

EDUCATION (EDUC)

EDUC 500 Global Studies (1-6 Credits)

This course involves travel to an international site location and immersion in a foreign culture to allow for study of educational topics in context. The course sites for this course vary over time. Pre-trip and post-trip work is common.

EDUC 501 Community Well-Being and Peace Education (1-6 Credits)

This study abroad course examines the Rwandan genocide. Specifically, we will identify what contributed to the genocide occurring as well as the subsequent peace, community well-being, and ultimately social and individual healing and restoration that has emerged in the 25 years since the genocide.

EDUC 582 New Science of Creativity (3 Credits)

This course demonstrates that the creative process is a skill set that can be taught, fostered, and developed, and explores contemporary scientific theories regarding the nature, measurement, and development of creativity. It focuses on examining creative climate, attitude, and thinking (Creative CAT) from the perspectives of everyday and eminently creative artists, theorists, philosophers, scientists, politicians, businessmen, and leaders. It offers suggestions for enhancing Creative CAT in every endeavor.

EDUC 601 Advanced Group Work and Theory (3 Credits)

This course is designed for students wishing to pursue advanced study in group theory, group leadership, group processes, and group supervision. The course may examine contemporary trends and developments in group counseling as well as ethical, legal, and professional issues affecting the practice of group counseling.

EDUC 603 The College Student: Developmental Themes and Social Contexts (3 Credits)

This course examines the college student experience from the life-span developmental sociological and cultural perspectives. Students examine and compare major theories and empirical findings in the areas of college student development, the college environment, and the needs and characteristics of various subgroups within the college population. While the primary focus is on the traditional college age group (18-23), the course also addresses the characteristics and needs of older students.

EDUC 622 Counseling Theories and Techniques (3 Credits)

This course is designed to provide an overview of the theories and techniques of counseling that can be applied in diverse helping professions with school-aged and college-aged students. Emphasis will be placed on key concepts, therapeutic process and goals with respect to each theory/technique; and the application of skills.

EDUC 624 Theory and Practice of Multi#Cultural Counseling (3 Credits)

This course is designed to familiarize the student with the cultural differences of the major racial/ethnic minorities in the United States. Through self-disclosure, individual experiences, group presentations and lectures, the students will gain a better knowledge of these groups and the cross-cultural counseling methods to work with them.

EDUC 625 Relational Counseling & Sex Therapy (3 Credits)

A course to give students an increased awareness of sexual issues and problems so that they can be sensitive and helpful to the people they counsel who have sexual difficulties or questions. It is also for counselors, teachers, or administrators who will be involved in implementing or teaching programs of sex education. The course includes presentation of factual information, and curricula and theories of sex education and therapy, as well as an opportunity for students to explore their own sexual attitudes, feelings, and values.

EDUC 626 Seminar in Professional School Psychology: Ethical and Legal Issues (3 Credits)

This course, designed for students in the School Psychology Program, provides students with the opportunity to become familiar with the roles and functions of fellow professionals in educational and agency settings. This course also examines professional issues in school psychology including principles of professional ethics, ethical dilemmas, and relevant legislation and litigation. Emphasis is placed on active student participation in the exploration of these issues.

EDUC 627 Marriage and Family Counseling (3 Credits)

A survey course that examines the origin and dynamics of family systems theory and its application to the practice of marriage and family counseling. Students are introduced to various theoretical explanations for why people behave the way they do in marital and family relationships, to verbal and nonverbal interaction patterns operating within family relationships, and to multiple approaches to therapeutic intervention with families.

Prerequisite(s): (EDUC C32 (may be taken concurrently) and EDUC C33 (may be taken concurrently))

EDUC 629 Individual Appraisal (3 Credits)

This course is intended to provide doctoral counselor education students with advanced training in assessment. The course design is consistent with the goals training counselor educators to be leaders, scholars who will contribute to the advancement of knowledge in the profession. In order to fulfill these roles, William & Mary counselor education doctoral students must be familiar with and skilled in the development of valid and reliable research instruments that can be used to answer research questions that will advance our profession.

EDUC 630 Family Development and Processes (3 Credits)

This class is designed to inform students about family life cycle development, conceptualizations of normalcy from a systems perspective, and assessment of family functioning. Students will learn to recognize family strengths within a variety of family forms, and explore the impact of contemporary values on families and their communities.

