

COUNSELING, EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY

College of Social & Behavioral Sciences and Social Work

Charalambos Cleanthous, Chair			135 Martin Hall	509.359.2816	
BAE	BS	Minors	MEd	MS	Graduate Certificate

Faculty:

C. Cleanthous, D. Crews, R. Guillory, N. Jackson, M. Moore, D. Munson, T. Rainwater, R. Sain, M. Slyter

Special Faculty:

A. Basham, V. Mehlert

UNDERGRADUATE PROGRAMS

The rapid changes of society demand that all persons have a better understanding of the human condition and professionals be trained to deal with increasingly complex problems. The outstanding faculty members of the Department of Counseling, Educational and Developmental Psychology prepare students to meet the challenges of personal, family, community and social issues.

Using the processes and principles of human development as a foundation, students learn to think critically and work skillfully in settings such as mental health agencies, day care centers, special education classrooms, support agencies for persons with developmental delays, convalescent hospitals and many other social service settings. They will be able to use psychological and developmental principles to understand conflict, to generate alternate responses, to act on educated judgment, to modify contexts to bring about desired changes while recognizing the dignity of persons, to promote human welfare and to maintain scholarly integrity. The department integrates a solid theoretical base with applied experiences in all programs.

The department's special equipment and rooms enable students to improve the quality of their academic preparation. Students can video record, review and critique their performance in rooms with interactive video capability. Computer and space resources are made available for individual and group research projects. Faculty members regularly make themselves available to students who engage in research. Study carrels are available for use by students.

The Department of Counseling, Educational and Developmental Psychology has the following undergraduate programs: Bachelor of Science in Applied Developmental Psychology, Bachelor of Arts in Education in Child Development/Elementary and Bachelor of Arts in Education in Special Education.

General Admission Requirements for Counseling, Educational and Developmental Psychology: Students wishing to study applied developmental psychology or child development are encouraged to take general psychology and other psychology courses and complete their lower division general requirements. Transfer students should see an advisor to arrange for an evaluation of their transfer courses to receive appropriate credit for major courses and electives.

Required courses in the following program of study may have prerequisites. Reference the course description section for clarification.

BACHELOR OF ARTS IN EDUCATION (BAE)

CHILD DEVELOPMENT/ELEMENTARY MAJOR (45 CREDITS)

The Bachelor of Arts in Education for Child Development/Elementary prepares teachers for preschool, kindergarten and the elementary grades. Program focus is on developmental processes and principles applied to preschool and elementary school-aged children. This major does not meet a state of Washington endorsement.

Required Courses

- CEDP 313 Child and Adolescent Development (4)
- CEDP 315 Psychology of Human Relations (4)
- CEDP 320 Developmental Theories and Applications (4)
- CEDP 321 Research Methods in Developmental Psychology (4)*
- CEDP 322 Research Methods Laboratory (1)*
- CEDP 324 Human Learning (4)
- CEDP 402 Behavior Modification (4)
- CEDP 431 Pediatric and Adolescent Health Psychology (4)
- CEDP 476 Child and Family Guidance (4)
- CEDP 490 Senior Capstone: Developmental Psychology Senior Seminar (4)
or CEDP 490A Senior Capstone: Minds & Vines: Psychology of Wine (4)
- SPED 363 Introduction to Special Education (4)

SPED 460 Special Education Methods (4)

*Must be taken concurrently

Total credits for above major

45 credits

Professional education requirements/elementary education: 73-74 credits

See the Department of Education section of this catalog. Prerequisites may also apply.

Minimum total credits for above major and professional education

118 credits

Note: The above major requires the completion of a minor.

BACHELOR OF SCIENCE (BS)

STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- complete two quarters of field work in a community setting that provides human service;
- participate in a community service project as a group in CEDP 490 *Senior Capstone*.

APPLIED DEVELOPMENTAL PSYCHOLOGY MAJOR (66-69 CREDITS)

The Bachelor of Science in Applied Developmental Psychology prepares students for entry-level work and graduate study in a variety of developmental and human service careers. The program covers basic areas of human developmental psychology across the life span with a special focus on processes and principles of developmental change. Elective packages may be chosen to focus preparation toward attainment of individual student objectives such as child development interventions, pre-counseling, graduate study and others.

