HUMAN DEVELOPMENT COUNSELING PROGRAM

STUDENT HANDBOOK

with
Requirements and Policies
for the

Master of Arts in Education - M.A.

Track I: School Counseling

Track II: Clinical Mental Health Counseling

August 2012

Department of Leadership in Education, Human Services, and Counseling
http://www.bradley.edu/academic/departments/lehc/

COLLEGE OF EDUCATION AND HEALTH SCIENCES

BRADLEY UNIVERSITY
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General Objectives: The Human Development Counseling (HDC) program is designed to prepare students from a multi-cultural and diverse society for positions as professional 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 training 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 eventually 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.

Graduate education in Human Development Counselor Education is also designed to help students realize their potential, engage in satisfying human relationships, manage their affairs, and develop a set of meaningful values. Ethnic and cultural trends are considered so that learning experiences will be satisfying and useful for students who take advantage of the opportunities provided.

The faculty, recognizing the uniqueness of human beings, seek to identify and extend knowledge, skills, and attitudes required by practitioners in counseling. This emphasis on uniqueness is meaningful to facilitate transfer to our students and enable them to meet the needs of all types of clientele.

The faculty believe that in order to perform effectively, practitioners must possess a respect for human dignity and worth, a commitment to fulfillment of individual potential, an understanding of educational and counseling processes, knowledge in their specific field of endeavor, competence in application of professional expertise in counseling and inquiry, knowledge of the role and function of others working in related specialties, and maturity in self development.

In order to develop such practitioners, it is essential that the faculty exhibit the above attitudes, behaviors, and competencies so that they might serve as models of appropriate behavior for their students. Finally, the faculty should select, encourage, and retain students in the counselor education specialty who exhibit the potential to become such competent practitioners.

In order to prepare competent practitioners, the faculty, through a program of planned educational experiences, attempt to develop in each graduate:

1. respect for the dignity and worth of the individual.
2. commitment to the fulfillment of human potential.
3. maturity in self development.
4. understanding of educational and counseling processes.
5. knowledge in his/her particular field of endeavor.
6. competence in the application of professional expertise.
7. knowledge of the role and function of professionals.
8. commitment to inquiry.
General Objectives for the School Counseling Emphasis

1. To prepare counselors to effectively work with teachers, administrators, and other members of the guidance and student assistance team.
2. To qualify persons to be certified and/or licensed to counsel in schools.
3. To train counselors to act as consultants in schools.
4. To provide counselors with knowledge and application of skills and theories related to counseling needs at the elementary and secondary school level.
5. To provide counselors with a high degree of self-understanding.
6. To facilitate counselors being able to effectively communicate feelings and factual information.
7. To facilitate counselors obtaining human evaluation skills.
8. To facilitate counselors developing a high degree of sensitivity and acceptance of other people's behavior.
9. To foster an awareness of the responsibilities of professional school practitioners to the development and maintenance of quality instruction.
10. To demand and teach ethical and moral practices of counselors following the American Counseling Association (ACA) Ethical Guidelines.
11. To facilitate counselors developing a high degree of sensitivity and acceptance of human diversity and to develop counseling skills using appropriate diversity knowledge, awareness, and skills.

General Objectives for the Clinical Mental Health Counseling

1. To prepare counselors to effectively work with community and other agency personnel.
2. To qualify persons to be certified and/or licensed.
3. To train counselors to act as consultants.
4. To provide counselors with knowledge and application of skills and theories related to counseling needs in the environment in which they choose to work.
5. To enhance a high degree of self-understanding by counselors.
6. To facilitate counselors being able to effectively communicate feelings and factual information.
7. To facilitate counselors obtaining human evaluation skills.
8. To facilitate counselors developing a high degree of sensitivity and acceptance of other people's behavior.
9. To encourage awareness of responsibilities peculiar to a variety of community agencies.
10. To demand and teach ethical and moral practices of counselors following the ACA Ethical Guidelines.

Leadership in Education, Human Services, and Counseling Mission Statement: 12-10-07

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: 4-23-01

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.
ADMISSION

In conjunction with the Graduate School, University and the EHC department, efforts are made to recruit students from diverse populations. All inquiries for an application to the program should be sent to the Graduate School, Bradley Hall. Applicants must meet Graduate School requirements.

**Admission to the M.A. Human Development Counseling is based on a thorough review of each applicant's documents. Requirements include:**

1. **Academic average**
   a. undergraduate last-60-hour cumulative major grade point average of 3.0 or higher based on a 4.0 scale for unconditional admission.
   b. undergraduate last-60-hour 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 the Quantitative areas and 3.5 and above in Analytical Writing or a MAT of 395.
   b. for conditional admission, an applicant must possess a GRE score of 145 in Verbal and 140 in the Quantitative areas and 2.5 to 3.4 in Analytical Writing or a MAT of 379.

3. **Three professional and/or academic letters of references**
   a. including at least one must be from a current supervisor

4. **Evidence of a satisfactory screening interview.**

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

A packet of information explaining the admission process in more detail, with appropriate forms and letters of recommendations may be obtained by writing to:

Graduate School
Bradley University
1501 W. Bradley Ave.
Peoria, IL 61625

http://www.bradley.edu/academics/grad/index.shtml

**Master's Degree Requirements.** Students must maintain a GPA of 3.0 for a master's degree. The program requires 60 hours of graduate work for the Human Development Counseling program at the master's level for completion. The program consists of a graduate core of six hours and a program core of 45 hours of study that are required of all candidates. In addition, 9 hours of course work should be selected for an area of concentration.

Students must follow the graduate catalog guidelines of the year they were admitted, or as amended via an updated Program of Study developed in consultation with the student's advisor. The program of study must be completed and typed with advisor approval and submitted to the Graduate Dean's Office within the first 12 hours of study, or the student will be encumbered. Students must complete EHC 604 within the first 12 hours of study.
Please 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.

Course Registration for Leadership in Education, Human Services, and Counseling

NON-DEGREE SEEKING GRADUATE (NDG)

Non-degree seeking students are not eligible to take classes in the EHC Department after completing nine (9) hours of department courses. At this time, the non-degree seeking student in good academic standing must apply to an EHC degree program and be accepted, or complete an Intent to Pursue a School Service Personnel Certificate-Guidance or General Administration Certificate form. All prerequisites must be met to register for an EHC course, and registration in any course is at the discretion of the Department. Students not accepted in an EHC degree program or who are not pursuing certification in School Service Personnel-Guidance or General Administrative may not take EHC courses beyond nine hours. Contact the Department Chair at (309) 677-3193 for an appointment and further information. At the time of that appointment, provide any undergraduate and graduate transcripts.

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.

COMPREHENSIVE EXAMINATIONS

In accordance with the Graduate Catalog, each student is required to complete a comprehensive exam. The Counselor Preparation Comprehensive Examination (CPCE) is a standardized multiple-choice test designed to assess core areas outlined in the curriculum section of this handbook. Students must pass each core area to advance toward graduation. Those students who pass within the top five percent will be designated as having “Passed with Distinction.” In the event a student fails to pass one or more core areas, an oral defense will be arranged within four weeks after administration of the CPCE. The defense will be limited to only those core areas not passed on the initial CPCE. For a student who fails to pass half or more of the core areas, the CPCE will be retaken no later than the following fall semester.

Subsequent retakes will be conducted only once in the fall and once in the spring semesters. No retakes will be administered in the summer. The student will be responsible for all fees associated with the exam.

