COUNSELOR EDUCATION DEPT
COUNSELING STUDENT HANDBOOK
Spring 2011

Master of Science in Education in Counseling

WESTERN ILLINOIS UNIVERSITY
10/2010
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Welcome to the Counselor Education Department at Western Illinois University. This document is designed to provide you, the master’s level student, with information about the personal and professional journey upon which you are about to embark.

This handbook is to serve as a supplement to the Graduate Catalog and The Professional Counselor: Portfolio, Competencies, Performance Guidelines and Assessment (4th edition). It is your responsibility as student or prospective student to become familiar with the contents of the Graduate Catalog under which you will be entering graduate work, the expectations set out in The Professional Counselor and the contents of this Counseling Student Handbook. To confirm that you have received, read, and understood the responsibilities, policies, and procedures outlined in this manual, please sign the Agreement Contract at the end of this handbook and submit it to your advisor for inclusion in your student file as soon as possible.

If you should have changes in your contact information (address, cell, home and/or work phone numbers) at any time during your program, please contact the Counselor Education Department at 309-762-1876 to update your file.

Good luck on your journey as a counselor-in-training.

Sincerely,
Western Illinois University
Counselor Education Department
# TABLE OF CONTENTS

- **Introduction** .................................................. 5
- **Accreditation and Approval** ................................. 5
- **Mission Statement** ........................................... 5
- **Philosophy** .................................................. 5
- **Program Objectives** ......................................... 5
  - School Counseling Program ................................ 6
  - Clinical Mental Health Counseling Program .......... 6
- **Departmental Policies** ....................................... 7
  - WIU E-mail .................................................. 7
  - Counselor Education Department Listserv ............. 7
  - Professional Comportment ................................ 7
  - Ethical Behavior Statement ............................... 8
  - Academic Dishonesty Policy ............................. 8
- **Personal, Professional and Academic Dispositions** .... 8
- **Departmental Continuous Review Procedures** ........ 10
  - Review Policy ............................................. 11
- **Remediation and Retention Procedures** ................. 12
  - Remediation Procedures: Professional Development Plan ............................................. 12
  - Retention Procedures ...................................... 13
- **Advising and Degree Plan** ................................. 15
- **Curriculum** .................................................. 15
  - Core Courses ............................................. 17
  - Courses Specific to the School Counseling Option .. 17
  - Courses Specific to the Clinical Mental Health Counseling Option .......................... 18
  - Course Offerings by Semester (anticipated) ......... 19
  - Thesis ...................................................... 19
  - Field Based Experiences .................................. 19
    - CN 593: Practicum ...................................... 19
    - CN 597: Internship ...................................... 20
  - Clinical/Field Experiences Summary ..................... 21
  - Skills Required for Completion of Clinical Courses ................................................. 22
INTRODUCTION
This *Counseling Student Handbook* is intended to provide graduate students enrolled in the Counselor Education Department at Western Illinois University with basic information about the department. The faculty has created courses and related experiences which conform to accepted practice in Counselor Education and are consistent with our accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students may select either of two program options: School Counseling or Clinical Mental Health Counseling. As of July 2010, the Community Counseling emphasis changed to Clinical Mental Health.

ACCREDITATIONS AND APPROVAL
1. Council for Accreditation for Counseling and Related Educational Programs (CACREP)
2. National Council for Accreditation of Teacher Education (NCATE)
3. Illinois State Board of Education (ISBE)
4. North Central Association of Colleges and Secondary Schools

MISSION STATEMENT
*The mission of the WIU Counselor Education Department is to prepare counseling professionals. The curriculum emphasizes applied and conceptual skills; affirms diversity of values, ideas, and persons; and promotes educational excellence and ethical commitment. The faculty will provide a challenging and supportive environment which encourages personal growth and development.*

PHILOSOPHY
The Counselor Education Department has a unique blend of courses designed to provide the skills and knowledge necessary for becoming a competent counseling professional. Emphasis on students’ personal and professional growth and development permeates the entire educational process. Instructional and experiential learning components are provided to insure that students develop a thorough knowledge of their particular area of emphasis and their personal roles as facilitators of human growth and change. An individual style of counseling is created through a blend of academics, field experiences, and personal growth. The Department is committed to recruiting and selecting students that are representative of our varied and pluralistic society.
PROGRAM OBJECTIVES

School Counseling Program
Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills and practices necessary to promote academic, career, and personal/social development of all K-12 students. See CACREP Accreditation Manual 2009 Standards for additional information. (www.cacrep.org)

Clinical Mental Health Counseling Program
Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. See CACREP Accreditation Manual 2009 Standards for additional information. (www.cacrep.org)
DEPARTMENTAL POLICIES

WIU E-mail

The WIU email address is the only way the University and the Department will communicate with students regarding schedules, registration times, grades, announcements, etc. As such, it is imperative that students activate their WIU ECOM email account in order to receive this important information. The directions for activation of your account are on the Department webpage or call the UCSS helpdesk 309/298-2704.

Counselor Education Department Listserv

All students will be added to the Counselor Education Listserv which is used to communicate advocacy and public policy information, topic discussion, educational exchanges, and other relevant areas. Additionally, this is a medium for the department chair and faculty to post upcoming schedules, changes, reminders, and important department announcements.

