LEADERSHIP IN EDUCATIONAL ADMINISTRATION

"Living the Legacy of Lydia Moss Bradley to Benefit Mankind"

STUDENT HANDBOOK with Requirements and Policies for the Master of Arts and Type 75 General Administrative Endorsement

August, 2012-2013

Department of Leadership in Education, Human Services, and Counseling College of Education and Health Sciences

BRADLEY UNIVERSITY
LEADERSHIP IN EDUCATIONAL ADMINISTRATION
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Please study this handbook carefully and call your advisor with any questions.

WELCOME TO THE BRADLEY PROGRAM!
INTRODUCTION

Living the legacy of Lydia Moss Bradley to benefit mankind.

Lydia Moss Bradley, the founder of Bradley University, was a visionary entrepreneur who sought over a century ago to create an institution that would combine classical education and practical skills. The institution she envisioned would “teach its students the means of living an independent, industrious, and useful life by the aid of practical knowledge of the useful arts and sciences” (Upton, 1994, p. 49). The life story of Lydia Moss Bradley reveals her as a person who heldviews outside the mainstream of her time in terms of equity for women, African Americans, and other disadvantaged groups. The Educational Leadership (principal preparation program) continues the legacy of Lydia Moss Bradley today through a commitment to prepare future school leaders through three interdependent strands (advocacy for social justice, collaboration for social change, and creating learning communities for a democratic society).

The Bradley Leadership in Educational Administration program has evolved historically since its establishment in the 1950s. The current program provides clear connections between knowledge of schools and society, practical administrative skills, and a strong sense of the democratic values of equity and justice. Faculty believe leadership skills can be developed, leaders must understand multiple perspectives, value diversity, and treat all persons with respect. Graduates of the Bradley program are expected to develop into leaders who empower others based upon their own clearly defined personal values. Graduate students have many opportunities to develop the knowledge, skills and dispositions necessary to become leaders willing to take responsibility for necessary changes in schools.

SHIFTS IN REQUIREMENTS FOR EDUCATIONAL LEADERS

The National Policy Board for Educational Administration identifies five broad shifts in the knowledge and skills required of educational leaders today compared to the traditional knowledge base. These include:

1. **From technical skills to interpersonal skills**: Working with people defines the contemporary leader as well as do financial or administrative expertise. Gaining a common vision, generating a school culture for learning, working with staff to improve instruction, developing collaborative action, identifying and solving problems, and responding to ethnic and gender differences all require strong interpersonal skills.

2. **From director to consensus builder and motivator**: Common goals rather than edicts optimize results. Leaders will continue to be responsible for decisions but the path to determining those decisions has broadened to include significant numbers of persons affected by the decisions. This inclusive process ordinarily improves the quality of a decision as well as the motivation of stakeholders to achieve the related goal. Thus, principals and others may "lead from the middle" as well as from other points on the organizational compass to gain agreement for action. Consensus building requires effective communication, problem analysis, delegation, implementation, and oversight skills.
3. **From resource allocation to accountability for learning processes and results:** No longer can leaders allocate resources independent of results. With the current national and state emphasis on improving student achievement, educational leaders must focus on performance. They will, therefore, become involved in the design and management of instruction, in analyses of program results, and in the redesign of programs based on results. These actions require familiarity with curriculum planning, instructional methodologies and technologies, and measurement and evaluation, and the capacity to build a school culture for learning.

4. **From campus administrator to integrator of school and community services:** The expanding needs of students caused by family and social problems and by the growing heterogeneity of the student body require that community resources be added to traditional school resources on behalf of students. These resources include health services, family counseling services, ethnic organizations, youth agencies, religious bodies, and special interest groups, among others. To use these resources, educational leaders need planning and interpersonal skills, multicultural and political sophistication, an awareness of value systems, and a clear understanding of the role schools play in American society.

5. **From policy recipient to policy participant:** A chorus of disagreement about purposes and priorities for schools can lead to policy turmoil, and policy turmoil makes successful operations difficult. School leaders, therefore, must be involved in policy development to ensure that policy guidelines reflect consensus or compromise rather than contradiction. Especially in a society of competing interests and values educators require clear policy direction to pursue their work. The outcome is less conflict at the school site, which enhances the learning environment for students. Policy development requires a broad understanding of social and political issues, familiarity with legal and administrative codes, strong communication and consensus-building skills, keen analytical abilities, and a value system grounded in a desire to promote the welfare of students.

**PROGRAM DESCRIPTION**

Candidates in the educational leadership program at Bradley University develop the skills, knowledge, and capacity to create schools that are clearly focused upon the emotional, physical, social, and intellectual well being of all students. The program is designed under the assumption that graduate students will develop the skills and mindset to continuously adapt to changing school environments and at the same time, maintain the clear focus on student well-being.

Effective content knowledge for principals requires students to develop a thorough understanding of central concepts, tools of inquiry, and ELCC standards-based knowledge. Educational Leadership students clarify and expand their skills, understandings, and personal values and habits of mind through the three core courses (EHC 604, 605, and 606) required of all students in the department. The skills and habits of mind required for rigorous inquiry are developed in the research course (EHC 604). Understanding of the societal issues related to equity, diversity, and social justice are developed in EHC 605 where students develop a personal social change agent plan where they apply the knowledge about societal effects upon diverse and/or poor constituents, professional skills to address the needs of diverse and/or poor constituents, with a commitment to make a difference in the lives of the poor. The clarification of personal values necessary for effective leadership is developed in the creation of a personal mission statement (EHC 606). Students develop a thorough understanding of effective leadership for teaching and learning environments and practices (EHC 611, 673, 676, and 670), school law and finance (EHC 669, 677, 678). Students learn to analyze four kinds of data about school environments; student achievement, school processes, perceptions, and demographics (EHC 676) and develop improvement strategies based on the findings.
Students construct an ethical code of practice through case studies that illustrate ethical issues in schools (EHC 606, 678, 677, 676, 686). The skills of working with groups of teachers to accomplish school goals are an important part of this aspect of the program.

