

COUNSELOR EDUCATION AND HUMAN SERVICES

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Alan D. Demmitt, Department Chairperson

The goals of the Department of Counselor Education and Human Services are:

1. To prepare elementary and secondary school counselors; student service personnel in higher education; school psychologists; and counselors for community, mental health and other agency settings to reflect the human service practitioner as a facilitator of individual and community growth.
2. To provide teachers and other helping professionals with specific course offerings designed to build skills and develop understanding relative to identified professional functions within the learning communities. These two missions are conducted at the University of Dayton campus, Columbus, and other sites as approved.

The department offers seven programs at the graduate level:

1. College Student Personnel
2. Clinical Mental Health Counseling
3. Higher Education Administration
4. Human Services
5. School Counseling
6. School Psychology
7. Leadership in Educational Systems

In addition, selected courses in behavioral and social science and other related disciplines lead to certification/licensure as a school counselor or school psychologist, as well as to Professional Counselor licensure and Professional Clinical Counselor licensure for social agency personnel. True to Marianist ideals, the faculty are committed to developing the human service practitioner as a skilled facilitator of individual and community growth and as a person knowledgeable of self and children, and youth and adults from varying socioeconomic backgrounds.

Educational Specialist in School Psychology (ESP)

Master of Applied Behavior Analysis (ABA)

The Master of Applied Behavioral Analysis (ABA) prepares students for careers in which they will become competent practitioners in this high growth field. They will gain the knowledge, skills and experience necessary to treat children and adults with behavior disorders in both education and health care settings. Graduates receive the academic preparation required for becoming Board Certified Behavior Analysts (BCBA). The Master of Applied Behavior Analysis is a 42 credit hour program that includes online courses, 1500 hours of field-based practica and 2 immersion experiences.

EDC 518	Applied Behavior Analysis I	3
EDC 509	Consultation Ethics & Law	3
EDC 519	Applied Behavior Analysis II	3
EDC 523	Assessment & Intervention	3
EDC 524	Research Methods	3
EDC 586	Practicum I	4
EDC 526	Family, School & Health Systems	3
EDC 587	Practicum II	4
EDC 527	Measurement & Statistics	4
EDC 588	Practicum III: Field Research	4
EDC 589	Culminating Case Study Capstone	3
EDC 520	Applied Behavior Analysis III	3
EDC 507	Immersion ¹	1
EDC 507	Immersion ¹	1
Total Hours		42

¹ Students meet with instructors on the University of Dayton campus for a multi-day seminar on current issues and practices in ABA. There may be opportunities to complete 1 immersion experience off campus. This course is required to be taken twice to accumulate 2 credit hours.

Master of Science in Education in School Psychology (ESP)

The purpose of the NASP-approved school psychology program is to train school psychologists to assist educators and parents in problem-solving efforts to meet the educational and mental health needs of children and youth in Ohio schools. The program prepares school psychology practitioners to use intervention-based consultation and assessment approaches in the specialist-level training.

Program and licensure standards require completion of both the master's degree and specialist-level training. Students pursue studies leading first to a master's degree and then to an educational specialist degree. The degree programs are not offered separately. The full-time program includes two years of full-time study followed by a ten-month, full-time supervised internship. The part-time track includes three years of part-time study followed by a ten-month, full-time supervised internship. Students on both tracks complete a master's degree in the course of their

program and an educational specialist degree at the conclusion of their program.

