

COUNSELOR EDUCATION AND HUMAN SERVICES

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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. Clinical Mental Health Counseling
2. Higher Education & Student Affairs
3. Human Services
4. School Counseling
5. School Psychology
6. 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 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.

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 Higher Education and Student Affairs (EHI)

The 39 hour Master's program in higher education and student affairs consists of coursework that integrates theory and research with practice. The program is designed to prepare students for a variety of student affairs and administrative positions in higher education. Grounded in the Council for the Advancement of Standards

in Higher Education (CAS) professional competencies, the curriculum addresses historical and philosophical perspectives, organizational leadership, student learning and development, diversity and social justice, law, and assessment and research. Students complete supervised practice experiences and a culminating scholarly project. This program accommodates full-time students as well as those holding full-time employment and desiring to take coursework part-time.

Foundational Studies

EDC 540	Perspectives in Higher Education	3
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Professional Studies

EDC 549	Assessment in Higher Education and Student Affairs	3
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EDC 550	Student Development's Role in Learning	3
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EDC 551	Diversity and Social Justice in Higher Education and Student Affairs	3
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EDC 556	Organizational Leadership in Higher Education and Student Affairs	3
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EDC 557	Learning in Community	3
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EDC 562	Learning Design	3
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EDC 568	Research & Evaluation in Human Services	3
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EDC 660	Special Topics in Higher Education and Student Affairs	3
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Supervised Practice¹

EDC 658	Fieldwork in Higher Education and Student Affairs I	3
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EDC 659	Fieldwork in Higher Education and Student Affairs II	3
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Electives²

EDC 543	Theories & Techniques of Counseling	3
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EDC 542	Crisis Intervention & Prevention in Educational Settings (Electives)	2
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EDC 545	Counseling Techniques Lab	2
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EDC 574	Independent Studies in Counseling	1-3
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Culminating Experience³

EDC 569	Scholarly Project in Higher Education and Student Affairs (Electives)	3
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¹ Full-time students enroll in both EDC 658 and EDC 659, for a total of six credit hours. Part-time students will enroll in either EDC 658 or EDC 659, for a total of three credit hours.

² Full-time students are required to complete 3 hours of elective credits. Part-time students are required to complete 6 hours of elective credits.

³ To be taken during a student's 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.

Foundational Courses	11
EDC 531	Personality & Human Development Across the Lifespan
EDC 568	Research & Evaluation in Human Services
EDC 675	Diversity, Advocacy, and Intercultural Competence
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 620	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 in School Counseling (EDC)

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 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 of Science 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.

Core Classes

EDC 522	Introduction to School Counseling	3
EDC 529	Career Counseling	2
EDC 531	Personality & Human Development Across the Lifespan	2
EDC 532	Special Education and the School Counselor	3
EDC 535	Assessment in Counseling	2
EDC 543	Theories & Techniques of Counseling	3
EDC 544	Philosophical, Professional, Ethical & Legal Aspects in Counseling	2
EDC 545	Counseling Techniques Lab	2
EDC 546	School Counseling Program Development & Implementation	3
EDC 547	Consultation & Leadership in School Counseling	3
EDC 548	Counseling Children & Adolescents	2
EDC 568	Research & Evaluation in Human Services	3
EDC 620	Theories & Techniques of Group Counseling	3
EDC 621	College Counseling for School Counselors	3
EDC 635	Couples & Family Counseling	3
EDC 642	Crisis Intervention & Prevention in Educational Settings	2
EDC 675	Diversity, Advocacy, and Intercultural Competence	3

Select 7 credits from the following courses: 7

EDC 521	Introduction to Clinical Mental Health Counseling	
EDC 605	Professional Seminars with Clinical Implications	
EDC 623	Foundations in Abnormal Psychology	
EDC 631	Diagnosis of Emotional & Mental Disorders	
EDC 638	Psychopathology and School-Based Mental Health	
EDC 671	Biological and Neurological Bases of Behavior and Learning	

