

# COUNSELOR EDUCATION

## Courses

### EDC 402. Methods-Residence Hall Assistants. 3 Hours

For undergrad students wishing to become Residence Hall Assistants.

### EDC 500. Orientation to Community Counseling. 1 Hour

This course will introduce students to the expectations and requirements of the community counseling program and give them an introduction to the profession of counseling. A holistic approach to counseling will be used.

### EDC 501. Orientation to School Counseling. 1 Hour

This course will introduce master's degree students to the University of Dayton's school counseling program including program study requirements and expectations. Issues related to professional identity development will also be addressed.

### EDC 507. Immersion. 2 Hours

Students will attend one Immersion in the Masters of Applied Behavior Analysis program at the University of Dayton. The Immersion will be offered on-campus and will include enriching experiences in specialized training sessions with leading experts in the field of ABA. Students will have the opportunity to interact closely with faculty and peers during these unique events. The Immersion course "multi-day experience" usually taking place over a weekend.

### EDC 508. Theories of Learning & Human Development. 3 Hours

The purpose of this course is to increase knowledge and understanding of the theories, principles, and research about learning and development of school-age youth.

### EDC 509. Consultation Ethics & Law. 3 Hours

Students will be introduced to the history, philosophy, and professional codes of ethics applicable to Applied Behavior Analysis (ABA) in a human services context. Additionally, students will be introduced to legal issues and consultation skills relevant to the practice of ABA.

### EDC 510. Consultation and Family/School Collaboration. 3 Hours

This course focuses on problem solving consultation with both systems and individual clients. The role of the school psychologist as a consultant in a school setting is examined with emphasis on acquiring effective consultation skills. A school-based, problem-solving model is presented that requires development of appropriate consultant skills. (Lab is EDC 511).

### EDC 511. Consultation Skills Lab. 1 Hour

This lab involves the application of skills developed in EDC 510, specifically in school-based problem solving consultation. Included is direct practice in the consultation framework to address academic and behavioral problems for PK-12 students and at the systems-level.

### EDC 512. Cognitive Assessment. 3 Hours

The course focuses on the development of proficiency in the administration, scoring, and interpretation of individually administered intelligence tests to be used in conjunction with other assessment information as part of a psychoeducational evaluation and to developing relevant educational interventions (Lab is EDC 513).

### EDC 513. Cognitive Assessment Skills Lab. 1 Hour

This lab involves the application of skills developed in EDC 512, focused on the administration, scoring, and interpretation of individually administered intelligence tests (Lab for EDC 512).

### EDC 514. Academic Problem Solving and Intervention. 3 Hours

This course provides students with the knowledge and skills in academic problem solving and data-based decision making within a multi-tiered system of support (MTSS), including system's level data analysis. (Practicum is EDC 515).

### EDC 515. School Psychology Practicum II: Academic Intervention. 1 Hour

Practicum for EDC 514.

### EDC 516. Psychoeducational Assessment. 3 Hours

This course provides instruction in tests and measurement, as well as the administration, scoring, and interpretation of psychoeducational assessments for children and adolescents, and data-based decision making. Assessments include individual tests of achievement, social-emotional and behavioral rating scales, and adaptive behavior assessments within an assessment for intervention framework.

### EDC 517. School Psychology Practicum I: Shadowing. 1 Hour

Practicum for EDC 572.

### EDC 518. Applied Behavior Analysis I. 3 Hours

Students will be introduced to foundational terms, principles, and concepts in behavior analysis. They will gain knowledge of the history and philosophy of behaviorism that have addressed issues in child behavior and human development.

### EDC 519. Applied Behavior Analysis II. 3 Hours

Students will build their knowledge of the fundamental elements of behavior change & specific behavior change procedures. They will develop competence in applying principals, concepts and theoretical approaches to understand behavior; and they will develop skills for finding, evaluating and implementing techniques for behavior change. Prerequisite(s): EDC 518; EDC 509.

