

# Educational Leadership and Human Development

Christopher Rybak,  
Chair

## Administration Programs

The Department of Educational Leadership and Human Development offers two administration programs leading to the Master of Arts degree: leadership in educational administration and leadership in human service administration. The programs develop qualities associated with leadership and informed decision making through coursework that engages students in “making the connections” that are fundamental to success as an administrator. Coursework focuses on establishing connections between theory and practice, and culminates in a supervised field experience.

## Leadership in Educational Administration Master’s Degree Program

**Accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Educational Leadership Constituent Council (ELCC).**

The Leadership in Educational Administration Program is a 36-hour program accredited by NCATE, approved by the Illinois State Board of Education, and satisfying requirements for a Type 75 certificate with the general administrative endorsement necessary for entry level school administrators. The ISBE certification requirements include a teaching certificate and two years of teaching experience.

Students in the Leadership in Educational Administration Program are required to complete a total of 250 field experience hours in a school setting. The first 50 hours are completed prior to enrolling in ELH 686 Field Experiences in Educational Administration, which is a capstone course. The first 50 hours include observation of a recognized social justice school leader, observation of special education meetings, and participation on the school improvement committee in a school. The remaining 200 hours are completed during ELH 686 and involve assuming a leadership role in two projects, assigned projects from each of the six Illinois Standards for School Leaders, and participation in four on-campus seminars.

In addition, the department offers a Type 75 certification program sequence for a person with a master's degree who wishes to obtain a Type 75 certificate with the general administrative endorsement. The number of hours required will normally vary from 18 to 30, depending upon how the educational background of the student fulfills requirements of the college core and the other required courses. Upon receipt of an application, each student's transcript is evaluated and required courses established. Students applying for the Type 75 Certificate program are required to follow the same application procedures as degree-seeking students. With the exception of reduced coursework, Type 75 students have the same program requirements as students in the master's program, including dispositions review and the comprehensive portfolio and presentation.

For unconditional admission to the program, a student must have an undergraduate overall and cumulative major grade point average of 3.0 or higher on a 4.0 scale. Conditional admission requires an undergraduate overall cumulative grade point average of 2.75 or higher.

In addition to the GPA requirement, the screening process requires three letters of recommendation that address leadership, ethical behaviors, and professional competencies. One letter of recommendation must be written by a current supervisor. Students are required to write a two-page minimum essay addressing the essay questions required by the Graduate School, and also addressing the candidate's leadership experiences, qualifications, and ethical considerations of leadership.

**Graduate Core.....9 hrs.**

ELH 604 Research Methodology & Applications.....	3 hrs.
ELH 605 Legal and Social Change .....	3 hrs.
ELH 606 Interpersonal Behavior and Organizational Leadership .....	3 hrs.

**Departmental Required Courses..... 24 hrs.**

ELH 611 Instructional Leadership.....	3 hrs.
ELH 662 Community Relations.....	2 hrs.
ELH 669 Special Education Law.....	1 hr.
ELH 670 Human Resource Management .....	3 hrs.
ELH 673 Leadership Perspectives .....	3 hrs.
ELH 676 The School Principalship .....	3 hrs.
ELH 677 Educational Finance .....	2 hrs.
ELH 678 United States Public School Law .....	3 hrs.
ELH 686 Field Experiences in Administration.....	4 hrs.

**Suggested Electives .....**

ELH 510 Statistical Procedures .....	3 hrs.
ELH 550 Independent Study .....	3 hrs.
ELH 586 Counseling Diverse Populations.....	3 hrs.
ELH 612 Institutional Planning and Evaluation .....	3 hrs.
ELH 620 Human Development Counseling.....	3 hrs.

ELH 651 Community Counseling.....	3 hrs.
ELH 661 Couples and Family Counseling .....	3 hrs.
ELH 681 Seminar in Educational Administration.....	3 hrs.
ELH 699 Thesis .....	1-6 hrs.
<b>Total Program Semester Hours</b>	<b>36 hrs.</b>

## Post-Masters Certification in Educational Administration

Post-Masters Certification in Educational Administration is designed for students who have a master's degree in education or an education-related field who wish to become certified school administrators in Illinois. Applicants who hold a master's degree in any field other than Educational Administration and who are seeking to earn the Type 75 certificate to be a school administrator in the State of Illinois are required to complete the equivalent of thirty (30) semester hours of graduate credit in a specified course of study in Educational Administration as prescribed by the State of Illinois. Bradley University has provided this opportunity for many years to students holding a master's degree in another area.