Required Courses

- CEDP 313 Child and Adolescent Development (4)
- CEDP 314 Adult Development (4)
- CEDP 315 Psychology of Human Relations (4)
- CEDP 316 Psychology of Adjustment (5)
- CEDP 319 Statistics in Developmental Psychology (4)
- CEDP 320 Developmental Theories and Applications (4)
- CEDP 321 Research Methods in Developmental Psychology (4)*
- CEDP 322 Research Methods Laboratory (1)*
- CEDP 324 Human Learning (4)
- CEDP 402 Behavior Modification (4)

*Must be taken concurrently.

Take 4 credits of Field Study each quarter for two quarters in a row (8 credits)

- CEDP 492 Field Study in Child Issues and Problems (4)
- CEDP 493 Field Study in Adolescent Issues and Problems (4)
- CEDP 494 Field Study in Adult Issues and Problems (4)

Senior Capstone: Choose one (4 credits)

- ITGS 400 Interdisciplinary Senior Capstone (4)
- CEDP 490 Senior Capstone: Developmental Psychology Senior Seminar (4)
- CEDP 490A Senior Capstone: Wines and Vines: Psychology of Wine (4)
- CEDP 491 Senior Thesis (4) (By faculty invitation only.)

Electives: Choose four courses or the Pre-Counseling Track:

- CEDP 444 Introduction to the Counseling Profession (4)
- CEDP 468 Tests, Measurements and Evaluation (5)
- CEDP 476 Child and Family Guidance (4)
- CEDP 483 Group Dynamics (5)
- PSYC 302 Abnormal Psychology (5)
- SPED 420 Principles of Behavior for Students with Exceptional Needs (4)
- SPED 460 Special Education Methods (4)

Pre-Counseling Track: (four courses)

- CEDP 444 Introduction to the Counseling Profession (4)
 - CEDP 468 Tests, Measurements and Evaluation (5)
 - CEDP 483 Group Dynamics (5)
- (Plus 1 course from the list of electives)

Required program credits

50 credits

Elective credits

16-19 credits

Minimum total credits for above major

66 credits

MINOR

COUNSELING, EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY MINOR (15 CREDITS)

Choice of 15 upper-division credits in Counseling, Educational and Developmental Psychology in consultation with an advisor. (CEDP 302 *cannot* be included.)

Total credits for above minor

15 credits

GRADUATE PROGRAMS

The degree programs available through the Department of Counseling, Educational and Developmental Psychology are: Master of Science in Applied Psychology with emphases in Mental Health Counseling and School Counseling and Educational Specialist in School Psychology. Each degree program addresses the changing nature of society and professional requirements.

Projections for the next decade regularly point to the changing nature of our society and the need for human service occupations to help people adjust and adapt to change. Although the rate of population growth will remain fairly stable, the composition of the population will change. The number of senior citizens will increase. More preschool children nationally will be enrolled in day care programs. Universal health care including mental health care and illness prevention will be in place. Increased urbanization and a diverse work force means people will be in physical and psychological contact with a greater number of people; consequently, intra- and interpersonal skills will become even more important.

A trend in human service occupations dealing with specific personal problems has already become evident. Public and private agencies must provide services to people who may need help with specific problems. Teachers and school counselors are challenged to provide services to students who vary widely in age, abilities and adjustment. The faculty of the department are actively engaged in research and participation on national boards and professional organizations. Faculty members consistently receive excellent evaluations from students.

Admission Requirements/Preparation

Students applying should follow the procedures for general admission to the graduate school. In addition, the following special requirements should be met:

1. A student is eligible for consideration for admission to the Department of Counseling, Educational and Developmental Psychology programs by having obtained a 3.0 **GPA** for the last 90 quarter or 60 semester graded credits.
2. Completion and submission of the Graduate Record Examination (**GRE**) must be accomplished in time for scores to reach the department by the deadline: February 1 for Mental Health Counseling and School Counseling, and March 1 for School Psychology. The department accepts scores on tests taken within five years of application. The **GRE** exam is not required for the Special Education applicant.
3. The Graduate Studies Office application must be submitted and can be obtained from that office or their website. However, if applying to any of the graduate programs in the Department of Counseling; Educational and Developmental Psychology, the applicant must obtain a supplemental application packet from the department. This application packet may be obtained online from the website, WWW.EWU.EDU/X4214.XML
4. Applicants who have submitted all requested application materials, postmarked by the deadline date (see information for each program below) may be invited for a personal interview once the admissions committee has reviewed the application.
5. Notes Regarding Application Deadlines:
 - when applying to a graduate program, please request that materials be sent in time for them to arrive by the deadline date;
 - scores from any required exams, e.g., **GRE**, WEST-B, etc., must reach the university by the application deadline date;
 - completed applications, with all application materials submitted will be given priority review after the deadline date;
 - individuals whose application materials are not postmarked by the application deadline will be reviewed only at the discretion of the admissions committee.
6. Application Requirements/Deadlines:

Mental Health Counseling/School Counseling: February 1	(2) Graduate Studies Office Applications • (2) Official Transcripts (1) Department Application	(2) Letters of Recommendation (1) Cover Letter (1) Personal Statement GRE Scores (within 5 years of application)
School Psychology: early consideration Jan. 15, deadline Mar. 1	(2) Graduate Studies Office Applications • (2) Official Transcripts (1) Department Application (3) Letters of Recommendation	(1) Cover Letter (1) Personal statement (1) Resume GRE Scores (within 5 years of application)

Financial Aid

- A limited number of graduate assistantships are awarded to students of outstanding promise. Duties assigned graduate assistants involve 20 hours per week in tasks which meet the needs of the school and the student.

- Loans, work-study jobs and scholarships are available to eligible students through the university's Office of Financial Aid.
- Some fellowships and financial assistance may be available through the College of Social & Behavioral Sciences and Social Work.
- Apply for financial aid no later than February 15th. Application and financial files should be completed as soon after January 1st as possible for the following year. Do not wait until admission is granted.

Inquiries and application materials should be directed to:

Financial Aid and Scholarship Office
Eastern Washington University

102 Sutton Hall Cheney WA
99004-2447

MASTER'S DEGREE PROGRAM IN COUNSELING

STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- assess community needs, design, implement and evaluate mental health programs and systems-Mental Health Counseling Emphasis;
- provide accurate assessment, diagnosis (where appropriate) and treatment planning for a diverse client population-Mental Health Counseling Emphasis;
- describe the ethical and legal considerations that govern the practice of mental health counseling-Mental Health Counseling Emphasis;
- utilize the American School Counseling Association's National Model (a framework for school counseling programs) to develop an individual school's comprehensive program -School Counseling Emphasis;
- describe and apply the counseling theories and techniques that have proven to be the most applicable to the K-12 school population-School Counseling Emphasis;
- describe and utilize the laws and ethics that govern the school counseling profession -School Counseling Emphasis.

The Department of Counseling, Educational and Developmental Psychology offers a nationally recognized program of studies in counselor education. The program is made up of a theoretical, applied and research-based core curriculum aimed at developing professional counselors who meet national, regional and state certification standards. The program offers two emphases: Master of Science in Applied Psychology: Mental Health Counseling emphasis; and Master of Science in Applied Psychology: School Counseling emphasis. The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a nationally-recognized specialized accrediting body, has conferred accreditation on the Master of Science in Applied Psychology: Mental Health Counseling emphasis and Master of Science in Applied Psychology: School Counseling emphasis.

Selection Criteria

In addition to general university and departmental requirements, it is desirable to have a BA or BS degree in a behavioral science or human services area. It is not necessary to have a teaching certificate to enter the School Counseling track. Coursework in adjustment, counseling techniques, evaluation, group dynamics, personality theory and abnormal psychology is recommended.

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas are identified in the CACREP accreditation standards as follows:

- | | |
|----------------------------------|------------------------------------|
| 1. Professional Identity | 5. Helping Relationships |
| 2. Social and Cultural Diversity | 6. Group Work |
| 3. Human Growth and Development | 7. Assessment |
| 4. Career Development | 8. Research and Program Evaluation |

The precise course titles vary from time to time.