### EDC 520. Applied Behavior Analysis III. 3 Hours

Students will expand their knowledge of learning and ABA through a theoretical lens. This in-depth theoretical study will allow students to make strong connections between theory and practice to develop a thorough understanding of human behavior. The course will include readings from prominent behavior analysts, such as, B.F. Skinner. Prerequisites: EDC 527.

### EDC 521. Introduction to Clinical Mental Health Counseling. 3 Hours

Examines the historical, philosophical and theoretical underpinnings of the mental health field and the role and function of mental health counselors within that context.

### EDC 522. Introduction to School Counseling. 3 Hours

This course provides students with an introduction to the field of counseling by covering its ongoing metamorphosis from inception to current day. Students will demonstrate an understanding of how school counseling programs deliver services through individual counseling, small groups, and classroom guidance lessons. Students will learn the structure for the planning and implementation of a Pre-K- 12 comprehensive school counseling program.

### EDC 523. Assessment & Intervention. 3 Hours

Students will gain skills in using multiple methods for behavior assessment to discover the cause of problem behavior. They will use their assessment findings to develop appropriate interventions to address the targeted behavior problems. In particular, students will gain the knowledge and skills to conduct functional behavior assessments and to implement appropriate targeted interventions. Prerequisite(s): EDC 509, EDC 518.

**EDC 524. Research Methods. 3 Hours**

This course provides professionals in schools, and health and community agencies with the basic tools to understand, critique, and conduct research. The course is based upon the concept that the logic and techniques used in research provide the foundation for decision-making in professional practice. Students will learn to locate literature resources, design and implement research, and critique published research. There will be an emphasis on designing a research proposal that incorporates single case design methodology. Prerequisite(s): EDC 519, EDC 523.

**EDC 525. Human Services Administration. 3 Hours**

This course will help graduate students increase knowledge, theory, and skills in the administrative aspects of the human services delivery system. Students will gain knowledge and understanding of community, environmental, and institutional opportunities that enhance, as well as barriers that impede, overall leadership in human services administration. Prerequisite(s): Graduate Standing.

**EDC 526. Family, School & Health Systems. 3 Hours**

Students will be introduced to theories of problem behavior in the context of systems. The course focuses on the complex behavioral issues commonly found in early childhood, school age, adolescent, adult and aging populations. This complexity is analyzed in relation to interpersonal and environmental factors within family, educational and health care systems. Prerequisites: EDC 524, EDC 586, EDC 519.

**EDC 527. Measurement & Statistics. 4 Hours**

Students will develop competence in measurement. They will demonstrate the skills to evaluate, select and interpret reliable and valid assessment instruments and methods. Students will be able to interpret the test results from psycho-educational reports. Prerequisites: EDC 526.

**EDC 528. Organizational Behavior Management. 3 Hours**

This course introduces students to the field of Organizational Behavior Management (OBM), which consists of the application of behavior analytic principles to the behavior and performance of employees in organizational settings. Prerequisites: EDC 519, EDC 524.

**EDC 529. Career Counseling. 2 Hours**

Focuses on theories, strategies, information, assessment, and resources to be used in the career counseling of children, youth, and adults.

**EDC 529L. Career Counseling Lab. 1 Hour**

Course content focuses on theories, strategies, information, assessments, and resources to be used in the career counseling of children and youth in the K-12 setting.

**EDC 530. Experimental Analysis of Behavior. 3 Hours**

The purpose of this course is to develop competence in understanding how principles of behavior are discovered and described in the context of basic research. Prerequisites: EDC 528, EDC 523.

**EDC 531. Personality & Human Development Across the Lifespan. 2 Hours**

This course emphasizes the evolving and developing nature of personality as it is affected by genetic, psychosocial, socio-moral, environmental, racial, ethnic, gender, and systems perspectives. Students will explore each of the life phases within the context of understanding provided by traditional developmental theories. Students will learn about developmental issues and tasks occurring during prenatal, infancy, early childhood, school age, adolescence, young, early, middle, and later adulthood, as well as the implications when developmental tasks are disrupted by environmental and traumatic events.

