COUNSELING SERVICES, EDUCATIONAL SPECIALIST

Program Overview
The Ed.S. in Counseling Services is a 66-credit program that meets the academic requirements for the Licensed Professional Counselor (LPC) (http://www.njconsumeraffairs.gov/pcc/Pages/default.aspx) in New Jersey, Pennsylvania, and most other states. It also meets all educational requirements for certification as an Approved Clinical Supervisor (ACS (http://www.cce-global.org/ACS)) as per N.J.A.C. 13:34-10.2 and 13.1 and as a National Certified Counselor (NCC) (http://www.nbcc.org/Certification/NationalCertCounselor). Students may also qualify for the Student Assistance Coordinator (SAC) CEAS (http://www.state.nj.us/education/educators/license/endorsements/3461CEAS.pdf). It also provides opportunity for candidates whose masters degree in counseling was completed with 48 or less credits, to complete the 60 credits now required for LPC by many state counseling licensure boards. Such candidates may apply to the Ed.S. program as advanced students and apply their already-completed MA credits toward the Ed.S. degree. Candidates who wish to qualify for Licensed Clinical Alcohol and Drug Counselor (LCADC) (https://www.certbd.org) or Certified Alcohol and Drug Counselor (CADC) (https://www.certbd.org), may do so by completing all the educational requirements through the Ed.S. program. Flexibilities built into the Ed.S. degree program allow for career change for both LPC's and school counselors. LPC's who wish to become school counselors can complete courses required to become certified school counselors and master's-level school counselors can complete the courses required for LPC's in many states. Practicing counselors who wish to become certified as Director of School Counselor Services (http://www.state.nj.us/education/educators/license/endorsements/0602S.pdf) or as Student Assistance Coordinators may also complete these through the EdS program. Clinical supervised hours obtained during the Ed.S. post-Master's program may count toward satisfying a portion of the supervised professional counseling experience requirement as per N.J.A.C. 13:34-11.2. Program faculty work with students to develop a customized plan of study necessary to accomplish their desired career goals.

Curriculum Overview
The Ed.S. in Counseling Services is a 66-credit program that is customized to the student's career goals. Some candidates may require more than 66 credits to achieve their desired professional objectives.

There are three concentrations:
- school counseling
- community counseling
- director of school counseling services

Individualized advising helps candidates develop and grow professionally in the following specialty areas:
- multicultural counseling issues
- college counseling and higher education affairs
- group counseling and process
- special needs of at-risk students
- legal and ethical issues in counseling
- career counseling and development
- substance abuse
- geriatrics/hospice issues
- probation/parole counseling
- elementary/secondary school counseling
- family and marital issues in counseling
- grief and crisis counseling
- grant writing/management

Degree Offered
Ed.S. in Counseling Services

Contact
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Professor and Director
Ed.S. Counseling Program & M.A. Clinical Mental Health Counseling Memorial 202
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Program Website: Ed.S. Counseling (http://www.rider.edu/academics/colleges-schools/colleges-schools/education-science/school-of-education/graduate-programs)

Associated Department: Department of Graduate Education, Leadership, and Counseling (http://www.rider.edu/academics/colleges-schools/college-liberal-arts-education-sciences/school-of-education/graduate-programs)

Related Programs
- Counseling Services (School Counseling Concentration) (M.A.) (http://catalog.rider.edu/graduate/colleges-schools/education/leadership-counseling/programs-certificates/counseling-services-ma)
- Clinical Mental Health Counseling (M.A.) (http://catalog.rider.edu/graduate/colleges-schools/education/leadership-counseling/programs-certificates/clinical-mental-health-counseling)
- Student Assistance Coordinator Certificate (http://catalog.rider.edu/graduate/colleges-schools/education/leadership-counseling/programs-certificates/student-assistance-coordinator)
- Life and Career Coaching (http://catalog.rider.edu/graduate/colleges-schools/education/leadership-counseling/programs-certificates/life-career-coaching)
- School Psychology (Ed.S.) (http://catalog.rider.edu/graduate/colleges-schools/education/leadership-counseling/programs-certificates/school-psychology-eds)

Counseling Services, Educational Specialist Requirements
- A minimum of 66 graduate credits including appropriate master’s level work.
- Eighteen credits must be completed after admission to the Ed.S. for candidates from CACREP approved master’s programs.
- Thirty credits must be completed after admission to the Ed.S. for all non-CACREP approved program graduates.
- Degree completion requires a minimum of 3.3 GPA.
The program will be individualized to allow students to meet their career goals and to provide in-depth training and experience in a specialized area.