EDC 686	Addictions Counseling	
Practicum & Internship		
EDC 585	Practicum in School Counseling	3
EDC 599	Internship in School Counseling	2
EDC 599	Internship in School Counseling	2
EDC 599	Internship in School Counseling	2
Total Hours		60

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

EDC 508	Theories of Learning & Human Development	3
EDC 510	Consultation and Family/School Collaboration	3
EDC 511	Consultation Skills Lab	1
EDC 512	Cognitive Assessment	3
EDC 513	Cognitive Assessment Skills Lab	1
EDC 514	Academic Problem Solving and Intervention	3
EDC 515	School Psychology Practicum II: Academic Intervention	1
EDC 516	Psychoeducational Assessment	3
EDC 517	School Psychology Practicum I: Shadowing	1
EDC 545	Counseling Techniques Lab	2
EDC 548	Counseling Children & Adolescents	2
EDC 572	Role & Function of the School Psychologist	3
EDC 573	Orientation to the Educational Process	1
Choose an additional 4-6 credits from the following courses: ¹		
EDC 610/810	Behavioral Problem Solving and Intervention	3
EDC 611/810	School Psychology Practicum III: Behavioral Intervention	1
EDC 620/820	Theories & Techniques of Group Counseling	3
EDC 638/838	Psychopathology and School-Based Mental Health	3

EDC 671/871	Biological and Neurological Bases of Behavior and Learning	3
EDC 675/875	Diversity, Advocacy, and Intercultural Competence	3

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

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

EDC 610/810	Behavioral Problem Solving and Intervention ¹	3
EDC 611/811	School Psychology Practicum III: Behavioral Intervention ¹	1
EDC 620/820	Theories & Techniques of Group Counseling ¹	3
EDC 638/838	Psychopathology and School-Based Mental Health ¹	3
EDC 671/871	Biological and Neurological Bases of Behavior and Learning ¹	3
EDC 675/875	Diversity, Advocacy, and Intercultural Competence ¹	3
EDC 800	Thesis	1-6
EDC 812	Professional Practice for School Psychologists: Accountability, Ethics, and Law	3
EDC 813	School Psychology Practicum IV: Integration of Professional Skills	1
EDC 837	Statistics and Measurement	3
EDC 841	Curriculum & Instruction for Diverse Learners	3
EDC 842	Crisis Intervention & Prevention in Educational Settings	2
EDC 868	Research & Evaluation in Human Services	3
EDC 890	School Psychology Culminating Seminar	3
EDC 893	Early Childhood Development & Assessment	3
EDC 897	Internship in School Psychology	1-5
EDC 898	Internship in School Psychology	1-5
EDC 899	Internship in School Psychology	1-5

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.

EDC 509	Consultation Ethics & Law	3
EDC 518	Applied Behavior Analysis I	3
EDC 519	Applied Behavior Analysis II	3
EDC 520	Applied Behavior Analysis III	3
EDC 523	Assessment & Intervention	3
EDC 524	Research Methods	3
EDC 526	Family, School & Health Systems	3

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 620	Theories & Techniques of Group Counseling	3
EDC 635	Couples & Family Counseling	3
EDC 675	Diversity, Advocacy, and Intercultural Competence	3

Total Hours **16**

Certificate in School Counseling (EDC)

The Certificate in School Counseling, combined with a Master's in Clinical Mental Health Counseling, qualifies candidates to sit for the School Counseling Licensure Exam in Ohio (OAE) (Code 040: School Counselors).

This Certificate is designed to broaden students' scope of education and foster job variability and professional versatility. Tailored to nurture individual interests and drive professional advancement, the School Counseling Certificate Program empowers students to thrive in their chosen field.

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 and Family/School Collaboration. 3 Hours

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

EDC 511. Consultation Skills Lab. 1 Hour

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

EDC 512. Cognitive Assessment. 3 Hours

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

EDC 513. Cognitive Assessment Skills Lab. 1 Hour

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

EDC 514. Academic Problem Solving and Intervention. 3 Hours

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

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

Practicum for EDC 514.