**EDC 532. Special Education and the School Counselor. 3 Hours**

This course offers a comprehensive exploration of tiered systems of support and special education services in educational settings. By developing an understanding of the relationship between federal laws and state guidelines governing the provision of special education services for students in PreK – 12th grade who are identified with a disability, students will explore how school counseling services function within systemwide frameworks of support and multidisciplinary teams.

**EDC 535. Assessment in Counseling. 2 Hours**

Understanding of the individual through the appraisal techniques of individual and group testing and case study. Tests include a wide range of educational and psychological instruments. Individual differences influenced by elements such as ethnic, cultural, and gender factors are considered.

**EDC 540. Perspectives in Higher Education. 3 Hours**

This course provides an examination of the philosophies guiding higher education, the history of higher education, and the foundations of student affairs practice.

**EDC 543. Theories & Techniques of Counseling. 3 Hours**

Through analysis of varied theoretical models, skills in counseling will be developed in an integrated approach for modifying the behavior of children, youth, and adults through individual and system change.

**EDC 544. Philosophical, Professional, Ethical & Legal Aspects in Counseling. 2 Hours**

This graduate-level course provides advanced training in the ethical and legal standards governing professional school counseling services within educational settings. Through a lens of scholarship and inquiry and a strong emphasis on practical application and critical analysis, the course addresses ethical considerations specific to professional practice in PK-12 schools, relevant laws, and court decisions relevant to working with minors. By the end of this course, students will be well-equipped to provide ethical, culturally responsive, and legally sound counseling services in school settings while upholding the highest standards of professionalism and advocacy.

**EDC 545. Counseling Techniques Lab. 2 Hours**

Supervised experience in counseling. Both group and individualized instruction and supervision.

**EDC 546. School Counseling Program Development & Implementation. 3 Hours**

This course is designed to provide students with the essential knowledge and skills needed to develop, implement, and evaluate comprehensive school counseling programs. Students will gain expertise in designing building-wide school counseling programs and applying knowledge of child development, counseling techniques, and school systems to create comprehensive school counseling programs. Students will also develop proficiency in program evaluation and utilizing technology to efficiently manage, analyze, and present school-based data. Prerequisite(s): EDC 522, EDC 543, EDC 545.

**EDC 547. Consultation & Leadership in School Counseling. 3 Hours**

This course will integrate a counseling and leadership foundation with practical principles and skills. This course will prepare school counseling students to become effective educational leaders, advocates, and collaborators through exposure to current educational leadership and advocacy models and through active involvement in relevant skill-building exercises. Students will learn to lead and consult effectively with diverse students, parents, teachers, administrators, and other educational stakeholders. Prerequisite(s): EDC 522, EDC 543, EDC 545.

**EDC 548. Counseling Children & Adolescents. 2 Hours**

This course provides students with the opportunity to develop effective counseling skills to apply when working with children and adolescents in school and clinical settings. Students will apply theory and best practices consistent with professional standards across academic, career, and personal/social domains.

**EDC 549. Assessment in Higher Education and Student Affairs. 3 Hours**

This course deals with concepts and techniques necessary for conducting assessment in higher education and student affairs contexts.

**EDC 550. Student Development's Role in Learning. 3 Hours**

The study of basic theoretical perspectives underlying college student development and assessment of development to the practice of higher education and student affairs.

**EDC 551. Diversity and Social Justice in Higher Education and Student Affairs. 3 Hours**

In-depth study of culture and identity-related student and adult development theories as well as application of these theories to higher education practice. Particular attention will be focused on how to utilize the identity and diversity literature to advance social justice in higher education and student affairs contexts. Prerequisites: EDC 550 and EDC 557.

**EDC 553. Internship in Higher Education and Student Affairs. 3 Hours**

Participate as a professional to gain significant practical experience in a higher education/student affairs office under the supervision of a practicing professional. The student is required to take a total of six semester hours over three semesters. Each internship experience should be at a different site.

**EDC 555. Administration & Organization of College Student Personnel Programs. 3 Hours**

This course deals with issues related to the administration of student personnel programs in colleges and universities and examines the organizational structures associated with the delivery of these programs in the context of current higher education administrative environments. Prerequisite(s): EDC 540.