Professional Comportment

Professional comportment is a highly professionalized standard to which the Counseling Department requires strict adherence during class time and counseling sessions. Students are expected to dress in a manner appropriate to their working environment and assigned responsibilities. The faculty of the Counseling department reserves the right to establish, identify, and enforce guidelines for dress and appearance. Students who work or train in clinical or school settings should consult with their supervisor, advisor, or faculty about attire specific to the environment. Some guidelines for appropriate professional dress attire are:

- No cut off t-shirts
- No muscle shirts/ tank tops
- No sagging pants or shorts
- No torn, frayed, or holey shirts, shorts, or pants
- No head apparel (hats, scarves, bandanas, baseball caps, etc.)
- No see-through or revealing garments
- No tube tops, halters, or bare midriffs
- No backless dresses or shirt
Ethical Behavior Statement
All students are expected to adhere to the ethical standards of the American Counseling Association. An ethical violation is viewed by the faculty of the Department of Counselor Education as a serious offense and may result in dismissal for the program. The Department uses the latest version of the ACA Code of Ethics. It is the student’s responsibility to be knowledgeable and act in accordance with these standards. www.counseling.org

Academic Dishonesty Policy
Academic dishonesty includes, but is not limited to, cheating and plagiarism. Academic dishonesty at the graduate level is considered a serious offense and may result in dismissal from a graduate program. For a complete statement of the WIU Graduate School’s Academic Dishonesty policy, please see www.wiu.edu/grad/resources/guidelines.php

Grade Appeal Policy
Western Illinois University’s Grade Appeal Policy can be found at www.wiu.edu/policies/gradeapp.php#rntwo

PERSONAL, PROFESSIONAL AND ACADEMIC DISPOSITIONS
The Counselor Education department believes that a professional counselor is strongly committed to the counseling profession and possesses personality characteristics that enable him/her to establish and ethically maintain a responsible therapeutic relationship that helps facilitate client growth. For a complete list of personal and professional dispositions, please see The Professional Counselor: Portfolio, Competencies, Performance Guidelines and Assessment, 4th edition.
The professional counselor is a skilled professional who is able to:

**Maintain Good Mental Health**

1. Expresses a clear understanding and ability to manage own personal needs, values, strengths, areas of growth, feelings, and motivations that may impinge upon effectiveness as a counselor.

2. Demonstrates a constructive attitude towards feedback from faculty, supervisors, and other students and incorporates feedback to make appropriate changes in behavior and attitude.

3. Experiences self as a person of worth, dignity, and self-sufficiency.

4. Remains aware of potential unrealistic expectations placed on self and on others and makes efforts to respond effectively.

5. Develops an awareness of unresolved personal issues and the potential impact on others and shows a willingness to resolve those issues through counseling, when recommended or required.

6. Stays mentally prepared to deal with the reality that they are not always going to be liked by others.

7. Maintains the mental maturity and courage to help clients (actual and practice) explore painful, sensitive, and difficult issues.

**Remain Professionally Competent**

1. Understands personal and professional strengths and limitations.

2. Practices self-discipline and presents a professional demeanor at all times.

3. Effectively manages personal assets, such as knowledge, skills, energy, health, and time.

4. Communicates and interacts with others in an appropriately assertive manner that demonstrates emotional awareness, emotional control, and mutual respect.

5. Works collaboratively with professional and paraprofessional colleagues (including faculty, staff and students).

6. Acknowledges counselor trainee misperceptions, mistakes and limitations as well as astute insights, successes, and potential.
Academic Retention Standards

In addition to the requirements listed in the Western Illinois University Graduate Studies Catalog for Satisfactory Progress, the following requirements apply to counselor education students:

1. Students are expected to demonstrate a commitment to achievement and academic proficiency mandated of graduate studies.

2. A graduate degree in counseling will not be awarded to a student who earns grades of C, D, F, or U in more than six semester hours of graduate level work.

3. Students must earn an A or B in the following courses: CN 500, CN 521, CN 547, CN 548 or CN 549, CN 581, CN 593, CN 597 and CN 600. Students may repeat a course one time to achieve the minimum grade required. Students must have a minimum of a 3.0 grade point average in order to enroll in CN 593: Counseling Practicum.
DEPARTMENTAL CONTINUOUS REVIEW PROCEDURES

As trainers of professional counselors, the faculty of Counselor Education expects prospective counselors to be concerned about other people, to be emotionally stable and psychologically well-adjusted, to be effective in interpersonal relationships, and to be able to receive and give constructive feedback. Further, we expect students to be committed to personal growth and professional development through opportunities such as those provided in course work, group labs, supervision, self-selected readings, and personal therapy.

The CNED Department believes that it is ethically imperative that counselors be willing to do in their own lives what they ask their clients to do. Therefore, the CNED faculty has an ethical obligation to students, the profession, and the eventual consumers of counseling services provided by CNED graduates, to monitor not only students’ academic progress, but also the personal and professional dispositions of students which will impact their performance in the field. These factors are evaluated based on student’s academic performance and ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately and resolve conflicts effectively.

The CNED faculty believes that participating as a client in individual or group counseling can be both a growth experience for graduate students and a significant educational aspect of training to prepare mental health professionals. Experience as a client in personal counseling is, therefore, strongly recommended for students in the Counselor Education Department. In some circumstances, professional counseling may be a requirement of students in the program (see Professional Development Plans). Individual or group counseling should be conducted by a Licensed Clinical Professional Counselor, a Licensed Marriage and Family Therapist, a Licensed Clinical Social Worker, or a Licensed Clinical Psychologist. Personal counseling may be required by the Department at any time for the student to continue in the training. The student has the right to choose his/her own licensed professional from those listed above for this requirement.
Review Policy
Throughout the student’s matriculation in the Counselor Education Department program, a continuous process of advisement and assessment occurs. As a result of this process, both students and faculty members are provided many opportunities to assess the student’s compatibility with the program and the student’s progress towards completing a graduate degree. The Department of Counselor Education faculty hopes that the result of this review process will produce a better match between the goals of the student and the objectives of the program. The continuous review process occurs in the following formats.