A FBI fingerprint check will be required of all counseling students at the beginning of their first quarter in the program. The fee for this check is presently approximately \$40 for students admitted to the Mental Health Counseling track and approximately \$57 for students admitted to the School Counseling track. (School Counseling students pay a higher fee because of processing through the public school system.) The results will be assessed before advancing students to candidacy. Students will be required to apply for professional affiliations with the American Counseling Association (ACA) for Mental Health Counseling and the American School Counseling Association (ASCA) for School Counseling with affiliation insurance liability coverage required within the first quarter of study in the graduate program. Membership applications for the affiliation and insurance programs will be made available in the professional classes offered fall quarter.

Prerequisites

Students should complete the equivalent of the following courses: CEDP 444 *Introduction to the Counseling Profession*; CEDP 468 *Tests, Measurements and Evaluation* and CEDP 483 *Group Dynamics*.

MASTER OF SCIENCE IN APPLIED PSYCHOLOGY:

MENTAL HEALTH COUNSELING EMPHASIS

Marty Slyter, Program Director	Suite 425, Riverpoint One	509.359.7439
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The Master of Science in Applied Psychology: Mental Health Counseling emphasis is designed for students wishing preparation as counselors or therapists in settings such as: mental health centers, hospitals, residential treatment centers, employment services and vocational rehabilitation services. Mental health counselors are also frequently found in the juvenile correction facilities, community colleges, pastoral services and business and industry.

Classes and experiences are organized around four objectives:

1. a thorough preparation in foundation skills and principles;
2. a functional mastery of techniques in various therapy modes; e.g., cognitive, affective, behavioral;
3. coverage of principles, issues and trends in the psychology of counseling; and
4. self awareness as it relates to the counseling process.

Practical application is stressed. Students are provided early and continuous skill practice with personalized feedback and coaching. Continuous opportunities for expanding awareness of the self of the counselor will be provided.

The program is both extensive and comprehensive. It is nationally accredited by CACREP and fulfills certification for mental health counselors. Graduates will complete the NBCC exam for National Counselor Certification.

Several other programs at EWU offer preparation for state counselor certification, including offerings by the Department of Psychology.

Course Requirements and Credit Hours

- CEDP 506 Counseling Development and Transition Across the Lifespan (4)
- CEDP 520 Tactics of Psychological Research (4)
- CEDP 535 Introduction to Mental Health Counseling (4)
- CEDP 539 Special Topics (1)
- CEDP 542 Career Counseling (4)
- CEDP 544 Counseling Theory and Techniques (4)
- CEDP 545 Appraisal in Mental Health Counseling (4)
- CEDP 548 Counseling Children and Adolescents (4)
- CEDP 569 Family Systems and Parent Education (4)
- CEDP 575 DSM Treatment Issues for Counselors (4)
- CEDP 576 Professional Issues in Mental Health Counseling (3)
- CEDP 581 Consultation in the Counseling Profession (2)
- CEDP 583 Group Experience (1)
- CEDP 584 Group Theory (2)
- CEDP 585 Group Process in Counseling (2)
- CEDP 590 Diversity Counseling (3)
- CEDP 591 Addictive Behavior Counseling (3)
- CEDP 592 Crisis Intervention and Trauma Counseling (3)
- CEDP 595 Comprehensive Exam Review (2)
- CEDP 601 Research Project (3)
- CEDP 695 Practicum (12)
- CEDP 697 Internship (Mental Health) (20)

Successful completion of both a written comprehensive examination of conceptual attainments and an oral interview of practical applications is required.

Minimum total credits for above master's degree

93 credits

SCHOOL COUNSELING EMPHASIS

Marty Slyter, Program Director	Suite 425, Riverpoint One	509.359.7439
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The Master of Science in Applied Psychology: School Counseling emphasis is designed for students wishing preparation as counselors in school settings, primarily public schools.

Classes and experiences are organized to provide thorough grounding in the skills and knowledge generally recognized by the counseling profession. The program is accredited by CACREP and exceeds the Washington State requirement for ESA-School Counselor Certification.

Practical application is stressed and students are provided early and continuous skill practice with personalized feedback and coaching. Continuous opportunities for expanding awareness of the self of the counselor will be provided.

