DEPARTMENT OF LEADERSHIP AND COUNSELING

Adult, Organizational Learning and Leadership
Adult, Organizational Learning and Leadership program prepares leaders in a wide range of careers including higher education, business, government agencies and nonprofit organizations. It offers a master’s degree and also delivers a professional certificate in Human Resource Development. A doctorate (Ph.D. or Ed. D) with an Adult Organizational Learning and Leadership specialization is available as well.

Educational Leadership
The state and CAEP (Council for the Accreditation of Educator Preparation) accredited Educational Leadership program offers Masters (M.Ed.) and Specialist (Ed.S.) degrees for individuals seeking leadership roles in K-12 education. Principal, Superintendent, and Director of Special Education Certificates may be earned by completing an approved program of study. Courses are offered online with some live classes in designated locations. A doctorate (Ph.D. or Ed.D) with an Educational Leadership specialization is available as well.

Rehabilitation Counseling and Human Services
Rehabilitation Counseling and Human Services is a Master’s degree (M.Ed. or M.S.) 60 credit counseling program. This program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the accrediting body for master’s degree programs in counseling and its specialties. Students attending the program full time are able to complete it in two years and are accepted into the program at two locations Coeur d’ Alene and Boise. Courses are offered during fall, spring and summer semesters. Course delivery is usually a combination of face-to-face, hybrid, and online/distance administration. Rehabilitation counseling is a specialty area of practice within the counseling profession assisting people with disabilities (physical, mental, developmental, cognitive and emotional) achieve their personal, career and independent living goals.

Kathy Canfield-Davis, Dept. Chair (208-292-1286; canfield@uidaho.edu).

Leadership and Counseling Graduate Program
Candidates must fulfill the requirements of the College of Graduate Studies and of the Department of Leadership and Counseling. See the College of Graduate Studies (https://catalog.uidaho.edu/colleges-related-units/graduate-studies) section for the general requirements applicable to each degree.

- Educational Leadership (M.Ed.) (https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/leadership-counseling/educational-leadership-med)
- Adult Organizational Learning and Leadership (M.S.) (https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/leadership-counseling/adult-organizational-learning-leadership-ms)
- Rehabilitation Counseling and Human Services (M.Ed.) (https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/leadership-counseling/rehabilitation-counseling-human-services-med)
- Rehabilitation Counseling and Human Services (M.S.) (https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/leadership-counseling/rehabilitation-counseling-human-services-ms)
- Education (Ph.D.) (https://catalog.uidaho.edu/colleges-related-units/education-health-human-sciences/leadership-counseling/education-phd)
Adult/Organizational Learning and Leadership

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<td>AOLL 505</td>
<td>Professional Development</td>
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<td>Credit arranged. Professional development and enrichment of certificated school personnel. Credit earned will not be accepted toward grad degree program, but may be used in a fifth-year program. Additional projects/assignments reqd for grad cr.</td>
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<tr>
<td>AOLL 507</td>
<td>Future of Education and Work</td>
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<td>AOLL 510</td>
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AOLL 526 Instructional Design and Curriculum 3 credits
An in-depth examination and implementation of instructional design systems and curriculum development as a systematic method of designing, carrying out, and evaluating the total process of teaching and learning; based on research in human learning and communication, employing a combination of human and non-human resources to bring about effective instruction. Focused on corporate training as related to HRD in Adult Ed.

AOLL 528 Program Planning, Development, and Evaluation 3 credits
Program planning and development strategies for learning enterprise workers.

AOLL 560 Career Development in Organizations 3 credits
Builds upon the foundation of personality psychology, genetic research, and modern neuroscience in understanding the complex process of career decision-making.

AOLL 570 Introduction to Research in Adult/Organizational Learning and Leadership 3 credits
The first emphasis of this course is to help workforce education students find, interpret and evaluate scholarly research. The second emphasis is to prepare students to conceptualize, design, and conduct various forms of action research.

AOLL 573 Adult Learners: Foundations and Characteristics 3 credits
Philosophical, psychological, social and economic foundations of adult education and characteristics of adult learners.