Academic Evaluation: Each student is evaluated in the traditional manner through grades. Because several of the core classes require successful completion at an “A” or “B” level in order to be admitted to the next level of courses, students should consult the Graduate Catalog for specific pre-requisite information. The grade of incomplete “I” in a clinical course must be removed prior to enrollment in the next sequential clinical course. A student who receives the grade of “C” in a clinical course, CN 500, CN 547, CN 581, or CN 593, may re-enroll in the course one time and have the retake grade computed into the overall grade point average. Students receiving a grade of C or below in more than 6 hours of coursework will be removed from the program.

Personal and Professional Dispositions Evaluation: Each student is evaluated by the faculty on a regular basis and provided with information about that evaluation through instructor response, personal interview, and formal, written notification. This evaluation provides students with an assessment of their progress, addressing strengths and weaknesses, encouraging improvement, and offering plans for remediation.

Annual Review: Once yearly, the Counselor Education Department faculty conducts a review of all students admitted to the department. Academic progress is assessed; students’ evaluation on the criteria for admission to the department is reviewed; personal and professional dispositions are evaluated; viewpoints and information are shared; and recommendations are made at this meeting. Students are notified of satisfactory or unsatisfactory progress in writing. Students whose progress is unsatisfactory are directed to meet with their advisors to discuss resolution of problem areas.
*See student evaluation and remediation requirements in: 2009 Standards Council for Accreditation of Counseling and Related Educational Programs; ACA Code of Ethics of the American Counseling Association; and Ethical Guidelines for Counseling Supervisors of the Association for Counselor Education and Supervision.

**REMEDICATION AND RETENTION PROCEDURES**
The student Remediation and Retention Policies of the Counselor Education Program enable the faculty to formally monitor student progress. If, at any time, a faculty member raises questions about a student's suitability for the program, believes that the student has failed to demonstrate the required skill level or has knowledge of a serious incident of unethical behavior, the faculty member may request an interview and review of the student's retention in the program. Students also have an ethical responsibility to act upon a situation involving perceived concerning behavior on the part of their fellow students or instructors.

**Professional Development Plan: Remediation Procedures**

1. When a faculty member has concerns regarding a student’s academic, personal and/or professional dispositions, (see *The Professional Counselor, 4th edition*) a meeting will be held with the two members of the faculty, the student and the student’s faculty advisor (or other faculty representative, as appropriate). During this meeting, all present will have an opportunity to address concerns. The three faculty members will constitute the Professional Development Plan committee.

2. At this meeting, a Professional Development Plan will be established to address areas of concern. The Professional Development Plan will be corrective rather than punitive, relevant to the specific areas of concern, and appropriate to the unique needs of the individual student. All Professional Development Plans will have a timeline in which expectations need to be met. Professional Development Plans will be signed by all members of the committee.
3. The Committee Chair will provide a written copy of the Professional Development Plan and a letter summarizing the meeting to the Department Chair. The student and the faculty advisor/representative will also receive copies of the letter and Professional Development Plan, with appropriate signatures.

4. The execution of the Professional Development Plan will be monitored by the student’s academic advisor, or another faculty representative.

5. Upon expiration of the Professional Development Plan, the student, faculty advisor or representative and the concerned faculty member will meet to assess student progress. A letter will be sent to the Department Chair summarizing the meeting, outlining progress made and indicating what, if any, steps are to be taken to continue to monitor student progress. The student and faculty advisor/advocate will receive copies of this letter.

6. If the student has made satisfactory progress with Professional Development Plan, a letter of completion will be sent to the student from the Department Chair. If the student has not made satisfactory progress the Department Chair, in consultation with the full faculty, may choose to convene a Retention Committee for further assessment or make additional recommendations to the Professional Development Plan Committee.

Retention Procedures

1. When attempts at remediation of student concerns have been unsuccessful, the Department Chair may exercise his/her right to convene a Retention Committee for further investigation of areas of concern. Retention Committee is composed of two current Department faculty members and two students.

2. The student whose behavior is in question is notified, in writing, of the committee appointment. At this step the Counselor Education Department Student Hearing Procedures become effective. The student is provided a copy of these procedures. As soon as is reasonably practical, a hearing date will be set. The student will be notified of the date, time, and place by the Retention Committee chair.
3. If the student withdraws from the department or university, the Retention Committee will meet without the student’s participation and will make a recommendation to the chair on whether the student, if he or she reapsplies, should be readmitted to the program.

4. When recommendations are made by the Retention Committee, the student’s progress in carrying out the recommendations is monitored by the Committee. Failure to comply with the recommendations may lead to dismissal from the program.

5. If the student is not satisfied with the Retention Committee’s decision, he/she may utilize the appeal procedures of the University (consult with the Department Chair).
ADVISING AND DEGREE PLAN

Upon admission each student is assigned a faculty advisor. It is important for the student to maintain contact and work closely with his/her advisor to be sure of adequate progress through the program. The advisor helps the student to understand the intricacies of the program and resolve difficulties that may arise. Any change of advisors requires the approval of the Department Chair.

Students should meet with their advisors as soon as possible after acceptance into the Counselor Education Department for assistance in completing a Graduate Degree Plan. Once completed, the Degree Plan is then forwarded with the advisor’s approval to the Graduate Committee Chairperson for the Department. All academic deficiencies must be removed before the student is admitted to candidacy and the student must have at least a 3.0 GPA on all graduate coursework. A degree will NOT be awarded to any student who earns grades of C or lower in more than 6 semester hours of graduate work.

