.

## 17. Responsibilities of Supervisee

- Supervisees must earn a "B" or better in Practicum before enrolling in Internship.
- Supervisees must earn a "B" or better in the final three (3) semester hours of Internship before graduating.
- Supervisees are required to attend the Practicum/Internship Informational meeting prior to enrolling in Internship.
- Supervisee must obtain individual Professional Liability Insurance coverage prior to beginning Practicum/Internship and must maintain said coverage and provide proof when completing their Manual Agreement for Practicum/Internship each semester.
- Supervisees are highly encouraged to take Internship at the end of the program. Generally, this would mean the final three semesters before graduation.
- Supervisees must complete and log 900 clock hours on-site (300 hours per semester) with 360 hours of direct service work (120 hours per semester) with clients.
- If supervisees 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.
- Supervisees are required to perform the counseling functions agreed upon in the Internship plan and other functions as directed by the site supervisor.

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- Supervisees must demonstrate behavior in accordance with the highest ethical and professional standards.
- Supervisees must work to improve their performance in response to feedback made by the site supervisor and EIU Faculty Supervisor.
- Supervisees must meet as scheduled with the site supervisor and EIU Faculty Supervisor for consultation about work including actual counseling sessions and for a final evaluation of the Internship.
- First semester supervisees who have acquired 300 service hours may apply additional hours toward their second semester of Internship. The following criteria apply: 1) Only if both internships are completed at the same site; 2) Only indirect hours can be applied; 3) No more than 40 hours may be applied; 4) Pre-approval must be obtained from the EIU Faculty Supervisor. However, interns are required to perform Internship duties for the complete semester.

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

- Supervisees are responsible for notifying the on-site supervisor and EIU Faculty Supervisor of any emergency, anticipated absence, or necessary schedule change.
- Supervisees must submit a report of the field experience at the conclusion of Internship.
- Supervisees formally evaluate their supervisors and learning experience at the end of their internship experiences.

## 18. Comprehensive Examination

A comprehensive written examination is required for all 2<sup>nd</sup> year candidates for the M.S. degree in Counseling. **The exam is given each year on the third Thursday in September and fourth Thursday in March.** *Students are not admitted to the comprehensive examination unless they have completed an approved plan of study with their advisor.*

A score of more than 50% is required to pass the exam. If a student is not successful, the examination may be retaken under the following conditions:

1. A student who does not pass the examination the first time is allowed to take the examination a second time that same semester, no sooner than two weeks after the original test date. To schedule this re-take, the student must contact the Counselor Education Coordinator, Dr. Danessa Carter at [dacarter3@eiu.edu](mailto:dacarter3@eiu.edu).
2. A student who does not pass the second examination is required to wait until the next scheduled examination period (fall or spring semester).
3. A student who does not pass the third attempt will be reviewed by faculty for potential elimination from the program.

## 19. 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,

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sensitivity, ethical behavior, attitude, and other qualities that are essential to becoming an effective counselor.

The CHE 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, 2014) in Section F: Supervision, Training, and Teaching direct:

F.7.a. Counselor Educators Counselor educators who are responsible for developing, implementing, and supervising educational programs are skilled as teachers and practitioners. They are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession; are skilled in applying that knowledge; and make students and supervisees aware of their responsibilities. Whether in traditional, hybrid, and/or online formats, counselor educators conduct counselor education and training programs in an ethical manner and serve as role models for professional behavior.

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, 2014):

F.7.e. Teaching Ethics Throughout the program, counselor educators ensure that students are aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession. Counselor educators infuse ethical considerations throughout the curriculum.

As noted in Remley, T.P. & Herlihy, B. (2005, 6<sup>th</sup> ed) Ethical, Legal, and Professional Issues in Counseling, Columbus, OH: Pearson Publishing:

“. . .being an ethical professional involves a combination of knowledge, problem-solving skills and strategies, understanding of philosophical principles, and a virtuous character that leads one to respond with maturity, judgment, and wisdom. It is a task that requires a lifelong commitment and is never really finished.

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

## 20. Student Review Conference

In addition to the evaluation that takes place as part of each course, faculty members meet annually at the Faculty Retreat and during 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.

