EDUCATIONAL COUNSELING AND LEADERSHIP

Chair: Jose Miguel Maldonado, Department of Educational Counseling and Leadership

Graduate Endorsements

Graduate endorsements are programs designed for teachers and counselors who wish to change specialties or enhance their skills in dealing effectively with diverse populations in the schools. Students may earn graduate endorsements without matriculating into a master’s degree program. Post-master’s endorsements require a master’s degree as a prerequisite. All programs are approved by the New Jersey State Department of Education.

Programs

Masters

- MSEd Principal/School Administrator/Supervisor (http://catalog.monmouth.edu/archived-catalogs/2016-2017/graduate-catalog/education/educational-counseling-leadership/principal-school-administrator-supervisor-msed)
- MSEd Principal/Supervisor (http://catalog.monmouth.edu/archived-catalogs/2016-2017/graduate-catalog/education/educational-counseling-leadership/principal-supervisor-msed)
- MSEd School Counseling (http://catalog.monmouth.edu/archived-catalogs/2016-2017/graduate-catalog/education/educational-counseling-leadership/school-counseling-msed)
- MSEd Student Affairs and College Counseling (http://catalog.monmouth.edu/archived-catalogs/2016-2017/graduate-catalog/education/educational-counseling-leadership/student-affairs-college-counseling-msed)

Endorsements

- Director of School Counseling Services Post-Master’s Endorsement (http://catalog.monmouth.edu/archived-catalogs/2016-2017/graduate-catalog/education/educational-counseling-leadership/director-school-counseling-services-post-masters-endorsement)
- Student Assistance Coordinator Graduate Endorsement (http://catalog.monmouth.edu/archived-catalogs/2016-2017/graduate-catalog/education/educational-counseling-leadership/student-assistance-coordinator-graduate-endorsement)

Faculty

Jose Miguel Maldonado, Associate Professor and Chair (Graduate Faculty). BA, East Stroudsburg University; MEd, Lehigh University; MS, Wilkes University; PhD, University of Arkansas. Areas of professional interest include clinical supervision, violence prevention and school counseling.
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Tina Paone, Associate Professor (Graduate Faculty). BA, University of Tampa; MA, PhD, University of Nevada, Reno. Areas of professional interest include school counseling, group counseling, diversity, and play therapy.
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Alyson Pompeo-Fargnoli, Assistant Professor (Graduate Faculty). PhD, Montclair State University. Areas of professional interest include college and wellness counseling, secondary to post secondary partnerships, and diversity and social justice initiatives.
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Nicole Pacheco Pulliam, Assistant Professor (Graduate Faculty). BA, Ramapo College of New Jersey; MA, PhD, Montclair State University. Professor interests include college student development, first generation college students, and career development.
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Courses

EDC-CPE Counseling Preparatory Comprehensive Examination Credits: None

Term Offered: All Terms
Course Type(s): None
A comprehensive examination to demonstrate the knowledge of counseling in terms of CACREP professional standards of 1) Human Growth and Development, 2) Social and Cultural Foundations, 3) Helping Relationship, 4) Group Work, 5) Career and Lifestyle Development, 6) Appraisal, 7) Research and Program Evaluation, and 8) Professional Orientation and Ethics. Must be taken during Internship 1 and 2. This is a pass/fail course.

EDC-500 Introduction to Professional Counseling Credits: 3

Term Offered: All Terms
Course Type(s): None
Designed as an introduction to the counseling profession with an emphasis on school counseling and student affairs. Traces the history of the school counseling profession, exposes the student to theoretical positions and approaches of counselors, orients the student to an initial understanding of legal and ethical obligations, prepares the student for school counseling, student affairs and the culture of schools and university, differentiates school counseling and student affairs from other counseling specialties and other school professionals, and provides the basis for continued studies in the counseling program.

EDC-501 Introduction to College Student Development and Student Affairs Credits: 3

Term Offered: All Terms
Course Type(s): None
A foundational overview of the theory and practice of student affairs administration and college counseling with an emphasis on educating emerging professionals to facilitate development in postsecondary students and environments within higher education. This course will focus on college student development theory and developing supportive frameworks necessary to promote student success.