EDUC 632 Advanced Theories of Counseling and Psychotherapy (3 Credits)

A doctoral course that critically examines select, contemporary, theoretical orientations to counseling and psychotherapy in order to facilitate informed understanding through critical analysis of contemporary literature, to promote insight into current clinical applications, and to promote students' ability to articulate an identifiable, integrated, and defensible theoretical approach to clinical practice and research.

EDUC 635 Advanced Family Counseling: Theories and Techniques (3 Credits)

This class is an advanced seminar designed to critically examine conceptual models, clinical practices, and assumptions that organize work with families. The texts, selected readings, class discussions, and writing assignments will address modernist and post-modernist theoretical paradigms, as well as relevant ethical codes, with emphasis on application to clinical practice.

EDUC 636 Addictions and Family Systems (3 Credits)

This course is intended to merge the conceptualization and practice of two areas, family systems and addictions. The course is designed to explore these two areas, their impact on each other, and to present an integrated view of family systems and the process of addiction and recovery.

EDUC 638 Prevention and Intervention within Public Schools (3 Credits)

This course informs school psychology and school counseling graduate students about effective prevention and intervention programs and strategies that can be implemented within public school settings. The course highlights empirically supported methods for promoting school success through both preventative and remedial strategies across the grade levels. School-based strategies for enhancing academic achievement, fostering social competence, and preventing behavior and adjustment problems will be presented. Students will begin to develop expertise in designing, implementing, and evaluating prevention and intervention programs within public school settings.

EDUC 639 Theory and Process of Counselor Supervision (3 Credits)

This course will cover theories and techniques of counselor supervision. It will include major theories of counselor development, the counselor-supervisor relationship, major approaches to supervision, supervision methods, and supervision ethics. The course is open to doctoral students and is a prerequisite to the Doctoral Internship.

EDUC 644 Developmental Psychopathology (3 Credits)

This course is designed to familiarize students with the psychological disorders of children and adolescents that are most frequently encountered by school psychologists. The content of the course will focus on developmental issues, defining characteristics, associated features, etiologic factors, assessment and diagnostic classification, and evidence-based interventions for effective treatment.

EDUC 645 The Counselor and Psychopathology (3 Credits)

This course covers the types of psychopathology most often encountered in counseling settings. Students are introduced to the diagnostic categories of the most current Diagnostic and Statistical Manual with particular emphasis placed on making appropriate diagnoses and the use of these diagnoses for treatment planning and intervention strategies.

EDUC 646 Internship in Family Counseling (1-6 Credits)

This internship provides advanced training, supervision and skill development in marriage and family counseling; family, counselor, and school collaboration; and family counseling clinic administration. Students provide family counseling services to client families referred to the New Horizons Family Counseling Center by participating public school systems, and have an opportunity to learn from each other and from licensed clinical faculty and staff during weekly supervision.

EDUC 647 Internship in Counselor Supervision (3 Credits)

This internship serves as the clinical component of the four-semester sequence in the theory and practice of counselor supervision that begins with EDUC 639. The course provides advanced training and skill development in supervision, and requires each intern to apply supervision theory and skills in actual supervisory processes with supervisees from the Masters Practicum in Counseling - EDUC C42.

EDUC 651 Inquiry I: Data-Based Decision Making (3 Credits)

The central focus of this course is to assist students gain an understanding of the use of data to guide decision making. The nature of various types of data will be explored, as will important design components of inquiry. Students will learn to use a variety of analytic tools that will assist them to address problems of practice.

EDUC 652 Inquiry II: Action Research (3 Credits)

This course prepares students to use action research as a strategy for program improvement. Students will learn and practice the generation and analysis of qualitative data. Further, students will practice methods for sharing research findings with interested stakeholders.

EDUC 653 Inquiry III: Program Evaluation (3 Credits)

This course addresses the systematic assessment of the merit and/or worth of an educational program. Emphasis is placed on identifying key evaluation questions, defining criteria, data collection and analysis, applying program evaluation standards, and using and communicating findings appropriately and effectively.

EDUC 659 Internship in School Psychology (1-6 Credits)

The culminating evaluation experience in the Ed.S. Program in School Psychology is the internship which must occur on a full-time basis over a period of one year or on a half-time basis over a period of 2 consecutive academic years in an accredited school. Evaluation of performance is conducted cooperatively between the College and the appropriate school personnel. Students typically receive a stipend during the internship year.