General Requirements

Master of Science (30 semester hours)

1. Successful completion of specified 30 semester hours
2. Successful completion of practica
3. Successful completion of comprehensive examination

Ohio Licensure and Completion of Specialist-Level Training (52 semester hours; 82 semester hours total with completion of master's program)

1. Successful completion of specified 52 semester hours.
2. Successful completion of internship
3. Successful completion of thesis
4. Development, presentation and approval of professional portfolio

School Psychology

EDC 508	Theories of Learning & Human Development	3
EDC 510	Consultation Schools	3
EDC 511	School Psychology Practicum: Consultation	1
EDC 512	Cognitive Assessment for Intervention	1-6
EDC 513	School Psychology Practicum: Cognitive AFI	1
EDC 514	Academic Assessment for Intervention	3
EDC 515	School Psychology Practicum: Academic AFI	1-6
EDC 516	Academic & Behavioral Assessment Instruments	1-6
EDC 517	Sch Psy Prac: Shdwng	1-6
EDC 537	Statistics	3-4
EDC 538	Child & Adolescent Psychopathology	3
EDC 541	Curriculum & Instruction for Diverse Learners	3
EDC 542	Crisis Intervention & Prevention in Educational Settings	2
EDC 543	Theories & Techniques of Counseling	3
EDC 548	Counseling Children & Adolescents	2
EDC 568	Research & Evaluation in Human Services	3
EDC 571	Biological Bases of Behavior	1-3
EDC 572	Role & Function of the School Psychologist	3
EDC 573	Orientation to the Educational Process & Technology	1
EDC 575	Counseling Diverse Populations	3
EDC 583	Theories & Techniques of Group Counseling	3
EDC 593	Early Childhood Development & Assessment	3
EDC 610	Social Behavior Assessment for Intervention	3
EDC 611	School Psychology Practicum: Social/Behavioral AFI	1
EDC 612	Assessment for Intervention & Accountability	3
EDC 613	School Psychology Practicum: Assessment for Intervention & Accountability	1-6
EDC 615	School Psychology Culminating Seminar	3
EDC 710	Internship in Psychology	1-5
EDC 711	Internship in School Psychology	5
EDC 712	Internship in School Psychology	1-6
EDC 800	Thesis	1-6

Master of Science in Education in College Student Personnel (ECP)

The 39 hour master's degree program in college student personnel is designed to assist students in gaining the practice, theoretical perspectives, and appropriate integration to be successful in working on college and university campuses in a variety of positions. The program follows CAS Standards as established by our professional organizations. Coursework emphasizes the development of the professional, working with individual and groups of students, and designing campus environments. Students complete three internships at surrounding colleges and universities. Many of our students hold graduate assistantships in Student Development at the University of Dayton.

College Student Personnel

Foundational Studies		3
EDC 540	Perspectives in Higher Education	
Professional Studies		12
EDC 550	Student Development's Role in Learning	
EDC 557	Learning in Community	
EDC 560	Leadership in College & University Environment	
EDC 568	Research & Evaluation in Human Services	
Advanced Studies		9
EDC 551	Student Cultures & Development	
EDC 555	Administration & Organization of College Student Personnel Programs	
EDC 562	Learning Design	
Supervised Practice *		2
EDC 553	Internship in College Student Personnel *	
Electives **		6
Culmination ***		3
EDC 569	Scholarly Project in CSP/HE ***	

* Students may begin taking internships in their second semester. Must be taken three times for a total of 6 semester hours.

** Electives may be selected from graduate courses in other programs with approval by advisor.

*** To be taken during final term.

Master of Science in Education in Clinical Mental Health Counseling (ECC)

The 60 semester hour master's program in clinical mental health counseling prepares students pursuing counseling licensure. In Ohio, licensure as a professional counselor requires a master's degree in counseling with clinical coursework totaling 60 semester hours. Traditional counseling will be the focus of 40 of the hours, while 20 hours will emphasize clinical counseling with persons who have a diagnosed mental disorder. The master's degree includes all of the traditional coursework and clinical requirements. Upon completing the 60 semester hour requirement and passing the required test by the Counselor, Social Worker and Marriage and Family Therapy Board, the candidate receives the Professional Counseling License (PCL). After completing two additional years of supervised experience, the counselor is licensed as a Professional Clinical Counselor (PCC).

The following course outline does not reflect the order in which classes are to be taken. To develop a program of study please consult your advisor.