EDC-505 Counseling and Ethical Practice Credits: 3

Term Offered: All Terms
Course Type(s): None
An intensive introduction to counseling skills and ethical principles within the school/university environment. Skills in counseling responses, feedback, goal setting, termination and follow-up are practiced in a clinical setting. Integration of ethical and legal procedures into school counseling/student affairs practice with children, families, and young adults is emphasized. A combination of theory and practice through role-play, videotape practice, and supervisory feedback.
EDC-510 Human Growth and Development  
Term Offered: All Terms  
Course Type(s): None  
A study of principles and concepts of cognitive, personality, and social development from conception through death. An overview of empirical research and theoretical frameworks used in the study of life-span human development with a special emphasis on school-age and young adult populations. Uses both lecture and seminar formats. Students should be able to discuss the major theoretical questions involved in the study of life span development, as well as be able to discuss current findings in the areas of social, cognitive, personality, and moral development and the implications for student success in school and throughout the life span.

EDC-515 Risk and Resiliency in Children and Adolescents  
Term Offered: All Terms  
Course Type(s): None  
Examines the developmental trajectory for at-risk children and adolescents and factors that promote resilience. Thoroughly examines the etiology of alcohol and drug abuse. Factors that contribute to school failure and success will also be addressed. Candidates will be able to identify risk (e.g. poverty, disabilities, child maltreatment, etc.) and protective factors and identify interventions that promote positive developmental outcomes.

EDC-520 Advanced Topics in Race and Racism  
Prerequisite: EDC-535.  
Term Offered: All Terms  
Course Type(s): None  
Targets advanced topics in race and racism. More specifically, the course will progress through discussions and education about the history of race and related racism in the United States; current systemic racial inequities; personal and societal racism and its impacts on People of Color and Whites; White cultural norms and related power and privilege; White ethnicity and its relation to race and racism, and; skill building in antiracist advocacy for counselors.

EDC-525 Assessment for Counseling  
Term Offered: All Terms  
Course Type(s): None  
Covers the theories and practice of selection, administration, and interpretation of various instruments used in school and university settings to measure achievement, intelligence, aptitude, and ability with an overview of the ethical and legal use of these instruments. Statistics necessary to understand test data will be examined as well as strategies necessary to communicate test results to clients, parents, adults, and school personnel. Part theory and part skill laboratory where students will practice the administration of various educational instruments.

EDC-530 Counseling Theory and Practice  
Prerequisite: EDC-500.  
Term Offered: All Terms  
Course Type(s): None  
Explores the major counseling theories and related techniques with emphasis on translating counseling theory into effective practice with children, adolescents, adults, and families in schools and universities. Special attention is given to experiential analysis and the demonstration of effective school counseling skills using the various theoretical modalities. Part theory and part counseling skills laboratory with intensive role-play, discussion and feedback.

EDC-535 Diversity and Social Justice  
Term Offered: All Terms  
Course Type(s): None  
Experiential and clinical opportunities to become multiculturally competent school/university counselors as well as to understand students and their families within their unique cultural, historical, and ethnic contexts. Emphasis is placed on individual, group and systemic counseling models and interventions to promote multicultural sensitivity, diversity, equity, and access for all students. Extensive personal development experiences, role-play, and Triad Model practice are provided.

EDC-540 Group Counseling  
Prerequisites: EDC-500, EDC-505, and EDC-530.  
Term Offered: All Terms  
Course Type(s): None  
Designed to provide an overview of the basic process, dynamics, theoretical components, and developmental aspects of group counseling. It encompasses an increase in counselor skills, group leadership and facilitation. Emphasis is placed on understanding the diversity of students and their families. Combines the use of lectures, discussion, experiential exercises, readings, and journaling to advance students’ knowledge and skills in group counseling. Emphasis on working with diverse groups is also integrated into the course. Students will explore group leader and member roles through participation in various group situations.