Students demonstrate competence in all standards during the internship which is conducted in school settings under the direction of a practicing principal (EHC 686). Students synthesize all knowledge, skills, and dispositions in the internship. Students are required to assume leadership roles and develop evaluation methods to demonstrate accomplishment of goals during the internship. The four on-campus seminars explicitly teach graduate students effective problem-solving skills using case studies (Leithwood & Steinbach, 1995).

Students are required to develop the practice of reflective learning in all coursework. An important component of the comprehensive program portfolio requires students to reflect upon each artifact in terms of the relative strengths, areas for growth, and plans for implementation or acquisition of new skills or understandings. All courses require a collaborative group project that requires students to develop projects based upon the realistic work of principals. Most courses also require students to write an individual implementation plan for their group project.

Technology skills and understandings are integrated into all coursework in the program. Students learn research skills (EHC 604, 678) using the internet when they are introduced to qualitative and quantitative software. Students are expected to use presentation software for all group presentations and for the comprehensive exhibition at the conclusion of their program. Students complete a technology self-assessment for administrators in EHC 611. The use of technology in analysis of student achievement data is an expectation of the program (EHC 676). Students transform data in the format provided by the state into a useable format.

Dispositions are assessed continuously in the Educational Leadership program. Each course syllabus includes standards of performance of attributes, characteristics, or behaviors for professional success including commitment to reflective learning, interpersonal skills, communication skills, teamwork skills, honoring diversity, use of constructive feedback, problem solving, professionalism, responsibility, critical thinking and stress management. Students requiring development in an area develop a corrective plan under the guidance of faculty. Students who do not make progress in these areas in either program may be counseled out of the program or dismissed.

The program includes one elective. Choices include a variety of courses. Students wanting to do further research have the option of writing a thesis, EHC 699 Thesis.

The 36 hour Leadership in Educational Administration program is accredited by The National Council for the Accreditation of Teacher Education (NCATE), approved by the Illinois State Board of Education (ISBE), and satisfies requirements for the General Administrative Endorsement (Type 75) necessary for entry level school administrators in Illinois. Faculty teaching approaches vary from lecture to simulation, are based on principles of adult learning, and allow for choice and collaborative projects. Administrators from area schools are included as guest speakers and as mentors for students during the required internship experience.

There are two parts to the culminating assessment. All students prepare a 30 minute presentation for faculty to demonstrate their readiness to assume a school leadership position. Prior to the presentation, students also submit a final portfolio with their best work in each of the six Illinois Standards for School Leaders. Bradley University students typically score above the state average on the state exams. At the state level, both the Basic Skills exam and the General Administrative exam must be passed successfully. Registration information for the exams is available from your advisor. State exams are currently given six times a year. See website for dates: http://www.icts.nesinc.com/IL15_testdates.asp
Leadership in Education, Human Services, and Counseling Mission Statement:

The Leadership in Education, Human Services, and Counseling program faculty collaborate to gain global distinction in preparing diverse and qualified students from local, regional, national, and international locations to become competent, socially responsible administrative and counseling leaders in settings including schools, nonprofit, and for-profit agencies.

Leadership in Education, Human Services, and Counseling Vision Statement:

The vision of the EHC Department is to create environments that advance optimal learning by:

- Providing innovative, multidisciplinary instruction emphasizing the development of knowledge, values, and broadly based experiences.
- Integrating teaching, research, and service within and among our disciplines while maintaining the ethical practices and uniqueness of each program.
- Promoting and modeling social responsibility and social justice.
- Promoting and modeling community involvement through collaboration, teaching, research, and service.
- Exercising leadership through exemplary and innovative programs.

Definition of Diversity:

Diversity is "otherness," or those human qualities that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. Diversity will exist when the mix of people from a wide variety of niches of society is such that the occurrence of a conflict of ideas is inescapable. It is important to distinguish between the primary and secondary dimensions of diversity.

Primary dimensions are the following: age, ethnicity/race, gender, physical abilities/qualities, and sexual orientation.

Secondary dimensions of diversity are those that can be changed, and include, but are not limited to: educational background, geographic location, income, marital status, military experience, parental status, religious beliefs, and work experiences.

Social Justice

Social justice includes the basic rights, not just privileges, to which all people are entitled. This includes equitable access to resources, goods, opportunities, and services without arbitrary limitations based on observed or interpreted differences. The Leadership in Education, Human Services, and Counseling department expresses social justice by communicating, teaching, and promoting the principles of opportunity, equality, civility, and respect for all people.
FINANCIAL AID

Financial assistance is available to students in the form of assistantships, scholarships, and low interest government loans. Students are encouraged to apply for all forms of aid for which they are eligible in order to maximize their opportunities for receiving aid. A student must be officially enrolled in the degree program and have “unconditional status” to qualify for financial aid.

Scholarships
The Graduate School offers scholarships based on academic excellence and availability of funds. To be eligible for Graduate Tuition Scholarship awards, students must have a minimum GPA of 3.0. A Graduate Tuition scholarship can be awarded based on an undergraduate or graduate GPA. If a graduate GPA is used to qualify, the GPA must represent at least 12 semester hours of graduate courses. Awards range from a 20 to 35 percent tuition remission. The Professional Educators Scholarship is also available for awards of up to 50 percent tuition remission. See the Graduate School website for complete eligibility requirements. After school district reimbursement has been subtracted, scholarships make the cost of a Bradley degree comparable with state university costs. Application deadlines are April 1 and October 1. In addition, the College of Education and Health Sciences offers scholarships annually. Applications for these scholarships are due January 15th and the awards are made at the Awards Program in the spring. Educational Administration students are eligible for the William G. Hasselbacher Scholarship, Merle Kauffman Scholarship, and the Donald McVeain Scholarship. Note: Doctoral, specialist degree students and full-time Graduate Assistants are not eligible. Part-time Graduate Assistants and part-time students (4 semester hours enrollment) are eligible. Students who already have financial aid, of less than 100% coverage, including the Professional Educators Scholarship and Special Degree Completion Program are eligible. Please refer to the current catalog of the Graduate School or contact your advisor for details and application forms for specific scholarships. More information can be found on Sakai or http://www.bradley.edu/academic/departments/lehc/

Graduate Assistantship
Full-time graduate assistants are given a 20-hour per week assignment by the department and receive a stipend and waiver of 100% of actual tuition costs, with a maximum tuition award per academic year. Part-time graduate assistants are given a 10-hour per week assignment by the department and receive a stipend and waiver of 50% of actual tuition costs, with a maximum award per academic year. Application deadlines are March 1 and October 1.