Note: Students are responsible for CPCE testing fees. The EHC department will notify the students of the fee process during the semester of their practicum course.
CERTIFICATION
NATIONAL CERTIFIED COUNSELING EXAM
SCHOOL COUNSELING CERTIFICATION

In accordance with the National Board for Certified Counselors, Inc. students will be allowed to sit for the National Certified Counselor (NCC) Exam during the scheduled testing date in spring semester during internship.

School Counseling Practicum and Internship students are required to pass the content area knowledge test for school counselors prior to internship. According to Public Act 097-0607 which became effective 7/1/11:


“(105 ILCS 5/21B-30 new) Sec. 21B-30. Educator testing. (d) All applicants seeking a State license shall be required to pass a test of content area knowledge for each area of endorsement for which there is an applicable test. There shall be no exception to this requirement. No candidate shall be allowed to student teach, serve as the teacher of record, or begin an internship or residency required for licensure until he or she has passed the applicable content area test.”

Similarly, school counselor interns must have passed the Test of Academic Proficiency (TAP) prior to beginning their practicum/internship. Also, from the Illinois State Board of Education (ISBE) website, http://www.isbe.state.il.us/certification/default.htm, “Effective February 1, 2012, all professional education and content-area coursework required for the issuance of an Illinois certificate, endorsement or approval must have been passed with a grade of no lower than a "C" or equivalent.”

The Illinois State Board of Education administers both examinations. For information on certification requirements see: http://www.isbe.state.il.us/certification/default.htm.

To be certified as a school counselor in the state of Illinois, students must follow state and college certification procedures. Follow the instructions on the Procedure for Approval for Teacher Certification in the Program Attachment Section of the Student Handbook. Return all forms (73-03D & 73-05) to the Certification Officer for the College of Education and Health Sciences (EHS) for the University Seal and Certification Officer’s signature. Take signed and sealed application, transcript, and filing fee to Regional Superintendent of Schools to file for state certification. Also, remember that the Basic Skills and the School Counselor Test (#118) must be passed to complete the certification process. Registration, study guides and test frameworks for both of these tests may be found at http://www.icts.nesinc.com/. The application may be printed at http://www.isbe.net/certification/html/forms.htm. Inquire at Westlake Hall #216 for state deadlines.
Certification for another state

Information or application forms can be obtained by writing to the Teacher Certification Office at the state capital for the state in which you are applying. Addresses and phone numbers for these offices may be obtained from the EHS College Records Support or the Certification Officer. Caution: An Illinois state counseling certificate permits you to counsel only in the state of Illinois.

Licensed Professional Counselor

Granted by the Illinois Division of Financial and Professional Regulation. The application and directions are available at http://www.idfpr.com/dpr/apply/Pfcns.asp. One of the forms, ED Certificate of Education that documents your education at Bradley University, must be given to the Certification Officer in Westlake Hall #216 to be signed, sealed, and returned to you. The NCE exam must be taken and passed.

Licensed Clinical Professional Counselor

After “2 years of full-time satisfactory supervised experience working as a clinical professional counselor under the direction of a qualified supervisor,” you may apply for the Licensed Clinical Professional Counselor. The application and directions are available at http://www.idfpr.com/dpr/apply/Pfcns.asp. Again the form, ED Certificate of Education, must be given to the Certification Officer in Westlake Hall #216 to be signed, sealed, and returned to you to submit along with the rest of the application.
STUDENT RETENTION POLICY

The human development counseling review and retention procedures serve two major purposes:

1. To provide students with information related to their progress that will enable them to take advantage of strengths and also to eliminate weaknesses.

2. To provide the human development counseling faculty with information about the progress of students which will facilitate decisions being made that are in the best interest of students and the profession they are preparing to enter. The counselor education faculty is concerned about the suitability of a student entering the profession with evidence of satisfactory performance in academic course work but weaknesses in inquiry or the practical skills required.

Student Review and Retention Policy

The student review and retention policy of the counseling program enables the faculty and students to share information about student progress. In an effort to create and maintain a vital relationship between teaching faculty and students, and to promote a program direction which has as its focus student professional development across a variety of areas, a STUDENT REVIEW AND RETENTION PROGRAM has been formed. This includes a Program Screening Committee for potential new students into the program, and a Program Progress Committee for those already admitted.

The two-fold purpose of the STUDENT REVIEW AND RETENTION PROGRAM REVIEW is to:
1) help insure a healthy goodness of "fit" between potential degree candidates and the profession of Human Development Counseling; and
2) initiate and maintain a continuing "progress check" which allows both degree candidates and their teaching mentors to exchange professional and programmatic concerns.

In addition:
1) one of the central responsibilities of the Program Screening Committee will be to evaluate and recommend/not recommend a candidate's suitability for program admission; and
2) one of the responsibilities entrusted to Program Progress Committee members will be to formally recommend/not recommend student continuance within the Human Development Counseling Program.

Written protocol will guide the work of each committee. The protocol will be available to all Human Development Counseling students in the HUMAN DEVELOPMENT COUNSELING STUDENT HANDBOOK.

The Program Screening Committee will be made up of Human Development Counseling program faculty and two graduate students assigned by the department chair. The Program Progress Committee will be made up of all Human Development Counseling program faculty assigned to the program.
PROGRAM SCREENING

All new applicants to the program must be involved in a three part screening process. The first is to watch short counseling video interviews and respond in writing. The second and third are a faculty and graduate student interview using the questions listed below. The fourth involves completion of a brief written exercise. Students will be informed in writing of successful screening completion. If problems or concerns arise, the student will be personally informed and an interview with the faculty will be arranged. If there is unanimous faculty agreement that a student has not successfully completed the screening and will therefore not be admitted into the program, the student will be notified in a timely manner through personal and written communication.

Screening sessions are conducted the Friday before semester classes begin in August and January as scheduled by the department.

GROUP SCREENING QUESTIONS: (for new applicants into the program)

Graduate Student Interview Questions

How will you balance family/home, work, and school demands?

How will you manage working (inside or outside the home) and completing 20 hrs/wk for your practicum and internship?

Faculty Interview Questions

Tell us your name and why you want a masters in counseling.

Talk about an experience you had that you thought was a failure but resulted in your learning something. What did you learn?

Talk about an experience that was a great success and what you learned.

PROGRAM PROGRESS

In accordance with ACA and CACREP standards, EHC faculty are required to review students for retention purposes. To assist successful progression toward graduation, this review is designed to specify areas where students need faculty direction or mentoring. The Mentoring Retention Review Survey (MRSS) addresses ethical, interpersonal, and academic areas of student development (students may access the MRSS through their faculty advisors). In a small number of cases, a student’s continued difficulty may result in removal from the EHC program.

Review Frequency

EHC program faculty will complete a MRSS for any student he or she has taught during a semester and interim term. The following actions are not sequential. For example, a student may go directly to a formal action or retention review if warranted who violates the Bradley University Student Code of Conduct, commits a misdemeanor, or felony.
Formal Action

- If a student receives a total score of **one through four, in one semester or summer session**, the reviewing faculty member(s) may implement a formal correction plan, after bringing the MRSS results for consideration by all program faculty. If program faculty are in agreement, the student's advisor will meet to develop a formal correction plan.

  - The student will receive a letter documenting the formal correction plan. In the event the reviewing faculty member is the student's advisor, either party may ask another EHC program faculty member to join the meeting.

Retention Review

- After implementation of the formal correction plan, if a student receives a **one or more** on any review, or if a student receives a score of **five or more** in the absence of a prior formal correction plan,
  - The student's adviser will submit a written request for a retention review to the EHC Department Chairperson
  - The student under review will be notified via letter of the date, time, location, and reasons for the retention review.