Once a student’s Graduate Degree Plan has been approved by the Graduate Council, changes can be made only by petition. The student should consult with her/his advisor regarding any petition to amend the Graduate Degree Plan. With the advisor’s approval, petitions are forwarded to and processed by the Graduate Committee Chairperson for the Department.

CURRICULUM

The Counselor Education courses are designed to address the eight core areas as outlined by CACREP. Several courses have prerequisites or enrollment guidelines, so students should consult the Graduate Catalog for these details. (It is wise to keep the Graduate Catalog for the year students are admitted to the department for future reference). Students should be aware of the sequential nature of several courses to maximize learning and skill-building. Advisors help students plan their course sequence so all prerequisites are met. If students deviate from this plan, they risk not being able to take a course when desired because the prerequisites are not met. This can delay program completion.
Skills courses must be completed in the following manner:

CN 500  Introduction to Counseling Skills and Practice
CN 521  Standards of Care and Management in Clinical Mental Health Counseling
CN 545  Theories of Counseling and Development
CN 547  Techniques of Counseling
CN 554  Counseling Across the Lifespan
CN 581  Group Counseling Theories and Procedures
CN 593  Practicum: Counseling
CN 597  Internship: Counseling
CN 600  Introduction to Diagnosis and Clinical Mental Health Counseling (Clinical Mental Health Counseling only)

*Skill courses successfully completed: Grade of A or B
+*CN 547 must be taken the semester prior to taking CN 593 Practicum. Prerequisites: CN 500 with a grade of A or B and CN 545.

Students must be in good academic standing (3.0 or higher grade point average) in all Counseling classes before they will be allowed to register for CN 593 Counseling Practicum.
Core Courses

EIS 500 Methods of Research
CN 500 Introduction to Counseling Skills and Practice
CN 519 Crisis and Trauma Counseling
CN 540 Marriage, Family, and Relationship Counseling
CN 541 Lifestyles and Career Development
CN 542 Assessment Techniques in Counseling
CN 545 Counseling Theories and Applications
CN 547 Techniques of Counseling
CN 552 Counseling/Helping in a Multicultural Society
CN 554 Counseling Across the Lifespan
CN 581 Group Counseling: Theories and Procedures
CN 593 Practicum: Counseling
CN 597 Internship: Counseling

Courses Specific to the School Counseling Option

CN 544 Counseling Techniques for Children and Adolescents
CN 546 Developing and Managing Comprehensive School Counseling Program
CN 548 Legal and Ethical Issues for Professionals in School Counseling
CN 556 Developmental Counseling
CN 602 Principles of Mental Health Diagnosis & Pathology for Practitioners in School Settings

Courses Specific to the Clinical Mental Health Counseling Option

CN 520 Foundations and Professional Orientation to Clinical Mental Health Counseling
CN 521 Standards of Care and Management in Clinical Mental Health Counseling
CN 522 Psychopharmacology in Counseling
CN 549 Professional, Legal, and Ethical Issues in Clinical Mental Health Counseling
CN 543 Counseling Issues in Sexuality
CN 551 Counseling for Addictions
CN 600 Introduction to Diagnosis and Clinical Mental Health Counseling
Course Offerings by Semester (anticipated: subject to change)

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<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
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<tbody>
<tr>
<td>CN 500</td>
<td>CN 521</td>
<td>CN 433 (various titles)</td>
</tr>
<tr>
<td>CN 519</td>
<td>CN 522</td>
<td>CN 544</td>
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<tr>
<td>CN 520</td>
<td>CN 544</td>
<td>CN 533 (various titles)</td>
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<td>CN 540</td>
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<tr>
<td>CN 581</td>
<td>CN 552</td>
<td>CN 556</td>
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<tr>
<td>CN 593 (multiple sections)</td>
<td>CN 554</td>
<td>CN 602</td>
</tr>
<tr>
<td>CN 599</td>
<td>CN 581</td>
<td>CN 597 (multiple sections)</td>
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<td>CN 599</td>
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Thesis (CN 601)

CN 601 Thesis (3 credit hrs) is an optional course for clinical mental health counseling and school counseling majors interested in pursuing original research on a topic relevant to the counseling field. Students interested in doctoral work in counseling are advised that completion of a thesis is advantageous. At least two semesters prior to registration for CN 601, students will consult with their advisor and obtain a copy of the Guidelines for Preparation of a Thesis for the Counselor Education Department. Completion of EIS 500 Research Methods is a prerequisite to CN 601 Thesis. Students must not register for CN 601 before they have conferred with their advisor!
FIELD BASED EXPERIENCES

Field-based experiences include CN 593 Practicum, and CN 597 Internship. Arrangements for field-based experiences are made by the student with the assistance of the advisor and/or the field based placement coordinator. Sites are to be consistent with the program emphasis of the student and include appropriate on-site supervision personnel. Sites may include elementary or secondary schools, mental health centers, addiction treatment centers, and special community agencies, e.g. domestic violence center, hospital, or gerontology program.

CN 593: Practicum

CN 593 Practicum must be completed in the fall semester and requires completing an application packet (see Field Placement manual). The following are the minimum hour requirements established by CACREP and followed by WIU (Practicum Faculty may require additional hours):

- **Direct Service: Individual Counseling (minimum)** 30 hours
- **Direct Service: Group Co-facilitation (minimum)** 15 hours
- **Indirect Service (minimum)** Hours as needed for 100 hour total

For school counselor certification: School option: 75% of direct/indirect service hours must be with one focus population (i.e. elementary [K-6] or secondary [7-12] level) and the remaining 25% with the other focus population (i.e. elementary [K-6] or secondary [7-12] level).