AOLL 574 Adult and Transformational Learning 3 credits
Transformative learning theory is an essential part of this course. The best practices for reflecting upon existing personal, organizational, environmental, and social sustainability mental models and questioning norms are explored and practiced. Cognitive, humanistic, social learning, behavioral, constructivist, and developmental learning theories for adults are foundational elements of the course.

AOLL 575 Strategies for Facilitating Adult Learning 3 credits
Strategies for planning and facilitating adult learning courses and programs including face-to-face, hybrid and on-line delivery.

AOLL 577 Organization Development 3 credits
Planned change strategies for human resources in organizations; motivation, training/re-training, assessing, and crafting the corporate culture through educational efforts; assessing the knowledge skill gaps in the human resources.

AOLL 581 Theory & Practices & Challenges of Leadership 3 credits
Analysis and study of leadership of the human resource in organizations; theories, styles, and methods of leadership developed from past leaders blended with current models of leadership.
AOLL 583 Organizational Leadership
3 credits
Development of an understanding of groups, group behavior, development and socialization of groups, and nature of power, conflict, and leadership in groups; intended for adults who spend time with other adults in groups, committees, teams, or other relationship configurations; emphasis on leadership aspects of group behavior and participation.

AOLL 597 (s) Practicum
Credit arranged
Supervised field experience in an appropriate public or private agency. Graded P/F.
Prereq: Permission.

AOLL 598 (s) Internship
Credit arranged
Supervised experience in teacher education, administration, supervision, or ancillary services in adult education. Graded P/F.
Prereq: Permission.

AOLL 599 (s) Non-thesis Master’s Research
Credit arranged
Research not directly related to a thesis or dissertation. Prereq: Permission.

AOLL 600 Doctoral Research & Thesis
Credit arranged.

Rehabilitation Counseling and Human Services

RCHS 405 (s) Professional Development
Credit arranged
Joint-listed with RCHS 505
Professional development and enrichment of certificated school personnel. Credit earned will not be accepted toward grad degree programs, but may be used in a fifth-yr program. Additional projects/assignments reqd for grad cr.

RCHS 500 Master’s Research and Thesis
Credit arranged.

RCHS 502 (s) Directed Study
Credit arranged.

RCHS 503 (s) Workshop
Credit arranged.

RCHS 504 (s) Special Topics
Credit arranged.

RCHS 505 (s) Professional Development
Credit arranged
Joint-listed with RCHS 405
Professional development and enrichment of certificated school personnel. Credit earned will not be accepted toward grad degree programs, but may be used in a fifth-yr program. Additional projects/assignments reqd for grad cr.

RCHS 506 Human Growth & Development
3 credits
Human development theories and needs across a lifespan, personality development and their implications for rehabilitation and counseling of people with disabilities.

RCHS 510 Assessment in Rehab
3 credits
Theoretical background and practical skills needed to administer, score, and interpret individual assessment procedures in counseling and human services. Broad exposure to techniques and instruments of psychological and educational assessment is provided.
Prereq: RCHS 509 or Equivalent and Permission.

RCHS 512 Theories and Applications of Counseling
3 credits
Overview of prevailing theories of counseling, didactic and experiential activities to model application of technique activities; skill mastery through microskills role-playing.
Prereq: Permission.

RCHS 514 Career Counseling and Development
3 credits
Career development theories, occupational and educational information and systems, career and leisure counseling, life-style and career decision-making, and career development program planning, resources, and evaluation.
Prereq: Permission.

RCHS 517 Group Counseling
2 credits
Group theory and practice in counseling, including appropriate uses of group, member selection, planning and implementing groups, members’ roles, rights, and responsibilities, group leader characteristics and skills, curative factors in group, ethical considerations, problems unique to group, client dynamics in group, and stages of group development.
Prereq: RCHS 512 or RCHS 512 and Permission.
Coreq: RCHS 518.

RCHS 518 Group Counseling Lab
1 credit
Participation in a personal development group to promote group counseling skills and awareness of the self as an instrument in effective group leadership; participation as group members as well as observing and serving as part of a reflecting team for the group. Graded P/F. Two hours of lab a week.
Prereq: RCHS 512 and Permission.