EDUC 662 Prevention and Intervention in Early Childhood Education (3 Credits)

This graduate seminar overviews current issues in early childhood education. Course content focuses on strategies for preventing school failure through early literacy support, family-school partnerships, and teacher professional development in PK-3 educational settings. Students interact weekly with young children and their teachers and implement assessments and interventions in PK-1 classrooms.

EDUC 663 Quantitative Research Design & Methods I (3 Credits)

This intermediate-level research design and methods course focuses on descriptive, causal comparative, and comparative positivistic research. Students are introduced to both research design and statistical analyses that are appropriate to descriptive and comparative research questions.

EDUC 664 Qualitative Research Methods (3 Credits)

An intermediate research course that introduces qualitative methods of research for the study of educational issues. Readings and class discussions will emphasize the theoretical underpinnings of these methods, while assignments focus on the practical experience with these methods in the field of education. This course is offered in the form of a doctoral level seminar and as such requires considerable reading, writing, critiquing, and reflection.

Prerequisite(s): EDUC 663 (may be taken concurrently)

EDUC 665 Quantitative Research Design & Methods II (3 Credits)

This intermediate-level research design and methods course focuses on the collection and analysis of data from correlational studies. Students are introduced to both positivistic research design and statistical analyses that are appropriate for addressing questions of relationship.

Prerequisite(s): EDUC 663

EDUC 669 Neuropsychological Bases of Behavior (3 Credits)

This course provides the advanced level graduate student with an overview of research emanating from such representative disciplines of the neurosciences as anatomy, physiology, psychology, chemistry, and medicine.

EDUC 675 Theories & Strategies for Counseling School-Aged Children (3 Credits)

The focus of this course is on the understanding and application of contemporary theories of counseling for school-aged children and adolescents. Theories will be studied with respect to key concepts, the therapeutic process and goals, and specific techniques. Students will apply their skills in practice sessions with school-aged children. The physiological, cognitive, social, and emotional development of children as well as their environment (including the school) will be emphasized so that interventions are consistent with the children's needs.

EDUC 684 Advanced Multicultural Social Justice Theory and Practice (3 Credits)

A course which builds on the introductory elements of multiculturalism and social justice as presented in EDUC 624. This course covers the following topics: professional issues that require social justice analysis and advocacy, social justice theoretical frameworks, ethical and legal issues in social justice, systemic barriers and challenges, and culturally responsive leadership.

EDUC 691 Independent Study in Education: Advanced (1-12 Credits)**EDUC 692 Problems in Education: Advanced (1-12 Credits)****EDUC 694 Qualitative Research, Part 1 (3 Credits)**

This course will provide a broad understanding of foundations, purposes, and principles of qualitative research in education, as well as an introduction to qualitative research designs, data collection methods, and analysis strategies. In addition, students will develop a reflective practice and apply ethical procedures while designing a qualitative research study. Prerequisite(s): EDUC 665

EDUC 694A Qualitative Research Design & Methods, Part I (3 Credits)

Intermediate-level research design course that focuses upon distinguishing among and combining nonpositivistic paradigms, perspectives, strategies, and methods appropriately to address research foci. Students become familiar with qualitative data generation and analysis methods while designing a full-scale nonpositivistic study with a research team. Requires considerable reading, writing, revising, reflection, and collaboration. (Replaced by EDUC 694)

Prerequisite(s): EDUC 663 (may be taken concurrently)

EDUC 694B Qualitative Research Design & Methods, Part II (3 Credits)

Advanced-level research methods course that builds upon previous knowledge of nonpositivistic research design, focusing first upon enhancing qualitative data generation and analysis skills, then upon developing facility with thematic emergence and interpretation, as teams of students complete full-scale nonpositivistic studies. Requires considerable reading, writing, reflection, data generation/analysis, and collaboration. (Replaced by EDUC 695)

Prerequisite(s): EDUC 694A

EDUC 695 Qualitative Research, Part II (3 Credits)

This course equips students with skills to collect, analyze, and represent qualitative data using ethical and reflexive research practices. Emphasis is placed on trustworthiness, coding techniques, data visualization, and interpretation. Students will engage deeply with qualitative methodologies and present findings through clear, rigorous, and authentic written analysis.