The Type 75 Certificate Program provides a service to the profession of educational administration and to Bradley University because it satisfies the current demand to train principals brought on by the high numbers of administrators retiring. In addition, students benefit by having the opportunity to fulfill the requirements for a Type 75 without taking on a new master's program. The Type 75 Certificate is an endorsement in Educational Administration and is required to be a principal or administrator (other than superintendent) in Illinois schools. The number of graduate hours needed varies depending upon the masters program completed by the student and typically ranges from 18-30 graduate hours. The Illinois State Board of Education requirements for an Illinois Type 75 Certificate include graduate coursework that is divided into four categories: instructional leadership, management of public schools, school and public policy, and clinical experience. In addition to a master's degree and specific graduate course work, candidates for the Illinois Type 75 Certificate are also required to have two years of full-time teaching experience or school service personnel experience and successful completion of the required State of Illinois certification examinations.

### Curriculum

Students follow a course sequence similar to master's degree-seeking Educational Leadership students with the exception of coursework requirements already satisfied. Upon transcript evaluation of the previous masters degree in another area, students follow the same courses as master's level students.

ELH 605 Legal and Social Change .....	3 hrs.
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ELH 606 Interpersonal Behavior and Organizational Leadership .....	3 hrs.
ELH 673 Leadership Perspectives .....	3 hrs.
ELH 676 The School Principalship .....	2 hrs.
ELH 686 Field Experiences in Administration.....	4 hrs.
ELH 611 Instructional Leadership.....	3 hrs.
ELH 662 Community Relations.....	2 hrs.
ELH 669 Special Education Law.....	1 hrs.
ELH 670 Human Resource Management.....	3 hrs.
ELH 677 Educational Finance.....	2 hrs.
ELH 678 United States Public School Law .....	3 hrs.

**Application and Screening Interview Procedures for Post-Masters Certification (Type 75) in Educational Administration from the Department of Educational Leadership and Human Development (ELH)**

1. Prospective candidates for certification must formally apply to the Post-Masters Certification in Educational Administration Certificate Program. Application materials for each candidate shall consist of:
  - Bradley Application for Graduate Admission
  - two essays
  - three letters of recommendation
  - copies of official transcripts from previous undergraduate and graduate work
  - application fee

Note: The requirement to take either the MAT or GRE is waived.

2. Upon receipt and review of admission materials by Bradley Educational Administration (EDA) Faculty, all applicants are considered by EDA faculty for consensus admittance into the Type 75 Certificate program. Upon faculty consensus for admission, applicants will be notified of their acceptance by letter. If there is no consensus for acceptance, applicants will be sent a letter outlining faculty concerns and requiring the applicant to interview with EDA faculty to address identified concerns. Following the screening interview, applicants will be notified by letter of the final disposition of their application.
3. Upon successful application and screening, applicants must complete a plan of study based upon a transcript review and then complete identified deficit coursework and experience.
4. In all cases, submission of materials does not guarantee acceptance into any program offered by the Department of ELH, nor does such submission guarantee interim certification approval and signature by appropriate College officers.

**Policy for Dated Coursework**

All graduate coursework must have been completed within five (5) years of the date on the application for the certificate program. Applicants with degrees and/or coursework older than five (5) years must submit evidence of appropriate continuing education and/or training in education or a related field. Eligibility for post-masters certification using these criteria will be decided on a case-by-case basis by Bradley Educational Leadership faculty. Submission of these materials does not guarantee admittance into the post-masters Educational Administration Type 75 Certification program.

**Transfer Credits**

Post graduate students seeking the Type 75 Certification only may transfer up to twelve (12) semester hours towards school administrator certification. Post graduate students seeking the Type 75 Certification must complete a minimum of 18 specific graduate credit hours in the post-master's Type 75 Certification program offered at Bradley University by the ELH Department. Determination of the total number of hours needed to secure the Type 75 Certification will be determined by EDA Faculty based upon the official transcripts submitted by the post graduate student.

In determining the final disposition of the transferable graduate credits, EDA Faculty reserve the right to require the post graduate student to submit course syllabi and course descriptions from the college catalog in place when the first graduate degree was awarded. Department of ELH faculty will evaluate these materials to determine equivalency with the Bradley University Department of ELH Educational Administration Program, in addition to applicable ISBE requirements.

**Retention Procedures for Certification-Only Students**

Certification-only students are held to the same retention criteria and procedures as degree-seeking students. Students must complete a plan of study with an advisor, which must be approved by the advisor and ELH Department chair.