EDC-545 Career Development and Counseling  
Prerequisites: Educational Counseling 500, 505, and 530.  
Term Offered: All Terms  
Course Type(s): None  
Designed to explore career counseling, development theory, and practices with consideration for life roles, diversity issues, and nontraditional careers within the context of school and university settings. Theories, models, techniques, and resources including consultation relevant to decision making, assessment, career planning, and placement are addressed with attention to computer-based applications and Internet resources.

EDC-550 Counseling At-Risk Children and Families  
Prerequisites: EDC-500, EDC-505, and EDC-530.  
Term Offered: All Terms  
Course Type(s): None  
Counseling, intervention, and referral techniques for at-risk children, adolescents and their families with intensive practice in family counseling and crisis intervention skills. Family theory and applications for practical skills in the school environment are emphasized through various experiential learning activities. The school counselor’s role as an advocate and direct service provider for students and their families with multiple risk factors is emphasized.

EDC-555 School Counseling Program Planning and Consultation  
Prerequisites: EDC-500, EDC-505, and EDC-530.  
Term Offered: All Terms  
Course Type(s): None  
A comprehensive data-driven overview of the theory and practice for designing, implementing, and evaluating a comprehensive school counseling program P-12. Consultation within a school setting will be emphasized in this course. Multidimensional approaches will be studied, including school-based consultation, case consultation, systems consultation, and consultation with a school counseling program. Empirical research will be utilized in conjunction with school counseling programs based on national standards.
EDC-560  Consultation Procedures for Counseling  Credits: 3
Prerequisites: EDC-500, EDC-505, and EDC-530.
Term Offered: All Terms
Course Type(s): None
Explores foundational concepts, theories, and models fundamental to
school-based practices. Multidimensional approaches will be studied,
including school-based consultation, case consultation, systems
consultation, and consultation with a school counseling program.
Consultation procedures are emphasized as a central part of the school
counselor competencies in a multicultural environment. Includes
consultation case conceptualization, role play, clinical demonstrations,
reflections, and course projects.

EDC-565  Supervision of Counselors  Credits: 3
Term Offered: All Terms
Course Type(s): None
Explore current foundational concepts, theories, and models fundamental
to the administration of supervision of school counselors, and
student service professionals within an educational environment.
Multidimensional approaches to clinical supervision will be addressed
using supervision models, including practical experience for counseling
professionals who have responsibility directing the personal and
professional development of school counselors. Critical analysis of
theories of counselor supervision, techniques associated with theories,
and assessment of supervision models will be examined. Also explores
the benefits and shortcomings of individual versus group supervision,
with particular focus on characteristics that make for a competent
supervisor and effective supervisory relationships. Further explores the
role of both supervisor and supervisee, ethical and legal considerations,
evaluative criteria, cultural and gender issues, research and social justice.

EDC-570  Alcohol and Drug Abuse Programs and Services  Credits: 3
Term Offered: All Terms
Course Type(s): None
A comprehensive study of alcohol and drug programs and services
in the school and community including research-based prevention
and intervention programs, chemical health curricula, policy, and
staff development. Emphasis on the role of the substance awareness
coordinator in organizing and coordinating intervention and referral
services and multidisciplinary intervention teams.

EDC-575  Alcohol and Drug Assessment and Counseling  Credits: 3
Term Offered: All Terms
Course Type(s): None
A comprehensive approach to assessment and treatment planning with
alcohol and drug-affected students, including the intake interview, clinical
assessment, and administration and interpretation of formal and informal
instruments. Attention is given to the roles of the substance awareness
coordinator and the counselor in assessment, referral, and intervention.

EDC-580  Behavioral Issues in Counseling  Credits: 3
Term Offered: All Terms
Course Type(s): None
Designed to explore the contemporary behavioral issues that affect
preschool through university level students and their families. Emphasis
will be placed on a comprehensive understanding of commonly
encountered behavioral issues such as ADD/ADHD, Persuasive
Development Disorders, and Mood Disorders. Students will learn the
process of identification, assessment, intervention, and follow-up of
working with students with such issues.