**EDC 556. Organizational Leadership in Higher Education and Student Affairs. 3 Hours**

This course deals with the administration and leadership of broad areas of colleges and universities by examining the organizational structure and culture associated with the delivery of programs and services. Prerequisites: EDC 540.

**EDC 557. Learning in Community. 3 Hours**

In-depth study of student cultures and communities and their impact on the individual student experience. Particular attention will be paid to understanding student culture within higher education and student affairs work.

**EDC 558. Advising Across The Post-Secondary Curriculum. 3 Hours**

This course is designed to provide an opportunity for you to become familiar with the important theories, concepts, models, issues, applications, and other factors involved in the administration of academic advising in different higher education settings. Assignments toward this goal include short papers, participation in class and on-line discussions, and submission of a cumulative portfolio.

**EDC 559. International and Global Higher Education. 3 Hours**

International and global higher education.

**EDC 560. Leadership in College & University Environment. 3 Hours**

Study of the concepts, literature, and research in leadership and their relationship to the development and maintenance of the organization. Higher education and college student personnel examples will be emphasized.

**EDC 561. Finance in Higher Education. 3 Hours**

Study and analysis of the planning, methodologies, financial strategies, and evaluative systems for university systems and subsystems. Prerequisite(s): EDC 554.

**EDC 562. Learning Design. 3 Hours**

Theories and practice of designing learning interventions in higher education settings; conceptualization and assessment of interventions appropriate to human and organizational settings. Course includes development of learning design and intervention skills.

**EDC 563. Law & Ethics in Higher Education. 3 Hours**

Through study and reflection in the fields of law and ethics, students are asked to consider the kinds of administrative actions that lead people and institutions into court and to develop alternative approaches and attitudes.

**EDC 564. Practicum in Higher Education. 3 Hours**

Supervised experience in higher education administration with faculty and on-site supervisor. Topics and requirements will vary with experience and placement area. Designed for students working in full-time positions in higher education settings.

**EDC 565. Educational Structures in Post Secondary Education. 3 Hours**

A study of federal, state, and local public policy and its impact on public and private higher education. Specific attention will be paid to financial aid, admission, and accreditation issues.

**EDC 566. Case Studies in Higher Education. 3 Hours**

Case studies in higher education.

**EDC 568. Research & Evaluation in Human Services. 3 Hours**

This course provides professionals in the preK-12 schools, higher education institutions, and community agencies with the basic quantitative and qualitative tools of inquiry and when to use them to answer research questions. Emphasis also includes critiquing research studies and applying research results to practice.

**EDC 569. Scholarly Project in Higher Education and Student Affairs. 3 Hours**

A culminating course in which students (in their final term) integrate, synthesize, and apply the academic work and professional experiences gathered during their program. Students will complete a research project, designed with the assistance of a faculty member, and present it along with their peers in a supportive learning community. Must be in final term standing to take this course. Prerequisites: EDC 568.

**EDC 572. Role & Function of the School Psychologist. 3 Hours**

Topics of significance in the profession of school psychology, with emphasis on history and foundations of school psychology, legal and ethical issues, professional issues and standards, roles and functions of the school psychologist. Students are expected to develop knowledge and skills in using APA format in the context of a literature review.

**EDC 573. Orientation to the Educational Process. 1 Hour**

Directed observation of and participation in diverse educational settings. The course includes interactions with a variety of educational professionals.

**EDC 574. Independent Studies in Counseling. 1-3 Hours**

Independent study.

**EDC 581. Capstone I. 3 Hours**

This is the first course in the Capstone course sequence. It will teach students various ways to evaluate research to inform their own ideas, develop research questions, and improve practice decisions. Prerequisites: EDC 523; EDC 528.

**EDC 582. Capstone II. 3 Hours**

In this field research course students will have the opportunity to lead a single-case design (SCD) research study and discuss considerations of SCD research. Prerequisites: EDC 581.

**EDC 584. Practicum in Clinical Mental Health Counseling. 2 Hours**

This course provides for the application of theory and the development of counseling skills under supervision. Learning experiences include opportunities for counselor trainees to become familiar with a variety of professional activities and resources. Prerequisites: EDC 521, EDC 529, EDC 531, EDC 535, EDC 543, EDC 545, EDC 575, EDC 583, EDC 623, EDC 631.