    - The student will be informed of the reasons for the review.
    - The student will be asked to respond to program faculty concerns during the retention review meeting.
    - During a closed session, program faculty will vote on the student's retention.
    - The student's advisor will notify the student of the retention review decision.

Student Protest

- At any time, if a student wishes to contest any part of the retention process, he or she is advised to follow the Student Grievance process as outlined in the Bradley University Student Handbook.
For each item, please indicate the frequency that you have observed the student display the behavior.

**IMPAIRMENT**

1. Student demonstrates a pattern of poor and inflexible impulse control.  
   0 1 2 3 4 5

2. Student maintains defensive posture regardless of feedback.  
   0 1 2 3 4 5

3. Student antagonizes peers &/or instructor.  
   0 1 2 3 4 5

4. Student unwilling to understand diversity in any context.  
   0 1 2 3 4 5

5. Student perceives attacks on his/her character or reputation that are not apparent to others and is quick to react angrily or counterattack.  
   0 1 2 3 4 5

6. Student persistently bears grudges (e.g. unforgiving of slights).  
   0 1 2 3 4 5

7. Student is currently or has been at risk for suicide/homicide.  
   0 1 2 3 4 5

8. Events outside of the EHC program (personal life) interfere with student progress within the program.  
   0 1 2 3 4 5

9. Student does not consider impact of own behaviour.  
   0 1 2 3 4 5

10. Student has a grandiose sense of self-importance.  
    0 1 2 3 4 5

11. Student requires excessive admiration.  
    0 1 2 3 4 5

12. Student takes advantage of others to achieve his/her own end.  
    0 1 2 3 4 5

13. Student fails to use the EHC Student Handbook and Graduate Handbook to meet program and graduation deadlines (relies on instructor or overly reliant on department secretary).  
    0 1 2 3 4 5

14. Student disrupts (visits during presentations, creates distracting noise, etc.).  
    0 1 2 3 4 5

15. On at least one occasion, student appeared to be intoxicated during class or clinical experience.  
    0 1 2 3 4 5

16. Student is uncomfortable with differences between self and diverse groups.  
    0 1 2 3 4 5

17. Student exhibits uncooperative behaviour as evidenced by an unwillingness to give others time and space to articulate their views.  
    0 1 2 3 4 5
18. Student overtly cooperative, but is unwilling or unable to integrate instructor’s or others’ suggestions.  
0 1 2 3 4 5

19. Student maintains a contentious stance requiring time beyond that which is ordinarily spent with other students  
0 1 2 3 4 5

20. Student does not respect others’ knowledge and level of understanding.  
0 1 2 3 4 5

21. Student fails to demonstrate appropriate self-control in interpersonal relationships with instructor and peers.  
0 1 2 3 4 5

ETHICS

22. Student fails to maintain client/colleague/peer confidentiality as defined by the ACA Code of Ethics.  
0 1 2 3 4 5

23. Student fails to follow professionally recognized problem solving process (e.g., seeking to informally solve problems first with the individual(s) with whom the problem exists).  
0 1 2 3 4 5

24. Student avoids improper and potentially harmful dual relationships.  
0 1 2 3 4 5

25. Student fails to respect the rights of individual to privacy and choices regarding self-determination and autonomy.  
0 1 2 3 4 5

26. Student fails to demonstrate application of legal requirements relevant to counselor training.  
0 1 2 3 4 5

ACADEMICS

27. Student fails to seek outside assistance to improve writing and communication skills (e.g., writing lab).  
0 1 2 3 4 5

28. Student fails to carefully use assignments to develop professionally.  
0 1 2 3 4 5

29. Student not prepared for class.  
0 1 2 3 4 5

SCORING

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<tr>
<th>Current Evaluation</th>
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<tr>
<td>OVERALL SCORE:</td>
<td>OVERALL SCORE:</td>
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Central to any program is a unified curriculum rather than simply a collection of courses. The curriculum of the counseling and counselor education emphasis was founded on the Standards for the Preparation of Counselors and other Personnel Services Specialists adopted by the Association for Counselor Education and Supervision (ACES) in 1973. These standards were adopted by the American Association for Counseling and Development (AACD) in 1979. In 1981, AACD created the Council for Accreditation of Counseling and Related Educational Programs (CACREP) to evaluate and accredit programs using these standards. The HDC programs of Bradley University are CACREP accredited. AACD changed its official name to the American Counseling Association in 1992.

Area I - Human Growth and Development - Includes studies that provide a broad understanding of the nature and needs of individuals at all developmental levels. Emphasis is placed on psychological, sociological, and physiological aspects of development. Human behavior, personality theory, and learning theory are specific content areas also included.

Area II - Social and Cultural Foundations - Includes studies of social change, ethnic groups, subcultures, women’s concerns, sexism, urban and rural societies, population patterns, cultural mores, use of leisure time, and differing life patterns.

Area III - The Helping Relationship - Includes studies of:
(a) philosophical and epistemological foundations;
(b) counseling theory, supervised practice, and application;
(c) consultation theory, supervised practice, and application;
(d) ethical standards of psychological orientation.

Area IV - Group Processes - Provides theory and dynamics of the behavior of members and leaders function in the types of groups found in numerous settings. Critical evaluation is made of group practices, methods, motivations, and leadership skills. Students receive supervised practice in the conduct of groups. Ethics related to special nature of group practices is explored in depth. Students receive experiential work by participating in a T-Group (Training Group) and a personal growth group. A $100.00 laboratory fee is required for participation in the personal growth group. This fee covers the fee for outside group facilitator.

Area V - Lifestyle and Career Development - Embraces career choice theory, occupational trends, vocational guidance, and issues related to career and professional identity. This curriculum area also explores the implications of career counseling for special populations and the ethics of professional practitioners in this area.

Area VI - Appraisal of the Individual - Includes the establishment of a systematic framework for understanding an individual within a given social system or environment. Emphasis is placed on methods of ethical data gathering and interpretation, individual and group testing, case study approaches, and the study of individual differences. Ethnic, cultural, social class, and sex-related factors are also considered.

Area VII - Research and Evaluation - Incorporates statistics, field studies, research design, ethical issues in research, clinical and practice-oriented studies, and the development of research and demonstration proposals.
Area VIII - Professional Orientation - Includes goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing and roles identity of counselors and other personnel services specialists.

Area IX - Supervised Experiences - Includes the knowledge, skills, and ethical concerns required to work effectively in professional settings. These might include special populations subdivided by age grouping of child, adolescent, adult, senior citizens, athletes and family cases. Supervised laboratory, practicum and internship experiences are offered for specialty areas of concentration.

Area X - Environmental and Specialized Studies - All students are expected to identify an area in which they would have the emphasis in their study, i.e., either TRACK I School Counseling, or TRACK II Clinical Mental Health Counseling Settings, i.e., child counseling, adolescent and adult counseling, couples and family counseling. Practicum experiences and elective courses are an integral part of a student's area of interest in the program. In addition, students may develop a topic for their thesis that is consistent with their study, and assignments are individualized to suit their career goals in the common core and clinical classes.

AREAS OF EMPHASIS IN COUNSELOR EDUCATION

TRACK I School Counseling (K-12)

TRACK II Clinical Mental Health Counseling

ACCREDITED or APPROVED by:

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

ENVIRONMENTAL AND SPECIALIZED STUDIES: Assignments in the entry level core curriculum are individualized to meet the goals of each student who is entered in one of the approved specialties. Additional requirements in each specialty area are listed below.