Course Requirements for an Ed.S. in Counseling Services

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Group I—Professional and Psychological Foundations</strong></td>
<td><strong>Group II—Field Experience</strong></td>
<td><strong>Group III—Special and Related Areas</strong></td>
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<tr>
<td>COUN 500</td>
<td>Introduction to Counseling and Helping Professions</td>
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<td>COUN 503</td>
<td>Group Counseling</td>
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<td>COUN 505</td>
<td>Vocational/Career Development</td>
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<td>COUN 520</td>
<td>Multicultural Counseling and Relationship Development</td>
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<td>COUN 530</td>
<td>Legal and Ethical Issues in Counseling and Psychotherapy</td>
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<td>COUN 660</td>
<td>Counseling Supervision: Issues, Concepts and Methods</td>
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<tr>
<td>CNPY 502</td>
<td>Theories of Counseling and Helping Professions</td>
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<td>CNPY 514</td>
<td>Psychopathology</td>
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<td>EDPS 503</td>
<td>Human Growth and Development</td>
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<td>EDPS 520</td>
<td>Measurement, Tests and Assessments in Counseling/School Psychology</td>
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<td>EDPS 521</td>
<td>Statistics and Quantitative Analysis</td>
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<td>EDUC 500</td>
<td>Introduction To Research</td>
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<td>COUN 550</td>
<td>Counseling Techniques Laboratory</td>
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<td>Select one of the following:</td>
<td><strong>Total Credits</strong>: 66-69</td>
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<td>COUN 580</td>
<td>Elementary School Counseling Practicum</td>
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<tr>
<td>COUN 581</td>
<td>Secondary School Counseling Practicum</td>
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<td>COUN 585</td>
<td>Clinical Mental Health Counseling Practicum</td>
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<td>COUN 586</td>
<td>Group Counseling Practicum</td>
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<td>COUN 590</td>
<td>Internship in Counseling I</td>
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<td>COUN 591</td>
<td>Internship in Counseling II</td>
<td>3</td>
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<tr>
<td>COUN 690</td>
<td>Internship in Counseling Speciality I</td>
<td>3-6</td>
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<td>Select five of the following:</td>
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<td>COUN 508</td>
<td>Foundations of Clinical Mental Health Counseling</td>
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<td>COUN 510</td>
<td>Approaches to Family Counseling</td>
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<td>COUN 515</td>
<td>Substance Abuse Counseling</td>
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<td>COUN 516</td>
<td>Strategies in Addiction Counseling</td>
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<td>COUN 525</td>
<td>Gender Issues in Counseling</td>
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<td>COUN 535</td>
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<td>COUN 600</td>
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<td>CNPY 503</td>
<td>Psychological Development of the Adult and Aging</td>
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<td>CNPY 515</td>
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<td>CNPY 516</td>
<td>Advanced Psychopathology</td>
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<td>CNPY 518</td>
<td>Counseling Children, Adolescents and Families</td>
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<td>CURR 531</td>
<td>Strategies for Curriculum Development, Design, Innovation and Change</td>
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<td>EDAD 501</td>
<td>Educational Leadership and Organizational Theory</td>
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<td>EDAD 505</td>
<td>Supervisor/Teacher Leadership for Improved Instruction and Student Learning</td>
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Courses and Descriptions

**COUN 500 Introduction to Counseling and Helping Professions 3 Credits**
Educational, social, and psychological foundations of counseling services. Basic theories, principles, and techniques of counseling and related helping professions, such as coaching, and their applications to professional services. Emphasizes self-awareness as related to becoming a facilitator of helping skills. The team approach to counseling services and the contribution of the various specialties within the total counseling services program are stressed.

**COUN 503 Group Counseling 3 Credits**
Analyzes the historical development of group treatment methods, theories, practices, methods for appraising outcomes of treatment, and research findings. Includes critique of recordings, demonstrations, and students’ own group experiences as counseling group members.

Prerequisite(s): COUN 500, CNPY 502.