Clinical Mental Health Counseling

EDC 521	Introduction to Clinical Mental Health Counseling	3
EDC 529	Career Counseling	2
EDC 531	Personality & Human Development Across the Lifespan	2
EDC 535	Assessment in Counseling	2
EDC 543	Theories & Techniques of Counseling	3
EDC 545	Counseling Techniques Lab	2
EDC 571	Biological Bases of Behavior	1-3
EDC 575	Counseling Diverse Populations	3
EDC 583	Theories & Techniques of Group Counseling	3
EDC 623	Foundations in Abnormal Psychology	3
EDC 631	Diagnosis of Emotional & Mental Disorders	3
EDC 635	Couples & Family Counseling	3
EDC 568	Research & Evaluation in Human Services	3
EDC 584	Practicum in Clinical Mental Health Counseling	2
EDC 598	Internship in Clinical Mental Health Counseling *	2-6
EDC 600	Culminating Seminar	1-3
EDC 630	Evaluation of Emotional & Mental Conditions	3
EDC 681	Integrative Approach to Clinical Counseling	3
EDC 683	Treatment of Mental & Emotional Disorders	3
EDC 686	Addictions Counseling	3
Electives		4
EDC 605	Professional Seminars with Clinical Implications	1-6
EDC 548	Counseling Children & Adolescents	2

* Must be taken three times for a total of 600 total clock hours.

Master of Science in Education in Higher Education Administration (EAH)

The 39 hour master's program in higher education administration consists of coursework that integrates theory and research with practice. The program is designed to prepare students for a variety of academic and non-academic positions in higher education. The curriculum includes historical perspectives, law, finance, student issues, and organization and governance. Students complete a practicum and a culminating scholarly project. This program accommodates students holding full-time jobs.

Higher Education Administration

Foundational Studies		3
EDC 540	Perspectives in Higher Education	
Professional Studies		12
EDC 550	Student Development's Role in Learning	
EDC 557	Learning in Community	
EDC 560	Leadership in College & University Environment	
EDC 568	Research & Evaluation in Human Services	
Advanced Studies		9
EDC 556	Administration & Organization in Higher Education	
EDC 561	Finance in Higher Education	

EDC 563	Law & Ethics in Higher Education	
Supervised Practice *		3
EDC 564	Practicum in Higher Education	
Electives **		6
Culmination ***		3
EDC 569	Scholarly Project in CSP/HE	

* For those students in full-time professional positions in higher education. All others must complete six hours of internship.

** Electives may be selected from graduate courses in other programs with approval by advisor.

*** To be taken during final term.

Master of Science in Education in Human Services (EHU)

This master's degree program is designed for persons who do not hold a teaching license and who do not wish to pursue licensure as a counselor, but who are interested in enhancing their human service skills for employment in other settings. The program is appropriate for persons in the clergy, nursing, criminal justice and other related fields.

Note: This degree does not lead to obtaining Ohio's Professional Counseling license, Professional Clinical Counseling license, or School Counseling license. Students who intend to obtain these credentials must enroll in the clinical mental health counseling master's degree program with clinical coursework totaling 60 semester hours. To obtain Ohio's School Counseling license students must enroll in the 48 hour school counseling master's degree program.

Human Services

Foundational Courses		11
EDC 531	Personality & Human Development Across the Lifespan	
EDC 568	Research & Evaluation in Human Services	
EDC 575	Counseling Diverse Populations	
EDC 525	Human Services Administration	
Human Development Services Core		13
EDC 529	Career Counseling	
EDC 543	Theories & Techniques of Counseling	
EDC 545	Counseling Techniques Lab	
EDC 583	Theories & Techniques of Group Counseling	
EDC 635	Couples & Family Counseling	
Electives* May include other EDC coursework approved by advisor.		6
EDC 605	Professional Seminars with Clinical Implications	
Total Hours		30

Master of Science in Education Leadership in Educational Systems (ESY)

The leadership for educational systems program is designed to provide students with a thorough understanding of the United States system of education and to develop leadership skills to administer educational systems. The program addresses the growing need that international students have to study the United States educational systems and yet are not interested in, nor qualify for, licensure. This program will feature an interdisciplinary approach; however, the degree is awarded through the

Department of Educational Administration. Courses in the program will be provided by the Department of Educational Administration (EDA), the Department of Counselor Education (EDC) and the Department of Teacher Education (EDT), and will guide students through critical analyses of leadership issues, promote rational problem-solving and decision-making regarding issues facing educational systems from preschool to higher education (P-16).