Students enrolled in CN 593 Counseling Practicum will be required to participate in a minimum of the following weekly supervisions:

- **Individual Supervision with Site Supervisor** 1 hour weekly
- **Individual Supervision with Faculty** 1 hour weekly
- **Group Supervision (class)** 2.5 hours weekly

Regardless of the hours completed, students will not be permitted to enroll in Internship until they have satisfactorily met the requirements for Practicum and are ready to work more independently, as is required in Internship.

Completed Practicum application packets are due to the Counselor Education Department by the first Friday in May.
CN 597: Internship

CN 597 Internship may necessitate two or more semesters for completion (up to one calendar year for Clinical Mental Health Counseling and two calendar years for School Counseling). Students who do not complete Internship in one semester will be required to attend Practicum courses in the summer and fall in order to meet the group supervision requirement. Internship is scheduled in the spring semester and requires completing an application packet (See Field Placement Manual).

The following are the minimum hour requirements established by CACREP and followed by WIU:

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Direct Service (minimum)</td>
<td>250</td>
</tr>
<tr>
<td>Direct Service: Group Facilitation (minimum)</td>
<td>30</td>
</tr>
<tr>
<td>Indirect Service (minimum)</td>
<td>320</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

*For School Counselor Certification: School option: 75% of direct and indirect service hours must be with one focus population (i.e. elementary [K-6] or secondary [7-12] level) and the remaining 25% with the other focus population (i.e. elementary [K-6] or secondary [7-12] level."

Students enrolled in CN 597 Counseling Internship will be required to participate in a minimum of the following weekly supervisions:

- **Individual Supervision with Site Supervisor**: 1 hour weekly
- **Group Supervision (class)**: 24 hours per semester
  *1.5 hours per week average internship

Regardless of the hours completed, students will not successfully complete Internship until they have satisfactorily met the requirements and are ready function independently as a professional counselor.

*Completed Internship application packets are due to the Counselor Education Department by the first Friday in December.*
Clinical/Field Experiences Summary

1. The Counselor Education Department provides the student with a variety of settings for supervised experiences. Initially, the basic level helping skills are acquired in CN 500 Orientation to Counseling. A second level of skill acquisition occurs in CN 547 Counseling Techniques and CN 581 Group Counseling Theories and Procedures. A third level of skill development, which focuses on skill integration, theoretical foundations, and treatment procedures occur in CN 593 Practicum. The advanced level of skill integration occurs in CN 597 Internship.

2. Applications for practicum and internship are collected in CN 500 Orientation to Counseling in order to help the department with scheduling classes and meeting accreditation standards. Seats are limited to five (5) in practicum and ten (10) in internship.

3. If you must change the semester during which you are to take practicum, notify your advisor immediately. Otherwise, you may not be able to take practicum during the semester desired. Dropping practicum during the semester may also result in being unable to take practicum during the next fall it is offered or when desired.

4. This application process is reviewed in CN 547 Techniques in Counseling. Reminders are given to those who might have made changes in their plans for taking practicum.

5. *The Field Experience Manual for Practicum and Internship* is available for download on the Department website. [www.wiu.edu/counselored](http://www.wiu.edu/counselored) Please be sure you are downloading the manual for the year you are enrolling in the courses.

6. Completed Practicum packets are due to the Counselor Education Department by the first Friday in May. Completed Internship packets are due to the Counselor Education Department by the first Friday in December. *Incomplete materials will not be accepted. Students will not be permitted to enroll in these courses with incomplete materials*

7. A Practicum/Internship site that has not had WIU graduate students before must be approved. Contact the Field Based placement coordinator regarding this process.

8. Registration for practicum and internship is done by completing a form that will be given to eligible students prior to registration day. If practicum and internship applications have been
received and all prerequisites met, students will be given a form to be filled out and returned to the Department office manager. She will register you in a section of Practicum/Internship as the sections are available.

9. If the Field-based placement coordinator does not have an application from a student for practicum or internship, the student will not be registered for the course.

10. Students are required to have professional liability insurance when enrolled in CN 547 Techniques; CN 593 Practicum and CN 597 Internship.

11. Students who are pursuing school counselor certification only must also apply for Practicum and Internship and will be placed in the course provided there is availability after regular students are registered.

12. The Counselor Education department requires a criminal background check prior to placement at a Practicum/Internship site. More information about obtaining the background check will be available during the semester prior to enrolling in the CN 593 course. Depending on the information obtained in the criminal background check, students may be denied placement in a field site and/or may not be eligible for certification or licensure. Please see your advisor if you have concerns about the criminal background check.

**SKILLS REQUIRED FOR COMPLETION OF CLINICAL COURSES**

The following list of counseling skills is the minimal requirements for the sequential courses CN 500, CN 547, CN 593, and CN 597. These courses require a grade of an “A” or “B” for satisfactory completion. Students who receive a grade of “C” will be allowed to retake skills courses once. Failure to make a grade of “B” at the completion of the retake will result in removal from the Counselor Education program.
CN 500 Introduction to Counseling Skills and Practices:
Attending and Exploring skills must be demonstrated with some level of consistency by the end of the semester. The following skills are required for successful completion of CN 500.

**Attending Skills:**
Counselor demonstrates:
- appropriate body language & facial expression and voice levels
- self-awareness by attending to own internal messages
- openness, acceptance, nonjudgmental attitude
- willingness to operate in the affective realm

Counselor establishes:
- a collaborative relationship (mutuality, equality)
- support

Counselor uses:
- minimal encouragers
- silence effectively

Counselor models:
- congruency of cognitive, affective, and behavioral processes

Counselor observes and monitors:
- client representational systems (kinesthetic, auditory, visual)
- client body language, facial expression, voice level

**Exploration Skills:**
Counselor demonstrates:
- following and focusing
- core conditions: empathy, positive regard, respect, genuineness
- reflection of feelings
- reflection of content
- restatement
- pacing or matching
- appropriate response to client anxiety
- open/closed questions for direction of process
CN 547 Techniques of Counseling:
Understanding Skills (added to attending and exploring skills) must be demonstrated with some level of consistency by the end of the semester. Additionally, Action Skills will be introduced. The following skills are required for successful completion of CN 547.