Loans
Consult with the financial aid office to receive current information about low interest government loans. Non-need based loans and need-based loans are available to graduate students.

GRADUATE PROGRAM OF STUDY
A sample of the Program of Study form to be completed by each student within the first 12 hours of coursework is included in the Appendix of this Handbook. This form must be signed by your advisor and the original sent to the Graduate School. Please contact your advisor to plan a Program of Study. EHC 604, 605 & 606 MUST be taken within the first twelve hours or the student will be encumbered. A thesis is not required, but all students have the option of writing a thesis. See information in this handbook about writing a thesis and contact your advisor if interested.
If transfer courses are to be accepted toward your degree, a form to request approval to transfer coursework must be completed by the student, signed by the advisor, and attached to the completed Program of Study. In addition, appropriate transcripts supporting the transfer must be sent directly to the Graduate School. A sample of this form is included in the Appendix of this handbook.

**GRADUATE SCHOOL REGULATIONS**

Admission to the M.A. Educational Administration is based on a thorough review of each applicant's documents. Requirements include:

1. **Academic average**
   a. undergraduate overall and cumulative major grade point average of 3.0 or higher based on a 4.0 scale for unconditional admission.
   b. undergraduate overall and cumulative major grade point average of 2.75 or higher based on a 4.0 scale for conditional admission.

2. **Completion of the Graduate Record Examination Aptitude Test (GRE) or the Miller Analogies Test (MAT) within five years prior to admission.**
   a. for unconditional admission, an applicant must possess a GRE score of 149 in Verbal and 141 in Quantitative areas and 3.5 and above in Analytical Writing or a MAT of 395 (37).
   b. for conditional admission, an applicant must possess a GRE score of 145 in Verbal and 140 in Quantitative areas and 2.5 to 3.4 in Analytical Writing or a MAT of 379 (27).

3. **Three professional and/or academic letters of references**
   a. including at least one from a current supervisor
   b. letters must address applicant’s teaching qualifications and leadership potential.

Applicants with deficiencies in requirements will be evaluated on an individual basis, contingent upon satisfactory completion of a screening interview.

As of February 1, 2013, anyone who applies for admission to the educational administration programs must have passed the test of basic skills (ACT/SAT/TAP) for admission to the program. Individuals who passed the state test of basic skills for a previous IL certificate are not required to retake the test. Educational administration students must also pass a state subject matter test in their specialty areas prior to internship. These requirements are subject to change to meet certification standards.

Candidates shall complete all requirements for the master's degree within five years following the recording of their first graduate grades. Students may petition the Graduate School for exceptions to this policy, but every effort should be made to complete the program in five years. This stipulation and other academic regulations are discussed in detail in the Graduate Catalog. Please read the Graduate Catalog carefully, and discuss any questions with your advisor. All written work is to be typed and must meet graduate standards in term of form and grammar. Papers should be written according to the guidelines in the Publication Manual of the American Psychological Association (Sixth Edition). APA style manuals are available at the bookstore. Assignments not meeting these standards may be returned for revision at the discretion of the instructor.

**Note:** Students must use APA style in all written work. When using on-line sources, only citations from refereed/reputable on-line sources will be accepted. Guidelines for refereed/reputable on-line sources may be found in the APA manual. Questions about a particular resource should be referred to the professor. An example of an unacceptable source is the on-line Wikipedia encyclopedia.
INFORMATION FOR TYPE 75 CERTIFICATION STUDENTS ONLY
The Illinois State Board of Education has changed the requirements to qualify for principal
certification, which is currently called the Type 75. You need to be aware that the Type 75
Certification will no longer be granted after July 2014. You should plan to complete your
program prior to this date.

The Educational Leadership program at Bradley has for many years accepted students into the
program who already have a Master’s degree in a field other than Educational Administration to
complete the requirements for their Illinois Type 75 certificate. 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 21-30
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 Masters 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.

Application procedures for Post-Master’s Certification (Type 75) in Educational
Administration from the Department of Leadership in Education, Human Services and
Counseling (EHC)

1. Prospective candidates for certification must formally apply. Application materials for
each candidate shall consist of:
   o All standard graduate application forms from the Graduate School.
   o 3 Letters of recommendation from professionals in the field who would have
direct knowledge of the qualifications and character of the candidate
   o Copies of official transcripts from previous undergraduate and graduate work
   o Type 75 students are not required to take either the GRE or MAT because they
have already demonstrated success in a graduate program.

2. Upon receipt and review of admission materials by Bradley Educational Administration
(EDA) Faculty, all applicants are considered by EDA faculty for a recommendation of
consensus admittance into the Type 75 Certificate program. Upon faculty consensus of a
recommendation for admission, applications are forwarded to The Graduate School for
final action. 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/or 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 EHC.
EHC 686 FIELD EXPERIENCE/INTERNSHIPS IN ADMINISTRATION:
HOW TO ARRANGE FOR YOUR FIELD EXPERIENCE/INTERNSHIP

EHC 686 FIELD EXPERIENCE/INTERNSHIP HOURS ACCUMULATED THROUGHOUT PROGRAM

Recommendations for strengthening Educational Administration programs frequently address the field experience/internship phase of the program. The Educational Leadership Constituency Council (ELCC) SPA of NCATE accreditation states the internship should be “substantial, sustained, standards-based, placed in real settings and planned and guided cooperatively between the graduate students, site supervisor, and university supervisor.” While ELCC recommends the field experience/internship be a six-month full time experience, this is not practical for most EDA graduate students who work full time as teachers. ELCC advises the field experience/internship can be in multiple sites at different points in the program.

This program modification seeks to address the issue of requiring graduate students to seek out multiple experiences in real world settings and requires graduate students to observe and participate in multiple settings while taking coursework to develop student leadership knowledge, skills, and dispositions. The final field experience/internship course taken at the end of their program requires students to engage in a minimum of two projects in a clear leadership role. The proposed additional field experience/internship experiences provide students with opportunities to develop leadership potential through observation and participation in groups related to schools prior to taking leadership roles.