Prerequisite(s): EDUC 694A or EDUC 694

EDUC 700 Quantitative Research Design & Methods III (3 Credits)

This advanced-level research design and methods course focuses on extending understandings of the collection and analysis of data from positivistic studies. The course builds on the topics that are explored in EDUC 663 and EDUC 665.

Prerequisite(s): EDUC 665

EDUC 703 Research in Counselor Education (3 Credits)

The purpose of this course is preparation for the dissertation through the exploration of current literature in counselor education. This seminar enables students to confront problems in conducting original investigations in counselor education and to become familiar with resources for doing research. The primary activity will be the construction of the dissertation proposal prospectus.

EDUC 704 Advanced Qualitative Research Design and Methods (3 Credits)

Advanced-level methodological course that helps students understand—through comparison and contrast—a broad range of nonpositivistic (a.k.a. “qualitative”) research approaches. Students learn to accurately select, combine, and sequence methods to create ontologically and epistemologically robust, consistent, and coherent research designs. The course requires considerable reading, writing, reflection, critiquing, and revision.

Prerequisite(s): EDUC 694B or EDUC 695

EDUC 705 Case Study Methods in Education Research (3 Credits)

This is a doctoral level research seminar focused on case study theory, design, and methods. Misconceptions around case study research will be discussed as well as the role of theory in case study research. Both single case study and multiple case study design will be included with an emphasis on multiple methods of data collection which is a hallmark of case study research. Students will apply their understanding of case study methods through conducting their own research.

Prerequisite(s): EDUC 665 and (EDUC 694B or EDUC 695)

EDUC 706 Mixed Methods Research in Education (3 Credits)

This course is an overview of mixed methods research, with an emphasis on its application in education. The course begins with a discussion of the history and philosophy of mixed methods research, and maintains a focus on the epistemological underpinnings of both mixed methods designs and their component parts. Methods for collecting, analyzing, integrating, and reporting data from multiple sources will be discussed. The course will have an applied focus and will include lectures, presentations of applied mixed methods research by guest experts, applied and methodological readings, and student presentations.

Prerequisite(s): EDUC 665 and (EDUC 694B or EDUC 695)

EDUC 762 Internship in Teaching (3 Credits)

The course will review current theory and best practice strategies for andragogy in counselor education. This course meets the CACREP requirement for a doctoral level internship in teaching. Accordingly, students are required to co-teach a course (either face to face or online) with a core faculty member mentor in the semester in which this course is completed.

EDUC 763 Doctoral Practicum (3 Credits)

The Doctoral Practicum provides advanced counseling practice in a supervised setting to PhD students on Counselor Education and Supervision. Students complete 100 hours of hours of counseling practice in a field setting under weekly supervision by counseling faculty and qualified field placement site supervisors.

EDUC 764 Seminar in Counselor Education (3 Credits)

This course is an advanced seminar for doctoral students in counselor education. It covers theory, practice, and research in counselor education. Specific topics covered include: instructional theory and methods relevant to counselor education, ethical and legal issues in counselor education and supervision; publishing, grant writing, faculty service, program accreditation, life in academia, the academic job search, program evaluation, and implications of socio-cultural, demographic, and lifestyle diversity for counselor education and supervision.

EDUC 765 Doctoral Internship (3 Credits)

The doctoral internship provides supervised experiences in clinical settings, teaching, supervision and service to the profession and public. Each student develops the internship program according to areas identified by the student and advisor that are necessary to comprehensive preparation as a counselor educator & supervisor and that are relevant to the specific career goals of each student. The Doctoral Internship requires 300 hours of work experience and weekly group and individual meetings with the faculty supervisor. The internship further offers psychosocial support, role modeling, and professional development in counselor education and supervision.

EDUC 767 Leadership in Counselor Education (3 Credits)

This course explores the essential role of leadership within counselor education, with a focus on developing effective leadership skills for professional organizations, university settings, clinical environments, and advocacy. Emphasizing CACREP core competencies, students will engage in practical and theoretical exploration of leadership principles, strategies for fostering organizational change, and methods for advancing social justice and equity in the counseling profession. Prerequisite(s): EDUC 764

EDUC 799 Continuous Enrollment (1-6 Credits)

This course allows for maintenance of continuous enrollment for students not taking academic credits or dissertation credits, who have not completed their program of study.