TRACK I: SCHOOL COUNSELING
Professional School Counseling-EHC 653, K-8
Professional School Counseling-EHC 655, Secondary Schools
School for Non-Teachers-EHC 585 (Note: mandatory elective for Non-Teachers)
Special Education Law-EHC 669 (Note: mandatory elective for Non-Teachers)

TRACK II: CLINICAL MENTAL HEALTH COUNSELING
Clinical Mental Health Counseling - EHC 651
Counseling and the Dynamics of Aging - EHC 663

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<thead>
<tr>
<th>AREA</th>
<th>COURSE AND CREDITS</th>
<th>CREDITS</th>
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<tbody>
<tr>
<td><strong>Human Growth and Development</strong></td>
<td>EHC 530 Loss and Grief counseling</td>
<td>1</td>
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<td>EHC 540 Human Growth and Development</td>
<td>3</td>
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<td>EHC 620 Human Development Counseling</td>
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<td>EHC 622 Counseling: Ethics and the Law</td>
<td>1</td>
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<tr>
<td><strong>Social &amp; Cultural Foundations</strong></td>
<td>EHC 586 Counseling Diverse Populations</td>
<td>3</td>
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<tr>
<td><strong>The Helping Relationship</strong></td>
<td>EHC 623 Pre-Practicum in Counseling</td>
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<td>EHC 624 Theories and Techniques of Counseling</td>
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<td>EHC 630 Psycho-diagnostics &amp; Psychopathology</td>
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<td>EHC 631 Crisis Intervention Counseling</td>
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<td>EHC 632 Psychopharmacology in Counseling</td>
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<tr>
<td><strong>Group Counseling</strong></td>
<td>EHC 625 Principles of Group Counseling</td>
<td>3</td>
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<tr>
<td><strong>Lifestyle and Career Development</strong></td>
<td>EHC 621 Career and Life Planning Across the Life Span</td>
<td>3</td>
</tr>
<tr>
<td><strong>Appraisal of the Individual</strong></td>
<td>EHC 641 Appraisal of the Individual</td>
<td>3</td>
</tr>
<tr>
<td><strong>Research and Evaluation</strong></td>
<td>EHC 604 Research Methodology and Applications</td>
<td>3</td>
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<tr>
<td></td>
<td>EHC 699 Thesis</td>
<td>0-6</td>
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<tr>
<td><strong>Professional Orientation</strong></td>
<td>EHC 620 Human Development Counseling</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>EHC 653/655 Professional School Counseling both</td>
<td>3</td>
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<tr>
<td></td>
<td>K-9/Secondary</td>
<td></td>
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<tr>
<td><strong>Supervised Experiences</strong></td>
<td>EHC 640 Clinical Supervision in Counseling</td>
<td>2</td>
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<td></td>
<td>EHC 690 Practicum</td>
<td>2</td>
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<tr>
<td></td>
<td>EHC 691 Internship I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>EHC 692 Internship II</td>
<td>3-6</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>60 semester hours required (elective credits taken in the student's specialization)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>61 semester hours for Non Teachers in School Counseling</td>
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</tbody>
</table>

14
The Human Development Counseling Program provides a variety of settings for supervised experiences. Students begin with a helping skills laboratory where they learn basic communication skills which include attending behaviors, rapport building, acceptance, paraphrasing of content, reflection of feeling, summarization, clarification, elaboration and nonverbal communication, goals and intervention. This pre-practicum is conducted at Bradley University where students are videotaped and receive live supervision. In addition to the pre-practicum experiences, students do additional work in settings appropriate to their career goals.

The program requires students to complete and arrange a supervised practicum that totals a minimum of 100 clock hours. Forty of those clock hours must be direct service work with appropriate clientele. The remaining hours provide opportunities to perform some of the activities that a regularly employed staff member in the setting would be expected to perform.

In addition to these experiences, students arrange for a field internship placement with their advisor/ supervisor near the completion of their program. These may include elementary or secondary schools, mental health centers, special community agencies such as women's centers, prisons or work-release centers, residential treatment centers, employment centers, and hospital wards.

The program requires students to complete a supervised internship of 650 clock hours of which 240 hours are of direct service. The internship provides an opportunity for the student to perform all the activities that a regularly employed staff member would be expected to perform.

Practica and internship sites must be within a 90 mile radius of the Peoria area. All sites must be approved by program faculty. Sites outside the approved area must receive special consideration by writing a request explaining special circumstances to the department faculty. This request will be voted upon at the next scheduled EHC department faculty meeting. Each request will be decided on a case by case basis and does NOT constitute a precedent for any other case.

According to the College of Education and Health Sciences, the EHC program and CACREP guidelines, students must receive a minimum of one hour per week of individual supervision and a minimum of one and one-half hours per week of group supervision. Therefore, if students want to continue collecting hours between semesters, faculty supervision is required. A winter interim advanced internship will be provided to accommodate those students.

Refer to the Practicum and Internship Handbook for Masters Program in Clinical Mental Health and School Counseling on Sakai.

TRANSPORTATION POLICY

EHC 690, Practicum, EHC 691, Internship I and EHC 692, Internship II students may not under any circumstance transport clients. Site Supervisors will be informed of this policy.

ENDORSEMENT POLICY

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

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 3.5. 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. Human Development Counseling students are eligible for the Margaret Burke Scholarship, William G. Hasselbacher Scholarship, and the Clyde R. & Jannis Smith Scholarship. Note: Doctoral, specialist degree students and full-time Graduate Assistants are not eligible. Part-time Graduate Assistants and part-time students 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 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 April 1 for the following fall semester.

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

When students are enrolled in supervised courses, liability is covered by Bradley University. However, the counselor education faculty believes it is essential for students as professionals-in-training to obtain professional liability insurance, particularly before beginning practicum and internship experiences. Students must show proof of liability insurance in the amount of $1,000,000/$3,000,000 to their University supervisor within one week of the semester or session start and before working with any clients.

PROFESSIONAL ORGANIZATIONS

Students and graduates are encouraged to join and to become active in professional organizations (or associations). One method to remain current in the profession is by participating in professional organizations (presenting at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership).

While there are many benefits to be derived from membership in a professional organization, only the primary ones are noted here. As a member of a professional organization, you:

1. receive related professional publications.

2. are entitled to reduced membership rates and reduced registration rates for professional meetings sponsored by the organization.

3. are eligible for member services (e.g., professional liability insurance, legal defense fund, library resource use, etc.).

4. have a method of direct involvement with activities and issues directly or indirectly pertinent to your profession.

5. are affiliated with other professionals having interests and areas of expertise similar to yours.

6. may maintain currency in the knowledge, practices, and research findings in the field.

SUMMARY OF MASTER’S DEGREE REQUIREMENTS

STUDENTS ARE RESPONSIBLE THAT EACH OF THESE ARE MET:

1. A minimum of 60 (61 non teachers) semester hours of graduate credit
2. The completed sequence of courses must be verified by your advisor
3. Grade point average of at least 3.00
4. No more than nine semester hours of transfer credit may be applied to the M.A.
5. Transfer credit taken at another institution or as an unclassified student must be approved by the counselor education staff and the dean of the Graduate School
6. One original and two copies of an approved thesis, if thesis is selected, must be submitted to the Graduate School
7. Comprehensive examination must have been passed in each of the core areas and the results forwarded to the graduate school
8. Departmental clearance of all requirements forwarded to the graduate school
9. An approved typed program of study must be filed with the Graduate Dean’s Office during the first 12 hours of your program
EMPLOYMENT PERSPECTIVE

Overall employment of counselors is expected to grow faster than the average for all occupations through 2012, and job opportunities should be very good because there are usually more job openings than graduates of counseling programs. In addition, numerous job openings will occur as many counselors retire or leave the profession.