Within the first 12 hours of their program, students are required to observe identified exemplary social justice leaders in the school community (10 clock hours in EHC 605). The next expectation involves observation of Special Education staffings (10 clock hours in EHC 669). Students take this course at different points in their program. The final expectation requires students to participate in their school improvement team (30 clock hours throughout program that culminates in EHC 676). Faculty teaching each of the three courses (EHC 605, 669, and 676) include the field experience/internship requirements as part of course requirements. Students are required to maintain a timelog, obtain signatures from the practicing administrator, and write a reflection for each experience. The total number of increased hours for the field experience/internship would be 50 hours, which changes the field experience/internship requirement from 200 to 250 hours. The additional hours apply to all students entering the EDA program for either a Masters degree or Type 75 certification in Spring 2007 semester or later.

CRIMINAL BACKGROUND CHECK

The IL School Code states that school districts can require a Criminal Background Check for employees. The fieldwork/internship agreement will include signature of the site supervisor that the Criminal Background Check has been conducted or that it is not required by the site. The Criminal Background Checks are available through Bradley University or the student may elect to use the site procedure. The student is responsible for any expenses incurred in this process.
DESCRIPTION OF REQUIRED COURSES
College Core Required Courses - 9 Hours

1. **EHC 604 - Research Methodology and Applications** - 3 hours
   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, research, and write research proposals. MUST be taken within the first 12 hours of course work.

2. **EHC 605 - Legal and Social Change** - 3 hours
   Analysis of the effects of legal and social change on the lives of young people and on the work of educators and other helping professionals; focus on selected issues of legal and social change. MUST be taken within the first 12 hours of course work.

3. **EHC 606 - Interpersonal Behavior and Organizational Leadership** - 3 hours
   Skills related to interpersonal communication, organizational behavior, and educational leadership. Principles for building effective relationships. Extensive opportunities for practicing and evaluating personal communication skills. MUST be taken within the first 12 hours of course work.

Departmental Required Courses - 24 Hours

4. **EHC 611 - Instructional Leadership** - 3 hours
   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.

5. **EHC 662 - Community Relations** - 1 hour
   The course develops effective community relations through a four-step process involving two-way communication and researching, planning, communicating, and evaluating.

6. **EHC 669 Special Education Law** - 2 hours
   This one credit course will focus on the statutory provisions of IDEA, Section 504 and the ADA. There will be an examination of the people who comprise the special education process, classification of students, identification and evaluation, mainstreaming and inclusion, related services and what is meant by an appropriate education. In addition, residential placement will be discussed along with in-depth analysis of due process and other procedural issues under IDEA, 504, and the ADA.

7. **EHC 670 - Human Resource Management** - 3 hours
   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.

8. **EHC 673 - Leadership Perspectives** - 3 hours
   Concepts of leadership, organizational theory, and decision making presented from multiple perspectives; focus on the practice of educational and human service administration. Prerequisite: EHC 606 or consent of the instructor.
9. **EHC 676 - The Principalship - 3 hours**
Focuses on the various components, background and training needed for the educational administration student seeking an entry-level position as a school principal. Prerequisite: EHC 673 or consent of the instructor.

10. **EHC 677 - Educational Finance - 2 hours**
This course focuses on the theory and practice of educational finance. Particular emphasis is given to sources of revenue and the allocation and stewardship of funds.

11. **EHC 678 – United States Public School Law - 3 hours**
Focuses on the legal principles peculiar to education and how they affect school districts, boards of education, teachers, and pupils. Emphasis will be placed on the study of constitutional, statutory, and administrative laws as they relate to the operation of public and private schools.

12. **EHC 686 - Field Experiences in Administration - 4 hours**
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 200 hours of supervised activity for four hours of credit.

**DESCRIPTION OF SUGGESTED ELECTIVE COURSES**
In addition to the required courses, each student will choose one elective course, for a total of 36 semester hours. The comprehensive portfolio is required, but a thesis is optional.

1. **EHC 540 - Human Growth and Development**
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.

2. **EHC 586 - Counseling Diverse Populations**
Value systems in diverse groups; the use of philosophies and models of diversity in establishing an effective, helping relationship.

3. **EHC 612 - Institutional Planning and Evaluation**
Identification, analysis, and application of techniques and tools of institutional planning and evaluation. Program, personnel, financial, facility, and institutional planning.

4. **EHC 681 - Seminar in Educational Administration**
Special problems, areas, or current issues in student’s chosen field within educational administration/supervision. (Watch Class Schedule for topics.)

5. **EHC 699 - Thesis** (Consult this handbook for details of the process.)

6. **ETE 551 - Technology Applications and Integration**
Integrating technology into PreK-12 curriculum. Emphasizes computer as tutor, tool, and tutee; multimedia; HyperCard; telecommunications and networking; and future impact.

7. **ETE 552 - Assessment Alternatives**
Qualitative and quantitative student assessment methods. Creative alternatives to traditional techniques.

8. **ETE 650 - Topics in Education**
Topics of special interest which may vary each time course is offered.
9. **ETE 651 - Curriculum Theory and Development**
Curriculum models and theories. Curriculum development processes and the teacher’s role.

10. **ETE 653 - Instructional Strategies and Designs**
PreK-12 instructional strategies and designs. Emphasis on developmentally appropriate educational opportunities that actively engage the learner.

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**TENTATIVE SCHEDULE OF REQUIRED & ELECTIVE COURSES**
The chart below will help the student plan a Program of Study. It is offered as a “Proposed Schedule” and is subject to change.

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<td>Watch on-line “Schedule of Classes” for seminars.</td>
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<tr>
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</tr>
</tbody>
</table>

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**STUDENT FILE POLICY**

In accordance with the Family Educational Rights and Privacy Act (FERPA) of 1974 and the mission of the Department of Leadership in Education, Human Services, and Counseling (EHC), all students’ files are the property of the EHC Department. FERPA affords students the right to inspect and review education records. Students must submit a request to review records in writing to the Chair of the EHC Department.
EHC 699 - ELECTIVE OPTION: STEPS INVOLVED IN WRITING A THESIS

1. Identify a problem in which you have a significant research interest.

2. Identify a faculty member whom you think might be interested in the project. Make an appointment to discuss your ideas. Invite the faculty member to serve as your thesis committee chair.