**COUN 505 Vocational/Career Development 3 Credits**
Includes organizational change and vocational development theories, research, and literature in the field to inform practice with clients with vocational/career concern. The problems and techniques of using occupational and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and group processes are stressed. Includes concepts of career life planning and counseling and coaching techniques, lifespan transitions, and the interrelationships among work, family, and other life roles.

**COUN 508 Foundations of Clinical Mental Health Counseling 3 Credits**
This course will provide the foundation of community counseling including roles, policies, history, diversity, systems, programs, interventions, fiscal issues, community resources, consultation, advocacy, and assessment that are unique to community counselors. Projects include searching for government and foundation funding, writing a grant proposal, developing a resource directory, visiting and writing reports evaluating community agencies. This course also meets Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards for Community Counseling Programs.

**COUN 510 Approaches to Family Counseling 3 Credits**
Presents a basic understanding of major approaches of family counseling. Family counseling approaches covered include structural, systems, Ackerman, Satir, and analytical. These approaches are presented as related to major problem centered family concerns—child-rearing concerns, alcohol, drugs, child abuse, dysfunctional marriage, divorce, etc. Emphasizes self-awareness as related to family development.

Prerequisite(s): COUN 500, CNPY 502, or permission of instructor or advisor.
COUN 515 Substance Abuse Counseling 3 Credits
Analyzes the development, intervention, and treatment of drug abuse and alcoholism. Designed to assist counselors in identifying drug abuse and alcoholism, examining the specialized approaches of counseling with these clients and reviewing the related elements; i.e., family participation, physical problems, effects on school or job, etc.

COUN 516 Strategies in Addiction Counseling 3 Credits
Analyzes the development, intervention and treatment of co-dependents. Designed to focus on the characteristics of co-dependency and how they were initiated in alcoholic families as well as other dysfunctional families. Symptoms will be discussed in terms of problems with intimacy, trust, eating disorders, assertiveness, love relationships and the differences among co-dependents. Specialized approaches to treating these areas will be discussed. (Classes will involve lecture, discussion and students will learn and experience group exercises for co-dependency treatment.)
Prerequisite(s): COUN 515 or permission of instructor.

COUN 520 Multicultural Counseling and Relationship Development 3 Credits
Introduces, examines, and critically analyzes and reflects upon major origins and dimensions of human similarities and differences. Explores and personalizes the social-psychological and behavioral implications of these similarities and differences. Examines issues of racism, reverse racism, age and handicapped discrimination, sexism, sexual orientation, etc., in the light of theories of individual and group identity development and the impact of these on, between and within group relationships. Each student is expected to utilize this knowledge for the development of healthy multicultural skills. A semester-long engagement in a multicultural interaction and a presentation of a multicultural discovery project are required.

COUN 525 Gender Issues in Counseling 3 Credits
Examines the psychological, physiological, historical, and socio-cultural factors that affect the development of women and men across the life span and discusses implications for counseling. Focuses on relevant gender issues including gender bias and equity, misdiagnosis, self-esteem, depression, violence and sexual abuse, the feminization of poverty, and the importance of relationship for women. Presents an overview of feminist psychotherapy and explores the context of the behavioral, emotional and biological problems that impact on mental health. Also discusses the emerging men’s movement and trends in counseling men; introduces gay and lesbian issues, the issues of minority women, and factors in counseling the HIV/AIDS client.

COUN 530 Legal and Ethical Issues in Counseling and Psychotherapy 3 Credits
Examines and analyzes the legal, ethical, and professional parameters of counseling and psychotherapy. Discusses legal liabilities and malpractice cases arising from constitutional, tort, contract, family, privacy, and criminal laws. Examines client rights and counselor duties and responsibilities. Explores legal, ethical, and professional implications of third party payment, informed consent, medication, case documentation, client termination and abandonment. Advertisement of counseling services, crisis and case management, consultation and supervision, “duty-to-warn” and court appearances of an expert witness will be explored. Special attention will be given to child abuse reporting issues, dual relationships and to regional legal and ethical developments.

COUN 535 Holistic Wellness Counseling 3 Credits
Based on current methods and research, students will explore holistic wellness (e.g., spirituality, self-direction, work and leisure, friendship, and love) positive psychology (e.g., hope, forgiveness, etc.), and human change from personal and interpersonal perspectives.
Prerequisite(s): CNPY 502.