EDC 516. Psychoeducational Assessment. 3 Hours

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

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

Practicum for EDC 572.

EDC 518. Applied Behavior Analysis I. 3 Hours

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

EDC 519. Applied Behavior Analysis II. 3 Hours

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

EDC 520. Applied Behavior Analysis III. 3 Hours

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

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

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

EDC 522. Introduction to School Counseling. 3 Hours

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

EDC 523. Assessment & Intervention. 3 Hours

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

EDC 524. Research Methods. 3 Hours

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

EDC 525. Human Services Administration. 3 Hours

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

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

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

EDC 527. Measurement & Statistics. 4 Hours

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

EDC 528. Organizational Behavior Management. 3 Hours

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

EDC 529. Career Counseling. 2 Hours

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

EDC 529L. Career Counseling Lab. 1 Hour

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

EDC 530. Experimental Analysis of Behavior. 3 Hours

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

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

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

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

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

EDC 535. Assessment in Counseling. 2 Hours

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

EDC 540. Perspectives in Higher Education. 3 Hours

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

EDC 543. Theories & Techniques of Counseling. 3 Hours

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

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

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

EDC 545. Counseling Techniques Lab. 2 Hours

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

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

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

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

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

EDC 548. Counseling Children & Adolescents. 2 Hours

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

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

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

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

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

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

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

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

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

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

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

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

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

EDC 557. Learning in Community. 3 Hours

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

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

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

EDC 559. International and Global Higher Education. 3 Hours

International and global higher education.

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

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

EDC 561. Finance in Higher Education. 3 Hours

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

EDC 562. Learning Design. 3 Hours

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

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

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

EDC 564. Practicum in Higher Education. 3 Hours

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

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

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

EDC 566. Case Studies in Higher Education. 3 Hours

Case studies in higher education.

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

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

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

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

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

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

EDC 573. Orientation to the Educational Process. 1 Hour

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

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

Independent study.

EDC 581. Capstone I. 3 Hours

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

EDC 582. Capstone II. 3 Hours

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

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

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

EDC 585. Practicum in School Counseling. 3 Hours

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

EDC 586. Practicum I. 4 Hours

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

EDC 587. Practicum II. 4 Hours

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

EDC 588. Practicum III: Field Research. 4 Hours

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

EDC 589. Culminating Case Study Capstone. 3 Hours

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

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

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

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

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

EDC 600. Culminating Seminar. 1-3 Hours

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

EDC 602. Counseling Seminars. 1-6 Hours

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

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

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

EDC 610. Behavioral Problem Solving and Intervention. 3 Hours

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

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

Practicum for EDC 610.

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

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

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

Practicum for EDC 612.

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

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

EDC 621. College Counseling for School Counselors. 3 Hours

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

EDC 623. Foundations in Abnormal Psychology. 3 Hours

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

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

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

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

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

EDC 635. Couples & Family Counseling. 3 Hours

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

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

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

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

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

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

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

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

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

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

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

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

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

EDC 673. Counseling Multi-Ethnic Populations. 3 Hours

Counseling multi-ethnic populations.

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

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

EDC 681. Integrative Approach to Clinical Counseling. 3 Hours

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

Prerequisite(s): EDC 584 or EDC 598.

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

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

Prerequisite(s): EDC 631.

EDC 686. Addictions Counseling. 3 Hours

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

EDC 700. Scholarly Project. 3 Hours

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

EDC 800. Thesis. 1-6 Hours

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

EDC 810. Behavioral Problem Solving and Intervention. 3 Hours

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

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

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

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

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

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

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

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

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

EDC 837. Statistics and Measurement. 3 Hours

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

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

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

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

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

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

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

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

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

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

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

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

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

EDC 890. School Psychology Culminating Seminar. 3 Hours

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

EDC 893. Early Childhood Development & Assessment. 3 Hours

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

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

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

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

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

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

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