In all cases, submission of materials does not guarantee acceptance into any program offered by the Department of ELH.

**Financial Eligibility**

Students accepted unconditionally into the Type 75 Certificate program in the Department of Educational Leadership and Human Development shall be eligible for the Educators Scholarship offered through and administered by the Graduate School.

## Leadership in Human Service Administration Master's Degree Program

The leadership in human service administration program requires 36 hours and is intended for persons seeking administrative positions in human service agencies. The fundamental goal of the Department of Educational Leadership and Human Development is to provide its students with quality professional programs and an environment that will aid them in preparing for leadership roles in human service professions. The courses in this program provide a human development foundation and integrate a human relations orientation with conceptual and technical skills required for effective administration in a variety of human service organizations.

For unconditional admission to the program, a student must have an undergraduate overall and cumulative major grade point average of 3.0 or higher on a 4.0 scale. Conditional admission requires an undergraduate overall cumulative grade point average of 2.75 or higher.

In addition to the GPA requirement, the screening process requires three letters of recommendation that address leadership, ethical behaviors, and professional competencies. One letter of recommendation must be written by a current supervisor.

### College Core Required Courses .....9 hrs.

ELH 604 Research Methodology & Applications.....	3 hrs.
ELH 605 Legal and Social Change .....	3 hrs.
ELH 606 Interpersonal Behavior and Organizational Leadership .....	3 hrs.

### Departmental Required Courses..... 18 hrs.

ELH 580 Financial Leadership in Human Service Administration .....	3 hrs.
ELH 583 Supervision and Employee Engagement in Human Service Administration .....	3 hrs.
ELH 610 Survey in Human Service Administration .....	3 hrs.
ELH 612 Institutional Planning & Evaluation .....	3 hrs.
ELH 673 Leadership Perspectives .....	3 hrs.
ELH 686 Field Experience in Administration.....	3-6 hrs.

### Elective Courses..... 9 hours

ELH 540 Human Growth and Development.....	3 hrs.
ELH 550 Independent Study .....	1-6 hrs.
ELH 551 Substance Abuse Counseling.....	3 hrs.
ELH 581 Topics in Human Service Administration ..	1-3 hrs.
ELH 582 Grant Writing in Human Service Administration .....	2 hrs.
ELH 586 Counseling Diverse Populations.....	3 hrs.
ELH 620 Human Development Counseling .....	3 hrs.
ELH 641 Appraisal of the Individual.....	3 hrs.
ELH 651 Community Counseling.....	3 hrs.
ELH 662 Community Relations.....	2 hrs.
ELH 681 Seminar in Educational Administration .....	1-6 hrs.
ELH 682 Seminar in Human Service Administration ..	2 hrs.

ELH 699 Thesis .....	1-6 hrs.
MLS 633 Issues in Higher Education.....	3 hrs.

## Human Development Counseling

**Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the National Council for the Accreditation of Teacher Education (NCATE).**

The human development counseling program is designed to prepare students for positions as counselors in a variety of settings. The counselor education faculty believes that the work of the professional counselor is to promote the positive growth and development of the clients with whom the counselor interacts.

The human development counseling model for preparing counselors recognizes the profound interactive effect of people and human systems. We believe there is a need for social science translators—people who are in touch with the best in theory and research—who can translate this knowledge into effective programs, and who can evaluate these programs. Because we believe that counselors should experience personal growth and development as persons and as professionals, all courses are designed to provide both cognitive and experiential learning.

The program utilizes a Screening and Retention Policy to assist in determining the suitability of an individual for a career in counseling, as well as to monitor progress through the program. A detailed description of the Screening and Retention Policy and procedures is available in the Human Development Counseling Handbook. Continuance in the program is reviewed if at any time a student fails to demonstrate appropriate professional behaviors; or other circumstances occur which would make an HDC degree candidate uncertifiable as a professional counselor.

Areas of specialization are offered in community and agency counseling and school counseling (NCATE accredited and ISBE approved). The program prepares the student to sit for the exam for certification as a National Certified Counselor or for Illinois Type 73 certification in school guidance and personnel services. Both areas are CACREP accredited. In addition, courses of continuing professional education are offered to practicing counselors who wish to increase competencies to meet emerging needs of the profession.