COUN 550 Counseling Techniques Laboratory 3 Credits
A basic laboratory pre-practicum for counseling services majors which provides opportunities for both observation of and participation in counseling activities. The purpose of this course is to provide students with their initial counseling experience under closely supervised conditions. The focus of this course is the development of basic counseling skills through an emphasis on techniques (basic and advanced listening and helping skills), strategy (the counseling process), and self development (the student as counselor) grounded in professional counseling theories.

COUN 580 Elementary School Counseling Practicum 3 Credits
A 100-hour supervised experience in counseling and consultation in an elementary school setting. Students will obtain a minimum of forty (40) contact hours with clients. The course will also provide an historical overview of the school guidance and counseling function. Current practices for assessing, organizing, implementing and evaluating school counseling services will be reviewed. Students will develop knowledge and skills in the development of primary, secondary, and tertiary interventions designed to promote the academic and social development of children of elementary school age. Students apply knowledge and skills developed in pre-practicum experiences in addressing the needs of school children.
Prerequisite(s): To be taken semester prior to COUN 590.

COUN 581 Secondary School Counseling Practicum 3 Credits
A 100-hour supervised experience in counseling and consultation in a secondary school setting. Includes seminar discussions, interview analyses, videotape observations, and individual supervision with the faculty supervisor. Provides the counselor-in-training with the opportunity to develop and practice skills and techniques necessary for the effective delivery of counseling services in the secondary school setting. Reviews current practices for assessing, developing, organizing, implementing, evaluating, and reflecting on counseling services as they address the special needs of secondary school students.
Prerequisite(s): To be taken semester prior to COUN 590.

COUN 585 Clinical Mental Health Counseling Practicum 3 Credits
A supervised experience in counseling and consulting techniques in mental health facility, community counseling agency, or college setting. Includes seminar discussions, interview analyses or audiotape/video tape observations, and individual supervision with the instructor. For the experienced counselor or the advanced counselor in training who desires to review and/or strengthen individual counseling and consulting techniques. A field placement of 100 hours is required with a minimum of 40 direct contact hours with clients. Students registering for this course should contact the instructor the semester prior to the course being offered.
Prerequisite(s): To be taken semester prior to COUN 590.
COUN 586 Practicum II 1 Credits
The continuation of Practicum, this 1-credit course is required for those students who were unable to complete the 100-fieldwork hours of Practicum in the fall or spring semester. Students will continue at their Practicum fieldwork site and will be responsible for completing the remainder of their 100-hours. A grade will not be granted in Practicum until the successful completion of Practicum II. The approval and cooperation of the intern's agency or school field supervisor for continuing placement must be obtained at the conclusion of the prior semester. Prior to enrollment, students must submit documentation of supervisor, director, and professor permission and a comprehensive plan for fieldwork- hour completion to the clinical coordinator. Prerequisite(s): COUN or CNSC 580, 581, or 585 and all other required course work must be completed or in progress. Comments/Restrictions: Program director approval with professor of record approval is required.

COUN 590 Internship in Counseling I 3 Credits
An internship that provides 300 hours of on-the-job experience, including all activities that a regularly employed staff member would be expected to perform. The internship placement is selected on the basis of the student's career goals. School and agency counselors who supervise interns determine the structure and the content of the internship in cooperation with the Rider supervisor. The approval and cooperation of the student's superintendent, principal, or other appropriate administrative personnel must be obtained the semester before the counselor candidate's internship is scheduled. Prerequisite(s): all other required course work must be completed or in progress and permission of the Rider supervisor must be obtained; any exceptions must be approved by the instructor.

COUN 591 Internship in Counseling II 3 Credits
The continuation of an internship that provides a 300-hour field experience including all activities that a regularly employed staff member would be expected to perform (n.b., a regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring). The internship placement is selected on the basis of the intern's career goals. School and agency counselors who supervise interns determine the structure and the content of the internship in cooperation with the faculty supervisor. The approval and cooperation of the intern's agency or school field supervisor must be obtained the semester prior to the actual placement. Prerequisite(s): COUN 590 and all other required course work must be completed or in progress and permission of the faculty supervisor must be obtained; any exceptions must be approved by the faculty supervisor.