**EDC 585. Practicum in School Counseling. 3 Hours**

Supervised practice and observation in group and individual counseling techniques. Prerequisite(s): EDC 522, EDC 545, EDC 548, and EDC 583.

**EDC 586. Practicum I. 4 Hours**

Students will select and implement evidence-based interventions and learn how to make data-based decisions when working with groups of clients under the combined supervision of the course instructor and the appropriately credentialed field supervisor. Prerequisite(s): EDC 519; EDC 523.

**EDC 587. Practicum II. 4 Hours**

Students will select and implement evidence-based interventions and learn how to make data-based decisions when working with groups of clients under the combined supervision of the course instructor and the appropriately credentialed field supervisor. Prerequisite(s): EDC 524, EDC 586.

**EDC 588. Practicum III: Field Research. 4 Hours**

Students will conduct a single-case research study under the combined supervision of the course instructor and the appropriately credentialed field supervisor. Students will define problems, design and implement methods to address the problems, train others to implement the methods, and use data to evaluate behavior change. Prerequisite(s): EDC 587, EDC 526.

**EDC 589. Culminating Case Study Capstone. 3 Hours**

Students will craft a case study report and present the findings of their case study that was completed in Practicum III. The Culminating Case Study Capstone requires the demonstration of a synthesis of knowledge and skills gained throughout the graduate program. Prerequisites: EDC 527.

**EDC 598. Internship in Clinical Mental Health Counseling. 2-6 Hours**

Directed experience in professional functions within cooperating social and clinical agencies in the community. Must be taken three times. Prerequisite(s): EDC 584.

**EDC 599. Internship in School Counseling. 1-6 Hours**

Internship is a planned counseling experience in a school setting. To demonstrate the mastery of the standards around which the school counseling program is based, school counselors-in-training are expected to complete assignments at their sites as well as in the classroom. Assignments are based on professional standards and competencies to prepare students to meet the needs of all students, to work from a proactive rather than reactive position, and to assume leadership roles in educational settings. The internship experience is multi-semester experience providing students the opportunity to develop both personally and professionally. Must be taken for a total of 6 semester hours. Prerequisites: EDC 585.

**EDC 600. Culminating Seminar. 1-3 Hours**

This course prepares students to take a comprehensive examination covering the course content of their masters degree program. In addition for students who will seek certification as school counselors or licensure as professional counselors or professional clinical counselors, the course serves as a preparation for the competency exams related to these credentials.

**EDC 602. Counseling Seminars. 1-6 Hours**

A series of specific courses designed to present topics of unique interest to students in a variety of professional areas. Areas often include state-of-the-art assessment and intervention methods presented by community experts.

**EDC 605. Professional Seminars with Clinical Implications. 1-6 Hours**

Learner-oriented courses in which a group of students focus on a specific topic related to the professional, ethical, or practical applied aspects of clinical counseling as implemented in a clinical setting.

**EDC 610. Behavioral Problem Solving and Intervention. 3 Hours**

This course and its practicum (EDC 611) provide instruction in applied behavior analysis (ABA) for school psychologists and its application in schools. This includes instruction in behavioral consultation to develop functional behavior assessments and subsequent behavior intervention plans for students. Tier 1 behavioral assessment and prevention/intervention are incorporated through instruction in effective classroom management techniques and schoolwide positive behavior interventions and supports.

**EDC 611. School Psychology Practicum III: Behavioral Intervention. 1 Hour**

Practicum for EDC 610.

**EDC 612. Professional Practice for School Psychologists: Accountability, Ethics, and Law. 3 Hours**

The focus of this course is accountability in the schools with an emphasis on ethics, school law, standards of practice, and program evaluation. (Practicum is EDC 613).

**EDC 613. School Psychology Practicum IV: Integration of Professional Skills. 1 Hour**

Practicum for EDC 612.