Course Requirements and Credit Hours

- CEDP 506 Counseling Development and Transition Across the Lifespan (4)
- CEDP 508 Classroom Management for the School Counselor (3)
- CEDP 520 Tactics of Psychological Research (4)
- CEDP 540 Professional School Counseling (4)
- CEDP 542 Career Counseling (4)
- CEDP 544 Counseling Theory and Techniques (4)
- CEDP 547 Assessment in School Counseling (4)
- CEDP 548 Counseling Children and Adolescents (4)
- CEDP 569 Family Systems and Parent Education (4)
- CEDP 575 DSM Treatment Issues for Counselors (4)
- CEDP 581 Consultation in the Counseling Profession (2)
- CEDP 582 The Law for School Counselors (3)
- CEDP 583 Group Experience (1)
- CEDP 584 Group Theory (2)
- CEDP 585 Group Process in Counseling (2)
- CEDP 590 Diversity Counseling (3)
- CEDP 591 Addictive Behavior Counseling (3)
- CEDP 592 Crisis Intervention and Trauma Counseling (3)
- CEDP 594 Advanced School Counseling (3)
- CEDP 595 Comprehensive Exam Review (2)
- CEDP 601 Research Project (3)
- CEDP 695 Practicum (Specialized Areas) (12)
- CEDP 697 Internship (Specialized Areas) (15)

Successful completion of both a written comprehensive examination of conceptual attainments and an oral interview of practical applications is required.

Minimum total credits for above master's degree

93 credits

CERTIFICATE

SCHOOL COUNSELOR PROFESSIONAL CERTIFICATE

The School Counselor Professional Certificate program is founded on a statewide partnership along with the Washington State School Counselor Association, the Washington State Association of Counselor Educators and Supervisors, and the Professional Educator Standards Board. Candidates for this program must currently hold a valid ESA School Counseling residency certificate in the state of Washington and be working as a certified School Counselor in at least their 3rd contracted year in a public school district, state board-approved private school or state agency providing educational services for students. The School Counselor Professional Certificate program will include a total of 10 credits in one calendar year.

Course Requirements and Credit Hours

- CEDP 527 School Counselor Pro Cert Pre Assessment and Entry Seminar (3)
- CEDP 528 School Counselor Pro Cert Plan Implementation: Part 1 (2)
- CEDP 529 School Counselor Pro Cert Plan Implementation: Part 2 (3)
- CEDP 530 School Counselor ProCert Culminating Seminar (2)

Minimum total credits for above certification

10 credits

EDUCATIONAL SPECIALIST (EdS)

(JOINT PROGRAM BETWEEN THE DEPARTMENTS OF COUNSELING,
EDUCATIONAL AND DEVELOPMENTAL PSYCHOLOGY AND PSYCHOLOGY)

Susan Ruby, Program Director	152 D Martin Hall	509.359.6050
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STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- know the laws and procedures governing school psychology practice, know general principles of measurement, have skill in the precise administration of specific measurement instruments and understand educational systems and the role of the school psychologist within these systems;
- understand a problem-solving model and use the model effectively to gather information for the purpose of making decisions in a multi-dimensional matrix that includes the individual student and the student's interactions with environments that establish and maintain academic and social behaviors.

SCHOOL PSYCHOLOGY

This program is a fully accredited National Association of School Psychologists (NASP) program. We adhere to a scientist-practitioner model that prepares students for practice as a school psychologist. Candidates graduating from our program are prepared to receive a Residency Certificate in School Psychology from Washington's Office of Superintendent of Public Instruction (OSPI) and to become nationally certified school psychologists (NCSP). Coursework, practica and internship are aligned with state and national certification and training standards. Specific areas of training include student and program evaluation (i.e., measurement principles); development of academic and social-behavioral intervention plans (i.e., instructional and behavioral analysis, consultation and counseling); and research (i.e., methods and statistics). The program adopts a preventive focus by training candidates to assess and intervene at the school-wide and at-risk group level. Knowledge and skills are developed through integrated coursework, field experiences and internship. The program duration is three years.

Early consideration deadline for completed applications is January 15. All application materials must be received by March 1 for consideration for fall admission.