EDUC 800 Dissertation (1-9 Credits)

The dissertation requirement is intended to prepare graduates to design, conduct, and interpret research on significant educational issues and problems. All doctoral level research should enhance understanding of the educational process and/or inform educational policy and practice.

EDUC C10 Counseling Residency I (0 Credits)

The Residency I course is a four-day, on-campus learning experience in which students in the online Counseling programs engage directly with the faculty in activities designed to promote and assess their basic counseling skills and dispositions. The course is a prerequisite to student participation in the clinical Practicum.

Corequisite(s): EDUC C33

EDUC C11 Counseling Residency II (0 Credits)

The Residency II course is a three-day, on-campus learning experience in which students in the online Counseling programs engage directly with the faculty in activities designed to promote and assess their advanced counseling skills and dispositions. The course is a prerequisite to student participation in the Supervised Internship in Counseling.

Prerequisite(s): EDUC C10

Corequisite(s): EDUC C34

EDUC C29 Substance Abuse and Society (3 Credits)

This course examines substance use and abuse in contemporary society. Topics are treated from a multi-disciplinary perspective including biological, social, pharmacological, cultural, psychological, political, economic, and legal aspects of substance abuse. Patterns of addiction, intervention and rehabilitation in respect to substance abuse also are analyzed. Assessments of the costs, options, and alternatives to addiction along with educational efforts toward prevention are examined.

EDUC C31 Career Development (3 Credits)

A study of the occupational structure of our society, of factors influencing career development, and of techniques for providing educational and occupational information. Both individual and group activities are stressed.

EDUC C32 Theories of Counseling and Psychotherapy (3 Credits)

A study of the major concepts and practices of contemporary therapeutic systems as well as an overview of developmental and psychopathological issues presented by clients.

EDUC C33 Techniques of Counseling (3 Credits)

An intensive study of techniques utilized in individual counseling. Extensive use is made of case data and role playing. Minimum Grade of B required.

EDUC C34 Group Theory and Techniques (3 Credits)

Group Theory & Techniques provides both theoretical and experiential understandings of group purpose, development, dynamics, techniques and skills, and various group approaches. The course focuses on helping beginning group leaders apply their new knowledge to working in groups with children, adolescents, and adults across diverse settings. Counseling theories and their application to working with groups are given consideration throughout the course. Through the use of experiential activities, both in and outside the classroom, students will acquire experience in conducting counseling, psychoeducational, and task/work groups. Minimum Grade of B required.

EDUC C35 Introduction to Professional School Counseling (3 Credits)

This course is designed to give prospective school counselors: (a) an understanding of the historical impetus which led to the development of counselors and counseling programs in schools; (b) a means to make practical use of the counseling and guidance theories and techniques as they apply in the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements; (c) exposure to administrative activities which provide the framework for school counseling services; (d) prevention and intervention strategies which contribute to students' academic career, and personal social growth and development; and (e) an understanding of proactive leadership as it relates to student advocacy as well as the challenge of developing new paradigms for the future.

EDUC C42 Supervised Practicum in Counseling (1-6 Credits)

The Counseling Practicum course is designed to provide students in counseling with their first client contact in a closely supervised setting. It is designed to help students begin to translate their academic understanding into actual counseling practice. Students complete a pre-determined number of hours of individual and group counseling in laboratory and field settings under supervision by doctoral-level Practicum Supervisors, the counseling faculty, and qualified field placement site supervisors.

Prerequisite(s): (EDUC C32 and EDUC C33 and EDUC C34 and EDUC 624 (may be taken concurrently) and EDUC 645 (may be taken concurrently) and EDUC F09 (may be taken concurrently))

EDUC C43 Professional, Ethical and Legal Issues in Counseling (3 Credits)

This course will provide students with a foundation in issues that affect the profession of counseling. Students will examine: (1) professional issues, including professional identity, history and systems of counseling, professional organizations, counseling settings and counselor functions, and research issues affecting the conceptual base of the profession, (2) counseling ethics and ethical dilemmas, and (3) legal decisions that affect the practice of counseling. The course will emphasize active student participation in the exploration of these issues.