## 21. Remediation Policy

Students are responsible for meeting all requirements of Eastern Illinois University, the College of Education, and the Department of Counseling and Higher Education. 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 Code.  
<http://www.eiu.edu/judicial/studentconductcode.php>

- C. Students must maintain the standard of care as outlined in the ACA Code of Ethics. <http://www.counseling.org>
- D. Students must demonstrate functional competence in fulfilling the professional tasks and duties of the discipline.

## 22. Remediation Procedures:

All academic issues will follow the Graduate School's policy regarding GPA. The CHE faculty has established the following steps to serve as a working guide when questions regarding non-academic remediation:

- Step 1. The advisor meets with the student and offers suggestions for possible changes in the student's behavior. This is an informal step and requires no written documentation.
- Step 2. If the situation is not resolved in Step 1 or the student's behavior causing the concern does not change, 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 necessary, the Chair in consultation with the advisor will inform the student in writing the requirements necessary to maintain retention.
- Step 4. The Chair or advisor 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 5. If the student is not satisfied with the department's decision, the student has the right to appeal to the Dean of the College of Education.

## 23. Appeals

An appeal of a termination decision may be requested through a letter of petition to the Dean of the College of Education. An appeal must be filed within one month after formal notification of termination. The Dean will review the petition, and the student will be informed of the decision within 20 days after the petition is received. If the Dean concludes that the department followed procedures, the termination appeal process ends, and the decision of the department is final.

## 24. Grade Appeals

### Introduction

Eastern Illinois University faculty members are responsible for assigning appropriate grades. The university will not review the judgment of a faculty member in assessing the quality of students' work. If, however, a student believes that a faculty member improperly assigned a semester grade due to one or more of the Grounds for Grade Appeal, as described below, the student may appeal the grade by following the procedures described in the Grade Appeal Policy. Students are responsible for reading the Grade Appeal Policy and for complying with all procedures and meeting the deadlines established in the policy. All grade appeals are handled individually.

### Grounds for Grade Appeal

The procedures described in this policy are available only for appeal of a semester or term grade based on one or more of the following reasons:

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- A mathematical error in calculation of the grade or clerical error in recording of the grade that remains uncorrected.
- The assignment of a grade to a particular student by application of more exacting requirements than were applied to other students in the course.
- The assignment of a grade to a particular student on some basis other than performance in the course.
- The assignment of a grade by a substantial departure from the faculty member's previously announced standards.

### **Informal Conference with Faculty Member**

Before initiating a formal grade appeal, a student who believes that a semester or term grade was improperly assigned must confer promptly with the faculty member who assigned the grade. If the conference does not result in a mutually agreeable resolution, the student may request formal review of the grade as described in **Step 2, Formal Grade Appeal Request**, below.

If the faculty member who assigned the grade is not available -- because of sabbatical, resignation, reassignment or other reason -- the student should contact the chair of the department in which the course was offered. (Go to the list of [departments and chairs](#).) If the chair determines the faculty member is not available for informal conference, the chair will authorize the student to proceed with the formal grade appeal

### **Formal Grade Appeal**

#### *Grade Appeal Request*

A student may request a grade appeal only by completing all the following steps:

1. Complete a *Grade Appeal Request* using [Form 1](#) available at the Grade Appeal web site [https://www.eiu.edu/auditing/pdf/grade\\_appeal\\_form1.pdf](https://www.eiu.edu/auditing/pdf/grade_appeal_form1.pdf)
2. Make copies of any relevant support materials; and
3. Submit hard copies (paper documents) of the completed "Grade Appeal Request" and support materials to the chair of the department in which the course was offered. (Go to list of [departments and chairs](#).)

**Deadline for *Grade Appeal Request*:** The *Grade Appeal Request* and support materials must be received by the department chair no later than the following:

- For a course taken in the fall semester, the *Grade Appeal Request* must be received no later than the Midterm Day of the following spring term.
- For a course taken in the spring semester or summer term, the *Grade Appeal Request* must be received no later than the Midterm Day of the following fall term.

If no mutually agreeable decision is reached at the end of Step 2, the student may request Review by the [University Grade Appeal Committee \(UGAC\)](#)

### **Department Chair Review**

#### Purposes:

- To serve as the initial, administrative contact in the formal grade appeal process
- To facilitate a resolution of the grade appeal issue that is mutually agreeable to the faculty member and student including changing the grade.