RCHS 519 Social and Cultural Foundations
2 credits
Increase student awareness and knowledge of social forces, trends, and changes as they relate to the practice of counseling, assessment, consultation, learning, development, and problem-solving. A particular focus will be the study of cultural pluralism as it relates to cultural mores, social interaction patterns, differing life styles, and the political and economic realities existing in the U.S. today. Through the exploration of contemporary social and cultural issues in the diverse population of the U.S., students will be better able to understand the effects of these issues on their own values and on the practice of their professions as counselors and school psychologists.

RCHS 520 Approaches to Counseling with Families
2 credits
Introduction to the application of general systems theory to families within the context of the larger culture; overview of systems approaches to family treatment, multicultural aspects of family treatment, ethics involved in consultation with families, and referral to appropriate services. Prereq: RCHS 512, RCHS 517, and RCHS 519.
RCHS 521 Counseling Techniques
3 credits
Overview of the skilled-helper counseling model and the counseling approaches; skill mastery through microskills role-playing activities.

RCHS 528 Diagnosis and Case Conceptualization in Counseling and Human Services
3 credits
Review of adult and child psychopathology with an emphasis on diagnosis and case conceptualization; basic issues in classification and diagnosis; training in differential diagnosis utilizing the DSM-IV diagnostic system.

RCHS 529 Psychopharmacology
3 credits
Cross-listed with PSYC 590
This course provides a solid overview of neurobiology, neurophysiology, and pharmacologic treatment for individuals having psychological/psychiatric disorders. It will also examine evidence supporting the use of such interventions. Additional projects/assignments reqd for grad cr.
Recommended Preparation: PSYC 311 and 372.
Prereq: PSYC 101.

RCHS 530 Legislative and Philosophical Foundations in Working with People with Disabilities
3 credits
Orientation to the history, philosophy, legislation, and delivery of services to people with disabilities across placements.

RCHS 531 Psycho-social Aspects of Disability
3 credits
Social and psychological aspects of disability; attitudinal and environmental problems associated with specific disabilities and their implications for intervention, approaches to rehabilitation across all disabilities, and differences between typical and pathological behavior of people with disabilities.

RCHS 532 Medical/Physical Aspects of Rehabilitation
3 credits
Medical terminology, physical characteristics, and medical information needed to serve people with disabilities; medical and health services used to accommodate and remediate medical and physical disabilities.

RCHS 534 Rehabilitation and Community Case Management
3 credits
Making effective case and case load management decisions including intake interviewing; medical, psychological, and vocational evaluation; job placement and rehabilitation/treatment planning; preparation in writing case histories and notes.

RCHS 535 Vocational Placement and Assistive Technology
3 credits
Environmental and attitudinal barriers to employment experienced by people with disabilities; legislation and current assistive technologies examined as a means of addressing barriers to employment; methods and techniques in employer contact, job analysis, job development, job placement, and transitional planning to overcome those barriers; integrating knowledge about the consumer and labor markets to facilitate an appropriate vocational placement and retention.
Prereq: RCHS 533 or Permission.

RCHS 536 Professional Issues, Ethics, and Law in Counseling
2 credits
Analytical process of ethical decision-making as it applies to casework, organizational policy, and law; examination of relevant professional and legal issues.

RCHS 540 Addictions Counseling
2 credits
Knowledge and abilities of assessment, treatment, and relapse prevention of addictions; focus on interventions appropriate for people with addiction problems.

RCHS 570 Research and Evaluation in Counseling
3 credits
Overview of measures, instruments, and research methodologies used in the fields of counseling and school psychology. Primary focus is on preparing students to understand the process of scientific enquiry, fundamental statistical concepts, the use of technology, data analysis, qualitative research, and single-subject design. Students will be equipped with an ethical and competent skill set that can be used in the research and evaluation of individual/group treatments, programs, and student outcomes. (Summer only)

RCHS 597 (s) Practicum
Credit arranged
Closely supervised experience as a counselor or school psychologist in a professional setting; 50 hrs of experience are required for each credit. Graded P/F.
Prereq: RCHS 510, RCHS 512, CTE 464, and Permission.

RCHS 598 (s) Internship
Credit arranged
For advanced grad students. Currently offered in counselor education, counselor supervision, college counseling, college student personnel services, school special services, school psychology, school counseling, agency counseling, and private counseling practice. Graded P/F.
Prereq: Permission.