EDC-598  Special Topics in Educational Counseling  Credits: 3
Term Offered: All Terms
Course Type(s): None
The subject matter varies with the interest of the students and the
professor. The exact nature of the topic covered in any given semester is
indicated on the student's transcript.

EDC-599  Independent Study in Educational Counseling  Credits: 3
Prerequisites: Prior permission of the directing professor and department
chair.
Term Offered: All Terms
Course Type(s): None
Independent research in education in an area not substantially treated in
a regular course offering, under the supervision of a counseling faculty
member. Written evaluation of the research is required. For students with
superior ability. Application must be filed before registration.

EDC-600  Practicum in Counseling  Credits: 3
Prerequisites: EDC-500, EDC-505, EDC-530 and EDC-535.
Term Offered: All Terms
Course Type(s): None
An intensive supervised 100-hour, field-based experience in the school or
university, which provides an orientation to the school counselor's role
within a school counseling program or student affairs program. Provides
supervised opportunities to practice individual and group counseling
skills along with day-to-day tasks of the school counselor/student affairs
professionally. Additionally, intensive individual and group supervision is
provided through videotaped and/or audio taped sessions.

EDC-601A  Internship in Counseling I: School Counseling  Credits: 3
Prerequisites: EDC-500, EDC-505, EDC-520, EDC-530, EDC-535, EDC-540,
EDC-600 and completion of twenty-four credits.
Corequisite: EDC-CPE.
Term Offered: All Terms
Course Type(s): None
An intensive supervised 100-hour, field-based experience, which allows
students who have completed the practicum to participate in a range of
professional experiences expected of a school counselor or student
affairs professional. Includes a requirement of documented supervised
work as a student school counselor under the supervision of a practicing
school counselor/student affairs professional and intensive individual
and group supervision in the university seminar through videotaped
and/or audio taped sessions. Students in the school counseling track
should register for EDC-601A and students in the student affairs/college
counseling track should register for EDC-601B.

EDC-601B  Internship in Counseling I: Student Affairs/College
Counseling  Credits: 3
Prerequisites: EDC-500, EDC-505, EDC-520, EDC-530, EDC-535, EDC-540,
EDC-600 and completion of twenty-four credits.
Corequisite: EDC-CPE.
Term Offered: All Terms
Course Type(s): None
An intensive supervised 100-hour field-based experience, which allows
students who have completed the practicum to participate in a range
of professional experiences expected of a school counselor or student
affairs professional. Includes a requirement of documented supervised
work as a student school counselor under the supervision of a practicing
school counselor/student affairs professional and intensive individual
and group supervision in the university seminar through videotaped
and/or audio taped sessions. Students in the school counseling track
should register for EDC-601A and students in the student affairs/college
counseling track should register for EDC-601B.
### EDC-602A Internship in Counseling II: School Counseling
- **Credits:** 3
- **Prerequisite:** EDC-601A or EDC-601B.
- **Corequisite:** EDC-CPE.
- **Term Offered:** All Terms
- **Course Type(s):** None

An intensive supervised 300-hour field-based experience, which allows students who have completed the practicum to participate in a range of professional experiences expected of a school counselor or student affairs professional. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor/student affairs professional and intensive individual and group supervision in the university seminar through videotaped and/or audio taped sessions. Students in the school counseling track should register for EDC-602A and students in the student affairs/college counseling track should register for EDC-602B.

### EDC-602B Internship in Counseling II: Student Affairs/College Counseling
- **Credits:** 3
- **Prerequisite:** EDC-601A or EDC-601B.
- **Corequisite:** EDC-CPE.
- **Term Offered:** All Terms
- **Course Type(s):** None

An intensive supervised 300-hour field-based experience, which allows students who have completed the practicum to participate in a range of professional experiences expected of a school counselor or student affairs professional. Includes a requirement of documented supervised work as a student school counselor under the supervision of a practicing school counselor/student affairs professional and intensive individual and group supervision in the university seminar through videotaped and/or audio taped sessions. Students in the school counseling track should register for EDC-602A and students in the student affairs/college counseling track should register for EDC-602B.