Teacher Education Courses:

EDT 500	Becoming a Master Educator	3
EDT 501	Introduction to American Education	3
EDT 504	Scholarly Study in Education	3
EDT 505	School, Self and Society	3

Educational Leadership Courses:

EDA 505	Educational Leadership	3
EDA 510	Instructional Leadership	3
EDA 511	Curriculum	3

Counselor Education Courses:

EDC 540	Perspectives in Higher Education	3
EDC 560	Leadership in College & University Environment	3

Research Course (select one):

EDT 667	Action Research in Practice	3
EDA 551	Research	
EDC 568	Research & Evaluation in Human Services	

Master of Science in Education in School Counseling (EDC)

The School Counseling Program is dedicated to training competent, ethical, data-driven, culturally responsive, and passionate professional school counselors who are ready to work within the framework of education school reform initiatives. Graduates of our program are expected to embody leadership characteristics, serve as advocates for K-12 students and their families, promote systemic change, and are proficient in school, family, and community collaborative efforts. Future school counselors need to be change agents knowledgeable about counseling theory, developmental issues of children and adolescents, the changing role of the school counselor and comprehensive school counseling programs which lead to enhanced learning and success for all students.

Our faculty is committed to preparing competent, knowledgeable, school counseling professionals. The School Counseling faculty members believe that professional school counselors are specialists in human behavior and development, interpersonal communication, consultation, and coordination of comprehensive school counseling services. The School Counseling Program faculty strive to offer a wide repertoire of activities, experiences and problem-solving interventions to construct meaningful experiences for the school counselor candidate.

The School Counseling Program is a graduate training program in the Department of Counselor Education and Human Services in the School of Education and Health Sciences at the University of Dayton. Students who successfully complete 48 semester credits of coursework are awarded the Master's Degree of Science in Education (MSEd) with a concentration in school counseling. This 48-hour program includes a 100-hour practicum and a 600-hour internship that will be completed in a K-12 educational setting. Candidates must also pass the Ohio Assessment

for Educators (OAE, formerly called the PRAXIS) examination in school counseling for licensure in the State of Ohio.

The University of Dayton School Counseling Program provides a curriculum that is comprehensive, integrated, and sequential, and is approved by the school counseling standards set forth by the Ohio Department of Education, the Catholic Marianist mission, the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the National Council for the Accreditation of Teacher Education (NCATE) and the established guidelines of the American School Counselor Association (ASCA). Courses reflect current advances in the field of school counseling and education. The program is committed to the implementation and integration of the most current technology applications.

The School Counseling Program is structured so that course content is accompanied by appropriate field experiences. Field experience occurs in Practicum and Internship courses which are sequenced in the final stage of the School Counseling program curriculum. Practicum experiences are designed to provide students with opportunities to practice skills which are required in professional practice while under direct supervision. Whereas internship is a culminating activity that provides students with the opportunity to develop professional competency while under supervision. Practicum and Internship experiences are completed in an approved school district, with supervision provided by an appropriately credentialed school counselor (Site Supervisor) and a University instructor.

At the beginning of the first term of enrollment in the program, students will be oriented to the program requirements and will develop a planned program of study as part of the EDC 522 Intro to School Counseling.

General Requirements

1. 48 semester hours
2. 600 clock hour internship

The following course outline does not necessarily reflect the order in which classes are to be taken. To develop a program of study please consult your advisor.