Understanding Skills:
Counselor demonstrates:
- identification of themes
- appropriate self disclosure
- interpretation
- reframing or relabeling
- recognition of management of resistance (defenses)
- immediacy
- summarizing
- leading
- confrontation
- advanced empathy

Counselor demonstrates:
- awareness of techniques from various theoretical models to promote understanding:

Counselor demonstrates attention to issues of diversity by:
- accepting and respecting the client
- modeling acceptance of diversity
- sharing (as appropriate) knowledge of diversity issues
- applying knowledge concerning diversity during counseling process (including understanding of Triad Model)

Counselor attends to:
- counter transference
- client's world view
CN 593 Practicum:
Action skills will be added to Attending, Exploring, and Understanding skills with integration of theoretical foundations. Consistent demonstration of all skills by end of semester is essential.

Action Skills:
Counselor demonstrates within the counseling process:

- ability to structure a counseling session (opening - closing)
- defining goals developing programs
- developing schedules
- termination skills
- problem solving and decision-making
- advanced integration of techniques
- ability to renegotiate goals/direction of process as appropriate

Counselor demonstrates ability to use techniques from theoretical models in an appropriate manner:

- Counselor demonstrates ability to integrate theoretical assumptions with techniques by:
  - conceptualizing/explaining client issues in theoretical terms
  - conceptualizing/explaining client issues in light of developmental tasks/stages/issues
  - conceptualizing/explaining client issues as influenced by family of origin/family of procreation processes
  - conceptualizing/explaining what makes people change
  - conceptualizing/explaining cultural influences

CN 597 Internship:
Includes continued integration of theory and techniques to advanced levels with consistent demonstration of advanced mastery by end of Internship.

Throughout Counselor Education training, counselor as supervisee demonstrates:

- Attitude of openness and receptivity to individual and group supervision
- Non-defensiveness with regard to supervisor direction
- Use of pre-session, post-session personal preparation/review process
- Awareness and compliance with established ethical guidelines concerning client counselor relationships, supervisor-supervisee relationships.
PROFESSIONAL LIABILITY INSURANCE

Litigation involving practitioners in mental health professions has increased dramatically in the last few years. Clearly, the best way to avoid involvement in litigation is to adhere to professional ethical standards, as well as to demonstrate high standards of personal and professional conduct. Professional liability insurance is a necessity.

Students as professionals-in-training are required to obtain professional liability insurance before beginning Techniques of Counseling (CN 547), Practicum (CN 593) and Internship (CN 597) experiences. See www.ilcounseling.org as well as the American Counseling Association insurance (800-347-6647, ext. 284), or CPH & Associates Insurance Agency, Inc. (800-875-1911), www.cphins.com.

EXIT REQUIREMENTS AND GRADUATION

Application for Graduation

Candidates for graduation must complete the Application for Graduation form and submit to the School of Graduate Studies at least eight weeks before the end of the student’s final term. This form is available from the School of Graduate Studies or on-line at www.wiu.edu/grad.

Counselor Preparation Comprehensive Examination

Students will be required to take the Counselor Preparation Comprehensive Examination (CPCE) which is published by the Center for Credentialing and Education, Inc. The CPCE is a comprehensive exit examination required for all M.S.Ed. students. Students will take the examination during their last semester of study in the program. The purpose of the exam is to assess student’s level of knowledge of counseling. The CPCE will cover the eight common core areas of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards for preparation:

1. **Human Growth and Development** – studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. **Social and Cultural Foundations** – studies that provide an understanding of issues and trends in a multicultural and diverse society.
3. **Helping Relationships** – studies that provide an understanding of counseling and consultation processes.

4. **Group Work** – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.

5. **Career and Lifestyle Development** – studies that provide an understanding of career development and related life factors.

6. **Appraisal** – studies that provide an understanding of individual and group approaches to assessment and evaluation.

7. **Research and Program Evaluation** – studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

8. **Professional Orientation and Ethics** – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

There is a fee associated with CPCE and it will be due on the day of the exam. Further information will be provided to students throughout the clinical course sequence.

**Commencement and Conferring of Degrees**

Degrees are conferred in December, May, and August. Commencement exercises are held in May and December. Students wishing to attend commencement exercises must indicate this on the application for graduation.
CERTIFICATION AND LICENSURE

Graduates of WIU Counselor Education Department are strongly encouraged to seek national certification and state licensure. Many state licensure boards including Illinois and Iowa, require a licensure examination in addition to academic and supervised experience. Students should contact individual state professional counselor licensure boards about licensure and certification matters.

All school personnel in Illinois are required to pass state proficiency exams. Students working for a master’s degree in School Counseling must take the Illinois Type 73 School Counselor Specialization Exam. Graduates pursuing certification as school counselors should contact the COEHS certification office for procedures to follow at (309) 298-1434.

National certification is obtained through the National Board of Certified Counselors (NBCC), offering certification as a National Certified Counselor (NCC). The NBCC also offers specialty certifications in school, gerontological, career, and addictions counseling. Many states, including Illinois, use the NBCC examination as one of their licensure requirements. NBCC board examinations are given through special arrangements for WIU students in April. Students must be enrolled in internship to qualify to sit for the examination.