## Program of Study

The program in human development counseling requires 51 semester hours of graduate work at the master's level for completion. The program consists of a graduate core of nine semester hours and a program core of 30 semester hours of study required of all candidates. In addition, students take an additional 12 semester hours of specialty area

course work that may, in concert with the internship and practicum work required in the core program, permit them to develop a specialty area consistent with plans for future employment. Areas of study include, but are not limited to, school counseling and community and agency counseling. All students should consult with their advisor to determine specific courses that will meet their professional goals.

**Graduate Core .....9 hrs.**

ELH 604 Research Methodology & Applications.....3 hrs.

ELH 605 Legal and Social Change .....3 hrs.

ELH 606 Interpersonal Behavior and Org. Leadership . 3 hrs.

**Program Core ..... 30 hrs.**

ELH 540 Human Growth and Development.....3 hrs.

ELH 586 Counseling Diverse Populations.....3 hrs.

ELH 620 Human Development Counseling .....3 hrs.

ELH 621 Career & Life Planning Across Life Span.....3 hrs.

ELH 623 Pre-Practicum in Counseling .....3 hrs.

ELH 624 Theories and Techniques of Counseling .....3 hrs.

ELH 625 Principles of Group Counseling .....3 hrs.

ELH 641 Appraisal of the Individual.....3 hrs.

ELH 690 Practicum (appropriate to specialty) .....3 hrs.

ELH 691 Internship (appropriate to specialty) .....3 hrs.

**Specialty Area ..... 12 hrs.**

Students should use the remainder of the program to structure course work around a special area of interest from among those possibilities listed below. These specialties should be consistent with and support activities in the student's proposed internship placement. Other areas unique to a student's interests may be designed in consultation with members of the department.

**I. School Counseling ..... 12 hrs.**

Intended to prepare students for positions as guidance specialists or student personnel workers in elementary and/or secondary schools. Degree requirements satisfy ISBE guidelines for certification as a school counselor.

**Required .....9 hrs.**

ELH 551 Substance Abuse Counseling .....3 hrs.

ELH 652 Professional School Counseling.....3 hrs.

ELH 654 Consultation in the Helping Professions .....3 hrs.

**Electives .....3 hrs.**

**II. Community & Agency Counseling ..... 12 hrs.**

Intended for students working or planning to work as clinical mental health counselors in community mental health centers, human service agencies, and not-for-profit community support programs, and for those interested in providing counseling services to employees and their families within the context of business or industrial settings.

**Required .....9 hrs.**

ELH 651 Community Counseling.....3 hrs.

ELH 661 Couples & Family Counseling .....3 hrs.

ELH 663 Counseling and Dynamics of Aging.....3 hrs.

**Electives .....3 hrs.**

## School Counseling Program

The Masters Degree in School Counseling Program at Bradley University meets the Illinois Standards for the School Service Personnel Certificate (23.11, 2nd edition 2002). In response to school counseling certification rule changes (Section 25.225 of the 23 Illinois Administrative code) approved by the Illinois State Board of Education on June 1, 2004, the Bradley University School Counseling Program in the Department of Educational Leadership and Human Development has established the following courses of study for degree-seeking and post-master's certification-only students in the School Counseling Program. In all cases, submission of materials does not guarantee acceptance into any program offered by the Department of ELH.

### Degree-seeking students who have Illinois teacher certification

Degree-seeking students enrolled in the master's degree in School Counseling Program who hold or are qualified to hold a teacher certificate in Illinois must meet ELH Department master's degree requirements while completing 51 hours of graduate study as follows:

**Graduate Core Credits**

ELH 604 Research Methodology & Applications.....3 hrs.

ELH 605 Legal and Social Change .....3 hrs.

ELH 606 Interpersonal Behavior and Organizational Leadership .....3 hrs.

**Program Core**

ELH 540 Human Growth & Development.....3 hrs.

ELH 586 Counseling Diverse Populations.....3 hrs.

ELH 620 Human Development Counseling .....3 hrs.

ELH 621 Career Dev Across Lifespan .....3 hrs.

ELH 623 Pre-Practicum in Counseling .....3 hrs.

ELH 624 Theories & Techniques of Counseling.....3 hrs.

ELH 625 Principles of Group Counseling .....3 hrs.

ELH 641 Appraisal of the Individual.....3 hrs.

ELH 690 Practicum in School Counseling.....3 hrs.

ELH 691 Internship in School Counseling .....3 hrs.

**School Counseling**

ELH 551 Substance Abuse Counseling.....3 hrs.

ELH 652 Professional School Counseling.....3 hrs.

ELH 654 Consultation.....3 hrs.

Electives .....3 hrs.