COUN 600 Independent Study and Research in Counseling Services 1-3 Credits
Students may take two independent studies. However, under special circumstances, such as students seeking certifications (e.g., Student Assistance Coordinator), students may be approved by their advisor to take up to six COUN 600 3-credit courses for a total of 18 credits.

COUN 660 Counseling Supervision: Issues, Concepts and Methods 3 Credits
This course introduces and critically examines issues and concepts that arise in the supervision of counseling and psychotherapy practitioners and trainees. Methods and techniques of supervision are presented to enable students to become knowledgeable and skilled providers of proficient clinical supervision. Psychosocial, behavioral, integrative, systems, experiential, and developmental models of supervision are studied. The unique problems encountered in group, family, and couples counseling supervision are raised as well as legal, ethical, and multicultural issues. Administrative and contemporary issues such as inter- and intra-agency supervision, inter-agency communication, record keeping, evaluation, and recording of counseling sessions are examined. Prerequisites: COUN 590.

COUN 690 Internship in Counseling Speciality I 3-6 Credits
This internship provides the on-the-job clinical experience in approved settings. Placement is selected based on students' specialty area goals and must be approved by the faculty advisor the semester prior to actual placement. Students must also submit in writing a description of clinical activities available in the field site before the placement is approved. Students will be required to attend a weekly seminar during which each student will present and/or discuss legal, ethical, multicultural, contemporary, and critical issues in her/his specialty area.

CNPY 502 Theories of Counseling and Helping Professions 3 Credits
Introduces the theoretical constructs of the primary contemporary counseling psychology theories being used in the counseling profession today. The theoretical constructs will be explored for use for self-reflection and self-development and to serve as the basis for development of psychological maps for understanding purposes of clients' behaviors. Prerequisites: COUN 500 or as corequisite.

CNPY 503 Psychological Development of the Adult and Aging 3 Credits
Surveys psychological principles applied to counseling services with emphasis on developmental processes, individual differences, and mental health. Concepts and theoretical orientations to human adult development and transitions throughout the adult life span. The analysis, interpretation, and practical implications of significant research that has contributed most to the knowledge of human development of the adult and aging will be examined.

CNPY 514 Psychopathology 3 Credits
A survey of the study of abnormal psychology. Includes classification, assessment, and treatment and prevention of psychopathology. Characteristics of healthy psychological functioning are examined. Biological, psychological, and sociocultural bases of well-adjusted and maladjusted behavior patterns are considered. Stress, anxiety, and milder forms of psychopathology are considered, as are more severe psychopathological conditions.

CNPY 515 Consultation in School and Agency Settings 3 Credits
This course provides an introduction to school and agency based consultation theories and practices. Contemporary models of consultation are presented with students' emphasis on mental health, behavioral, and systems approach. In addition to the study of conceptual models, the development of skills in the consultation process in school and/or agency settings is emphasized. Students engage in behavioral consultations with consultees in approved placements.
CNPY 516 Advanced Psychopathology 3 Credits
An in-depth study of psychopathology with emphasis on developmental and personality disorders, and physiological disturbances. Includes assessment, classification, and treatment with emphasis on utilization in a variety of counseling and school settings. Biological, pathological, pharmacological bases of mental disorders are introduced and discussed in relationship to specific disorder classifications.
Prerequisite(s): CNPY 514 or permission of instructor.

CNPY 518 Counseling Children, Adolescents and Families 3 Credits
This course will emphasize counselor and consultant behaviors that facilitate the helping process with children, adolescents, and their families. Information and activities will be provided that address age, ethnic, and developmental considerations in counseling children and adolescents. Issues and practices related to crisis intervention will be explored.

CURR 531 Strategies for Curriculum Development, Design, Innovation and Change 3 Credits
This course will address the importance of philosophy, historical precedents, learning theory, developmental theory, emerging social trends and issues, and recent trends in content knowledge as bases for designing and developing the K-12 curriculum. The articulation of curriculum aims and goals, the development and selection of learning experiences, the organization of learning experiences, and plans for evaluating curriculum outcomes are used as steps for developing the curriculum. Students investigate the roles teachers, teacher leaders, supervisors and administrators play in implementing curriculum designs in school settings. Students are expected to demonstrate course understandings through actual school applications and field experiences that are referenced to core curriculum content standards, professional development standards and national school leadership standards.