School Counseling

Professional Orientation and Ethical Practice	2
EDC 544 Philosophical, Professional, Ethical & Legal Aspects in Counseling	
Social and Cultural Diversity	3
EDC 575 Counseling Diverse Populations	
Human Growth and Development	2
EDC 531 Personality & Human Development Across the Lifespan	
Career Development	2
EDC 529 Career Counseling	
Helping Relationships	5
EDC 543 Theories & Techniques of Counseling	
EDC 545 Counseling Techniques Lab	
Group Work	3
EDC 583 Theories & Techniques of Group Counseling	
Assessment	2
EDC 535 Assessment in Counseling	
Research and Program Evaluation	3

EDC 568	Research & Evaluation in Human Services	
School Counseling		17
EDC 522	Introduction to School Counseling	
EDC 532	Special Education and the School Counselor	
EDC 542	Crisis Intervention & Prevention in Educational Settings	
EDC 546	School Counseling Program Development & Implementation	
EDC 547	Consultation & Leadership in School Counseling	
EDC 548	Counseling Children & Adolescents	
EDC 548L	Cns Cldrn&Adlsnts Lb	
Clinical Experience		9
EDC 585	Practicum in School Counseling	
EDC 599	Internship in School Counseling *	

* Must be taken three times for a total of 600 total clock hours.

Certificate in Clinical Mental Health Counseling (ECC)

The certificate in clinical mental health counseling in conjunction with the masters in school counseling qualifies the recipient to sit for the National Counselor Examination (NCE). Specific objectives of this certificate includes the opportunity for graduate students to broaden their scope of education; to allow for job variability; to enhance professional versatility and achieve career goals; to thrive in an increasingly connected world; and develop their skills. The program is designed to help students hone their passion and advance as professionals.

EDC 521	Introduction to Clinical Mental Health Counseling	3
EDC 623	Foundations in Abnormal Psychology	3
EDC 630	Evaluation of Emotional & Mental Conditions	3
EDC 631	Diagnosis of Emotional & Mental Disorders	3
EDC 683	Treatment of Mental & Emotional Disorders	3
EDC 598	Internship in Clinical Mental Health Counseling	6
EDC 635	Couples & Family Counseling	3
Total Hours		24

Certificate in Pastoral Counseling (PCE)

A certificate in Pastoral Counseling is available for those seeking or with an earned MA in Theological Studies or MA in Pastoral Ministry who complete an additional thirteen semester credit hours through Counselor Education and Human Services. This certificate offers educational grounding in human development, counseling theory and techniques, but does not qualify as a counseling license. To counsel in the State of Ohio requires a license.

EDC 531	Personality & Human Development Across the Lifespan	2
EDC 543	Theories & Techniques of Counseling (To be taken in the same term as EDC 545)	3
EDC 545	Counseling Techniques Lab (To be taken in the same term as EDC 543)	2
EDC 575	Counseling Diverse Populations	3
EDC 583	Theories & Techniques of Group Counseling	3

EDC 635	Couples & Family Counseling	3
Total Hours		16

Certificate in School Counseling (EDC)

The certificate in school counseling in conjunction with the masters in clinical mental health counseling qualifies the recipient to sit for the school counseling licensure exam, Ohio Assessment for Educators (OAE) (Code 040: School Counselors). Specific objectives of the new certificates include the opportunity for graduate students to broaden their scope of education; to allow for job variability; to enhance professional versatility and achieve career goals; to thrive in an increasingly connected world; and to develop their skills. The program is designed to help students hone their passion and advance as professionals.

EDC 522	Introduction to School Counseling	3
EDC 532	Special Education and the School Counselor	3
EDC 544	Philosophical, Professional, Ethical & Legal Aspects in Counseling	2
EDC 546	School Counseling Program Development & Implementation	3
EDC 547	Consultation & Leadership in School Counseling	3
EDC 585	Practicum in School Counseling	3
EDC 599	Internship in School Counseling	6
Total Hours		23

Courses

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 Schools. 3 Hours

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. (Practicum is EDC 511).

EDC 511. School Psychology Practicum: Consultation. 1 Hour

Practicum for EDC 510.