Employment of educational, vocational, and school counselors nationwide is expected to grow as fast as the average for all occupations as a result of: increasing student enrollments, (particularly in secondary and postsecondary schools); State legislation requiring counselors in elementary schools (Not in Illinois at this printing) and an expansion in the responsibilities of counselors. For example, counselors are becoming more involved in crisis and preventive counseling, helping students deal with issues ranging from drug and alcohol abuse to death and suicide. Although schools and governments realize the value of counselors in achieving academic success in their students, budget constraints at every school level will dampen job growth of school counselors. However, Federal grants and subsidies may fill in the gaps and allow the current ongoing reduction in student-to-counselor ratios to continue.

Demand for vocational or career counselors should grow as the notion of staying in one job over a lifetime continues to be rejected and replaced by the concept of managing one’s own career and taking responsibility for it. In addition, changes in welfare laws that require beneficiaries to work will continue to create demand for counselors by State and local governments. Other opportunities for employment counselors will arise in private job-training centers that provide training and other services to laid-off workers, as well as to those seeking a new or second career or wanting to upgrade their skills.

Demand is expected to be strong for substance abuse and behavioral, mental health, and marriage and family therapists and for rehabilitation counselors, for a variety of reasons. First several States have recently passed laws requiring substance abuse treatment instead of incarceration for people caught possessing a drug. This shift will require more substance abuse counselors in those States. Second, the increasing availability of funds to build statewide networks to improve services for children and adolescents with serious emotional disturbances and for their family members should increase employment opportunities for counselors. Under managed care systems, insurance companies are increasingly providing for reimbursement of counselors as a less costly alternative to psychiatrists and psychologists. Also, legislation is pending that may provide counseling services to Medicare recipients.

The number of people who will need rehabilitation counseling is expected to grow as the population continues to age and as advances in medical technology contribute to longevity. In addition, legislation requiring equal employment rights for people with disabilities will spur demand for counselors, who will help these people make a transition into the workforce, and help companies comply with the law.

Employment of mental health counselors and marriage and family therapists will grow as the Nation becomes more comfortable seeking professional help for a variety of health and personal and family problems. Employers also are increasingly offering employee assistance programs that provide mental health and alcohol and drug abuse services. More people are expected to use these services as society focuses on ways of developing mental well-being, such as controlling stress associated with job and family responsibilities.

EHC FACULTY

*Human Development Counseling*
Kathleen Buchko, Ph.D. from Michigan State University; *Clinic Director; Clinical Mental Health Counseling*

Beto Davison Avilés, Ph.D. from Lehigh University, Pennsylvania; *Coordinator, School Counseling and Post-Master’s Certificate in School Counseling*

Lori Russell-Chapin, Ph.D. from University of Wyoming; *Clinical Mental Health Counseling*

Christopher Rybak, Ph.D. from Southern Illinois University-Carbondale; Department of EHC Chairperson; *Clinical Mental Health Counseling*

Nancy Sherman, Ph.D. from Ohio State University; Clinical Coordinator; *Clinical Mental Health Counseling*

Jobie Skaggs, Ph.D. from Idaho State University, Pocatello; *Coordinator, Clinical Mental Health Counseling and Post-Master’s Certificate in Clinical Mental Health Counseling; CACREP Liaison*

*Leadership in Educational Administration*
D. Michael Risen, Ph.D. from Illinois State University, Bloomington; *Educational Administration*

Jenny Tripses, Ph.D. from Illinois State University, Bloomington; *Coordinator, Educational Administration and Post-Master’s Certificate in Educational Administration*

*Leadership in Human Service Administration*
Christopher Lucas, Ph.D. from University of Hawaii at Manoa; *Coordinator, Human Service Administration*

*Administrative Support*
Terri Preston, Administrative Support, Department of EHC; (309) 677-3193

*Chi Sigma Iota*

The Beta Phi chapter of Chi Sigma Iota, Counseling Academic and Professional Honor Society International has been established at Bradley University. Chi Sigma Iota is an international honor society of counseling professionals and professional-in-training dedicated to excellence in scholarship, research, and clinical practice.

**Membership Eligibility:**
Students enrolled in the Human Development Counseling Program with a GPA of 3.5 or better, and who have completed a minimum of 12 semester hours are eligible for membership. In addition, faculty, alumni, and professional counselors who have given evidence of distinguished scholarship and professional service may also be eligible for membership.

**Benefits of Membership:**
Membership in an international Honor Society can make a valuable contribution to professional development. Members become part of a network of professionals who ascribe to high standards of scholarship and practice. Local chapters encourage these aspirations through speakers, programs, and awards. The international headquarters also provides leadership to promote these goals through a variety of activities including a newsletter, mentor and chapter roster maintenance, annual recognition awards, support services to chapters, and an annual meeting. The certificate of membership is an outward symbol of personal and professional commitment to excellence.

**For More Information About Chi Sigma Iota Contact:**
http://www.bradley.edu/campusorg/betaphi/index.htm
Dr. Nancy E. Sherman, Faculty Advisor; 309/677-3197
Thesis Development Process Outline

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:

   a. 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.

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

   c. 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.

   d. 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.

   e. Collect and analyze data and write the thesis following the Sixth Edition (2010) 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.

   f. 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.
Thesis Component Rating Scale

Circle the appropriate number for each component area.

The ranking is as follows:

1  2  3  4
Unacceptable Requires Appropriate Superior
Revision Address of Subject Matter

1) Scholarly Contribution to Literature
   1  2  3  4

2) Readability (APA Style)
   1  2  3  4

3) Comprehensiveness of Content
   1  2  3  4

4) Verbal Presentation Consistent with Written Product
   1  2  3  4

Total Points: ___________
PROGRAM ATTACHMENTS

THE FOLLOWING FORMS ARE ON THE GRADUATE SCHOOL WEBPAGE
http://www.bradley.edu/academic/gradschool/current/forms/

Graduate Program of Study
(Note: Department has preprinted forms for Clinical Mental Health &
School Counseling – contact department)

Request to Transfer Graduate Credit to Bradley

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

Removal of Conditional Status
### TENTATIVE Schedule of Graduate Courses

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<tr>
<td>EHC 530</td>
<td>Loss &amp; Grief Counseling</td>
<td>X</td>
<td>X</td>
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<td>EHC 540</td>
<td>Human Growth &amp; Development</td>
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<td>Topics in Human Development Counseling</td>
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<td>School for Non-Teachers</td>
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<td>Counseling Diverse Populations</td>
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<td>X</td>
<td>X</td>
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<td>EHC 604</td>
<td>Research Methodology and Applications</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>EHC 606</td>
<td>Interpersonal Behavior and Organizational Leadership</td>
<td>X</td>
<td>X</td>
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<tr>
<td>EHC 620</td>
<td>Human Development Counseling</td>
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<tr>
<td>EHC 621</td>
<td>Career &amp; Life Planning Across the Life Span</td>
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<td>Pre-Practicum in Counseling</td>
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<td>X</td>
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<tr>
<td>EHC 624</td>
<td>Theories and Techniques of Counseling</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>EHC 625</td>
<td>Principles of Group Counseling</td>
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<td>X</td>
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<tr>
<td>EHC 630</td>
<td>Psycho-diagnostics &amp; Psychopathology</td>
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<tr>
<td>EHC 631</td>
<td>Crisis Intervention Counseling</td>
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<td>Couples &amp; Family Counseling</td>
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<td>Counseling &amp; the Dynamics of Aging</td>
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BRADLEY UNIVERSITY
College of Education and Health Sciences
Program in Human Development Counseling

_Tentative_ Schedule of Undergraduate Courses

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<tr>
<td>EHC 276</td>
<td>Theory &amp; Practice of Career &amp; Life Planning</td>
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<td>Statistical Procedures in Health Sciences</td>
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<td>Human Relations Techniques</td>
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<td>Human Relations Laboratory</td>
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<td>Topics in Counseling</td>
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<td>EHC 440</td>
<td>Interpersonal Relations and Communication</td>
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DESCRIPTION OF REQUIRED COURSE

**College Core Required Courses – 6 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 in their areas of study. **Prerequisite:** Graduate Standing. **(MUST be taken within the first 12 hours.)**

2. **EHC 606 – Interpersonal Behavior and Organizational Leadership – 3 hours**
   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.