#### Procedures:

Upon timely receipt of the *Grade Appeal Request*, the department chair will:

1. Verify that the student and faculty member completed the required informal conference. If the informal conference has not occurred, the chair will postpone any further action until that conference is completed or until the chair determines that the faculty member is not available for an informal conference.

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2. Provide written acknowledgment of the *Grade Appeal Request* to the student and written notification of the *Grade Appeal Request* to the faculty member.
3. Provide a copy of this **Grade Appeals Policy** to the student and faculty member and address any questions raised by them.
4. Schedule a Chair Review Meeting with the student and faculty member at a mutually convenient time. If the faculty member is unavailable for a meeting, the department chair will request that the faculty member provide documentation of the basis of the grade and may appoint another faculty member in the department to serve as a representative for the faculty member who assigned the grade.
5. Conduct the Chair Review Meeting providing an opportunity for both parties to explain their positions orally and/or through written documents.
6. Prepare a written summary of the meeting that, at a minimum, includes the following:
  - a. a statement of whether any of the grounds for an appeal were valid;
  - b. a statement of whether the grading issue was resolved to the satisfaction of the student and faculty member; and
  - c. a statement of whether the student and faculty member agreed to a change of grade. The chair may include in the written summary other information that s/he deems relevant.
7. Notify, within five working days after the Chair Review Meeting, the student and faculty member that the summary of the Chair Review Meeting is available at the department office and arrange for signing and distribution of the summary and *Form 2 Receipt of the Summary of the Chair Review Meeting* (<https://www.eiu.edu/acaffair/gradeappeal/docs/Form2.pdf>) in accordance with the directions on that form.

### **Request for Review by the University Grade Appeal Committee (UGAC)**

If no mutually agreeable decision has been reached, the student may request review by the University Grade Appeal Committee, only by signing and submitting a copy of *Form 2, Part B* to the dean of the appropriate college or school. Appeals for undergraduate students are submitted to the dean of the college in which the course was offered. Appeals for graduate students are submitted to the Dean of the Graduate School.

### **Deadline for Request Review by the University Grade Appeal Committee**

The student must provide *Form 2, Part B Request for Review by University Grade Appeal Committee* to the dean of the appropriate college or school no later than five (5) working days after the student received *Form 2*. If, within five (5) working days after receipt of *Form 2*, the student does not request review by the University Grade Appeal Committee, formal review of the grade will terminate.

### **UGAC Review Request**

If no mutually agreeable decision is reached as a result of the Department Chair Review, the student may request review by the University Grade Appeal Committee, only by signing and submitting a copy of *Form 2, Part B, "Request for Review by University Grade Appeal Committee,"* to the dean of the appropriate college or school. Appeals for undergraduate students are submitted to the dean of the college in which the course was offered. Appeals for graduate students are submitted to the Dean of the Graduate School. Appeals for courses offered through the IDS (B.A in Interdisciplinary Studies) program are submitted to the Dean of the College of Education. (Go to the list of [Deans and Departments.](#))

*Deadline for Request Review by the University Grade Appeal Committee.* The student must provide *Form 2, Part B* to the dean of the appropriate college or school no later than five (5) working days after the student received *Form 2*. If, within five (5) working days after receipt of *Form 2*, the student does not request review by the University Grade Appeal Committee, formal review of the grade will terminate.

## University Grade Appeal Committee Review

### Purposes

- To provide a fair and unbiased fact-finding meeting
- To determine whether the grounds for the grade appeal are supported by facts
- To determine whether the student's grade should be changed and, if so, to request change of grade by the dean
- To communicate the results of the review to the parties.

### Procedures

Upon timely receipt of the *Request for Review by the University Grade Appeal Committee*, the following procedures will be used:

1. The dean will notify the chair of the University Grade Appeal Committee (UGAC) of the request for review and offer administrative assistance to the Chair of the request for review.
2. The UGAC chair will:
  - a. Notify the student, the faculty member, and the department chair that the UGAC has received the request.
  - b. Secure copies of all grade appeal documents from the department chair and distribute copies of the documents to the UGAC members.
  - c. Schedule a UGAC fact finding meeting at a time when both the student and faculty member can attend. The fact finding meeting will occur no earlier than five (5) working days after the UGAC chair distributes copies of the documents to the UGAC members.
  - d. Notify the student and faculty member in writing of the date, time and place of the fact finding meeting.
  - e. Notify the student and faculty member in writing that they may bring additional persons who may provide relevant information to the meeting but only if the name(s) of the person(s) and their relationship to the grade dispute is provided to the UGAC chair at least 48 hours prior to the fact finding meeting. (Email notification to the student and faculty member will satisfy the writing requirement.)
3. The UGAC will conduct a fact finding meeting at which both the student and the faculty member have the opportunity to present relevant information through oral statements and/or written documents.
  - a. The fact finding meeting shall not be open to the public.
  - b. Individuals other than the student or faculty member will be allowed to present relevant information only if adequate notice was received as provided in 2.e., above.
  - c. At the fact finding meeting, the UGAC may request additional relevant materials from the student or faculty member.
  - d. Following the fact finding meeting, the UGAC chair will convene a meeting or meetings as needed with the members of the UGAC and the committee will determine whether the grounds for the grade appeal were supported by evidence presented at the fact finding meeting.
4. The UGAC chair will complete [Form 3 Summary of Fact Finding](#) in accordance with the UGAC's determination.
5. The UGAC chair will notify the student and faculty member within ten (10) working days of the final meeting of the UGAC that *Form 3 Summary of Fact Finding* and *Form 4 Receipt for the Summary of Fact Finding* are available at the Dean's office and will arrange for signing and distribution in accordance with the directions on [Form 4](#). If either party fails to acknowledge receipt of the Summary, the UGAC chair will so note on the form.

Subsequent to this review, the student or faculty member may request the dean to determine whether the procedures used by the UGAC were in compliance with the Grade Appeal Policy. See [Dean Review](#).

### **Request for Review by the Dean**

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The student or faculty member may request Review by the Dean only by signing and submitting Part B of Form 4 Request for Review by the Dean [Form 4, Part B](#) to the dean of the appropriate college or school. Reviews for undergraduate students are completed by the dean of the college in which the course was offered. Reviews for graduate students are completed by the Dean of the Graduate School.

### *Deadline for Request for Review by the Dean*

The student or faculty member must provide *Form 4, Part B* to the dean of the appropriate college or school no later than five (5) working days after receiving the *Summary of Fact Finding* and *Form 4*. If, within five (5) working days after receipt of *Form 4*, neither the student nor the faculty member submits the *Request for Review by the Dean*, formal review of the grade terminates and the decision of the UGAC becomes final.

## **Review by the Dean**

### Purpose

- To determine whether the procedures used by the UGAC were in compliance with this [Grade Appeal Policy](#).

### Procedures

Upon receipt of *Form 4, Part B*, the Dean will:

1. Secure copies of all grade appeal documents from the UGAC Chair.
2. Review those documents and determine whether the procedures used by the UGAC were in compliance with this [Grade Appeal Policy](#).
3. Notify the student, the faculty member, and the UGAC Chair of his/her determination no later than ten (10) working days after receipt of *Form 4, Part B*. The dean's determination is limited to either:
  - The UGAC correctly followed procedures and the decision of the UGAC will be implemented
  - or**
  - The UGAC failed to correctly follow procedures and the UGAC must repeat its review using the correct procedures.

If the college dean concludes that the UGAC correctly followed procedures, the grade appeal process ends and the decision of the UGAC becomes final.

## **Reporting Requirements**

Within thirty (30) days after the end of each fall semester and the end of each spring semester, each dean will submit a Summary Report of Grade Appeals Graduate; appeals will be forwarded to the Council on Graduate Studies. The Summary Report of Grade Appeals will include the following information on each grade appeal for which the UGAC conducted a fact-finding meeting:

1. The date of the Grade Appeal Request;
2. The grounds for the grade appeal; and
3. The disposition of the grade appeal.

The Summary Report of Grade Appeals will not identify the student or faculty member by name and will not include the course number or name.

