



EASTERN ILLINOIS UNIVERSITY™

STUDENT POLICY HANDBOOK



2024-2026

M.S.

**MAJOR: College Student
Affairs**

**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, **sign and return the “Policy Handbook Agreement Form”** (last page of this handbook) to the Department Office Manager, Room 2102, Buzzard Hall, Eastern Illinois University, 600 Lincoln Avenue, Charleston, IL 61920.

A. **STANDARDS**

The Department of Counseling and Higher Education utilizes the Council for the Advancement of Standards in Higher Education (CAS) as a way of guiding program goals and outcomes. Based on an external review by CSA experts, the department decided to create a new degree which became the M.S. in College Student Affairs. New courses were added, and the faculty were expanded to accommodate the increase in students pursuing this degree. Recently, the department incorporated the standards developed by American College Student Affairs (ACPA) and National Association of Student Personnel Association (NASPA) as its benchmark for assessment. The Department of Counseling and Higher Education currently seeks to better align the College Student Affairs curriculum with the American College Student Affairs (ACPA) and National Association of Student Personnel Association (NASPA) competencies. After a thorough review of the competencies, the department seeks to maintain a strong 43-hour Master of Science degree with a required thesis.

ACPA and NASPA competencies may be reviewed at:

https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Compencies_FINAL.pdf

B. CSA MISSION STATEMENT

The Master of Science (MS) in College Student Affairs at Eastern Illinois University pursues the highest standards of scholarly excellence as evidenced through sustained achievement of criteria developed and adopted by the Graduate School. The program utilizes a cohort model with a low faculty-to-student ratio. The department currently offers an M.S. in College Student Affairs (CSA) with an online option in Higher Education and Community College (HECC). The programs incorporate the standards developed by the American College Student Affairs (ACPA) and National Association of Student Personnel Administrators (NASPA) as its benchmark for assessment. The purpose of our training, which includes supervised practical experience in a variety of settings, is to equip students to become qualified, ethical, and culturally competent leaders in Higher Education.

C. LEARNING GOALS

1. Candidates will display the required academic preparation and professional dispositions necessary to succeed in the graduate program in College Student Affairs.
2. Candidates will display evidence of depth of content knowledge.
3. Candidates will display evidence of maintaining professional dispositions.
4. Candidates will display evidence of effective critical thinking and problem-solving skills.
5. Candidates will display evidence of oral and written communication skills.
6. Candidates will display evidence of advanced scholarship through research and/or creative activity.

D. COLLEGE STUDENT AFFAIRS

The Department of Counseling and Higher Education offers the Master of Science in College Student Affairs. The program follows the guidelines set by the American College Student Affairs (ACPA), National Association of Student Personnel Association (NASPA) and 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

Program Objectives	Required Courses
1. Knowledge of the historical, philosophical, ethical, cultural, and research foundations of higher education that inform student affairs practice.	EDF 5730
2. Ability to apply relevant ethical and legal standards in professional practice.	CHE 5760
3. Knowledge of student development theories and research relevant to student learning and personal development.	CHE 5720
4. The ability to use appropriate development theory to understand, support, and advocate for student learning and development.	CHE 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.	CHE 5735
6. The ability to demonstrate knowledge of how student learning and opportunities are influenced by student characteristics and collegiate environments.	CHE 5735
7. Knowledge of techniques and methods of interviewing; helping skills; and assessing, designing, and implementing developmentally appropriate interventions with individuals and organizations.	CHE 5715
8. Ability to demonstrate knowledge and skills necessary to design and evaluate effective educational interventions for individuals and groups.	CHE 5715
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.	CHE 5750 CHE 5760 CHE 5710
10. Ability to identify and apply leadership, organizational, and management practices that assist institutions in accomplishing their mission.	CHE 5760 CHE 5750 CHE 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.	CHE 5505 CHE 5741
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.	CHE 5950 CHE 5741
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.	CHE 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 43 semester hours. The plan, therefore, requires that the student must complete the following courses identified below:

Elective Courses: There are no electives in the program.

Comprehensive Examination: Students must successfully complete a thesis which replaces the departmental requirement for the comprehensive examination (see page 6 for more details).

E. ADVISING PROCESS

When you receive your letter of acceptance into the CSA 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 Higher Education offers an M.S. degree in College Student Affairs. This degree requires a minimum of 43 semester hours and the successful completion of a Thesis. 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.

F. COURSE SCHEDULING: - SEE COURSE ROTATION – TENTATIVE (P. 15)

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

G. INTERNSHIP

Students enrolled in CHE 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 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 an internship 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 CHE 5880.
6. Students will read text materials and complete a series of written seminar assignments in addition to the onsite practicum contracts.

H. THESIS AND COMPREHENSIVE KNOWLEDGE

According to the graduate catalog, degree candidates are expected to achieve comprehensive knowledge in the area in which the degree is to be offered. The department documents this achievement through the Certificate of Comprehensive Knowledge.