**Departmental Program Required Courses – 45 Hours**

1. **EHC 530 - Loss and Grief Counseling - 1 hour**
   This mandated course is designed to offer students the opportunity to understand the beliefs about loss and grief, blockers and interventions. Student will identify the different types of losses. Grief seems to underlie all life experience, and culture and gender influence how we grieve and mourn.
2. **EHC 540 - Human Growth and Development – 3 hours**
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 through geriatrics.

3. **EHC 551 - Substance Abuse Counseling – 2 hours**
Basic counseling interventions for prevention, remediation, and treatment of substance abuse.

4. **EHC 586 – Counseling Diverse Populations – 3 hours**
Value systems in diverse groups; the use of philosophies and models of diversity in establishing an effective, helping relationship.

5. **EHC 620 – Human Development Counseling – 2 hours**
A survey course introducing the counseling profession as the promotion of human development including an overview of the historical and philosophical development of the field, a survey of relevant skills, client populations, and settings. Required of all students preparing to become leaders in the profession of counseling.

6. **EHC 621 – Career and Life Planning Across the Life Span – 3 hours**
Basic counseling skills for career planning, exploration, and decision-making. Vocational guidance and career development of elementary and high school students; emerging 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.

7. **EHC 622 - Counseling: Ethics and the Law - 1 hour**
This course provides an advanced exploration of the legal, professional, and ethical dilemmas faced by professional counselors and supervisors. Familiarity and application of the current American Counseling Association Code of Ethics as well as relevant State of Illinois and Federal civil and criminal law will be demonstrated by students.

8. **EHC 623 – Pre-Practicum in Counseling – 3 hours**
Instruction, demonstration, practice, and evaluation in basic interviewing and response skills. Emphasis on practice and skill development. **Prerequisite:** EHC 620 or concurrent enrollment.

9. **EHC 624 – Theories and Techniques of Counseling – 3 hours**
Study and evaluation of major theories of counseling toward developing a working theory of counseling and understanding of dynamics of human behavior. **Prerequisite:** EHC 623 or concurrent enrollment; consent of instructor.

10. **EHC 625 – Principles of Group Counseling – 3 hours**
Group theory and dynamics as applied in group counseling. Group practices, methods, procedures, and group leader facilitation skills. Supervised practice and experience in group counseling as leader and participant. **Prerequisites:** EHC 623 and EHC 624; consent of instructor.

11. **EHC 630 - Psychodiagnoses, Psychopathology, in Counseling – 3 hours**
This course provides an overview of psychodiagnoses and psychopathology. Basics of psychodiagnoses and psychopathology will be covered. Students will gain a working knowledge of the DSM as well as a basis of treatments for mental disorders. **Prerequisite:** EHC 624
12. **EHC 631 - Crisis Intervention Counseling - 1 hour**
This course provides an overview of responses to crises of various types including those that are more individual, those that affect families, and those that have wider impact for entire communities. When these crises occur, normal problem solving methods are typically insufficient to address the level of emotional and social difficulties involved. Practical intervention techniques are practiced and opportunities to observe people in the field are offered.

13. **EHC 632 - & Psychopharmacology in Counseling - 1 hour**
An overview of psychopharmacology in the treatment of mental disorders. Basics of psychopharmacology will be covered. Prerequisite: EHC 630

14. **EHC 640 - Clinical Supervision in Counseling – 2 hours**
Offers students the opportunity to better understand the supervisory process. Evidenced-based supervision (EBS) will be at the core. Students will learn the different models of supervision and a common factors approach. Prerequisites: EHC 623 and EHC 624

15. **EHC 641 – Appraisal of the Individual – 3 hours**
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.

16. **EHC 654 - Consultation in the Helping Professions – 2 hours**
A conceptual understanding of effective consultation and its relevance to the helping professional. Demonstration of knowledge and skills necessary to deliver effective consultative services in school and clinical mental health settings. Prerequisite: EHC 651, EHC 653 or EHC 655 or consent of instructor.

17. **EHC 661 - Couples and Family Counseling - 3 hours**
Theories and techniques of couples and family counseling. Emphasis is on counseling couples, families, and children to promote human development, including the role of the family counselor within the network of school and community agencies. Prerequisite: EHC 651, EHC 653 or EHC 655

19. **EHC 690 – Practicum (appropriate to specify) – 2 hours**
An important part of the clinical education for a student majoring in Human Development Counseling is the opportunity to practice counseling skills and integrate these with the theories studied in the classroom. Practicum provides the student with this opportunity. Prerequisite: EHC 625; consent of instructor.

20. **EHC 691 – Internship I (appropriate to specify) – 1 hour**
Individually supervised post-practicum work experience appropriate to student’s career goals. A variable credit course that may be repeated to a maximum of 2 credit hours. Prerequisite: EHC 690; consent of instructor.

21. **EHC 692 – Internship II (appropriate to specify) – 3-6 hours**
Individually supervised post-practicum work experience appropriate to student’s career goals. A variable credit course that may be repeated to a maximum of 6 credit hours. Prerequisite: EHC 690; consent of instructor.
1. **SCHOOL COUNSELING − 9 hours**
   Intended to prepare students for positions as guidance specialists or student personnel workers in elementary and/or secondary schools.
   **Teachers Required − 6 hours**
   EHC 653 Professional School Counseling, K-8 − 3 hours
   EHC 655 Professional School Counseling, Secondary Schools − 3 hours
   *Plus Electives − 3 hours
   *Non-Teachers Required Electives - 4 hours
   EHC 585 School for Non-Teachers − 2 hours
   EHC 669 Special Education Law − 2 hours

2. **CLINICAL MENTAL HEALTH COUNSELING − 9 hours**
   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.
   **Required − 6 hours**
   EHC 651 Clinical Mental Health Counseling − 3 hours
   EHC 663 Counseling and Dynamics of Aging − 1 hour
   **Electives − 5 hours**

**TOTAL CREDITS** − 60 semester hours required for Clinical Mental Health Counseling and 60-61 semester hours required for School Counseling (elective credits taken in the student’s specialization). Please consult Graduate Catalog and Graduate Handbook for details.

**SPECIALTY AREA COURSE DESCRIPTIONS**
Please refer to Graduate Catalog and Handbook

**EHC 585 - Understanding Schools: A Primer for Non-Teachers -2 hours**
Intended for non-teachers seeking Illinois certification for school counselors. This course is a combined survey and field observation experience. Students will learn about the structure, organization, and operation of the U.S. educational system P-12 as exemplified in local school districts. Students will be required to observe in a school 4 hrs. per week (Note: mandatory elective course for Non-Teachers)

**EHC 651 − Clinical Mental Health Counseling - 3 hours**
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 along with an introduction to administration, finance and accountability within mental health organizations. **Prerequisites:** EHC 620 or consent of instructor.