## **25. 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.

## 26. 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 offices. 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 19 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 12 divisions which provide you with information and resources specific to your needs and interests.)  
<http://www.ilcounseling.org>
- ➔ **Chi Sigma Iota (CSI)**  
Chi Sigma Iota is the international honor society for students, professional counselors and counselor educators established at Ohio University in 1985. Our mission is to promote scholarship, research, professionalism, leadership, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.  
[http://www.eiu.edu/counseling/csi\\_about.php](http://www.eiu.edu/counseling/csi_about.php)

Further Information: Further information regarding additional professional organizations may be found on the Department of Counseling and Higher Education's web page at [www.eiu.edu/che](http://www.eiu.edu/che). Membership applications are available from the Departmental Secretary in Room 2102, Buzzard Hall.

## 27. 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 the Graduate School at 581-5937 with questions.

## 28. Application for the Professional Educator License

The State of Illinois will issue a Professional Educator License only to individuals who have completed an approved program in School Counseling. To be awarded the Professional Educator License, an individual must:

1. Have a master's degree from a recognized teacher education institution.

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2. Have completed graduate coursework in the eight areas of competencies and Environmental Studies and Supervised Experiences (See required courses for School Counseling).
3. Have successfully passed the Illinois Licensure Testing System (ILTS) School Counseling Exam (Test Code 235).

*The cost is approximately \$110.00 to take the Professional Educator Licensure Exam.*

An approved program must include a supervised 100-hour practicum and a 900-hour internship in a school counseling setting (K-12).

Application for Professional Educator License forms will be given to the students early in their studies directly from Dr. Larson and/or **ASSOCIATE DEAN** from the Dean's Office. This application should be submitted during the final semester of coursework. Following graduation, please watch your EIU email for important information regarding this process.

## 29. NBCC- NCC Licensure Examination (Clinical Mental Health Counseling)

Students may request to be put on a ROSTER to take the NBCC National Certified Counselor Examination for licensure with the Department of Counseling and Higher Education. Registration for the exam is separate from the ROSTER and being on the ROSTER only certifies that you are a student in our program and eligible to register for the exam. This examination is given during exam date windows beginning in October and April for each academic year. Students interested in taking this examination should email the departmental office manager the following information:

- **legal first and legal last name** (no nicknames or shortened names- must match ID)
- **email address** (we will use your EIU email – **use this to register so everything matches**),
- **degree track** (clinical or school)
- **expected graduation date** (month/year)

After ROSTERS are complete, they will then be submitted to NBCC. NBCC verifies eligible candidates from the ROSTER submitted and then contact students to begin the application process.

\*\*Please note, the Department Roster ONLY certifies with NBCC that you are **eligible** to register for the NCE. You will still need to [register for the exam](#) and payment is required at the time of registration.  
*The cost is approximately \$335.00 to take the NCE.*

## 30. Listing of Courses and Descriptions

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

### **CHE 5490 – Special Topics (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.

### **CHE 5500 – Research Methods (4)**

This course is designed to introduce students to quantitative and qualitative methods of research in the counseling and student 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. Lab includes a series of statistical exercises.

### **CHE 5510 – Professional Orientation (3)**

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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.

### **CHE 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.

### **CHE 5530 – Basic Counseling Skills (4)**

A course in the application of theories with emphasis upon developing knowledge and skills expected of the professional counselor. Lab includes Interpersonal Process Recall (Triadic counseling practice).

### **CHE 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.

Prerequisite: CHE 5500 (Research Method), CHE 5510 (Professional Orientation), CHE 5520 (Theories of Counseling), and CHE 5530 (Basic Counseling Skills)

### **CHE 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.

### **CHE 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: CHE 5500 (Research Method), CHE 5510 (Professional Orientation), CHE 5520 (Theories of Counseling), and CHE 5530 (Basic Counseling Skills)

### **CHE 5630 – Practicum (4)**

This course provides for the development of counseling skills under supervision within a student's program of study. Lab includes individual and triadic supervision.

Prerequisites: CHE 5500 (Research Method), CHE 5510 (Professional Orientation), CHE 5520 (Theories of Counseling), and CHE 5530 (Basic Counseling Skills) and concurrently with CHE 5600 (Cross-cultural Counseling), CHE 5930 (Foundations of Community Counseling) OR CHE 5940 (Foundations of School Counseling) and CHE 5620 (Group Counseling). Completion of CHE 5530 with a grade of "B" or better and approval of the Department Chair.

### **CHE 5640 – Play Therapy (3)**

The course covers the importance of play in educational and therapeutic situations, discussion of play therapy theories and values of play techniques and play as therapeutic treatment.

