COUNSELOR EDUCATION AND HUMAN SERVICES

- Master of Applied Behavior Analysis (p. 1)
- Master of Science in Education, Clinical Mental Health Counseling (p. 1)
- Master of Science in Education, Higher Education and Student Affairs (p. 2)
- Master of Science in Education, Human Services (p. 2)
- Master of Science in Education, School Counseling (p. 3)
- Master of Science in Education, School Psychology (p. 3)
- Educational Specialist, School Psychology (p. 3)
- Certificate, Applied Behavior Analysis (p. 4)
- Certificate, Clinical Mental Health Counseling (p. 5)
- Certificate, Pastoral Counseling (p. 5)
- Certificate, School Counseling (p. 5)

Susan Davies, 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. Applied Behavior Analysis
2. Clinical Mental Health Counseling
3. Higher Education & Student Affairs
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.

Master of Applied Behavior Analysis (ABA)

The Master of Applied Behavior Analysis (ABA) program includes a Verified Course Sequence (VCS) from Applied Behavior Analysis International (ABAI), and prepares graduates to sit for the Board Certified Behavior Analyst (BCBA) exam. Students will gain the knowledge, skills and experience necessary to (a) provide behavioral intervention to children and adults with behavior disorders in both education and health care settings, (b) provide training for teachers, parents and other care givers or interventionists, and (c) provide consultation for other behavior change needs. The Master of Applied Behavior Analysis offers a 33 credit program that includes experiential learning in an approved field placement site.

Students will be placed in an approved field placement site where they will complete 750 hours of supervised fieldwork.

EDC 509 Consultation Ethics & Law 3
EDC 518 Applied Behavior Analysis I 3
EDC 519 Applied Behavior Analysis II 1
EDC 520 Applied Behavior Analysis III 3
EDC 523 Assessment & Intervention 3
EDC 524 Research Methods 3
EDC 589 Culminating Case Study Capstone 1 3
EDC 530 Experimental Analysis of Behavior 3
EDC 528 Organizational Behavior Management 3
EDC 581 Capstone I 3
EDC 582 Capstone II 3

Total Hours 33

1 Supervised fieldwork embedded into the course.

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 (PC). 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.

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 (PC). After completing two additional years of supervised experience, the counselor is licensed as a Professional Clinical Counselor (PCC).

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 620 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 671 Biological and Neurological Bases of Behavior and Learning 3
EDC 675 Diversity, Advocacy, and Intercultural Competence 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 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.

Foundational Courses
EDC 531 Personality & Human Development Across the Lifespan 3
EDC 568 Research & Evaluation in Human Services
EDC 675 Diversity, Advocacy, and Intercultural Competence
EDC 525 Human Services Administration

Human Development Services Core
EDC 529 Career Counseling
EDC 543 Theories & Techniques of Counseling
EDC 545 Counseling Techniques Lab
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 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.

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.

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 60 semester credits of coursework are awarded the Master's Degree in Education (MSEd) with a concentration in school counseling. This 60-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, 40) examination in school counseling for licensure in the State of Ohio.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDC 522</td>
<td>Introduction to School Counseling</td>
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<td>Career Counseling</td>
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<td>EDC 531</td>
<td>Personality &amp; Human Development Across the Lifespan</td>
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<td>EDC 532</td>
<td>Special Education and the School Counselor</td>
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<td>EDC 535</td>
<td>Assessment in Counseling</td>
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<td>EDC 543</td>
<td>Theories &amp; Techniques of Counseling</td>
<td>3</td>
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<td>EDC 544</td>
<td>Philosophical, Professional, Ethical &amp; Legal Aspects in Counseling</td>
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<td>EDC 545</td>
<td>Counseling Techniques Lab</td>
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<tr>
<td>EDC 546</td>
<td>School Counseling Program Development &amp; Implementation</td>
<td>3</td>
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<td>EDC 547</td>
<td>Consultation &amp; Leadership in School Counseling</td>
<td>3</td>
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<td>EDC 548</td>
<td>Counseling Children &amp; Adolescents</td>
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<td>EDC 568</td>
<td>Research &amp; Evaluation in Human Services</td>
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<td>EDC 620</td>
<td>Theories &amp; Techniques of Group Counseling</td>
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<td>EDC 621</td>
<td>College Counseling for School Counselors</td>
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<td>EDC 635</td>
<td>Couples &amp; Family Counseling</td>
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<td>EDC 642</td>
<td>Crisis Intervention &amp; Prevention in Educational Settings</td>
<td>2</td>
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<td>EDC 675</td>
<td>Diversity, Advocacy, and Intercultural Competence</td>
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<tr>
<td>EDC 557</td>
<td>Introduction to Clinical Mental Health Counseling</td>
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<td>EDC 605</td>
<td>Professional Seminars with Clinical Implications</td>
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<td>EDC 623</td>
<td>Foundations in Abnormal Psychology</td>
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<td>EDC 631</td>
<td>Diagnosis of Emotional &amp; Mental Disorders</td>
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<td>EDC 638</td>
<td>Psychopathology and School-Based Mental Health</td>
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<tr>
<td>EDC 671</td>
<td>Biological and Neurological Bases of Behavior and Learning</td>
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<td>EDC 686</td>
<td>Addictions Counseling</td>
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**Practicum & Internship**