**EHC 653 Professional School Counseling, K-8 − 3 hours**
Elementary and middle professional school counseling programs, including administration, finance and accountability; cognitive and experiential skills. History and development of school counseling; elementary and middle school education and 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:** EHC 620 or consent of instructor.
**EHC 655 Professional School Counseling, Secondary Schools – 3 hours**
Secondary professional school counseling programs, including administration, finance and accountability; cognitive and experiential skills. History and development of school counseling; secondary school education and 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:** EHC 620 or consent of instructor.

**EHC 663 Counseling and Dynamics of Aging – 1 hour**
The mental health dynamics of aging and its impact on the human service professions. Practical skills of gerontology counseling and their relationship to the concerns of aging are emphasized.

**EHC 669 Special Education Law – 2 hours**
This two credit course will focus on the statutory provisions of The Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). There will be an examination of the stakeholders and participants involved in special education services, identification and evaluation of services, least restrictive environment, related services, and free appropriate public education. In addition, student discipline and due process rights will be discussed. **(Note: mandatory elective course for Non-Teachers)**
# 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.”

<table>
<thead>
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## 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. **Counselor Preparation Comprehensive Examination**

3. Other Conditions (specify)

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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.

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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.

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Continued on page 3>>>
Courses Required for the Program Indicated on Page 1

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Electives: please indicate course # 5

Total hours in the Program of Study

Hours required in the program 60
# Graduate Program of Study

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<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td>Surname/Family/Last</td>
<td>Given/First Middle Maiden/Other</td>
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</table>

**Mailing Address**

City ____________________________ State ______ Zip ________ Country ________

**Home Phone** (include area code) _______ **Work Phone** (include area code) _______ **E-mail address** __________________________

**Program** School Counseling __________________________ **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. **Counselor Preparation Comprehensive Examination**

3. **Other Conditions (specify)**

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**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.

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Continued on page 3

Total hours in the Program of Study

Hours required in the program 60-61
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 toward</th>
<th>The BU program course</th>
<th>Expected Date for completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>661</td>
<td>Couples &amp; Family Counseling</td>
<td>3</td>
<td>653</td>
<td>or 655</td>
<td></td>
<td></td>
<td></td>
<td>SP</td>
</tr>
<tr>
<td>690</td>
<td>Practicum</td>
<td>2</td>
<td>625</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>FA</td>
</tr>
<tr>
<td>691</td>
<td>Internship I</td>
<td>1</td>
<td>690</td>
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<td></td>
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<td>FA</td>
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<tr>
<td>692</td>
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<td>3-6</td>
<td>690</td>
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<td></td>
<td></td>
<td></td>
<td>JA/SP</td>
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<tr>
<td>Teachr Electives:</td>
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<tr>
<td>OR Non-Teacher</td>
<td>Electives:</td>
<td>(4)</td>
<td></td>
<td></td>
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<tr>
<td>585</td>
<td>School for Non-Teachers (Non-T elective)</td>
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<td></td>
<td></td>
<td>M1</td>
</tr>
<tr>
<td>669</td>
<td>Special Education Law (Non-T elective)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SP/M1</td>
</tr>
</tbody>
</table>

Total hours in the Program of Study

Hours required in the program 60-61
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/coordinator's approval for the course(s) to be transferred.

7. Give the original form to the Graduate School.

To Be Completed By the Student

Name: ________________________________ BU ID#: ________________________________

Surname/Family/Last ___________________________ Given/First __________________________

Middle ___________________________ Maiden/other ___________________________

Mailing Address: ________________________________

City: ___________________________ State: ______ Zip: ______ Country: __________

Home Phone: (__________) _______ Work Phone: (__________) _______ E-mail address: __________

(Included area code) (Include area code)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Student signature: ___________________________ Date: ____________

To Be Completed By the Graduate Program Coordinator

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

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

Graduate Program Coordinator/Advisor Signature ___________________________ Date ____________

Graduate School Dean Signature ___________________________ Date ____________
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>
<td></td>
</tr>
<tr>
<td>Instructor's Name:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Number</td>
</tr>
<tr>
<td>Semester/Term Enrolled:</td>
<td>Academic Year Enrolled:</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 [date]

In the event that the "IN" in the course is not removed by [date], your permanent grade should be recorded as [grade] 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 [date]

In the event that the "IP" in the course is not removed by [date], your permanent grade should be recorded as [grade] 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>
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: ____________________________

City: ____________________________ State: ______ Zip: ______ Country: ________________

Home Phone: ____________________________ Work Phone: ____________________________ E-mail address: ____________________________

(Include area code) (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: ____________________________
This Thesis for the M.A. Degree

by

(Student's Name)

has been approved

(Date)

Chairperson, Thesis Committee

Reader, Thesis Committee

Reader, Thesis Committee

Chairperson, Department of
Leadership in Education,
Human Services, and Counseling
# Record of Thesis

Directions: Present this page with the completed thesis to The Graduate School.

<table>
<thead>
<tr>
<th>Student's Name:</th>
<th>ID Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree:</td>
<td>Program:</td>
</tr>
</tbody>
</table>

**Title of Thesis (Please Print):**

_________________________

_________________________

_________________________

Signature of Graduate Advisor: _____________________________ Date of Approval: _____________________________

---

## Distribution of Copies

Number of copies requested for the Graduate School: ___

Number of copies requested for the student: ____

Total number of copies requested: ______

Distribute copies as per instructions checked/listed below (please print):

**Mail all copies to student (print address below):**

____________________________________________________

____________________________________________________

Contact student to pick up:

Email: __________________________ Phone number: __________________________

Send copies to the following faculty (give name & office address):

____________________________________________________

____________________________________________________

---

**Controller's Use Only**

Amount paid to the Controller's Office: $ ______

Binding Fee is $20.00 per copy Certified by representative in Controller's Office: ______ Date paid: ______

---

**Graduate School Use Only**

Thesis title sent to Registrar's Office: ___________ Thesis title had been posted? YES NO

Thesis Grade Posted? YES NO

Thesis sent for binding on: ______

4/22/2005
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 counseling. If you do not know where you will be counseling, 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 73 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 (“certificate 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, Room 216, that verify your years of teaching. Forms can be downloaded at: http://www.isbe.net/certification/html/forms.htm

College of Education and Health Sciences, Certification Officer
To be approved as having completed the School Counseling track of the Human Development Counseling Program, the curriculum below must be completed. This program meets or exceeds minimal standards accepted and approved by the Illinois State Board of Education (ISBE) and the National Council for Accreditation in Teacher Education (NCATE) and Council for Accreditation of Counseling Related Educational Programs (CACREP).