### EDC-604 Clinical Practice in Addiction
- **Credits:** 3
- **Term Offered:** All Terms
- **Course Type(s):** None

Evaluates the clinical implications of substance use and abuse at three levels of social work practice. On the micro level, clinical implications including symptomatology, etiology, and physiology of substance use will be addressed. Assessment and treatment theory and techniques will be explored, implemented, and evaluated. On a mezzo level, the effects of the extended family and systemic community of those who use substances are addressed. Strategies for meeting those needs will be researched and evaluated. Lastly, on the macro level, existing resources available and active policy regarding substance abuse will be critically studied, and potential proposed changes will be discussed. Also listed as SW-604.

### EDC-605 Clinical Practice with Families and Children
- **Credits:** 3
- **Term Offered:** All Terms
- **Course Type(s):** None

Provides a historical perspective on family-centered practice. Introduces major theories and intervention types that are the foundation for clinical work with diverse families. Also listed as SW-605.

### EDC-610 SAC Internship
- **Credits:** 3
- **Prerequisites:** PC-540, PC-515 or EDC-510 or SW-509; PC-542 or EDC-604 or SW-604; PC-510 or SW-518; EDC-555 and permission of the instructor.
- **Term Offered:** All Terms
- **Course Type(s):** None

A supervised three-credit, 300-hour field-based supervised experience in the school, which allows students to intern as a student assistance coordinator. This is the culminating activity of the student assistance coordinator program in which students will apply what they have learned in a school setting.

### EDL-504 Introduction to Educational Leadership and Supervision for Student Learning P-12
- **Credits:** 3
- **Term Offered:** All Terms
- **Course Type(s):** None

An introduction to the conceptual, theoretical, and practical foundations of educational administration and supervision. Examines the knowledge and research base of learning theory and the role of administrators and supervisors as instructional leaders in transferring theory into best practices to enhance student learning and sustain professional learning communities.

### EDL-530 School Law and Policy
- **Credits:** 3
- **Term Offered:** All Terms
- **Course Type(s):** None

A study of court decisions addressing the legal principles affecting education, schools, and school professionals. Constitutional, statute, and administrative laws related to education are examined and analyzed through case studies and Socratic methods.

### EDL-531 Economics and School Business Leadership
- **Credits:** 3
- **Term Offered:** All Terms
- **Course Type(s):** None

Should be thought of as an applied economics course. It will focus on the topics that are of the greatest interest and importance to school business administrators. Applies topics in economic theory to administrative decision making. This course is concerned with the relationships between schools, consumers, and the economic environment in which they operate.

### EDL-532 Human Resource Management and School Finance
- **Credits:** 3
- **Term Offered:** All Terms
- **Course Type(s):** None

Provides combined theory and practice of human resource management and public school finance in relation to expenditures and resources, and state and federal support of education in local school districts.

### EDL-533 Community Relations
- **Credits:** 3
- **Term Offered:** All Terms
- **Course Type(s):** None

Examines the theoretical and practical approaches for establishing effective school/community relations and the role of the educational leader in promoting the success of all students by collaborating with families and other community members.

### EDL-534 Principles of Accounting for School Business Administrators
- **Credits:** 3
- **Term Offered:** All Terms
- **Course Type(s):** None

Provides the candidate with a basic understanding of the Generally Accepted Accounting Principles (GAAP) used in the School Business Administrator's office. The topics of tax levies, budgeting, purchasing, bidding, and referenda will also be discussed.
EDL-535  School Facilities Planning and Management  Credits: 3
Term Offered: All Terms
Course Type(s): None
Provides school district administrators the fundamental concepts of planning, designing and constructing new educational facilities and/or the rehabilitation, remodeling or modernization of existing facilities. Additionally, the course includes operation and maintenance programs.

EDL-536  Curriculum Development and Design  Credits: 3
Term Offered: All Terms
Course Type(s): None
Examining models of curriculum development, candidates evaluate, design and develop effective curricula to support the instructional process and enhance student learning experiences.

EDL-537  Technology for School Leaders  Credits: 3
Term Offered: All Terms
Course Type(s): None
Focuses on the practical applications and the authentic use of technology to provide instructional and administrative support of the learning community.