Total 51 hrs.

### Degree-seeking students who do not have Illinois teacher certification

Degree-seeking students enrolled in the masters degree in School Counseling Program who are not certified teachers in Illinois also must meet ELH Department master's degree requirements while completing 51 hours of graduate study. The program of study is the same as listed for

students holding teacher certification, with the exception that, in lieu of electives, students must take or have taken course work addressing additional ISBE (section 25.225. d.2.A-D) requirements in four areas. These areas and the ELH courses addressing them are:

- the structure, organization and operation of the educational system with an emphasis on P-12 schools; ELH 584-02 Understanding Schools: A Primer for Non-Teachers (2 credit hours) and ELH 652 Professional School Counseling (3 credit hours)
- the growth and development of children and youth and their implications for counseling in schools; ELH 540 Human Growth & Development and ELH 652 Professional School Counseling
- the diversity of Illinois students and the laws and programs that have been designed to meet their unique needs; ELH 669 Special Education Law (1 credit hour)
- effective management of the classroom and the learning process; ELH 584-02 Understanding Schools: A Primer for Non-Teachers (2 credit hours), ELH 652 Professional School Counseling, and ELH 690-691 Practicum and Internship

In cases where the above four areas are addressed through graduate coursework taken elsewhere, the student may transfer up to 6 credit hours to meet ISBE requirements.

### Post-Masters Certification-Only

Post-master's certification in school counseling refers to students who have a master's degree in counseling or a related field who wish to become certified school counselors in Illinois. Applicants who hold a master's degree in any related field other than school counseling (e.g., other counseling specialty, social work, or psychology) are required to complete the equivalent of all requirements of an approved school counseling preparation program. Pursuant to Section 25.225.h, the Department of ELH will review the applicant's educational background to determine any deficits as identified by standards set forth at 23 IL Adm. Code 23.110 or other applicable requirements of section 25.225.

#### **Application and Screening Interview Procedures for Post-Masters Certification in School Counseling for master's graduates of the Department of Educational Leadership and Human Development (ELH) Human Development Counseling (HDC) Program**

1. Prospective candidates for certification must formally apply to the Post-Masters Certification (PMC) in School Counseling Program. Application materials for each candidate shall consist of:
  - Bradley Application for Graduate Admission
  - Two Letters of recommendation
  - Copies of all official transcripts including master's degree

- Deficit course work and experience list as identified in a transcript review using Dept. of ELH School Counseling course requirements and 23 IL Adm. Code 23.110 and 25.225
2. Upon receipt of admission materials all applicants are presented to HDC faculty for consensus admittance into the PMC program. Upon faculty consensus for admission, applicants will be notified of their acceptance by letter. If there is no consensus for acceptance, applicants will be sent a letter outlining faculty concerns and requiring the applicant to interview with HDC faculty to address identified concerns. Follow the screening interview applicants will be notified by letter of final disposition of their application.
  3. Upon successful application and screening, applicants must complete a plan of study based upon a transcript review and identified deficit coursework and experience.
  4. In all cases, submission of materials does not guarantee acceptance into any program offered by the Department of ELH, nor does such submission guarantee interim certification approval and signature by appropriate College officers.

#### **Application and Screening Interview Procedures for Post-Masters Certification in School Counseling for masters graduates (non-school) from other CACREP accredited programs**

1. Prospective candidates for certification must formally apply to the Post-Masters Certification (PMC) in School Counseling Program. Application materials for each candidate shall consist of:
  - a. formal application to the Certification Program, including Bradley Application for Graduate Admission and all standard graduate application forms from the Graduate School.
  - b. two letters of recommendation
  - c. official copies of transcripts
  - d. copies of course syllabi and/or course catalogue descriptions as determined by HDC faculty
  - e. successful completion of ELH 652 Professional School Counseling and deficit course work as identified in a transcript review using Dept. of ELH School Counseling course requirements and 23 IL Adm. Code 23.110 and 25.225
2. Students in this category may be asked to submit a videotape of counseling skills as part of their admission packet.
3. Upon receipt of admission materials all applicants are required to complete a screening interview. The screening interview shall be the same as the interview currently required for applicants to the Department

of ELH Masters in HDC programs. Follow the screening interview applicants will be notified by letter of final disposition of their application.

4. Upon successful application and screening, applicants must complete a plan of study based upon a transcript review and identified deficit coursework and experience.
5. In all cases, submission of materials does not guarantee acceptance into any program offered by the Department of ELH, nor does such submission guarantee interim certification approval and signature by appropriate college officers.