EDUC C44 Addictions Counseling (3 Credits)

This course is designed to cover those counseling theories and techniques utilized with clients suffering from addictions or substance abuse. Treatments will be discussed from the perspective of the medical, recovery, and transpersonal models of addiction.

Prerequisite(s): (EDUC C32 and EDUC C33 and EDUC C34)

EDUC C45 Transpersonal Counseling: Theory, Research and Practice (3 Credits)

This course offers an analysis of the field of transpersonal counseling; theory, research, and practice. The relationship of transpersonal theories to traditional theories will be examined. Special attention will be devoted to the use of transpersonal approaches in addictions counseling and substance abuse prevention.

EDUC C46 Contemporary Issues in Clinical Mental Health Counseling (3 Credits)

This course provides counselors who will work as licensed practitioners in clinical mental health settings with an understanding of the historical and philosophical background of clinical mental health counseling. It will cover the forces that influence the development of clinical mental health counseling, the role of the clinical mental health counselor, professional issues unique to clinical mental health counseling, client characteristics, principles of clinical mental health counseling, community needs assessment, and counseling program development.

EDUC C47 Internship in Clinical Mental Health Counseling (1.5-6 Credits)

The internship practicum is designed to give students the opportunity to demonstrate and improve their counseling skills in an agency setting. Students complete a minimum of 300 hours of counseling experience in a community agency setting under both university and field supervision. In addition, participation in a weekly group supervision session and an experience log are required.

Prerequisite(s): EDUC C32 and EDUC C33 and EDUC C34 and EDUC C42 and EDUC C43

EDUC C49 Supervised Internship in School Counseling (1.5-6 Credits)

This counseling internship is designed to give advanced students in counseling the opportunity to put into practice the skills and knowledge they have developed throughout their counseling program. Students complete a minimum of 600 hours of counseling experience in a school setting under both college and field supervision. In addition, participation in a weekly group supervision session on campus is required.

Prerequisite(s): EDUC C32 and EDUC C33 and EDUC C34 and EDUC C42 and EDUC C43

EDUC C50 Internship in Addictions Counseling (3-6 Credits)

This counseling internship provides advances training, supervision and skill development in addictions counseling with individuals; addictions counseling with groups; and special topics in addictions counseling at the Counselor Education Clinic. All interns must attend two hours of weekly group supervision and a minimum of one hour of weekly individual supervision.

EDUC C51 Military Life, Culture, & Challenges (3 Credits)

This course introduces students to the distinguishing characteristics of contemporary life in the U.S. military. The course also examines the history and mission of the various U.S. military branches as well as the unique military values, social structure, chain of command, work ethic, job demands, and language that may distinguish active military members and veterans from their civilian counterparts. The course goal is to enable student counselors to connect more readily with military and veteran clients and their families through increased knowledge and sensitivity to those clients' unique needs.

EDUC C52 Assessment and Treatment of Trauma-Related Disorders (3 Credits)

This course informs students about the impact of trauma on human functioning and provides them with a basic conceptual framework and skills for counseling people who are suffering from trauma-related disorders. Students will learn to recognize the physical, cognitive, emotional, and behavioral symptoms of trauma-related stress reactions (e.g., post-traumatic stress disorder, moral injury) and traumatic brain injury and apply select counseling interventions to assist clients who are exhibiting those symptoms. Students will also learn to recognize the limits of their expertise in addressing trauma-related disorders and when and where to make appropriate referrals for specialized intervention services.

EDUC C53 Military-to-Veteran Transition (3 Credits)

This course introduces students to the challenges being faced by today's military service members and their families as they transition from military to civilian life. Pressing issues such as divorce, physical and psychological disability, substance abuse, suicide, unemployment, violence, and homelessness will be examined as they relate to the military veteran population. Students will develop a working knowledge of federal, state, and local support resources that are currently available to assist military service members in the transition process. The course goal is to provide student counselors with the information and tools they need to effectively assist military clients in anticipating and overcoming the challenges of soldier-to-veteran transition.

EDUC C91 Advanced Issues in Professional School Counseling (3 Credits)

Designed as a "bookend" course to complement "Introduction to School Counseling" and to serve as a capstone to the school counseling track, this course acquaints students with the planning, development, implementation, and evaluation of comprehensive school guidance and counseling programs.