EDC 512. Cognitive Assessment for Intervention. 1-6 Hours

Development of proficiency in administration, scoring, and interpreting intelligence tests to be used in conjunction with other assessment information for completing multifaceted evaluations and developing interventions for assisting children and youth, birth through age 21. (Practicum is EDC 513).

EDC 513. School Psychology Practicum: Cognitive AFI. 1 Hour

Practicum for EDC 512.

EDC 514. Academic Assessment for Intervention. 3 Hours

This course provides students with the knowledge and skills necessary for the effective evaluation of the academic strengths. The emphasis is on the completion of a case study within the context of the Response to Intervention model of practice. (Practicum is EDC 515).

EDC 515. School Psychology Practicum: Academic AFI. 1-6 Hours

Practicum for EDC 514.

EDC 516. Academic & Behavioral Assessment Instruments. 1-6 Hours

School psychology graduate students learn to administer, score and interpret academic and behavioral instruments. The instruments are limited to those that can be used with pre-school to 12th grade children and adolescents.

EDC 517. School Psychology Practicum: Shadowing. 1-6 Hours

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. Prerequisite(s): EDC 527, EDC 588.

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 is designed to assist graduate students in building skills and developing an understanding relative to the guidance and counseling role of human service practitioners. Essentially, this role consists of assisting children, youth, and adults from diverse backgrounds in reaching their maximum academic and personal development within various educational and community settings.

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. Prerequisite(s): EDC 524; EDC 586.

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. Prerequisite(s): EDC 526; EDC 587.

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

Individual growth and development across the lifespan with emphasis on the dynamic of personal behavior. This course emphasizes the integrating theme that cognitive structure is an important director of human behavior, and that the understanding of personality requires that we understand the role of cognitive structure personality. While this cognitive perspective is emphasized, the course covers a wide range of concerns to the student of personality across the lifespan. It discusses a representative selection of personality theories, personality structure, development, dynamics, maladaptive behavior, and personality change.

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

Designed to provide an overview of the range of handicapping conditions for which educational program standards have been developed. Emphasis is given to the cognitive and affective impact upon the individual and family.

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 537. Statistics. 3-4 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 538. Child & Adolescent Psychopathology. 3 Hours

This course provides an overview of the normal and abnormal development of child and adolescent personality. Distinctions between disorders and special education disabilities are made. Each of the several aspects of child and adolescent psychopathologies are examined and prevention approaches are introduced.

EDC 540. Perspectives in Higher Education. 3 Hours

This course provides an in depth study of the philosophy guiding higher education, a directed study of the history of higher education, and examination of the ethical and philosophical foundations of student affairs practice within current higher education structures.

EDC 541. Curriculum & Instruction for Diverse Learners. 3 Hours

This course provides students with the foundation knowledge necessary for understanding the diverse learning needs of children and adolescents. Topics include types of handicapping conditions, gifted and talented, instructional settings, curriculum and instructional methods, and classroom management techniques.

EDC 542. 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 the enhancement of student competence following a crisis event. 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 questions, evaluation issues, and systems change. Specific attention will be given to concepts of stress, coping, and resiliency.

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

Study of philosophical assumptions of the various theories of counseling and psychotherapy. Treatment of counseling ethics and professional practices; laws and court decisions pertaining to counseling.

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

Course content focuses on the development, implementation and evaluation of comprehensive developmental school counseling programs, including the knowledge, skills and practices necessary for engaging in an ongoing process of needs assessment, program development and implementation and program evaluation geared toward promoting the academic achievement, career planning and personal/social development of all PreK-12 students. Prerequisite(s): EDC 522, EDC 543, EDC 545.

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

Course content focuses on preparing school counseling candidates 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. School counseling candidates will learn to lead and consult effectively with diverse students, parents, teachers, administrators, and various other educational stakeholders. Prerequisite(s): EDC 522, EDC 543, EDC 545.