RCHS 599 (s) Non-thesis Master's Research
Credit arranged
Research not directly related to a thesis or dissertation.
Prereq: Permission.

RCHS 600 (s) Doctoral Research and Dissertation
Credit arranged.

Educational Administration
EDAD 403 (s) Workshop
EDAD 404 (s) Special Topics
EDAD 405 (s) Professional Development
EDAD 499 (s) Directed Study
EDAD 500 Master's Research and Thesis
EdAd 500 Master's Research and Thesis (cr arr).
EDAD 501 (s) Seminar
EdAd 501 (s) Seminar (cr arr).
EDAD 502 (s) Directed Study
EdAd 502 (s) Directed Study (cr arr).
EDAD 503 (s) Workshop
EDAD 504 (s) Special Topics
EdAd 504 (s) Special Topics (cr arr).
EDAD 505 (s) Professional Development
EdAd 505 (s) Professional Development (cr arr)
Professional development and enrichment of certificated school personnel. Cr earned will not be accepted toward grad degree programs, but may be used in a fifth-yr program.
EDAD 509 Educational Policy and Politics for Educational Leaders  
Prerequisites:  
EDAD 509 Educational Policy and Politics for Educational Leaders (2-3 cr)  
Principles and problems of organization and administration of American education, including local, regional, and state systems.

EDAD 513 Administration of Special Education Law  
Prerequisites:  
EDAD 513 Administration of Special Education Law (3 cr)  
Explore in-depth the legal issues related to the delivery of special education and pupil services. The course examines legal frameworks used to address issues in this area.

EDAD 524 History and Philosophy of Higher Education in the U.S.  
Prerequisites:  
EDAD 524 History and Philosophy of Higher Education in the U.S. (3 cr)  
Exploration of history and philosophy of higher education from its origins to the present day; emphasis on trends and issues that have impacted higher education and contributed to its evolution.

EDAD 528 Leading Standards Driven Instruction  
Prerequisites:  
EDAD 528 Leading Standards Driven Instruction (3 cr)  
This course explores the management skills, concepts, and information needed to administer a district-wide standards-based instructional and assessment program, with emphasis at the school principal level. This also includes the role of the administrator in supervising for change through the creation of an inclusive learning environment. The administrator’s responsibility in the auditing of content standards and corrective procedures based on assessment results will be covered in depth. The course will also include the various forms of standards-based assessment, both formative and summative, and how to lead organizations to align instruction with state assessments. Both the content and context of instruction and its effect on assessment results will be covered. The formal as well as the informal content of the instructional process and the leader’s responsibility to supervise for both is a critical component of creating inclusive learning environments. The effect of technology, articulation, and the role of the administrator in monitoring what is taught will be investigated as a means toward quality control. (Fall only)  
Prerequisites: Bachelor’s Degree in Education.

EDAD 530 Ethical Leadership and Law in Education  
Prerequisites:  
EDAD 530 Ethical Leadership and Law in Education (3 cr)  
Ethical and legal principles underlying schools in the U.S.; statutory and case laws focusing on Idaho and surrounding states.

EDAD 533 Multicultural Diversity and Educational Leadership  
Prerequisites:  
EDAD 533 Multicultural Diversity and Educational Leadership (3 cr)  
An introductory graduate-level course in educational administration with an emphasis on the diverse student population that we serve. Its aim is to examine what it means to lead educational organizations in a changing society. Specifically the course focuses on policy, theory, and practice, as they relate to diverse school populations. Issues related to multicultural diversity will be drawn from readings as well as personal experiences. The goal of the class is to assist students in developing their own understanding and skills in becoming more effective leaders in organizations that affirm diversity.

EDAD 534 The Principalship  
Prerequisites:  
EDAD 534 The Principalship (3 cr)  
Prepare students for assuming the role of elementary or secondary school principal; emphasis on skills reqd for confidence in the role of principal.

EDAD 535 School Finance  
Prerequisites:  
EDAD 535 School Finance (3 cr)  
Theory and application of financing schools; application to Idaho schools. Cooperative: open to WSU degree-seeking students.