3. Once a faculty member has agreed to serve in the position of thesis committee chair the following tasks must be completed:

   λ Identify the list of thesis committee members, consisting of one chair, one additional member from within the department and one from outside the department. All members must hold graduate faculty status at Bradley University.

   λ Ask and receive commitment from faculty members to serve on the committee.

   λ Develop a proposal with the guidance of the thesis committee chair. The proposal must include a problem statement, literature review and a methods section. Schedule a meeting with all thesis committee members for input and approval.

   λ If human subjects are involved, a packet of materials must be obtained, completed, and submitted to the Committee on the Use of Human Subjects in Research for their approval. Once written notice has been received, the research can begin.

   λ Collect and analyze data and write the thesis following the Sixth Edition (2009) of the Publication Manual of the APA. A typical thesis usually includes five chapters: Chapter 1, Introduction; Chapter 2, Literature Review; Chapter 3, Methods; Chapter 4, Data Analysis, and Chapter 5, Summary/Conclusion. Follow the Graduate School Guidelines for final manuscript standards.

   λ Arrange final thesis defense date by coordinating all members’ schedules. The defense must be at least two weeks before expected graduation.

4. At least two weeks before the final thesis defense, each member of the thesis committee must receive a copy of the manuscript for review and must offer editorial suggestions, if needed.

5. During the thesis defense the student will be responsible for presenting a general overview of the thesis project, the results, conclusions, questions and answers.

6. The thesis defense will be evaluated by the 4 point Thesis Component Rating Scale. At the end of the defense the student will be asked to leave the room for a short time while the faculty vote on the outcome of the defense. The student will be given the result immediately after the vote.

7. If a student wants to take more than 3 hours credit in Thesis, 699, a proposal must be written for each additional credit hour taken to include a successful application to a national or state conference and a presentation in the annual Student Research and Creative Achievement Expo.
COMPREHENSIVE MASTER’S PORTFOLIO IN EDUCATIONAL ADMINISTRATION

GENERAL INFORMATION

REQUIREMENTS: The State of Illinois and Bradley University expect candidates for the Master’s degree in Educational Administration to demonstrate mastery of knowledge and skills, as well as competence in application, related to their field of study. Educational leaders are change agents who empower others to create effective schools in a pluralistic society. The faculty of Bradley University believes that leadership skills can be developed, and that an administrator must understand and hold multiple perspectives, value diversity, and treat all persons with respect. Central to leadership is the claiming of a strong core of personal values and a willingness to embody those in daily living.

PREREQUISITES: All candidates for the Master’s degree who will be presenting their portfolios must have completed or will finish all coursework required for the Master’s degree during the semester in which they present their portfolios and demonstrate their competence. Presentations will be scheduled each spring, summer and fall semester. All candidates will make application to present the portfolio during the first week of classes of the semester in which they plan to present the portfolio. Applications are available from your advisor or the EHC department secretary in Westlake Hall.

DEFINITION: The portfolio and accompanying presentation is a demonstration of competency for the Master’s degree and subsequent obtaining of the Type 75 Certification. The portfolio and oral presentation takes the place of a final written and oral comprehensive examination at the end of graduate level programs.

PURPOSE: The educational leadership portfolio demonstrates the candidate’s growth toward meeting the professional standards for administrative endorsement. The implementation of a portfolio process provides an authentic measurement of student knowledge, skills, and disposition standards by providing a multidimensional, dynamic framework of performance-based evaluation. Additionally, the portfolio process promotes reflective practices and initiates synthesis of meaning from theory to practice and evaluation. The portfolio is aligned with the leadership standards of the Educational Leadership Constituent Council (ELCC), a specialized program association of NCATE, and the leadership standards of the Illinois State Board of Education.

GENERAL EXPECTATIONS: This Master’s Portfolio should include: (1) an organized structure that is easy to manage; (2) writing mechanics that are free from error; (3) evidence of strengths as an educational leader; (4) clear connections to the ELCC standards; (5) critical reflections about self, learning, schools, and leadership. A Master’s Portfolio Syllabus in Educational Administration, instructions for the comprehensive presentation, as well as appropriate rubrics may be obtained from the student’s advisor.
APPENDIX: SAMPLE FORMS

Sample Forms have not been given page numbers but are in the order listed. These are offered as samples only to acquaint students with required paperwork associated with completing the degree requirements. Actual forms may be obtained from the department secretary in Westlake Hall, from your advisor, or from the Graduate School Office located in Bradley Hall. Forms can be downloaded from the Graduate School web page at:
http://www.bradley.edu/academic/gradschool/
or on Sakai https://sakai.bradley.edu/ program site – Edu Leadership Prog

FIELD EXPERIENCES
Application Form for EHC 686 Field Experience

PROGRAM OF STUDY
Graduate Program of Study form (File in first 12 hours)
Graduate Certificate Program of Study form (File in first 12 hours)
Request to Transfer Graduate Credit to Bradley form (Attach to Program of Study)

GRADES AND STATUS
Contract for Grade of IN/IP in graduate course
Removal of Conditional Admission Status

FORMS FOR PROGRAM COMPLETION
Application for Graduation (Students may apply for graduation on line through Webster)
http://www.bradley.edu/academics/grad/current/commencement.shtml
Application for Certificate Completion – application on website above.

OBTAINING TYPE 75 CERTIFICATION
Procedure for Approval for Certification
Application for Certificate of Completion http://isbe.state.il.us/forms_numerical1.htm
(forms 73-03D & 73-05 also available in Westlake Hall #216)
Application for Field Experience - Administrative Intern - EDA

INTERN INFORMATION

Name of Intern: First: ____________________ M.I. ____ Last: ____________________

Bradley University I.D. #: __________________ Date of Application: ____________

Mailing Address: _______________________________________________________

City: __________________________ State: ____ Zip Code: __________________

Employer: __________________________________ Position: _________________

Work Phone: ___________ Home Phone: ___________ E-Mail: ______________

When do you anticipate beginning your 4 cr. hr. field experience? Date: ________

When do you anticipate completing your field experience? Date: ______________

How many semester hours have you completed as of the current semester?