EDUC EFEE LiveText Fee (0 Credits)**EDUC F09 Human Growth and Development: A Life-Span Perspective (3 Credits)**

An investigation of the nature of developmental themes and tasks across human life span from infancy through the late adult years. The life-span developmental approach used incorporates knowledge from multiple disciplines to describe and explain developmental processes in their many contexts: physical, familial, psychological, historical, and socio-cultural. A major focus is the application of theory and research to the promotion of healthy development through education and human services.

EDUC F11 Social, Philosophical, Cultural, and Historical Foundations of Education (3 Credits)

Inquiry into the historical, philosophical, cultural and educational and social context of schools in our diverse society. Broad, interdisciplinary perspectives on educational and social issues to guide reflective, professional practice.

EDUC F12 Advanced Educational Psychology and Development (3 Credits)

A course that examines psychological theories and research findings dealing with child and adolescent development and learning. Special emphasis is placed upon the ways in which theoretical and empirical findings in educational and developmental psychology have been translated into educational practice.

EDUC F65 Research Methods in Education (3 Credits)

A study of the methods and techniques generally employed in research. Emphasis is placed on understanding the research literature which forms the basis of professional education. The course includes the study of some selected statistical methods used as tools in research, data analysis, and the field of educational tests and measurement.

EDUC F67 Psychological and Educational Measurement (3 Credits)

An introduction to the use of educational and psychological assessment procedures used by educators and other helping professionals. The course deals with the selection, administration, and scoring of psychological assessment techniques and the interpretation and application of their results.

EDUC P20A Psycho-educational Assessment for School Psychologists (4 Credits)

This year-long course sequence is designed to introduce students to a problem-solving model of assessment for addressing children's educational and behavioral problems. The model defines educational problems situationally as the difference between what is expected and what occurs. These difficulties do not reside solely within the individual child, but result from the interaction between student behavior, curriculum, and instruction. The model defines 'effective assessment' as assessment which evaluates the situation as well as the child and which produces effective interventions. Effective assessment employs standardized tests, rating scales, structured interviews, record review, systematic observation, and curriculum-based measurement. Training and practice in the assessment techniques and application of this problem-solving model will be the focus of this course. Specifically, students will develop competencies in the following areas of assessment: intellectual ability, academic achievement, processing skills, personality and behavior problems, observations and interviews. Students will communicate assessment findings and recommendations clearly and concisely in jargon-free, family-friendly reports. A practicum is an essential and necessary component of this course. Students must achieve a grade of 'B' or above each semester.

EDUC P20B Psycho-educational Assessment for School Psychologists II (4 Credits)

This course is the second half of a year-long course sequence designed to introduce master's-level students to a problem solving model of assessment for addressing children's educational and behavioral problems. Instruction and practice in the application of this problem solving assessment model will be the focus of this course.

EDUC P23 Introduction to Professional School Psychology (3 Credits)

This course provides an introductory survey of school psychology as a specialty of professional psychology. The roles and functions of the school psychologist will be explored as they relate to Virginia and the nation; political and legal implication of these roles are identified. This introduction encompasses numerous topics including the historical development of the specialty; relationship to other specialties in psychology and education; graduate training and models of professional preparation; licensure and certification; special education laws relevant to the practice of school psychology; diversity of practice settings; and diversity of client populations served. The course includes an experiential component in which students are required to visit local schools and observe a variety of educational and psychological programs and practices.

EDUC P24 Practicum in School Psychology (3 Credits)

A field-based experience designed to provide opportunities for students to gather knowledge and skills most appropriately learned in the field and to refine skills learned in the university training program. Practicum experiences include administration and interpretation of diagnostic assessment instruments; participation in team meetings; consultation with teachers, parents, and administrators; and intervention with children.

EDUC P30 Multicultural School Psychology (3 Credits)

This course provides a comprehensive examination of multiculturalism in school psychology. Issues of equity, diversity, inclusion, and social justice are discussed within the broader context of education and the profession. Students will learn best practices in providing school-based psychological services to underrepresented and marginalized youth and their families.

Prerequisite(s): EDUC P23

EDUC P56 Consultation in the Schools (3 Credits)

The course assists students in developing their skills in consultation with particular emphasis upon working with parents and teachers.

EDUC V63 Problems in Education (1-6 Credits)**EDUC V91 Independent Study in Education (1-6 Credits)**