EDL-539  Instructional Theory and Leadership for Student Learning  Credits: 3
Term Offered: All Terms
Course Type(s): None
Examines the knowledge and research base of learning theory and the role of the instructional leader in transferring theory into best practices to enhance student learning and sustain professional learning communities.

EDL-541  Leadership and Administration of Campus Environments  Credits: 3
Term Offered: All Terms
Course Type(s): None
A complete overview of administration, organization and governance models of American higher education institutions. Through gaining a conceptual understanding of the college and university campus as an environment, this course will focus on leadership and social justice systems approaches necessary to facilitate a culture to promote the retention and persistence of postsecondary students within campus environments.

EDL-569  Public School Supervision and Communication  Credits: 3
Prerequisite: EDL-536 or EDL-565.
Term Offered: All Terms
Course Type(s): None
Aspiring supervisors and principals will develop a greater understanding of the knowledge, interpersonal skills, and technical processes necessary to provide developmental supervision and professional growth experiences for staff members.

EDL-582  Practicum in Supervision and Curriculum P-12  Credits: 3
Prerequisite: EDL-569 or EDL-565.
Term Offered: All Terms
Course Type(s): None
Application of duties and responsibilities of the supervisor and/or curriculum specialist to an in-school supervised practicum project.

EDL-588  Topics in School Leadership, Supervision, and Curriculum P-12  Credits: 3
Prerequisite: EDL-569.
Corequisite: EDL-590A.
Term Offered: All Terms
Course Type(s): None
Principles, problems, and techniques relative to the duties and responsibilities of the elementary and secondary school administrator and/or supervisor will be discussed in conjunction with the ELCC Standards including curriculum review and revisions. Practical application of these concepts will be the primary focus of the course and the course assessments.

EDL-589  Advanced Topics in School Leadership, Supervision, and Curriculum P-12  Credits: 3
Prerequisite: EDL-588.
Corequisite: EDL-590B.
Term Offered: All Terms
Course Type(s): None
Principles, problems, and techniques relative to the duties and responsibilities of the elementary and secondary school administrator and/or supervisor will be discussed in conjunction with the ELCC Standards. Further extending the practical application of the concepts in EDL 588 will be the primary focus of the course and the course assessments.

EDL-590A  Internship for School Leadership (P-12) I  Credits: 1
Corequisite: EDL-588.
Term Offered: All Terms
Course Type(s): None
Designed to occur over one semester and culminate in the accruing of 150 internship hours out of the required 300 internship hours required for certification. These hours must be done under the guidance of a building principal and involve the day-to-day responsibilities and activities of the building principal. The first 150 hours may be done in the candidates own building. The second 150 hours must be done in a diverse school setting different from the candidates previous setting (different grade configuration). Candidates will provide weekly logs and reflections.

EDL-590B  Internship for School Leadership (P-12) II  Credits: 1
Corequisite: EDL-589.
Term Offered: All Terms
Course Type(s): None
Designed to occur over one semester and culminate in the accruing of 150 internship hours out of the required 300 internship hours required for certification. These hours must be done under the guidance of a building principal and involve the day-to-day responsibilities and activities of the building principal. The first 150 hours may be done in the candidates own building. The second 150 hours must be done in a diverse school setting different from the candidates previous setting (different grade configuration). Candidates will provide weekly logs and reflections.

EDL-598  Special Topics in Educational Leadership  Credits: 3
Prerequisite: Permission of the program director is required.
Term Offered: All Terms
Course Type(s): None
The subject matter varies with the interest of the students and the professor teaching the course. The exact nature of the topic covered in any given semester is indicated in the student’s transcript.
EDL-599 Independent Study in Education Credits: 3
Prerequisites: Prior permission of the directing professor and department chair.
Term Offered: All Terms
Course Type(s): None
Independent research in education in an area not substantially treated in a regular course offering, under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability. Application must be filed before registration.