**Graduate Core**
- EHC 604 Research Methodology and Applications (3)
- EHC 606 Interpersonal Leadership & Organizational Behavior (3)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Program Core**
- EHC 530 Loss & Grief Counseling (1)
- EHC 540 Human Growth & Development (3)
- EHC 551 Substance Abuse Counseling (2)
- EHC 586 Counseling Diverse Populations (3)
- EHC 620 Human Development Counseling (2)
- EHC 621 Career Dev Across Lifespan (3)
- EHC 622 Counseling: Ethics & the Law (1)
- EHC 623 Pre-Practicum in Counseling (3)
- EHC 624 Theories & Techniques of Counseling (3)
- EHC 625 Principles of Group Counseling (3)
- EHC 630 Psycho-diagnostics, Psychopathology (3)
- EHC 631 Crisis Intervention Counseling (1)
- EHC 632 Psychopharmacology (1)
- EHC 640 Clinical Supervision (2)
- EHC 641 Appraisal of the Individual (3)
- EHC 654 Consultation (2)
- EHC 661 Couples & Family Counseling (3)
- EHC 690 Practicum in School Counseling (2)
- EHC 691 Internship I in School Counseling (1)
- EHC 692 Internship II in School Counseling (3)

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<tr>
<th>Semester</th>
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</tr>
<tr>
<td></td>
<td>3</td>
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**School Counseling**
- EHC 585 Understanding Schools: A Primer for Non-Teachers (2)
- EHC 653 Professional School Counseling, K-8 (3)
- EHC 655 Professional School Counseling, Secondary schools (3)
- EHC 669 Special Education Law (2)
- ELECTIVES (3)

If certified, EHC 585 & 669 can be replaced with other elective credits.

Total Semester hours: 40
Approved for graduation:

Advisor

Chairperson

Certification Officer

Date

Date

Date
TENTATIVE DEGREE COMPLETION PROGRAM STUDENT SCHEDULES  
CLINICAL MENTAL HEALTH COUNSELING (3 years)  
Effective Fall 2012

Variations of these model schedules can be adapted by an advisor. Some required courses are also offered during the summer sessions.

_Tentative 60 Hr Clinical Mental Health Counseling Model Plan for Full Time Students (New Courses are in Bold & Italicized, Semester Hr Changes Bold & in Parentheses)_

<table>
<thead>
<tr>
<th>FALL #1</th>
<th>JAN #1</th>
<th>SPRING #1</th>
<th>May#1</th>
<th>Summer #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>620 (2)</td>
<td>631 (I)</td>
<td>606 (3)</td>
<td>Elective</td>
<td>Elective/other courses</td>
</tr>
<tr>
<td>622 (1)</td>
<td></td>
<td>641 (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>623 (3)</td>
<td></td>
<td>586 (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>624 (3)</td>
<td></td>
<td>663 (1)</td>
<td>(take during spring semester of choice)</td>
<td></td>
</tr>
<tr>
<td>604 (3)</td>
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</tr>
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<td>(1)</td>
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<tbody>
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<td>Elective/other courses</td>
</tr>
<tr>
<td>621 (3)</td>
<td></td>
<td>625 (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>551 (2)</td>
<td></td>
<td>630 (3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>540 (3)</td>
<td>(take during spring/summer term of choice)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(8)</td>
<td>(1)</td>
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<table>
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<tbody>
<tr>
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<td>691 (2)</td>
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<td>640 (2)</td>
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<td></td>
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<tr>
<td>654 (2)</td>
<td></td>
<td></td>
<td>Comprehensive Exam</td>
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</tr>
<tr>
<td>632 (1)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(6)</td>
<td>(5)</td>
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</tr>
</tbody>
</table>

Total Specified Hours = 55 plus 5 elective hours = 60 total

Total Specified Class Hours = 55 plus 5 Elective = 60
Variations of these model schedules can be adapted by an advisor. Some required courses are also offered during the summer sessions.

**Tentative 60 Hr School Model Plan for Full Time Students**
*(New Courses are in Bold & Italicized, Semester Hr Changes Bold & in Parentheses)*

<table>
<thead>
<tr>
<th>FALL #1</th>
<th>JAN #1</th>
<th>SPRING #1</th>
<th>May#1</th>
<th>Summer #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>620 (2)</td>
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<td>653 (3)</td>
<td>Elective</td>
<td>Elective/other courses</td>
</tr>
<tr>
<td>622 (1)</td>
<td></td>
<td>641 (3)</td>
<td></td>
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</tr>
<tr>
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<td>586 (3)</td>
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<td></td>
</tr>
<tr>
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<td></td>
<td><em>(take during spring/summer term of choice)</em></td>
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<td></td>
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<tr>
<td>(12)</td>
<td>(1)</td>
<td>(12)</td>
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</table>

<table>
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<tr>
<th>FALL #2</th>
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<th>Summer #2</th>
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<tbody>
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<td>530 (1)</td>
<td>661 (3)</td>
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</tr>
<tr>
<td>621 (3)</td>
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<td>625 (3)</td>
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</tr>
<tr>
<td>551 (2)</td>
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<tr>
<td>(8)</td>
<td>(1)</td>
<td>(9)</td>
<td></td>
<td>(3)</td>
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</table>

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<thead>
<tr>
<th>FALL #3</th>
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<th>SPRING #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>690 (2)</td>
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<td>692 (3)</td>
</tr>
<tr>
<td>691 (1)</td>
<td>Elective</td>
<td></td>
</tr>
<tr>
<td>654 (2)</td>
<td></td>
<td>640(2)</td>
</tr>
<tr>
<td>632 (1)</td>
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<td>Comprehensive Exam</td>
</tr>
<tr>
<td>(6)</td>
<td></td>
<td>(5)</td>
</tr>
</tbody>
</table>

Teacher certified students may select elective of their choice for 3 credit hours. Teachers Total Specified Class Hours = 57 plus 3 Electives = 60
Variations of these model schedules can be adapted by an advisor. Some required courses are also offered during the summer sessions.

Tentative 60 Hr School Model Plan for Full Time Students
(New Courses are in Bold & Italicized, Semester Hr Changes Bold & in Parentheses)

<table>
<thead>
<tr>
<th>FALL #1</th>
<th>JAN #1</th>
<th>SPRING #1</th>
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Note: EHC 585 and EHC 669 are mandatory courses for Non-Teachers. Teacher certified students may select elective of their choice for 3 credit hours.

Non-Teachers Total Specified Class Hours = 61
STUDENT RESPONSIBILITY GUIDE - A CHECKLIST

Refer to this list as you progress through the program and check off the steps as you complete them:

1. Read this handbook from cover to cover!

2. Sign up for the Human Development Counseling Group Screening Interview which is contingent upon admittance to the HDC program. (Screenings are held on the first Friday after semester classes begin in August and January as scheduled by the department). You may not sign up for classes for your second semester until you have completed the screening.

3. Meet with adviser immediately after being admitted to program to plan a Program of Study. (Use the department pre-printed form for your specialty area)

4. Meet with adviser at least yearly during completion of courses. Students must contact their advisor if they receive a "C" or below in any EHC course.

5. File Program of Study form before or during fourth course.

6. File Request for Approval to Transfer Course Work and required transcripts, if necessary.

7. Initiate paperwork for Removal of Conditional Admission Status, if necessary, after completing conditional requirements (usually after first semester).

8. Become a member of The American Counseling Association, (ACA), as soon as possible.

9. Obtain a Practicum/Internship Site and Supervisor with adviser's approval for the site by May 1 before taking Practicum, EHC 690, in your last year of course work.

10. Obtain Professional Liability Insurance from ACA by August 1 before taking Practicum, EHC 690, in your last fall semester.

11. Obtain form and register/$45+ fee for the Counselor Preparation Comprehensive Examination during last academic year of course work, by December 1 for March exam.

12. File Graduate Program of Study Change Form if courses not on the original Program of Study have been taken.

13. Apply for graduation on-line through Webster when registering for final courses and meet with your advisor to review program requirements for completion of degree.

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

15. School Counseling students need to apply for Type 73 certification. (see page 5)

16. After receiving NCE scores (July), follow up with the IL Division of Financial & Professional Regulations for the LPC. (see page 6)

CELEBRATE!!!!!!