Because the department requires all CSA students to complete a thesis, the Certificate of Comprehensive Knowledge is awarded at the successfully completion of the Thesis Defense. Information on thesis requirements can be found here:

https://www.eiu.edu/collegestudentaffairs/CSA_THESIS%20MANUAL%20-%20Rev%20JAN%202015.pdf

In extenuating circumstances, the thesis may be waived and replaced with a research project approved by the CSA faculty. Circumstances where the thesis is waived may occur when a student already has completed a thesis for another master's degree or where the student has a Ph.D. in a different field of study and is returning to seek additional training in student affairs.

I. 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 student affairs professional.

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.

As noted in Remley, T.P. & Herlihy, B. (2005, 6th 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.

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 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 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 as defined by the ACPA/NASPA professional competencies.

Remediation Procedures:

All academic issues will follow 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.

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.

J. 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:

1. A mathematical error in calculation of the grade or clerical error in recording of the grade that remains uncorrected;
2. The assignment of a grade to a particular student by application of more exacting requirements than were applied to other students in the course;

3. The assignment of a grade to a particular student on some basis other than performance in the course;
4. The assignment of a grade by a substantial departure from the faculty member's previously announced standards.

Step 1: 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. 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.

Step 2: Formal Grade Appeal

Grade Appeal Request:

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

1. Complete a *Grade Appeal Request* using [Form 1](http://www.eiu.edu/~acaffair/GradeAppeal/) available at the Grade Appeal web site <http://www.eiu.edu/~acaffair/GradeAppeal/>
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.
[Eastern Illinois University: Grade Appeal \(eiu.edu\)](http://www.eiu.edu/~acaffair/GradeAppeal/)

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.

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.

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 statement of whether any of the grounds for an appeal were valid;
 - a statement of whether the grading issue was resolved to the satisfaction of the student and faculty member; and
 - 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* ([INSTRUCTIONS \(eiu.edu\)](https://eiu.edu)) 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.

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; and
- 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.
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 are able to 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. The Fact Finding Meeting shall not be open to the public.
 - a. 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.
 - b. At the Fact-Finding Meeting, the UGAC may request additional relevant materials from the student or faculty member.
 - c. 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.

Request for Review by the Dean

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* ([INSTRUCTIONS \(eiu.edu\)](#)) 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:
 - a. The UGAC correctly followed procedures and the decision of the UGAC will be implemented;
or
 - b. 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.

K. 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.

L. 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 Everett Warner and Stanley G. Rives Presidential Award. Each year in late spring, the EIU Foundation offers the Warner-Rives Higher Education Award to at least one graduate student in College Student Affairs. The award 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.

Williams Travel Grant Application Information. Williams Travel Grants were established to provide travel support for EIU graduate degree-seeking candidates who have papers or creative works accepted for presentation at regional, state, national or international conferences between July 1 and June 30 of the current fiscal year.

Award: These grants are for reimbursement of documented travel expenses up to \$500. Grants will be made based on the quality of the application. A 25 percent match from the candidate's department is encouraged. Williams Travel Grant Winners may be required to present their projects during the Annual Graduate Student Exposition each spring semester. Winners will be photographed and featured in the *Graduate Journal of Scholarship*.

Eligibility: Graduate degree-seeking candidates who are enrolled at the university during the term the project was presented.

Deadline:

- **Fall Competition:** The deadline is fourth Friday in October of each year.
- **Spring Competition:** The deadline is second Friday in February of each year.

Application: A Williams Travel Grant application will consist of the following:

- A completed application form, link found below.

[Williams Travel Grant Application \(eiu.edu\)](http://www.eiu.edu/~cscf/williams-travel-grant-application)

- Documentation that the work submitted has been accepted for presentation during the eligibility dates. (A copy of an acceptance letter or page from the program is sufficient).
- An abstract of 250 words or less describing the work presented.
- A letter from the candidate's faculty mentor that addresses (a) the role of the student in the work and in its presentation at the meeting, (b) the contribution of the work to the candidate's field, and (c) verification that the student will be enrolled in the university at the time of the presentation.

Provisional Consideration: Students who have submitted a paper for peer review but may not receive notification of acceptance before the spring due date may request provisional consideration. The Provisional Consideration Application requires completion of the standard Williams Travel application form as outlined

above and must include a letter requesting provisional approval until the student has received notification of the paper's acceptance for presentation.

If Provisional Consideration is approved, the student must provide evidence that the paper was accepted for presentation, as outlined in the application guidelines above, in order to receive the award.

M. 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 ACPA 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 in COSPA 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.

→ Opportunities for Professional Exposure

Throughout the year there are graduate student professional conferences such as, 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 College of Education Research Fair (February) and Distinguished Graduate Student Awards Exposition (April). Faculty will assist students with the preparation of Poster Presentations in the Thesis course (CHE 5950) as part of the courses.

Further Information: Further information regarding additional professional organizations may be found on the Department of Counseling and Higher education web page at <http://www.eiu.edu/collegestudentaffairs>.

N. 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 Lana Beasley in the Graduate School at 581-7490 with questions.

O. 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 5490-5493 – Special Topics of Higher Education (4)

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 5505 – Research Methods I in College Student Affairs (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.