**Application and Screening Interview Procedures for Post-Masters Certification in School Counseling for master's graduates (non-school) from non-CACREP accredited programs or post-master's graduates in related fields, e.g., social work or psychology**

1. Prospective candidates for certification must formally apply to the Post-Masters Certification (PMC) in School Counseling Program. Application materials for each candidate shall consist of:
  - a. formal application to the Certification Program, including Bradley Application for Graduate Admission and all standard graduate application forms from the Graduate School.
  - b. two Letters of recommendation
  - c. Bradley-equivalent GRE/MAT, GPA
  - d. successful completion of ELH 652 Professional School Counseling and deficit course work as identified in a transcript review using Dept. of ELH School Counseling course requirements and 23 IL Adm. Code 23.110 and 25.225
2. Students in this category may be asked to submit a videotape of counseling skills as part of their admission packet.
3. Upon receipt of admission materials all applicants are required to complete a screening interview. The screening interview shall be the same as the interview currently required for applicants to the Department of ELH Masters in HDC programs. Follow the screening interview applicants will be notified by letter of final disposition of their application.
4. Upon successful application and screening, applicants must complete a plan of study based upon a transcript review and identified deficit coursework and experience.
5. In all cases, submission of materials does not guarantee acceptance into any program offered by the Department of ELH, nor does such submission guarantee interim certification approval and signature by appropriate College officers.

## Transcript Evaluation to Pursue Counseling Certification

**Certification Only in Counseling.** Individuals wishing to pursue state counseling certification in Illinois will pay a transcript analysis and assessment fee of \$50. If the student enrolls as a graduate student in either Bradley University's Counseling graduate degree program or as a certification only student, this fee will be applied towards tuition. For further information please contact the Chair of the Department of Educational Leadership and Human Development.

## Policy for Dated Coursework

All graduate coursework must have been completed within 10 years of application to the certification program. Applicants with degrees and/or coursework older than 10 years must submit evidence of successful continuous employment experience in the counseling field, continuing education and/or training, and relevant counseling or counseling-related licensure and certifications. Eligibility for post-master's certification using these criteria will be decided on an individual-case basis. Submission of these materials does not guarantee admittance into the post-master's school counseling certification program.

## Interim Certification as School Counselor Intern and Employment

Upon successful application and screening, certification-only applicants may submit an ISBE Application for Interim Certification as School Counselor Intern for approval by the School Counseling Program Coordinator and signature by the college entitlement officer. The Department of ELH and the PMC program are not responsible for any employment as an Interim School Counselor Intern that applicants may seek. The ELH Department neither implies nor guarantees that enrollment in the PMC program will occur in such a way as to coincide with applicant's plans to seek or obtain employment via Interim Certification as a School Counselor Intern.

## Transfer Credits

Certification-only students may transfer up to 6 semester hours towards school counselor certification. Certification only students must take a minimum of 12 credit hours in the post-master's certification program. In addition, post-master's applicants from non-CACREP programs or related fields must submit official transcripts and may be required to submit course syllabi and course descriptions from the college catalogue in place when the degree was awarded. Department of ELH faculty will evaluate these materials to determine equivalency with the Bradley University Dept. of ELH School Counseling Program, in addition to applicable ISBE requirements.

## Retention Procedures for Certification-Only Students

Certification-only students are held to the same retention criteria and procedures as degree-seeking students. Students must complete a plan of study with an advisor, which must be approved by the advisor and ELH Department chair.

In all cases, submission of materials does not guarantee acceptance into any program offered by the Department of ELH.

## Course Descriptions

### **ELH 510 Statistical Procedures 3 hrs.**

Principles and procedures for statistical interpretation of data. Study of measures of central tendency, variability, correlation, and introductory predictive and inferential statistics.

### **ELH 540 Human Growth and Development 3 hrs.**

Cognitive and experiential learning in human growth and development. Cognitive learning through reading and research into developmental patterns of humans through the various developmental stages: birth; infancy; early childhood; primary, middle, and high school years; adulthood; geriatrics. Experiential activities emphasize personal contact and on-site work with people of different ages and stages of physical and psychological development. (Area c)

### **ELH 550 Independent Study**

**Master's Level 1-6 hrs;**

**Post Master's 1-9 hrs.**

Independent study in a selected area related to educational goals. Prerequisites: approval of appropriate department chair and the dean of the College of Education and Health Sciences.