Prerequisites: CHE 5500 (Research Method), CHE 5510 (Professional Orientation), CHE 5520 (Theories of Counseling), and CHE 5530 (Basic Counseling Skills)

### **CHE 5645 – Advanced Play Therapy (3)**

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This course is designed for the advanced study of play therapy as a developmentally appropriate intervention for children and adolescents and builds upon information taught in the Introduction to Play Therapy course.

Prerequisites: CHE 5640 (Play Therapy)

### **CHE 5690 – Supervision and Trauma Informed Care (3)**

This course provides counselors with an understanding of supervision theory and how to implement supervision strategies in clinical applications. Additionally, this course teaches an understanding of trauma informed care and how to create both trauma informed clinical space and trauma informed clinical interventions.

### **CHE 5900 – Appraisal (3)**

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

Prerequisite: CHE 5500 (Research Method), CHE 5510 (Professional Orientation), CHE 5520 (Theories of Counseling), and CHE 5530 (Basic Counseling Skills)

### **CHE 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.

Prerequisite: CHE 5500 (Research Method), CHE 5510 (Professional Orientation), CHE 5520 (Theories of Counseling), and CHE 5530 (Basic Counseling Skills)

### **CHE 5930 – Foundations of Clinical Counseling (3)**

The purpose of this course is to provide a foundation of knowledge of the clinical counseling profession and develop student's identity as a professional clinical counselor. Students will gain an understanding of how to design and manage clinical counseling programs based on the ASCA National Model. The class will focus on helping students learn the history of the profession, current trends and issues, assessment, organization and planning a counseling program, and management of data.

Prerequisite(s): CHE 5500 (Research methods), CHE 5510 (Professional orientation), CHE 5520 (Theories of counseling), CHE 5530 (Basic Skills)

### **CHE 5941 – Emerging Issues in School Counseling (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.

### **CHE 5942 – School Counseling: Collaboration, Consultation and Intervention (3)**

The purpose of this course is to introduce students to the process of collaboration, consultation, and intervention within the School Counseling environment.

### **CHE 5943 – Foundations and Curriculum Development of School Counseling Programs (3)**

The purpose of this course is to provide a foundation of knowledge of the school counseling profession and develop student's identity as a professional school counselor. Students will gain an understanding of how to design and manage school counseling programs based on the ASCA National Model. The class will focus on helping students learn the history of the profession, current trends and issues, assessment, organization and planning a counseling program, and management of data.

Prerequisite(s): CHE 5500 (Research methods), CHE 5510 (Professional orientation), CHE 5520 (Theories of counseling), CHE 5530 (Basic Skills)

### **CHE 5950 – Thesis and Research (3-6) (Credit/No Credit)**

NOTE: A maximum of nine semester hours may be earned in a combination of CHE 5950 and CHE 5990.

Prerequisite: Permission of the department chair.

**CHE 5960 – Family Counseling (3)**

This course is designed to serve as an introduction to theories of family dynamics and to survey methods of couple and family counseling. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling.

Prerequisite: CHE 5500 (Research Method), CHE 5510 (Professional Orientation), CHE 5520 (Theories of Counseling), and CHE 5530 (Basic Counseling Skills)

**CHE 5970 – Addictions Counseling (3)**

This course is an introduction to the field of counseling the addicted client. The topics to be covered are ethics, diversity, chemicals of abuse, theories and models of addiction, assessment and intervention, impact of addiction on families, adult children of alcoholics, counseling techniques and treatment models, Alcoholics Anonymous, relapse prevention, employee and student assistance programs, and harm reduction.

Prerequisite: CHE 5500 (Research Method), CHE 5510 (Professional Orientation), CHE 5520 (Theories of Counseling), and CHE 5530 (Basic Counseling Skills)

**CHE 5980 – Diagnosing and Treatment Planning (3)**

This course will acquaint students with descriptive, research-based clinical knowledge that contributes to the diagnosis and treatment of mental disorders. Students will also become familiar with the current Diagnostic and Statistical Manual of Mental Disorders (DSM) of the American Psychiatric Association and its use in clinical practice.