CHE 5506 – Research Methods II in College Student Affairs (3)

This course is designed to deepen students' understanding of research methodology in the college student affairs professional through application of quantitative and qualitative principles. Students will emerge with a completed research proposal in preparation for the required thesis.

CHE 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.

CHE 5715 – Individual and Group Intervention in Student Affairs (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.

CHE 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.

CHE 5725 – Student Development Theory II: Contemporary Theories (3)

This advanced course in student development theory is designed to acquaint future student affairs professionals with a broader range of theory than the foundation theories studied in the introductory course. Special focus will be directed toward understanding the implications of these models for the policies and practices of education in general and student affairs in particular. The major purpose of the course is to provide students with an in-depth review of contemporary student development theories, an opportunity to apply, analyze, synthesize, and evaluate current and emerging theories in a seminar format in preparation for significant roles of leadership working with college students.

CHE 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.

CHE 5741 – Collegiate Environments (3)

This course will introduce students to the complexity of college campuses and cultures including the physical, social, and psychological aspects of these environments. Theories, research, assessment devices, and design strategies will be utilized to describe the college environment and explain its impact on students and staff. The intent of the course is to become familiar with higher education settings and strategies for enhancing these environments. Also, students will examine environmental influences on human behavior in the collegiate setting in an effort to maximize student learning and development. Throughout the course, attention will be paid to the impact of campus environment on diverse student populations and a variety of student groups.

CHE 5735 - Multicultural Competencies and Social Justice in College Student Affairs (3)

This course is designed to acquaint future student affairs professionals with competency skills deemed necessary for the successful practice of student affairs administration in multicultural and diverse higher education settings. Characteristics, policies, practices and organization dynamics of higher education institutions that affect the delivery of services and programs for all members of the higher education community are the focus of the course.

CHE 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.

CHE 5760 – Legal & Ethical Issues in College Student Affairs (3)

This course is designed to equip students with a working knowledge of current, past and potential laws and legal issues affecting higher education and to apply ethics standards and ethical decision making into all aspects of professional practice.

CHE 5880 – Supervised Experience in College Student Affairs (3)

Supervised experience in all services normally considered a part of student affairs work

CHE 5950 – Thesis and Research (3) (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 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 CHE 5950 and CHE 5990.

*Formerly CSD

P. CLASS ROTATION - TENTATIVE**Rotation for the 43-hour College Student Affairs Program (2024-26)**

Course Number	Credit Hour	Course
FALL 2023		
CHE 5490	1	Special Issues
CHE 5505	3	Research Methods in CSA
CHE 5715	3	Individual & Group Intervention
CHE 5720	3	Student Development Theory
SPRING 2024		
CHE 5491	1	Special Issues
CHE 5741	3	Collegiate Environment
CHE 5725	3	Student Development Theory II: Contemporary Theories
CHE 5506	3	Research Methods in CSA II
SUMMER 2024		
CHE 5880	3	Supervised Experience
FALL 2024		
CHE 5492	1	Special Topics
CHE 5710	3	Leadership & Administration in Higher Ed.
CHE 5760	3	Legal & Ethical Issues in College Student Affairs
CHE 5950	3	Thesis
SPRING 2025 (Apply for Graduation, Cap & Gown, and Hooding)		
CHE 5493	1	Special Topics
CHE 5735	3	Multicultural Competencies & Social Justice in CSA
CHE 5750	3	Governance & Finance in Higher Ed.
CHE 5730	3	History & Philosophy of Higher Ed.

Q. STUDENT COURSE GUIDE AND CHECKLIST (FOR STUDENT USE)

**Department of Counseling and Higher Education
Eastern Illinois University
M.S. in College Student Affairs**

NAME _____

ADDRESS _____

TELEPHONE _____

ADDITIONAL REQUIREMENTS CHECKLIST

- _____ Admission to Graduate School
- _____ Admission to the Department of Counseling and Higher Education
- _____ Study Plan (Degree Audit)
- _____ Approved Internship Agreement (Should be submitted each semester)
- _____ Log Sheets Submitted from Internship (Should be submitted each semester)
- _____ Approval of Thesis
- _____ Application for Graduation

R. 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. Master of Science students must complete residency requirements (see graduate catalog). A student 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 one day per week in the evening at 4:00 – 6:30 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 30-50 applications are received on an annual basis. We currently admit 15-20 students to our master's programs yearly.

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?

College Student Affairs has an established track for coursework and as such no individualization of the program of study is permitted except in extenuating circumstances.

6. Can I change programs once I am admitted?

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

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

The CSA program is a two-year program. 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 both inside the Counseling and Higher Education Department as well as in several offices around the campus. Each of these assistantships provides a stipend for nine months and tuition waivers. Contact the Graduate School for a complete list of campus assistantships.

S. HANDBOOK AGREEMENT FORM

To ensure that all students are familiar with program policies, **students are required to fill out and sign the following form to be placed in their file.** Please return to the Office Manager, 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 Higher Education's **Student Policy Handbook dated _____ - _____** (e.g. 2023-2025).

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

Student Signature

Date