Endorsement Policy

The Department curriculums are specifically and carefully designed to prepare counselors who are competent to enter work in professional settings. Further, specialized preparation is essential for graduates to become effective and fully functioning professionals. Therefore, endorsements for counselor education graduates can be given only for professional positions and position levels appropriate to the respective program completed by graduates.

Graduates of the School counseling option will be endorsed for counseling positions in schools. Students will only be endorsed for provisional school counseling certifications (temporary certification) when they have completed ALL coursework except Practicum and Internship, as mandated by the states of Illinois and Iowa. Graduates of the Clinical Mental Health Counseling option will be endorsed for agency/clinical positions upon completion of that degree.
PROFESSIONAL ORGANIZATIONS

Students and graduates are encouraged to join and to become active in professional organizations, such as American Counseling Association (ACA), ACA divisions, Illinois or Iowa Counseling Associations, and/or state divisions. Application forms are available in the Department office.

Student Organizations

In addition to a number of student organizations available to WIU-Quad Cities students, the Department of Counselor Education sponsors two program-focused student organizations.

Chi Sigma Iota

Chi Sigma Iota (CSI) is the international honor society for counseling students, counselor educators, and professional counselors. Its 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 field of counseling.

Membership is by invitation only to both students and graduates of the WIU Counselor Education Department. Students must have completed at least 18 hours of graduate coursework in the program, have earned a grade point average of 3.75 or better, and be recommended for membership in Chi Sigma Iota by the chapter and the Department faculty. If you are interested in additional information, contact faculty advisor Dr. Shawn Parmanand, at SP-Parmanand@wiu.edu

Western Illinois University-Quad Cities (WIU-QC) Counseling Association

The WIU-QC Counseling Association promotes counselor development through education and community involvement. The Executive Council consists of a President, Vice President, Secretary, Treasurer and Social Director. The Counseling Association’s Social Committee, headed by the Social Director, organizes and promotes educational and social events at the WIU campus and in the community.

All students enrolled at the WIU-QC campus are eligible to become a member of the Association. If you are interested in becoming an Executive Council member or an active member in this association, please contact the faculty advisor for the Counseling Association, Dr. Carrie Alexander-Albritton at C-Alexander-Albritton@wiu.edu
ADDITIONAL INFORMATION

Inactive Status

Students are able to move to “inactive” status for a period of no more than 2 years. After two years, the individual will have to reapply to the department and go through the screening process again as a new student. This applies regardless of how far along the student is in the counseling program and how many credit hours they have earned. To initiate the inactive status, students must write a letter to the department stating they wish to be inactive.

Financial Assistance

Financial assistance is available as graduate assistantships, scholarships, and low-interest loans. Graduate assistantships are academic-merit-based award programs which provide students with work opportunities in a job closely related to their academic field of study. Students with full-time graduate assistantships will receive a stipend and a waiver of tuition. There are Department and externally funded assistantships available. Students may contact the School of Graduate Studies regarding assistantships in areas other than the Counselor Education Department. Graduate assistantship applications are available at [http://www.wiu.edu/graduate_studies/positions.php](http://www.wiu.edu/graduate_studies/positions.php)

Students applying for an assistantship in Counselor Education must also provide an application letter, resume, and three professional letters of recommendation to the department. Selection of assistantships is completed during spring semester. Students must be enrolled full time to qualify for an assistantship.

Students may contact [www.wiu.edu/grad](http://www.wiu.edu/grad) regarding the various forms of financial assistance. For more information contact Andrew Borst, Director, Student Services and Financial Aid at 309-762-3999, ext. 234.

WIU- Quad Cities Financial Aid can assist you with the following:

- Questions regarding your Financial Aid status
- Questions you may have about your Financial Aid forms
- Readjusting your Financial Aid award due to *unusual or special circumstances.*
- Understanding the different loan options
APPENDIX
HELPFUL HINTS

Academic

1. Ask lots of questions. You are here to learn.

2. Be flexible and open to new and various ideas, perspectives, lifestyles, clients, and types of problems, etc.

3. In practicum and clinical courses, don’t be afraid to make mistakes, take risks, and try out new things. In addition, it is not helpful to compare yourself to your peers. Each individual’s journey is unique with different personal and professional experiences.

4. Keep up with your reading in class; if you’re not on top of this, you can easily fall behind.

5. Make appointments with professors so they can get to know you and you can get to know them. Later you may need them for letters of recommendation.

6. Expand your horizons by taking electives in areas that interest you as well as those with which you’re unfamiliar.

7. You can learn a lot by observing others doing counseling. Observe counseling sessions by watching counseling tapes from the counseling department library or media library.

8. Keep your syllabi from each course taken as well as the Graduate Catalog. You may later need to furnish employers, licensing boards, and other graduate programs with information on the content of courses you have taken in your master’s program.

9. Subscribe to professional journals and read them as well as other counseling related materials. In addition, you can write an article with a professor who has an area of interest that is similar to yours and then submit the article for publication in a journal.

10. Attend professional conferences both to stay current in your professional knowledge as well as to network with other mental health professionals.

11. Begin to prepare your vita or resume by keeping a list of your special skills and experiences.
Non-Academic

1. Keep a journal while you are in the program to document your feelings, thoughts, beliefs, and experiences in the program and trace your progress in areas such as personal growth and theory development.

2. Take advantage of personal growth experiences in your course work. The more you learn about yourself, the better counselor you’ll be.

3. Make friends in the program to lean on for support, to have fun with outside of class, and to “blow off steam” together. With these friends you can explore your beliefs about counseling, theories, nature of people, etc.