### **ELH 551 Substance Abuse Counseling 3 hrs.**

Basic counseling interventions for prevention, remediation, and treatment of substance abuse.

### **ELH 580 Financial Leadership in Human Service Administration 3 hrs.**

Provides students with a comprehensive overview of financial management related to human service organizations. Topics include various budgeting systems and other financial management tools; service costing and the linking of costs to performance measures; fee setting; and government contracting.

### **ELH 581 Topics in Human Service Administration 1-3 hrs.**

Topics of special interest which may vary each time course is offered. Topic stated in current *Schedule of Classes*. May be repeated under different topics for a maximum of six hours credit.

### **ELH 582 Grant Writing in Human Service Administration 2 hrs.**

This course is designed to provide an introduction to grant writing and methods for writing grant proposals. Students will learn to critique, research, and write grant proposals. Emphasis will be placed upon organization of a grant writing campaign and preparation of a complete proposal package.

### **ELH 583 Supervision and Employee Engagement in Human Service Administration 3 hrs.**

Focuses on the recruitment, selection, and engagement of employees within the context of mission in human service organizations.

### **ELH 584 Topics in Human Development Counseling 1-6 hrs.**

Topics of special interest which may vary each time course is offered. Topic stated in current *Schedule of Classes*. May be repeated under different topics for a maximum of six hours credit.

### **ELH 586 Counseling Diverse Populations 3 hrs.**

Value systems in diverse groups; the use of philosophies and models of diversity in establishing an effective, helping relationship.

### **ELH 604 Research Methodology and Applications 3 hrs.**

Focus on quantitative and qualitative methods of research utilized in the areas of education and social science. Examination of sources of information for research, various designs, basic statistics, interviewing strategies, and observational techniques. Students will learn to critique and write research proposals in their areas of study. Prerequisite: graduate standing.

### **ELH 605 Legal and Social Change 3 hrs.**

Analysis of the effects of legal and social change on lives of young people and on the work of educators and other helping professionals; focus on selected issues of legal and social change with diverse populations. Prerequisite: graduate standing.

### **ELH 606 Interpersonal Behavior and Organizational Leadership 3 hrs.**

Skills related to interpersonal communication, organizational behavior, and leadership values clarification with diverse populations. Extensive opportunities for practicing and evaluating personal communication skills. Prerequisite: graduate standing.

**ELH 610 Survey In Human Service**

**Administration** 3 hrs.  
An introduction to the roles and responsibilities of administrators in human service organizations. Trends in human service delivery, including organizational leadership and culture, human resource management, financial management, strategic planning, working with boards, marketing and public relations, social service partnership and collaboration.

**ELH 611 Instructional Leadership** 3 hrs.  
Problem solving approach to general curriculum development from an administrative perspective, focusing on basic curriculum decisions, processes of change associated with curriculum planning, and contemporary issues and trends at state and national levels.

**ELH 612 Institutional Planning and Evaluation** 3 hrs.  
Identification, analysis, and application of techniques and tools of institutional planning and evaluation. Program, personnel, financial, facility, and institutional planning. Prerequisite: ELH 610.

**ELH 620 Human Development Counseling** 3 hrs.  
Counseling as the promotion of human development. Historical development of the counseling field; survey of relevant skills, client populations, and settings; review of standards for ethical and professional practice in counseling.

**ELH 621 Career & Life Planning Across the Life Span** 3 hrs.  
Basic counseling skills for career planning, exploration, and decision-making. Vocational guidance and career development of elementary and high school students; roles of women entering the work force; physically handicapped workers; inner city youth; adult workers making vocational changes in middle life; older workers preparing for retirement. Practical experience in interviewing, vocational assessment, career information gathering and distribution; labor market research. (Area e)

**ELH 623 Pre-Practicum in Counseling** 3 hrs.  
Instruction, demonstration, practice, and evaluation in basic interviewing and response skills. Emphasis on practice and skill development. (Area d) Prerequisite: ELH 620 or concurrent enrollment.

**ELH 624 Theories and Techniques of Counseling** 3 hrs.  
Study and evaluation of major theories of counseling toward developing a working theory of counseling and understanding of dynamics of human behavior. (Area d) Prerequisite: ELH 623 or concurrent enrollment; consent of instructor.

**ELH 625 Principles of Group Counseling** 3 hrs.  
Group theory and dynamics as applied in group counsel-

ing. Group practices, methods, procedures, and group leader facilitation skills. Supervised practice and experience in group counseling as leader and participant. Prerequisites: ELH 624; consent of instructor.