**EDC 620. Theories & Techniques of Group Counseling. 3 Hours**

This course is designed to educate counseling students about (a) the principles of group dynamics including the components of group process, stages of group counseling, members' roles and behaviors, and therapeutic factors, (b) group leadership styles and approaches, (c) theories of group counseling, (d) group counseling techniques, (e) various approaches used in different settings, and (f) legal and ethical considerations. This course emphasizes the basic issues and key concepts in the group process and how this information can be applied in different settings with diverse populations. Students will learn how to apply various group theories and techniques in both community and school settings.

**EDC 621. College Counseling for School Counselors. 3 Hours**

This course is designed as an introduction to the college counseling role of the high school counselor. Students will examine and explore the college admissions process as well as current issues confronting school counselors. Topics will include the creation of a college-going culture, understanding of the admission and application criteria for various types of colleges, understanding of the financial aid process, exploration of scholarship search options, working with students from a variety of underrepresented and diverse populations, using data to inform the college and school counseling process. This course will use a variety of case studies, online discussions, and hands-on projects. Students will also become familiar with a variety of print, software, and website resources available to support their work with the college-bound student. Prerequisites: EDC 522.

**EDC 623. Foundations in Abnormal Psychology. 3 Hours**

Description of the specific aspects of personality theory and cultural and biological factors that lead to an understanding of abnormal behavior and psychopathology as it affects a wide range of individuals from children through the aged. The relevance of these concepts and theories to clinical counseling is explored. This course incorporates theory (quantitative) and group exercises (qualitative and performative knowledge).

**EDC 630. Evaluation of Emotional & Mental Conditions. 3 Hours**

Includes the use of assessment procedures in diagnosis, treatment planning, and outcome measurement. Methods of administering and interpreting individual and group standardized tests of mental ability interest and personality are emphasized. Prerequisite(s): EDC 623, EDC 631.

**EDC 631. Diagnosis of Emotional & Mental Disorders. 3 Hours**

Presentation of the mental status exam and other means of developing a diagnosis as described in the current edition of the 'Diagnostic and Statistical Manual for Mental Disorders.' Special problems including mental retardation, psychosexual disorders, substance abuse, and addiction are also considered. This course incorporates theory (quantitative knowledge) and case studies (qualitative and performative knowledge). The use of the diagnosis in developing treatment plans will be emphasized.

**EDC 635. Couples & Family Counseling. 3 Hours**

This course is designed to introduce students to systems theory, the dynamics of human relationships, theories and techniques of marital and family counseling, and professional and legal issues in marital and family counseling. Students will acquire skills and understanding relative to the role of the counselor in assisting families to develop new strategies, solve problems, and facilitate individual and family growth.

**EDC 638. Psychopathology and School-Based Mental Health. 3 Hours**

The purpose of this class is to review behaviors in children that are generally regarded as atypical (interfering with quality of life or life functioning) through a developmental perspective. This course brings together clinical psychology and developmental psychology as an interdisciplinary social science. The class will emphasize a problem-solving approach to meeting the needs of children and adolescents. Prevention approaches and school-based mental health services are emphasized.

**EDC 642. Crisis Intervention & Prevention in Educational Settings. 2 Hours**

This course will review crisis counseling theory and basic crisis prevention and response skills. The concept of crisis will be considered broadly. The focus will be on the promotion of health and mental health in schools and services to promote safe and supportive schools. The course will explore specific examples of techniques and programs designed to intervene before, during and after a crisis event. Also covered will be policy, evaluation issues, and systems change. Specific attention will be given to concepts of stress, coping, and resiliency.

**EDC 658. Fieldwork in Higher Education and Student Affairs I. 3 Hours**

This course is designed to provide students the opportunity to gain valuable, practical, professional experience under the supervision of a full-time practitioner. Completing this course includes not only the fieldwork experience within a higher education/student affairs area but also the analysis of the experience via related assignments as we connect theory and practice. In this iteration of Fieldwork in Higher Education and Student Affairs, we will also explore helping skills for higher education and student affairs practice, including how we help and advise both individuals and groups.