My signature below certifies that I have not had any ethical issues during my employment and I authorize my mentor identified below to certify the same and to inform the university of any issues during my past employment or that may arise during the completion of my program at Bradley University.

Signature of intern__________________________ Date_____________________

COOPERATING PRINCIPAL

Name of Administrator: First: ____________________ M.I. ____ Last: ____________

School Name: _______________________________________________________

Mailing Address: ___________________________________________________

City: __________________________ State: ____ Zip Code: __________________

Work Phone: ___________ Home Phone: ___________ E-Mail: ______________

Social Security Number; (Required for Honorarium): _______ - ______ - _______

Number of Years of Administrative Experience: _______ Highest Degree Completed: _______

I have discussed the administrative internship with the above-identified intern. I agree the intern may work in our building and I will supervise the intern. The intern has complied with district or agency requirements for a criminal background check. _____Yes _____No

My signature below certifies that the above intern has not had any ethical issues of any type while employed in our district and I agree to notify the University should any such ethical issues arise during the course of the internship experience.

Cooperating Administrator________________________ Date_________________

Faculty Advisor________________________ Date_________________
Do not write below this line

Student has completed 50 hours of field experience in a school setting which is a requirement prior to enrolling in EHC 686, Field Experiences in Educational Administration. _____

Only applies to students who enrolled in the program January, 2007 or later.

This placement is approved for the above-identified intern.

<table>
<thead>
<tr>
<th>EHC Department, Bradley University</th>
<th>Date</th>
</tr>
</thead>
</table>

Date Proposal Received: __________ Proposal approved: Yes: _____ No _____

If no, notify intern and arrange meeting to discuss needed changes. Date: __________

Date initial Conference with Cooperating Principal, Instructor and Intern was held: __________

Date Progress Report #1 was received: __________

Date Progress Report #2 was received: __________

Date Progress Report #3 was received: __________

Date Progress Report #4 was received: __________

Participation in Seminar #1 __________

Participation in Seminar #2 __________

Participation in Seminar #3 __________

Participation in Seminar #4 __________

Notes:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Date Principal Intern Portfolio Received: __________

Approved by: __________________________ Date: __________

Date of Final Conference: __________

Seminar Grade: ________ Portfolio Grade: ________

Final Grade: ________
Graduate Program of Study

Directions: Program coordinators/advisors are to use this form for preparing a program of study for each student seeking a graduate degree. It is recommended that this form be completed within the first twelve hours of course work. Care should be taken to be as explicit as possible. This program of study, along with the applicable requirements listed in the Graduate Catalog, constitute the requirements for the degree sought. The program coordinator and student must sign and retain completed copies of the form, and a duplicate should be filed with the Graduate School. Should it be necessary to alter the requirements listed on this form, the student should complete the form “Change of Graduate Program of Study.”

Name ___________________________ BU ID# ___________________________
Surname/Family/Last Given/First Middle Maiden/Other

Mailing Address ___________________________________________________

City ___________________________ State ___________ Zip ___________ Country ___________

Home Phone ___________________________ Work Phone ___________________________ E-mail address ___________________________

Program ___________________________ Hours completed to date ___________________________

Semester first enrolled in graduate program ___________________________ Expected date of graduation ___________________________

Requirements for Successful Completion of this Student’s Degree

1. On page 2 of this form, list courses required by the program that are taken as: prerequisites, transfer, student-at-large, the core, and any additional required courses.

2. Indicate below the type of comprehensive assessment used to determine the success of the student in fulfilling the objectives of the program. Portfolio & Oral Presentation

3. Other Conditions (specify)

Must successfully pass the Illinois Type 75 Certificate Exam

I, ___________________________, understand that this form, along with the applicable requirements in the Graduate Catalog, constitute the requirements for the completion of my degree. Should there be changes to the categories listed on this form, I understand that it is my responsibility to initiate procedures to have the changes reviewed, approved, and filed with the Program Coordinator and Graduate School.

Graduate student signature ___________________________ Date ___________________________
Department chair signature ___________________________ Date ___________________________
Program coordinator signature ___________________________ Date ___________________________

4/22/2005
Courses Required for the Program Indicated on Page 1

Please list all courses required for completion of the program including: transfer courses, courses taken as a senior and student at large, and courses taken at Bradley that are required by the program, including prerequisites. The total number of hours, excluding prerequisites, should be the number required for completing the degree. Indicating the date by which a particular course is expected to be completed is optional. To identify the type of course, simply place a check mark in the appropriate space.

<table>
<thead>
<tr>
<th>Course Number EHC</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Prereq</th>
<th>Transfer</th>
<th>Senior for Grad Credit</th>
<th>SLG Hours Awarded</th>
<th>The BU Program course</th>
<th>Expected Date for completion</th>
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<tr>
<td>604</td>
<td>Research Methodology &amp; Applications</td>
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<td></td>
<td>SP</td>
</tr>
<tr>
<td>606</td>
<td>Interpersonal Behavior &amp; Org. Leadership</td>
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<td>662</td>
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<td>FA/SP</td>
</tr>
<tr>
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<td>2</td>
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<td>SP</td>
</tr>
<tr>
<td>670</td>
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<td>3</td>
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<td>SS</td>
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<tr>
<td>673</td>
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<td>3</td>
<td>606</td>
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<td>676</td>
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<td>3</td>
<td>673</td>
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Total hours in the Program of Study  

Hours required in the program 36
Graduate Certificate Program of Study

Directions: Program coordinators/advisors are to use this form for preparing a program of study for each student seeking a graduate certificate. It is recommended that this form be completed within the first twelve hours of course work. Care should be taken to be as explicit as possible. This program of study, along with the applicable requirements listed in the Graduate Catalog, constitute the requirements for the certificate sought. The program coordinator and student must sign and retain completed copies of the form, and a duplicate should be filed with the Graduate School. Should it be necessary to alter the requirements listed on this form, the student should complete the form “Change of Graduate Program of Study.”

Name ______________________________________ BU ID#____________________________________
Surname/Family/Last Given/First Middle Maiden/Other

Mailing Address ____________________________________________________________

City __________________________ State __________ Zip __________ Country __________

Home Phone ________ Work Phone __________ E-mail address __________
(Include area code) (Include area code)

Program Type 75 Certificate Program _______ Hours completed to date ________

Semester first enrolled in graduate program ________________________ Expected date of graduation __________

Requirements for Successful Completion of this Student’s Type 75 Certificate

1. On page 2 of this form, list courses required by the program that are taken as: prerequisites, transfer, student-at-large, the core, and any additional required courses.