**ELH 641 Appraisal of the Individual** 3 hrs.  
Development of a framework for understanding the individual. Methods of data gathering and interpretation, individual and group testing, case study approaches, and study of individual differences—ethnic, cultural, and sex factors. (Area b)

**ELH 651 Community Counseling** 3 hrs.  
How communities and community agencies can work to promote human development. Role of the counselor as a change agent and client advocate within the network of community agencies. Prerequisite: ELH 620 or consent of instructor.

**ELH 652 Professional School Counseling** 3 hrs.  
Elementary and secondary school counseling programs; cognitive and experiential skills. History and development of school counseling; elementary and secondary school counseling programs (similarities and differences); group and individual counseling; the counselor's role in school testing; career planning and exploration. Practical experiences. (Area d) Prerequisite: ELH 620 or consent of instructor.

**ELH 654 Consultation in the Helping Professions** 3 hrs.  
A conceptual understanding of effective consultation and its relevance to the helping professional. Demonstration of knowledge and skills necessary to deliver effective consultative services within the client setting. Prerequisites: ELH 620 and foundational concentration course (ELH 651 or 652); consent of instructor.

**ELH 661 Couples and Family Counseling** 3 hrs.  
Theories and techniques of couples and family counseling. Emphasis is on working with couples, families, and children to promote human development, including the role of the family counselor within the network of school and community agencies. Prerequisite: ELH 651 or 652.

**ELH 662 Community Relations** 2 hrs.  
Developing effective community relations through a four-step process involving two-way communication and researching, planning, communicating, and evaluating.

**ELH 663 Counseling and the Dynamics of Aging** 3 hrs.  
The mental health dynamics of aging and its impact on the human service professions. Practical skills of gerontological counseling and their relationship to the concerns of aging.

**ELH 669 Special Education Law 1 hr.**

Statutory provisions of IDEA, Section 504, and ADA. Special education process including classification, identification and evaluation, related services, least restrictive environment, and due process proceedings.

**ELH 670 Human Resource Management 3 hrs.**

Survey of the major approaches to supervision and evaluation in K-12 education; examination of the relationship between evaluation practices, professional development, and the improvement of instruction; and exercises to develop skills of classroom observation and conferencing.

**ELH 673 Leadership Perspectives 3 hrs.**

Concepts of leadership, organizational theory, and decision making presented from multiple perspectives; focus on the practice of educational and human service administration. Prerequisite: ELH 606 or consent of instructor.

**ELH 676 The School Principalship 3 hrs.**

Various components, background, and training for an entry-level elementary or secondary school principal. Prerequisite: ELH 673 or consent of instructor.

**ELH 677 Educational Finance 2 hrs.**

Theory and practice; historical and present sources of revenue and allocation of funds.

**ELH 678 United States Public School Law 3 hrs.**

Legal aspects of education. Constitutional, statute, and administrative laws related to public and private education.

**ELH 681 Seminar in Educational Administration 1-6 hrs.**

Special problems, areas, or current issues in student's chosen field within educational administration/supervision. Maximum of three hours may be taken under a single topic.

**ELH 682 Seminar in Human Service Administration 1-6 hrs.**

Special problems, area, or current issues in human service administration.

**ELH 684 Seminar in Professional Counseling 2-6 hrs.**

Seminar for students specializing in counseling who desire to concentrate on special problems or areas. A variable credit course that may be taken more than once to a maximum of 6 credits.

**ELH 686 Field Experiences in Administration 3-6 hrs.**

A culminating experience to give the student the opportunity to work with a practicing administrator in the application of theoretical knowledge from previous coursework to administrative tasks. Accompanying seminars focus on selected topics associated with leadership and administration. Requires 150 hours of supervised activity for three hours of credit. Prerequisite: consent of instructor.

**ELH 690 Practicum 3 hrs.**

Supervised counseling experience with individuals and groups in student's area of interest. (Area d) Prerequisite: ELH 625; consent of instructor.

**ELH 691, 692 Internship 3 hrs. each**

Supervised post-practicum work experience appropriate to student's career goals. Prerequisite: ELH 690; consent of instructor.

**ELH 699 Thesis 1-6 hrs.**

Advanced educational or social science research under the guidance of a departmental faculty member. Student will design, develop, and present the research proposal, then conduct the approved research study consistent with the Committee for Use of Human Subjects in Research (CUHSR) regulations and university ethical guidelines. Minimum of 3.0 and maximum of 6.0 hours may be taken and applied toward Master's degree.