**EDC 659. Fieldwork in Higher Education and Student Affairs II. 3 Hours**

This course is designed to provide students the opportunity to gain valuable, practical, professional experience under the supervision of a full-time practitioner. Completing this course includes not only the fieldwork experience within a higher education/student affairs area but also the analysis of the experience via related assignments as we connect theory and practice. In this iteration of Fieldwork in Higher Education and Student Affairs, we will also explore law, policy, and finance as it relates to working in higher education and student affairs.

**EDC 660. Special Topics in Higher Education and Student Affairs. 3 Hours**

The Special Topics in Higher Education and Student Affairs course is intended to provide insight into a timely topic about our field. Special topics are designed at the discretion of the instructor but will introduce students to contemporary issues, problems, and topics facing higher education and student affairs practitioners. Special topics complement and extend content from other coursework on higher education and student affairs.

**EDC 671. Biological and Neurological Bases of Behavior and Learning. 3 Hours**

This course examines biological and neurological bases of behavior and learning and implications for professional practice. Neuropsychological development is covered, with a focus on functional systems, current research, genetics, and psycho-pharmacology. This is a hybrid course. Course instruction will be provided using seminar meetings and Isidore. Students are expected to have computer competency and familiarity with Isidore before beginning this course.

**EDC 673. Counseling Multi-Ethnic Populations. 3 Hours**

Counseling multi-ethnic populations.

**EDC 675. Diversity, Advocacy, and Intercultural Competence. 3 Hours**

This course is designed to: 1) develop counselor sensitivity; awareness, and training in human diversity; 2) introduce multicultural theory in concepts, competencies, and research; 3) promote inclusive and equitable practices; and 4) provide an experiential component for application of multicultural and global awareness.

**EDC 681. Integrative Approach to Clinical Counseling. 3 Hours**

Assistance for the students in selecting that theory or those aspects of various theories of clinical counseling that best characterize their approach to clients. Emphasis is on the integration of theories with the counselor's personal characteristics and experience. This includes emphasis on self reflection (qualitative knowledge), theory (quantitative knowledge), and counseling exercises (performative knowledge).

Prerequisite(s): EDC 584 or EDC 598.

**EDC 683. Treatment of Mental & Emotional Disorders. 3 Hours**

Presentation of methods used in treatment and management of mental disorders including treatment planning, counseling techniques, record keeping, referral procedures, and use of psychotropic medication.

Prerequisite(s): EDC 631.

**EDC 686. Addictions Counseling. 3 Hours**

Course content focuses on theories, strategies, information, assessments, and resources to be used in addictions counseling of persons over the lifespan.

**EDC 700. Scholarly Project. 3 Hours**

To familiarize the student with the scientific literature of the counseling profession in a more focused way and utilize their research of the literature in one of three specific alternatives: (1) Thesis - literature search and inquiry; (2) Project of Excellence - literature search and counseling competence; (3) Transformative project - literature search and social action application.

**EDC 800. Thesis. 1-6 Hours**

This course series provides support to students who are completing their school psychology thesis.

**EDC 810. Behavioral Problem Solving and Intervention. 3 Hours**

This course and its practicum (EDC 611) provide instruction in applied behavior analysis (ABA) for school psychologists and its application in schools. This includes instruction in behavioral consultation to develop functional behavior assessments and subsequent behavior intervention plans for students. Tier 1 behavioral assessment and prevention/intervention are incorporated through instruction in effective classroom management techniques and schoolwide positive behavior interventions and supports.

**EDC 811. School Psychology Practicum III: Behavioral Intervention. 1 Hour**

Practicum for EDC 610/810. Prerequisites: EDC 610 or EDC 810 must be taken concurrently.

**EDC 812. Professional Practice for School Psychologists: Accountability, Ethics, and Law. 3 Hours**

The focus of this course is accountability in the schools with an emphasis on ethics, school law, standards of practice, and program evaluation. (Practicum is EDC 813).

**EDC 813. School Psychology Practicum IV: Integration of Professional Skills. 1 Hour**

The focus of this course is accountability in the schools with an emphasis on ethics, school law, standards of practice, and program evaluation. Practicum for EDC 812. Corequisites: EDC 812.