EDC 548. Counseling Children & Adolescents. 2 Hours

This course is intended to provide foundational knowledge and skill development for counseling children and adolescents. Foundational knowledge will include historical and current trends of counseling children and adolescents, multicultural and ethical considerations, expressive techniques, solution focused therapy, play therapy, REBT therapy, reality therapy, counseling at-risk children, crisis counseling, working with parents and family systems. Skills will include general counseling skills, crisis counseling skills, and collaboration skills. Prerequisite(s): EDC 543 and 545.

EDC 548L. Counseling Children & Adolescents Laboratory. 1 Hour Laboratory.**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 college student personnel.

EDC 551. Student Cultures & Development. 3 Hours

In-depth study and critique of selected student and adult development theories, assessment of students' development on those theories, and application to the practice of College Student Personnel. Prerequisite(s): EDC 550.

EDC 553. Internship in College Student Personnel. 2 Hours

Participate as a professional to gain significant practical experience in a 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 must 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. Administration & Organization in Higher Education. 3 Hours

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

EDC 557. Learning in Community. 3 Hours

In-depth study of college student cultures and their impact on the individual college student experience. Particular attention will be paid to understanding the student culture in student personnel 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 group interventions in student personnel settings; conceptualization and assessment of interventions appropriate to human and organizational student personnel settings. Course includes development of 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 public 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. College Student Personnel and Higher Education Administration students must have 21 Hours.

EDC 569. Scholarly Project in CSP/HE. 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 project designed with the assistance of faculty and campus administrators and present it along with their peers in a supportive learning community. Taken toward the end of the program. Prerequisite(s): EDC 568.

EDC 571. Biological Bases of Behavior. 1-3 Hours

Survey of three biological bases of behavior, including neuropsychology, genetics, and psycho-pharmacology.

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 & Technology. 1 Hour

Directed observation of and participation in the normal school process under supervision within the school. Required of all school psychology candidates who do not have a teaching certificate.

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

Independent study.

EDC 575. Counseling Diverse Populations. 3 Hours

Designed to develop sensitivity and awareness in human diversity; introduce multicultural concepts, competencies, and research; and provide an experiential component.

EDC 583. Theories & Techniques of Group Counseling. 3 Hours

Course content focuses on the stages, theories, strategies, and applications of the group counseling process. Prerequisite(s): EDC 543.

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

Supervised practice and observation in group and individual counseling techniques. Prerequisite(s): EDC 521, EDC 529, EDC 531, EDC 535, 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. Prerequisite(s): EDC 588, EDC 527.

EDC 593. 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 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. 2-6 Hours

Extensive directed experience in professional functions within cooperating schools and community organizations. Must be taken three times. Prerequisite(s): EDC 547, 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. Social Behavior Assessment for Intervention. 3 Hours

This course and its practicum (EDC 611) provide instruction and practice in the data-based, problem-solving, intervention-based assessment of the social and behavioral functioning of preschool children and of school-age children and adolescents. Course content includes various models and methods of assessment, sources of assessment data, and intervention planning.

EDC 611. School Psychology Practicum: Social/Behavioral AFI. 1 Hour
Practicum for EDC 610.**EDC 612. Assessment for Intervention & Accountability. 3 Hours**

The focus of this course is accountability in the schools with emphases on legal bases, standards of practice, individual and group accountability, and program evaluation. Students complete program evaluation project in this course. (Practicum is EDC 613).

EDC 613. School Psychology Practicum: Assessment for Intervention & Accountability. 1-6 Hours

Practicum for EDC 612.

EDC 615. School Psychology Culminating Seminar. 3 Hours

This course employs a seminar format to discuss current issues in the practice of school psychology.

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 673. Counseling Multi-Ethnic Populations. 3 Hours

Counseling multi-ethnic populations.

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 710. Internship in 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 711. 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.

EDC 712. Internship in School Psychology. 1-6 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.

EDC 800. Thesis. 1-6 Hours

This 2 semester course series provides support to students who are completing their school psychology thesis.