Prerequisite: Abnormal Psychology (at the undergraduate or graduate level) with the past five years. CHE 5500 (Research Method), CHE 5510 (Professional Orientation), CHE 5520 (Theories of Counseling), and CHE 5530 (Basic Counseling Skills)

**CHE 5990 – Independent Study (1-6)**

An intensive study in some specialized area of interest in Counseling. The student must present an individual study plan for approval. NOTE: A maximum of nine semester hours may be earned in a combination of CHE 5950 and CHE 5990.

Prerequisite: Permission of the department chair.

**CHE 6920, CHE 6921 & CHE 6922 – Supervised Experience (9)**

Internship is a six hundred hour supervised experience in all services normally considered a part of a comprehensive developmental guidance program. Prerequisite: Completion of CHE 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.

**31. Class Rotation – TENTATIVE**

Rotation of Classes for the 60-hour School Program (2026-2028)

**\*\*Class Options\*\***

Summer 2026 \* Optional Courses

CHE 5510	Professional Orientation	3 credits
CHE 5520	Theories of Counseling	3 credits
CHE 5610	Human Development	3 credits
CHE 5980	Diagnosing and Treatment Planning	3 credits

Fall 2026 REQUIRED: HAVE BACKGROUND CHECK COMPLETED  
IN PREPARATION FOR PRACTICUM

CHE 5500	Research Methods	4 credits (1 hour lab)
CHE 5510**	Professional Orientation	3 credits
CHE 5520**	Theories of Counseling	3 credits

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CHE 5530 Basic Counseling Skills 4 credits (1 hour lab)  
14 credits

\* If 5510 and/or 5520 is taken in the summer, students may consider 5640 Play Therapy as a replacement course for fall of first year. Only one replacement course is recommended so as not to adversely impact the rest of your schedule.

Spring 2027 Pre-requisites – 5500, 5510, 5520 & 5530

- **REQUIRED:** Purchase Professional Liability Insurance prior to beginning practicum
- **OPTIONAL:** Sign up for NCE Roster

CHE 5600 Cross Cultural Counseling 3 credits  
CHE 5620 Group Counseling 3 credits  
CHE 5630 Practicum 4 credits (1 hour Lab)  
CHE 5943 Foundations and Curriculum Development  
of School Counseling Programs 3 credits  
13 credits

Summer 2027 Content Area Test a pre-requisite for 2<sup>nd</sup> Internship {6921}  
OPTIONAL: Apply for NCE Exam)

CHE 5610 Human Development for Counselors 3 credits  
CHE 5941 Emerging Issues in School Counseling 3 credits  
CHE 6920 Supervised Experience 3 credits  
9 credits

Fall 2027 Needed: Internship Presentation & Positive Prof. Disposition.  
OPTIONAL: take NCE OR sign up for NCE roster for Spring

CHE 5640 Play Therapy 3 credits  
CHE 5942 SC: Collaboration, Consultation and Intervention 3 credits  
CHE 5920 Career Counseling 3 credits  
CHE 6921 Supervised Experience 3 credits  
12 credits

Spring 2028 (Apply for Graduation, Cap & Gown & Hooding)  
**REQUIRED:** Comp. Exam; OPTIONAL: take NCE

CHE 5900 Appraisal 3 credits  
CHE 6922 Supervised Experience 3 credits  
CHE 5980 Diagnosing and Treatment Planning 3 credits  
CHE Elective 3 credits  
12 credits  
**CHE 5645 Advanced Play Therapy (OPTIONAL) 3 credits**

### 32. Student Course Guide and Checklist (For Student Use)

## DEPARTMENT OF COUNSELING AND HIGHER EDUCATION EASTERN ILLINOIS UNIVERSITY

### M.S. in Counseling (School Counseling)

NAME \_\_\_\_\_

#### ADDITIONAL REQUIREMENTS CHECKLIST

- \_\_\_\_\_ Admission to Graduate School
- \_\_\_\_\_ Admission to the Department of Counseling and Higher Education
- \_\_\_\_\_ Study Plan (Degree Audit) -- Required for Admission to Practicum and Comprehensive Examination
- \_\_\_\_\_ Attend Practicum Informational Meeting
- \_\_\_\_\_ Application for Practicum
- \_\_\_\_\_ Approved Practicum Agreement
- \_\_\_\_\_ Log Sheets submitted from completion of Practicum
- \_\_\_\_\_ Attend Internship Informational Meeting
- \_\_\_\_\_ Application for Internship
- \_\_\_\_\_ Approved Internship Agreement (Should be submitted each semester)
- \_\_\_\_\_ Log Sheets submitted from completion of Internship (Should be submitted each semester)
- \_\_\_\_\_ Written Comprehensive Examination
- \_\_\_\_\_ Approval of Thesis (If applicable)
- \_\_\_\_\_ Application for Graduation
- \_\_\_\_\_ Application for Certification

### **33. 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 part-time students are encouraged to apply. Students must fulfill all requirements for the degree within a period of six consecutive years.