4. Keep connections with family and friends outside the program. They can also be a valuable source of support.

5. Graduate school can result in substantial personal growth that may interfere with personal relationships. The best way to counteract potential difficulties is to keep spouses and significant others appraised of your growth and, when possible, invite them to join you in growth activities. In addition, it is helpful to prepare them for your level of time commitment. Write out a schedule and leave it with them so they know where to contact you.

6. Maintain a balanced lifestyle. Have a hobby and involve yourself in physical activity. For instance, some of your professors enjoy golf or jogging; others enjoy recreational reading.

7. It behooves a mental health professional to model the behaviors we espouse. Therefore, during times of stress, seek support including personal counseling.

8. Keep perspective. Commit to only as much as you can do well. Laugh and enjoy yourself.

*Reprinted with permission from the Master’s Student Handbook Program in Counseling, University of North Texas*
# Graduate Degree Plan

**Western Illinois University**  
**School of Graduate Studies**

**Name:**  
**WIU ID No.:**  
**Present mailing address:**  
**Degree sought:** M.S. Ed.  
**Major:** SCHOOL COUNSELING  
**Option/Emphasis:**  
**Date of oldest WIU graduate course listed on degree plan:**  
**Semester:**  
**Year:**  
**Catalog year:**

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**Elective**  

- **Total semester hours:** 52
- **Deficiency courses, if any:**
  - **EIS 536:** Cognition 2
  - **EIS 405:** Classroom Mgmt 2
  - **SPED 510:** Except Learner 3

**Thesis/Dissertation supervisor:**  
**Student’s signature/Date:**

---

**Candidacy and Degree Plan Approval:**

- **Adviser’s signature/Date:**  
- **Graduate Committee Chairperson’s signature/Date:**  
- **Committee Member’s signature/Date:**  
- **School of Graduate Studies/Date:**

---

**Western Illinois University**  
**School of Graduate Studies**  
1 University Circle  
Macon, IL USA 61455-1390  
Phone: 309.288.1806; Fax: 309.288.2345  
Email: Grad.Office@wiu.edu  
www.wiu.edu/grad

*Form will not be processed without signatures*

Complete this form and submit to your adviser upon the completion of 9-15 semester hours of graduate course work.
## Graduate Degree Plan

### Western Illinois University
School of Graduate Studies

**Name:**

**WU ID No.:**

*Present mailing address:*

*Degree sought: M.S. Ed*

**Major:** CLINICAL MENTAL HEALTH COUNSELING

**Option/Emphasis:**

**Date of oldest WIU graduate course listed on degree plan:**

**Semester:**

**Year:**

**Catalog year:**

### Degree Requirements

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**Thesis/Dissertation supervisor:**

**Student’s signature/Date:**

**STUDENTS: DO NOT WRITE BELOW THIS LINE**

### Candidacy and Degree Plan Approval:

**Adviser’s signature/Date:**

**Graduate Committee Chairperson’s signature/Date:**

**Committee Member’s signature/Date:**

**Committee Member’s signature/Date:**

**School of Graduate Studies/Date:**

---

### Western Illinois University
School of Graduate Studies
1 University Circle
Macomb, IL USA 61455-1300
Phone 309.298.1806; Fax 309.298.2945
Email Grad-Office@wiu.edu
www.wiu.edu/grad

---

**Clearance**

**Date**

App. Graduation

Thesis/Dissertation

Abstract (if required)

Graduate Studies

---

Form will not be processed without signatures

Complete this form and submit to your adviser upon the completion of 9-15 semester hours of graduate course work.

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3-22-10

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36
COUNSELOR EDUCATION DEPARTMENT FACULTY

Department Faculty

Rebecca Newgent, Ed.D.
Professor and Department Chair
University of Akron

Edward E. Hamann, Ed.D.
Professor
Northern Illinois University

William P. McFarland, Ed.D.
Professor
Indiana University of Pennsylvania

Holly J. Nikels, Ph.D.
Associate Professor
University of South Dakota

Leslie W. O’Ryan, Ed.D.
Associate Professor
University of South Dakota

Carrie Alexander-Albritton, Ph.D.
Assistant Professor
Idaho State University

Shawn Parmanand, Ph.D.
Idaho State University

Adjunct Faculty

Cheryl Becht, M.S.Ed.
Western Illinois University

Anastasia Nikolopoulos, M.S.Ed
Western Illinois University

Eldon Partridge, MS.Ed.
University of Illinois
AGREEMENT CONTRACT

I, ___________________________________________ (student name) have received and read the Student Handbook from Western Illinois University’s Department of Counselor Education. I understand the policies and procedures as stated in the Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein.

I further agree that the Faculty of the Counselor Education Department at Western Illinois University has the right and responsibility to monitor my academic progress, my ethical behavior, and my personal and professional dispositions.

I further assume full responsibility for meeting the requirements of the School of Graduate Studies and the College of Education and Human Services as outlined in the WIU Graduate Catalog.

I am aware that neither Western Illinois University nor the Counselor Education Department will provide or pay for my legal counsel in the event I am sued for malpractice while doing my counseling practicum and internship or other related laboratory experiences, nor will the University pay damages or other costs incurred by me in the event I am found liable. I hereby agree to provide proof of malpractice insurance and notification of any changes in my insurance coverage in my clinical courses. I will hold Western Illinois University harmless in the event I am sued and found liable.

If in the opinion of the faculty, any and/or all of the above stated points are in question, I agree to abide by the faculty’s decision as to whether or not I will continue in the program.

______________________________________________
Signature

______________________________________________
Date

Please sign this form when you attend the new student orientation. This form is to be turned in and will be added to your student file.