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<td>EDC 599</td>
<td>Internship in School Counseling</td>
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<tr>
<td>EDC 599</td>
<td>Internship in School Counseling</td>
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<td>Internship in School Counseling</td>
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**Total Hours**

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</table>

**Master of Science in Education in School Psychology/Educational Specialist 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 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.

**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

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<tr>
<th>Course</th>
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<td>EDC 508</td>
<td>Theories of Learning &amp; Human Development</td>
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<tr>
<td>EDC 510</td>
<td>Consultation and Family/School Collaboration</td>
<td>3</td>
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<td>EDC 511</td>
<td>Consultation Skills Lab</td>
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<tr>
<td>EDC 512</td>
<td>Cognitive Assessment</td>
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<tr>
<td>EDC 513</td>
<td>Cognitive Assessment Skills Lab</td>
<td>1</td>
</tr>
<tr>
<td>EDC 514</td>
<td>Academic Problem Solving and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDC 515</td>
<td>School Psychology Practicum II: Academic Intervention</td>
<td>1</td>
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<td>EDC 516</td>
<td>Psychoeducational Assessment</td>
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<tr>
<td>EDC 517</td>
<td>School Psychology Practicum I: Shadowing</td>
<td>1</td>
</tr>
<tr>
<td>EDC 545</td>
<td>Counseling Techniques Lab</td>
<td>2</td>
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<td>EDC 548</td>
<td>Counseling Children &amp; Adolescents</td>
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<tr>
<td>EDC 572</td>
<td>Role &amp; Function of the School Psychologist</td>
<td>3</td>
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<tr>
<td>EDC 573</td>
<td>Orientation to the Educational Process</td>
<td>1</td>
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Choose an additional 4-6 credits from the following courses: ^1

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<th>Course</th>
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<tr>
<td>EDC 610/810</td>
<td>Behavioral Problem Solving and Intervention</td>
<td>3</td>
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<tr>
<td>EDC 611/811</td>
<td>School Psychology Practicum III: Behavioral Intervention</td>
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<tr>
<td>EDC 620/820</td>
<td>Theories &amp; Techniques of Group Counseling</td>
<td>3</td>
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<tr>
<td>EDC 638/838</td>
<td>Psychopathology and School-Based Mental Health</td>
<td>3</td>
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<td>EDC 671/871</td>
<td>Biological and Neurological Bases of Behavior and Learning</td>
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<tr>
<td>EDC 675/875</td>
<td>Diversity, Advocacy, and Intercultural Competence</td>
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<tr>
<td>EDC 800</td>
<td>Thesis</td>
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<tr>
<td>EDC 812</td>
<td>Professional Practice for School Psychologists: Accountability, Ethics, and Law</td>
<td>3</td>
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<tr>
<td>EDC 813</td>
<td>School Psychology Practicum IV: Integration of Professional Skills</td>
<td>1</td>
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<tr>
<td>EDC 837</td>
<td>Statistics and Measurement</td>
<td>3</td>
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<tr>
<td>EDC 841</td>
<td>Curriculum &amp; Instruction for Diverse Learners</td>
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<td>EDC 842</td>
<td>Crisis Intervention &amp; Prevention in Educational Settings</td>
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<td>EDC 868</td>
<td>Research &amp; Evaluation in Human Services</td>
<td>3</td>
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<td>EDC 890</td>
<td>School Psychology Culminating Seminar</td>
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<tr>
<td>EDC 893</td>
<td>Early Childhood Development &amp; Assessment</td>
<td>3</td>
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<tr>
<td>EDC 897</td>
<td>Internship in School Psychology</td>
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<td>EDC 898</td>
<td>Internship in School Psychology</td>
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<tr>
<td>EDC 899</td>
<td>Internship in School Psychology</td>
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</table>

^1 The following courses may count toward the MSE or Ed.S. Courses not
taken toward MSE will be taken as part of the Ed.S. program.