**EDC 820. Theories & Techniques of Group Counseling. 3 Hours**

This course is designed to educate counseling students about (a) the principles of group dynamics including the components of group process, stages of group counseling, members' roles and behaviors, and therapeutic factors, (b) group leadership styles and approaches, (c) theories of group counseling, (d) group counseling techniques, (e) various approaches used in different settings, and (f) legal and ethical considerations. This course emphasizes the basic issues and key concepts in the group process and how this information can be applied in different settings with diverse populations. Students will learn how to apply various group theories and techniques in both community and school settings.

**EDC 837. Statistics and Measurement. 3 Hours**

This course provides an introduction to descriptive and inferential statistics and to SPSS. Much of the course learning activities are computer and Web based.

**EDC 838. Psychopathology and School-Based Mental Health. 3 Hours**

The purpose of this class is to review behaviors in children that are generally regarded as atypical (interfering with quality of life or life functioning) through a developmental perspective. This course brings together clinical psychology and developmental psychology as an interdisciplinary social science. The class will emphasize a problem-solving approach to meeting the needs of children and adolescents. Prevention approaches and school-based mental health services are emphasized.

**EDC 841. Curriculum & Instruction for Diverse Learners. 3 Hours**

This course provides students with foundational knowledge necessary for understanding the diverse learning needs of PK-12 students, including curriculum and instruction methods for students with disabilities, culturally and linguistically diverse (CLD) students, and students who are gifted and talented or twice exceptional. The course also covers the history of public education and the intersection of politics, advocacy and education.

**EDC 842. Crisis Intervention & Prevention in Educational Settings. 2 Hours**

This course will review crisis counseling theory and basic crisis prevention and response skills. The concept of crisis will be considered broadly. The focus will be on the promotion of health and mental health in schools and services to promote safe and supportive schools. The course will explore specific examples of techniques and programs designed to intervene before, during and after a crisis event. Also covered will be policy, evaluation issues, and systems change. Specific attention will be given to concepts of stress, coping, and resiliency.

**EDC 868. Research & Evaluation in Human Services. 3 Hours**

This course provides professionals in the preK-12 schools, higher education institutions, and community agencies with the basic quantitative and qualitative tools of inquiry and when to use them to answer research questions. Emphasis also includes critiquing research studies and applying research results to practice.

**EDC 871. Biological and Neurological Bases of Behavior and Learning. 3 Hours**

This course examines biological and neurological bases of behavior and learning and implications for professional practice. Neuropsychological development is covered, with a focus on functional systems, current research, genetics, and psycho-pharmacology.

**EDC 875. Diversity, Advocacy, and Intercultural Competence. 3 Hours**

This course is designed to: 1) develop counselor sensitivity; awareness, and training in human diversity; 2) introduce multicultural theory in concepts, competencies, and research; 3) promote inclusive and equitable practices; and 4) provide an experiential component for application of multicultural and global awareness.

**EDC 890. School Psychology Culminating Seminar. 3 Hours**

This course employs a seminar format to discuss current issues in the practice of school psychology. It also serves to refresh skills previously taught to prepare students for internship.

**EDC 893. Early Childhood Development & Assessment. 3 Hours**

The purpose of this course is to provide graduate students in school psychology with knowledge in developmental norms for students in early childhood and implications for assessment and instruction. Students will review several early childhood assessment instruments and methodologies and understand how to use them as appropriate in a variety of settings in accordance with legal guidelines and best practice.

**EDC 897. Internship in School Psychology. 1-5 Hours**

Semester I of a nine month, 1200-hour field experience under the direct supervision of certified school psychologists as well as the supervision of university faculty.

**EDC 898. Internship in School Psychology. 1-5 Hours**

Semester II of a nine month, 1200-hour field experience under the direct supervision of certified school psychologists as well as the supervision of university faculty. Prerequisites: EDC 897.

**EDC 899. Internship in School Psychology. 1-5 Hours**

Semester III of a nine month, 1200-hour field experience under the direct supervision of certified school psychologists as well as the supervision of university faculty. Prerequisites: EDC 897, EDC 898.