EDAD 501 Educational Leadership and Organizational Theory 3 Credits
This introductory course will provide leadership candidates with a framework for understanding the complexity of organizational behavior in an educational setting. Theories and issues in the technical core of teaching and learning, educational governance, leadership, communication patterns, decision-making, school culture, organizational problem solving and school change will be presented, examined and applied through a series of case studies and student initiated inquiry/research projects and presentations. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

EDAD 505 Supervisor/Teacher Leadership for Improved Instruction and Student Learning 3 Credits
This course will explore the supervisory and evaluation practices in K-12 settings by examining and identifying the relationships among collegiality and collaboration, educational leadership, and the improvement of instruction. This course will emphasize the development of practical observation skills and approaches and the development of appropriate professional growth plans to enhance staff performance and bring about increased student learning. Multi-track evaluation programs will be examined as well as an analysis of current observation and supervisory approaches used in school districts. Participants in the course will develop a personal supervisory platform. This course will emphasize the development of collaborative and clinical supervision approaches as well as communication skills and interpersonal qualities of the effective supervisor. Students will demonstrate course understandings through actual classroom and school applications that are referenced to state adopted core curriculum content standards and professional development standards, the Standards for School Leaders of the Interstate School Leaders Licensure Consortium, and the candidate proficiencies developed by the Educational Leadership Constituent Council.

EDPS 502 Psychological Development of the Child and Adolescent 3 Credits
Surveys of psychological principles applied to counseling services with emphasis on developmental processes, individual differences, and mental health. Concepts and theoretical orientations to human development from conception through adolescence. The analysis, interpretation, and practical implications of significant research that has contributed most to the knowledge of human development of the child and adolescent.

EDPS 503 Human Growth and Development 3 Credits
Provides an overview and broad understanding of life span developmental theories and research applied to counseling services with special emphasis on developmental processes, individual differences and mental health. Includes strategies for working with developmental issues across the life span.

EDPS 520 Measurement, Tests and Assessments in Counseling 3 Credits
This course covers the use of assessment instruments in counseling practice. Topics include descriptive statistics, reliability and validity, social and ethical considerations in testing, the appropriate selection and usage of standardized tests, and the communication of their results. At the conclusion of the course, students will be able to administer, evaluate and interpret assessment instruments commonly used in the counseling profession.

EDPS 521 Statistics and Quantitative Analysis 3 Credits
This introductory statistics course will cover basic descriptive and inferential statistics for use in counseling, school psychology, and education. Students will learn how to interpret and evaluate statistics in empirical articles and to understand some of the considerations in selecting and using different statistical techniques. In addition, they will learn to analyze data and interpret output using statistical software.
Prerequisite(s): EDPS 520, EDUC 500.
EDSO 501 Foundations of Counseling in Edu Settings: Referral Sources for Students / Students with Special Need 3 Credits
The course provides overview of the foundations of counseling in educational settings, including the historical roots; current and future trends, roles, and functions in multicultural schools and higher education settings; comprehensive developmental counseling programs; ethical school and higher education counseling practices; and individual and group counseling and consultation strategies, and evidence-based interventions and evaluations. In addition, the course will address community social services and educational-based programs (including special education and disability laws and accommodations) available to special needs students, other individuals and groups experiencing learning disabilities, and other temporary or chronic maladjustment. Reviews principles and methods utilized by social agencies, schools, and higher education settings.

EDSO 510 Sociological and Cultural Foundations of Education 3 Credits
The American public school as a social organization which influences and is influenced by local, national and international cultural evolution. An exposition and analysis of the vibrant multicultural issues that sometimes determine the outcome of public education. An exploration of contemporary educational problems and challenges resulting from changing social and cultural conditions. A perceptive and reflective placement of these changes in a historical context to enable students put the future in perspective.

EDUC 500 Introduction To Research 3 Credits
This course will provide students with the tools to evaluate the claims and uses of research related to teaching, counseling, and psychology. Students will learn how to find and critique the literature, and will be able to conduct some of their own basic evaluative research to assess the efficacy of their practice and programs. At the conclusion of the course, students will have developed an understanding of rigorous research and evaluation design, and will have skills in data analysis and interpretation.