**Certificate in Applied Behavior Analysis (ABA)**

The graduate level Certificate in Applied Behavior Analysis (ABA) program
includes a Verified Course Sequence (VCS) from Applied Behavior Analysis
International (ABAI) and meets or exceeds requirements
established by the ABAI organization and the Behavior Analyst
Certification Board® (BACB®). This certificate prepares and qualifies
certificate holders to sit for the Board Certified Behavior Analyst (BCBA)
exam. This program is a 21-credit hour program that includes 500 hours
of supervised field experience and is typically completed in 12 to 15-
months over three to four terms. The program prepares certificate holders
to use a scientific approach for assessment to identify behavioral
problems, implement appropriate interventions, and measure the
effectiveness of the interventions in solving problems.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDC 509</td>
<td>Consultation Ethics &amp; Law</td>
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<td>EDC 518</td>
<td>Applied Behavior Analysis I</td>
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<td>EDC 519</td>
<td>Applied Behavior Analysis II</td>
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<td>EDC 520</td>
<td>Applied Behavior Analysis III</td>
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<td>EDC 523</td>
<td>Assessment &amp; Intervention</td>
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<tr>
<td>EDC 524</td>
<td>Research Methods</td>
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<tr>
<td>EDC 526</td>
<td>Family, School &amp; Health Systems</td>
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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
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 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 develop their skills. The program is designed to help students hone their passion and advance as professionals.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDC 521</td>
<td>Introduction to Clinical Mental Health Counseling</td>
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<tr>
<td>EDC 623</td>
<td>Foundations in Abnormal Psychology</td>
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<tr>
<td>EDC 630</td>
<td>Evaluation of Emotional &amp; Mental Conditions</td>
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<td>EDC 631</td>
<td>Diagnosis of Emotional &amp; Mental Disorders</td>
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<td>EDC 683</td>
<td>Treatment of Mental &amp; Emotional Disorders</td>
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<td>EDC 598</td>
<td>Internship in Clinical Mental Health Counseling</td>
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<tr>
<td>EDC 635</td>
<td>Couples &amp; Family Counseling</td>
<td>3</td>
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<tr>
<td><strong>Total Hours</strong></td>
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</table>

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.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDC 531</td>
<td>Personality &amp; Human Development Across the Lifespan</td>
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<tr>
<td>EDC 543</td>
<td>Theories &amp; Techniques of Counseling (To be taken in the same term as EDC 545)</td>
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<td>EDC 545</td>
<td>Counseling Techniques Lab (To be taken in the same term as EDC 543)</td>
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<td>EDC 575</td>
<td>Diversity, Advocacy, and Intercultural Competence</td>
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<td>EDC 583</td>
<td>Theories &amp; Techniques of Group Counseling</td>
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<td>EDC 635</td>
<td>Couples &amp; Family Counseling</td>
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<td><strong>Total Hours</strong></td>
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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.

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<tbody>
<tr>
<td>EDC 522</td>
<td>Introduction to School Counseling</td>
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<td>EDC 532</td>
<td>Special Education and the School Counselor</td>
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<td>EDC 544</td>
<td>Philosophical, Professional, Ethical &amp; Legal Aspects in Counseling</td>
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<tr>
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<td>EDC 546</td>
<td>School Counseling Program Development &amp; Implementation</td>
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<td>EDC 547</td>
<td>Consultation &amp; Leadership in School Counseling</td>
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<td>EDC 585</td>
<td>Practicum in School Counseling</td>
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<td>EDC 599</td>
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<td><strong>Total Hours</strong></td>
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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 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 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. 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
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 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 or 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.

EDC 548L. Cns Cldrn&Adlsnts Lb. 1 Hour
COUNSELING CHILDREN AND ADOLESCENTS LABORATORY Laboratory. Prerequisites: EDC 543; EDC 545.

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. 2 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 583. Practicum in Clinical Mental Health Counseling. 3 Hours
Supervised practice and observation in group and individual counseling. Prerequisite(s): EDC 523, EDC 528, EDC 531, EDC 535, EDC 545, EDC 575, EDC 583, EDC 623, EDC 631.

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. Prerequisites: EDC 527.

EDC 590. 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 598. Internship in School Counseling. 1-3 Hours
Extensive directed experience in professional functions within cooperating schools and community organizations. Must be taken three times. 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 632. Psychopathology and School-Based Mental Health. 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 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 636. 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 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 (performatory 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 811) 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 system changes. 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.