EDAD 570 Methods of Educational Research  
Prerequisites:  
EDAD 570 Methods of Educational Research (3 cr)  
This course examines philosophical and theoretical frameworks, methodologies, strategies, techniques, and designs of educational research. The primary themes: (1) the integration of research with educational practice, (2) the role of diversity in the social/political context of research, and (3) the design and use of research in education.

EDAD 571 Educational Leadership in the Global Society  
Prerequisites:  
EDAD 571 Educational Leadership in the Global Society (3 cr)  
This course is designed to empower superintendents to become leaders who are culturally knowledgeable and can function well and initiate change in multicultural and international settings. This need is driven by rapid changes in the educational marketplace, competition in technical and financial resources, and the emergence of a global economy. Students gain an understanding of culture and pluralism as it relates to present organizations and trans-organizations with a global framework. The course emphasizes organizations that are global within as well as outside the United States, multinational organizations, transnational organizations, as well as global, social-change issues. Issues covered include adapting organization development strategies to the cultural blinders, understanding cultural diversity and the effect of cultural values on the organization change process, and applying strategy to dramatically changing environments.  
Prerequisites: Bachelor’s Degree in Education.

EDAD 580 Special Education Director Administration  
Prerequisites:  
EDAD 580 Special Education Director Administration (3 cr)  
This course is designed to prepare students for assuming the role of Special Education Director. Content includes supervision of personnel, legal and financial issues in special education, promoting school climate, collaborative leadership, and instructional leadership.

EDAD 584 Bargaining/Mediation/Arbitration  
Prerequisites:  
EDAD 584 Bargaining/Mediation/Arbitration (3 cr)  
For superintendent candidates. This course examines a bargaining model endorsed by state organizations and prepares the superintendent for collective bargaining and other dispute resolution models.

EDAD 586 Advanced School Finance  
Prerequisites:  
EDAD 586 Advanced School Finance (3 cr)  
Economic principles to provide insights into practical matters relating to school finance for principals, teachers, business managers, and other school officials; issues of educational productivity, allocation of resources, efficiency, equity, and liberty; review of basic accounting principles and requirements applying to both district and building levels.  
Prerequisites: EDAD 535.

EDAD 587 The Superintendency  
Prerequisites:  
EDAD 587 The Superintendency (3 cr)  
Prepare students for assuming the role of superintendent of schools; emphasis on research-based role expectation and practical guidelines for superintendent behavior.

EDAD 592 School-Community Relations  
Prerequisites:  
EDAD 592 School-Community Relations (3 cr)  
Interpreting the schools to the public, two-way flow of ideas between school and community.

EDAD 593 School Facilities Planning and Maintenance  
Prerequisites:  
EDAD 593 School Facilities Planning and Maintenance (3 cr)  
Planning new school facilities; facility maintenance; legal provisions involving financing; preliminary surveys of need; relationships with architects and contractors.
EDAD 594 Theory in Educational Administration  
EdAd 594 Theory in Educational Administration (3 cr)  
Theories from psychology, sociology, and cultural points of view applied to school administration; problem solving/decision making; case study approach. 
Prereq: EdAd 509.

EDAD 595 Administration and Supervision of Personnel  
EdAd 595 Administration and Supervision of Personnel (3 cr)  
School-level personnel issues - certified and classified - including supervision and evaluation models, resource allocation, professional development, recruitment, contract law, tort law, selection, placement, evaluation and collective bargaining. Case studies in each area are presented, using local district materials, internet searches and text readings. While the principal's role is the main focus, the course also examines district level issues such as personnel organization and school board policies.

EDAD 597 (s) Practicum  
EDAD 598 (s) Internship  
EdAd 598 (s) Internship (cr arr)  
Interns assigned for two semesters to practicing administrators in elementary or secondary schools or in district offices or in appropriate offices in higher education. Graded P/F.  
Prereq: Approval of major professor and substantial completion of certification program.

EDAD 599 (s) Non-thesis Master's Research  
EdAd 599 (s) Non-thesis Master's Research (cr arr)  
Research not directly related to a thesis or dissertation.  
Prereq: Permission of major professor.

EDAD 600 Doctoral Res & Disser  
EdAd 600 Doctoral Research and Dissertation (cr arr).

EDAD 604 (s) Special Topics  
EDAD 698 (s) Internship