EDL-601 Research Methodology and Applications I Credits: 3
Term Offered: All Terms
Course Type(s): None
Designed to provide the students with a basic understanding of the practical and theoretical applications of educational research methodology. Beginning with an examination of the role of research in education, students will be guided through the process of reviewing and analyzing information and data from a variety of sources, comparing and contrasting the different types of research designs, understanding the role of descriptive and inferential statistics, and the development of a research project.

EDL-602 Research Methodology and Applications II Credits: 3
Prerequisite: EDL-601.
Term Offered: All Terms
Course Type(s): None
This course is designed to extend students’ understanding of research methodological knowledge and techniques presented in EDL-601. Research Methodology and Applications I. Beginning with an in-depth examination of the various types of quantitative and qualitative research designs in education, the course will present students with inferential statistical procedures, experimental vs. non-experimental studies, and an analysis of results and their implications. Students will use the information garnered through this course, along with their completed research proposal, to gather, analyze, and present their data and findings in the form of a research thesis.

EDL-603 Individual Research Study Credits: 3
Term Offered: All Terms
Course Type(s): None
Techniques of educational research including: types of research, problem definition, variables and controls, data collection, data analysis and communication of results.

EDL-606 Research Based Program Evaluation and Decision Making Credits: 3
Prerequisite: EDL-569.
Term Offered: All Terms
Course Type(s): None
Examines key concepts, methods, and approaches in the field of evaluation research. Students will be exposed to the basic principles and practices in educational program evaluation as well as the process of using evaluations to make decisions on the implementation of new programs or on the continuation of existing programs. Research of best practices, data-driven assessment that is unique to each student’s particular school, statistical analysis, combined with a comprehensive range of activities involved in designing and implementing educational programs will be the primary focus of the course. Presents students with the larger political, administrative, and financial issues that occur in program evaluation.

EDL-620 Practicum in Executive Leadership Credits: 3
Prerequisite: EDL-589.
Term Offered: All Terms
Course Type(s): None
Issues, principles, and responsibilities of the executive leader at the district level are focused on. Using the ELCC Standards as a guide, the practical applications of contemporary principles of educational leadership through a 150-hour internship experience are explored.

EDL-671 Advanced Practice with Children Credits: 3
Term Offered: All Terms
Course Type(s): None
Designed for play therapy students; builds upon the foundation courses on individual, family and group counseling, with advanced clinical applications for work with children. Assessment and intervention skills are used with children and adolescents with special emphasis on expressive therapies such as art, play, sand tray, and music. Also listed as Psychological Counseling 671 and Social Work 671.

EDL-672 Advanced Theory in Play Therapy Credits: 3
Term Offered: All Terms
Course Type(s): None
Provides an in-depth understanding of the history and theories of play therapy. Emphasis is placed on the understanding of the roles of therapists and parents through the play process. Diversity and multicultural considerations for theoretical perspectives are highlighted. Also listed as Psychological Counseling 672 and Social Work 672.

EDL-673 Advanced Techniques in Play Therapy Credits: 3
Term Offered: All Terms
Course Type(s): None
Provides students with the opportunity to develop techniques and methods of play therapy. Emphasis is placed on working with children, adolescents, and adults through individual, group, and family play therapy. Major topics include group play therapy, family play therapy, short-term play therapy, and sand tray/sand play therapy. Additionally, diversity and multicultural considerations are highlighted. Also listed as Psychological Counseling 673 and Social Work 673.

EDL-674 Play Therapy for Children at Risk Credits: 3
Term Offered: All Terms
Course Type(s): None
Focus is on play therapy with vulnerable and high-risk children. Emphasis on working with children, adolescents, and adults using play therapy in trauma and crisis situations is highlighted. Special attention is given to social issues that can lead to or exacerbate trauma or crisis. Also listed as Psychological Counseling 674 and Social Work 674.

EDL-699 Independent Study in Educational Leadership Credits: 1-3
Prerequisite: Prior permission of the directing professor and department chair.
Course Type(s): None
Independent research in education in an area not substantially treated in a regular course offering under the supervision of an Education faculty member; written evaluation of the research is required. For students with superior ability. Application must be filed before registration.