2. Indicate below the type of comprehensive assessment used to determine the success of the student in fulfilling the objectives of the program. Portfolio & Oral Presentation

3. Other Conditions (specify)
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

I, __________________________________________, understand that this form, along with the applicable requirements in the Graduate Catalog, constitute the requirements for the completion of my degree. Should there be changes to the categories listed on this form, I understand that it is my responsibility to initiate procedures to have the changes reviewed, approved, and filed with the Program Coordinator and Graduate School.

Graduate student signature __________________________ Date ____________
Department chair signature ______________________________ Date ____________
Program coordinator signature ___________________________ Date ____________

4/22/2005
Courses Required for the Type 75 Program Indicated on Page 1

Please list all courses required for completion of the program including: transfer courses, courses taken as a senior and student at large, and courses taken at Bradley that are required by the program, including prerequisites. The total number of hours, excluding prerequisites, should be the number required for completing the degree. Indicating the date by which a particular course is expected to be completed is optional. To identify the type of course, simply place a check mark in the appropriate space.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Hours</th>
<th>Prereq</th>
<th>Transfer</th>
<th>Senior for Grad Credit</th>
<th>SLG</th>
<th>BU Program</th>
<th>Expected Date for Completion</th>
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<td>FA/SS</td>
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<td>SS</td>
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<td>EHC 673</td>
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<td>606</td>
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<td></td>
<td>FA</td>
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<td>EHC 678</td>
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<td>FA</td>
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<tr>
<td>EHC 686</td>
<td>Field Experience in Administration</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>FA/SP</td>
</tr>
</tbody>
</table>

Total hours in the Program of Study

Hours required in the program: 18-30
Request to Transfer Graduate Credit to Bradley

**Directions:**
1. Discuss, with your Bradley program coordinator/advisor, the course(s) you wish to transfer. This should be done prior to registering for courses.
2. Bradley will accept six hours of credit from another institution provided that: the student has received approval from the Graduate Coordinator; The grade in each course offered for transfer is at least a B grade; and the course has not been used toward another degree.
3. In rare instances more than six hours may be transferred, but in no instance will Bradley accept more than twelve hours of transfer credit toward a degree.
4. It is the responsibility of the student to have an official transcript from the other institution sent directly to the Graduate School.
5. Transfer will not be complete until an official transcript has been received by the Graduate School.
6. Obtain your graduate advisor's/coordinate's approval for the course(s) to be transferred.
7. Give the original form to the Graduate School.

---

**To Be Completed By the Student**

<table>
<thead>
<tr>
<th>Name:</th>
<th>BU ID#:</th>
<th>Surname/Family/Last</th>
<th>Given/First</th>
<th>Middle</th>
<th>Maiden/other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address:</td>
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<td></td>
</tr>
<tr>
<td>City:</td>
<td>State:</td>
<td>Zip:</td>
<td>Country:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Phone:</td>
<td>Work Phone:</td>
<td>E-mail address:</td>
<td>(Include area code)</td>
<td>(Include area code)</td>
<td></td>
</tr>
</tbody>
</table>

**To Be Completed By the Graduate Program Coordinator**

These course(s) _______ course number(s) _______ will be accepted in lieu of _______ course number(s) _______.

☐ These course(s) will be accepted as an elective _______ course number(s) _______.

---

Graduate Program Coordinator/Advisor Signature

Graduate School Dean Signature

---
Contract for Grade of Incomplete ("IN") or In Progress ("IP")

At the time the "IP" or "IN" is assigned, the student, instructor, Graduate Coordinator, and Dean of The Graduate School must sign this contract specifying what must be done to remove the "IP" or "IN" and the date by which the "IP" or "IN" must be removed. The original contract must be sent to The Graduate School. Following Graduate Dean approval, copies of the contract will be sent to the student, instructor, Graduate Coordinator, and Registrar. The instructor should provide the following information. Please type or print clearly.

<table>
<thead>
<tr>
<th>Student's Name:</th>
<th>Phone:</th>
<th>BU ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Address:</td>
<td>E-mail:</td>
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</tr>
<tr>
<td>Instructor's Name:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester/Term Enrolled:</td>
<td>Academic Year Enrolled:</td>
<td>Today's Date:</td>
</tr>
</tbody>
</table>

The grade of "IN" is an allowable grade for graduate courses. "IN" is the symbol used when the instructor lacks sufficient evidence to award a letter grade. The "IN" should not be mistakenly considered as an incentive for the faculty to recommend or for students to believe that this extension permits students to merely retake courses, or to extend the time for the completion of the prescribed work beyond the end of the semester of enrollment, as the means of removing the incomplete. An "IN" must be converted no later than four weeks before the end of the next regular semester. If the instructor does not submit a letter grade by the end of the specified deadline, the "I" (or the default grade mentioned below) will remain permanently upon the student's record and may not be thereafter removed. Under unusual circumstances, the student may be granted an extension to the end of the semester with the approval of the instructor, Graduate Coordinator, and Dean of The Graduate School, provided the request was received prior to the normal deadline for the removal of Incompletes.

The "IN" is to be removed by ______________ In the event that the "IN" in the course is not removed by the above date, your permanent grade should be recorded as ______ on that date.

The grade of "IP" is to be assigned to a student in a graduate course when the instructor agrees that the student requires more than one semester to complete the course. Normally, "IP" grades will only be assigned for thesis courses, or other courses involving extensive projects involving research/creative production, or independent study courses. If the "IP" is not removed by the specified date, it will be recorded as a permanent "I" (or the default grade mentioned below). Once a permanent "I" is recorded for a course needed to fulfill degree requirements, the student will have to register for the course again and satisfactorily complete the course requirements.

The "IP" is to be removed by ______________ In the event that the "IP" in the course is not removed by the above date, your permanent grade should be recorded as ______ on that date.

PLEASE ATTACH A SEPARATE SHEET (OR USE THE BACK OF THIS FORM) DETAILING THE WORK TO BE COMPLETED FOR THE "IN" OR "IP" TO BE REMOVED.