**2. When are courses offered?**

Currently, most of our courses meet during the daytime for 2.5 hrs. Faculty attempt to schedule the courses together so that 2 courses are taken together on one day and commuter drive time is limited as much as possible. 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 30 students to our master's programs yearly, with approximately 15 students admitted to the School Counseling program and 15 students admitted to the Clinical Mental Health Counseling program.

**4. Are there undergraduate courses required for admission?**

No.

**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 two concentrations (School Counseling and Clinical Mental Health Counseling). Students are not allowed to concurrently major in both programs. Double majors are highly discouraged. Please meet with an advisor for further information on this topic.

**6. Can I change concentration once I am admitted?**

A change of concentration is discouraged but is considered on a case-by-case basis.

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

All of our concentrations are two-year programs including mandatory summer classes. 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?**

All admitted students to the Counseling program will be considered for the Paul Ward Scholarship. In addition, graduate assistantships are available, and applications and information can be found on the Graduate School website. Assistantships provide a stipend for nine months and tuition waivers.

**9. When can I start taking classes?**

Admitted students are encouraged to take on or two courses in during the first summer of the program. Please see section 28 for options.

### 34. Student Well-Being

DIU is committed to supporting and advancing the mental health and well-being of our students. Students may experience stressors that can impact both their academic experience and their personal mental health and well-being. These may include academic pressure and challenges associated with relationships, anxiety, depression, alcohol or other drugs, identities, and finances.

If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. Below is a list of available campus resources to assist with student well-being:

- EIU Counseling Clinic: Human Services Building, 1<sup>st</sup> floor; 217-581-3413; for after-hours urgent support, call 1-866-567-2400. The Counseling Clinic offers individual and group counseling, emergency services, and resources
- Online Mental Health Screening: online, private screening tool for depression, anxiety, eating disorders, and alcohol and substance misuse
- EIU Health Clinic: Human Services Building, 1<sup>st</sup> floor, 217-581-3013. The Health Clinic services include lab work, pharmacy, and women's health and men's health programs.
- Health Education Resource Center (HERC): 2201 Blair Hall; 217-581-7786. The HERC offers health programming in the areas of alcohol, tobacco and other drug prevention and education, flu and cold prevention and education, nutritional analysis and education, and sexual health education, in addition to other health-related topics
- Center for Gender and Sexual Diversity (GSD): Stevenson Hall, lower level; 217-581-7117. The GSD Center provides services such as Trans\* formation Station, a large library full of books and movies, year-round programming, and a comprehensive Safe Zone Training program.
- EIU Campus Food Pantry: 1347 McAfee. The EIU Campus Food Pantry is a means to support students and the campus community by alleviating barriers to consistent, adequate, and healthful food. Anyone with a Panther Card can visit the pantry two times per month.
- Student Legal Service: MLK Jr University Union Room 2420; 217-581-6054. Student Legal Service can assist with off-campus housing issues, traffic violations, misdemeanor criminal offenses, municipal ordinance violations, and expungement.
- Financial Aid and Scholarships: Student Services Building East Wing; 217-581-6405, Fax: 217-581-6422, [finaid@eiu.edu](mailto:finaid@eiu.edu). The Office of Financial Aid and Scholarships provides information and guidance to secure the necessary financial resources to meet educational goals and financial obligations to the university.

To ensure 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 CHE Office Manager, Buzzard Hall Room 2102, Eastern Illinois University, 600 Lincoln Avenue, Charleston, IL 61920.

## Handbook Agreement Form

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 (**concentration in School Counseling**) in the Department of Counseling and Higher Education's "**Student Policy Handbook**" dated 20\_\_\_\_ - 20\_\_\_\_.

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

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Student Signature

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Date