<table>
<thead>
<tr>
<th>Student's Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor's Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Graduate Coordinator's Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Graduate School Dean's Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

06/04/2009
Removal of Conditional Status

Directions: 1. Meet with your academic advisor and program coordinator to determine if all conditions for admission are completed.
   2. Complete the information on this form.
   3. Obtain your program coordinator’s comment and signature, and ask that he/she retain a copy.
   4. Deliver the original of the completed form to the Graduate School, and retain a copy for your records.

To Be Completed By the Student

Name: ___________________________ BU ID#: ___________________________

Surname/Family/Last          Given/First          Middle          Maiden/Other

Mailing Address: ___________________________ State: _____ Zip: _____ Country: _____

City: ___________________________ Work Phone: ___________________________ E-mail address: ___________________________

Home Phone: ___________________________ (Include area code) Work Phone: ___________________________ (Include area code)

Semester and year of conditional admission to graduate program: ___________________________

Student Signature: ___________________________ Date: ___________________________

To Be Completed By the Graduate Program Coordinator

Action taken by student to remove condition of admission (include date that the action was taken/completed):

______________________________________________________________
______________________________________________________________
______________________________________________________________

Graduate program coordinator signature: ___________________________ Date: ___________________________
INSTRUCTIONS FOR APPLYING FOR YOUR ENTITLEMENT CERTIFICATE ONLINE

Students who are Certification Only need to notify the Office of Clinical Experiences when they are ready to be certified since they do not automatically come up on a graduation list. Once they have been cleared and we have entitled them, then they need to follow the procedures outlined below.

Use the Educator Certification System (ECS) to submit your application for your entitlement certificate. ECS can be accessed at www.isbe.net/ecs or by going to the ISBE web site www.isbe.net and clicking on the ECS link in the main menu.

In addition to applying for your certificate on-line, you will be able to use American Express, Discover, MasterCard and Visa credit cards to pay your fees.

Please follow these steps to submit an on-line application and use a credit card to pay the fees:

1. Go to the ECS website as www.isbe.net/ECS
2. If you do not already have one, set up an ECS account
3. Log into ECS
4. Select the “Applications” menu item
5. Select the “Entitlement Certificate Application” menu item
6. Click on the “Apply Online” link to the right of your entitlement certificate
7. Follow the eleven-step wizard through the application process

Your certificate will then be mailed to the address you provide on the ECS system, so it is imperative that you double-check the address you provided on your application.

When you have completed the application process on ECS and your certificate has been issued, you will need to register your certificate. You can register your certificate in ECS by selecting the Register/Renew menu item and follow the eleven-step wizard. On step three of the registration wizard, select the region of the state where you will be administering. If you do not know where you will be administering, select the region where you live and register the certificate in that region. If you are assigned a position in another region, you can log into ECS later and register for the other region for no charge.

It is important that you obtain your Type 75 certificate immediately upon the completion of your program, even though you may not be planning to counsel at that time. Requirements for certificates issued by the State of Illinois include a passing score on tests administered by the State of Illinois in the major subject area of the certificate.

At the end of each process use your internet browser’s print button to print the last screen. You can also print the Current Credential screen in ECS for proof of certification and registration.

You may administer with a type 75 or counsel with a type 73 as soon as the credit payment is successfully processed.

GETTING AN OFFICIAL TRANSCRIPT

To complete the process a copy of your official transcripts with your degree posted on it must be sent to ISBE at the address listed on the screen. You will be responsible for getting the transcript(s) and sending it/them to ISBE. For those students whose degree or certificate is from Bradley University, you may apply online or complete a form in the Registrar’s Office and pay the fee to request your transcript be sent to ISBE. You will need to give them the address of where to send it. Be sure to request a transcript with the degree posted on it, or in the case of “certificate only” students, the NCATE statement needs to be on the transcript. For those students with degrees from other universities (“certification only” students), you must also submit official transcripts from those universities. Any coursework from a college or university which was not transferred to Bradley and doesn’t appear on a Bradley University transcript will need a transcript sent to ISBE also.

EDUCATIONAL LEADERSHIP AND SCHOOL COUNSELING graduates follow the same procedures as outlined above, but Educational Leadership graduates must submit to the Bradley University Clinical Office two additional forms (73-03D & 73-05), available in Westlake Hall #216, that verify your years of teaching.

Dr. Noreen Dillon, Certification Officer
STUDENT RESPONSIBILITY GUIDE - A CHECKLIST

Check off these steps as you progress through the program:

_____ 1. Read this handbook from cover to cover!

_____ 2. Meet with advisor immediately to plan a program of study.

_____ 3. Meet with advisor at least yearly during completion of courses. Students must contact their advisor if they receive a “C” or below in any EHC course.

_____ 4. File Program of Study form before or during fourth course.

_____ 5. Take EHC 604, 605 & 606 within the first 12 hours of course work.

_____ 6. File Request to Transfer Graduate Credit to Bradley and required transcripts, if necessary.

_____ 7. Initiate paperwork to remove Conditional Admission Status, if necessary, after completing conditional requirements.

_____ 8. Arrange for school administrator with Type 75 certification to be EHC 686 Field Experience in Administration mentor.

_____ 9. Complete application for EHC 686, Field Experience in Administration, no later than April 1 before planning to register for the course in Fall and November 1 in Spring.

_____ 10. Notify your advisor to register for Portfolio and Oral Presentation during last semester of coursework, by February 1 for March, and October 1 for November submission.

_____ 11. File Request to Change Graduate Program of Study form if courses not on the original Program of Study have been taken.

_____ 12. Apply to take exams required by ISBE for Type 75 certification. Basic Skills and General Administrative exams are given six times per year through ICTS.

_____ 13. Complete paperwork (73-03D & 73-05) required for Type 75 application process.

_____ 14. Apply for graduation on line through Webster when registering for final courses.

_____ 15. Complete work required to remove any IP or IN grades from transcript, if necessary.

_____ 16. Plan a celebration! ! ! After graduation, take signed/sealed by EHS Certification Officer, application for certification, final transcript, other documents, and filing fee to Regional Superintendent of Schools to receive your certificate.