Prerequisites:

A bachelor's degree in psychology or its equivalent is required. Successful completion of undergraduate coursework in child or life-span development, learning, research, measurement and statistics is required. Faculty will evaluate each applicant on an individual basis to determine prerequisite needs.

Course Requirements and Credit Hours

- CEDP 503 Applied Learning Theory and Behavior Modification (4)
- CEDP 504 Theories of Human Development (4)
- CEDP/PSYC 510 Professional School Psychology I (4)
- CEDP/PSYC 511 Professional School Psychology II (4)
- CEDP/PSYC 512 Professional School Psychology III (4)
- CEDP 520 Tactics of Psychological Research (4)
- CEDP 522 Academic and Social/Behavioral Interventions (4)
- CEDP 524 Research and Statistics Lab (2)
- CEDP 525 Academic Assessment for School Psychology (4)
- CEDP 554 Developmental Psychopathology (4)
or PSYC 565 Developmental Psychopathology (4)
- CEDP 557 School Psychology Consultation (4)
or PSYC 560 School Psychology Consultation (4)
- CEDP 589 Multicultural Assessment: Issues in the Schools (4)
- CEDP 697 Internship (Specialized Areas) (15)
or PSYC 695 School Psychology Internship (15)
- PSYC 522 Advanced Statistics (5)
- PSYC 531 Psychoeducational Groups for Children and Adolescents (4)
- PSYC 534 Human Neuropsychology (4)
- PSYC/CEDP 543 School-based Individual Intervention (4)
- PSYC 554 Cognitive Assessment (4)
- PSYC/CEDP 556 Personality and Behavioral Assessment (4)
- PSYC 558 Practicum: School Psychology (12)
or CEDP 695 Practicum: School Psychology (12)
- PSYC 559 Cognitive Assessment Lab (3)
- PSYC/CEDP 602 Portfolio (6)

Successful completion of the National School Psychology Certification Examination and an oral examination that reviews the thesis/research project and contents is required.

Minimum total credits for above master's degree

107 credits

Final Comprehensive Examination

The Comprehensive Examination Policy of the Department of Psychology is as follows:

- A. Each student shall complete, before the awarding of the EdS degree, a portfolio, which demonstrates the competence of the student in graduate level work in school psychology. Portfolios will reflect knowledge and skills in the National Association of School Psychology Domains of Training and Practice.
- B. Students will begin their portfolio in the first year through the Professional School Psychology courses and will have a formal interview with School Psychology Faculty Members in the second or third quarter of their second year in the program to serve as preliminary feedback and determination of preparation for the internship experience. An oral examination which will focus primarily on the portfolio but may also include questions regarding professional practice and the internship experience will be held at the end of the third year of the program. The final oral examination will be open to all interested faculty and students and may be open to questions by outside members at the discretion of the committee. Final oral examinations will not be held over vacation periods or during summer quarter except by advance approval of the committee chair, second member and graduate office representative. The final oral examination will not be over two hours.
- C. All graduate students in the School Psychology Program are subject to the academic advancement policies of Graduate Studies regarding grades.

CERTIFICATE

Steve Hirsch, Program Director	152 D Martin Hall	SHIRSCH@EWU.EDU
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STUDENT LEARNING OUTCOMES – STUDENTS WILL:

- will be competent in applying knowledge and skills of school psychological practices;
- will be competent in applying specific areas of knowledge of the field, such as assessment and diagnosis, behavioral intervention, counseling and interviewing, program development, consultation and program evaluation and school-based research;
- will become proficient in understanding special education legal and procedural processes utilized in schools;
- will be competent in serving diverse populations within the school, home and community;
- will be competent in applying knowledge and skill consistent with professional ethical;
- practice in accordance with National Association of School Psychology (NASP) professional codes of conduct.

POST-MASTER'S CERTIFICATE IN SCHOOL PSYCHOLOGY

This distance-learning program, offered jointly through the Division of International and Educational Outreach, Psychology and Counseling, Educational and Developmental Psychology, is delivered through web-conferencing technology. The program is designed for working professionals and is offered through evening and summer courses. Appropriate candidates for the program are educators, counselors and mental health professionals who currently hold a master's degree in their respective field.

We adhere to a scientist-practitioner model that prepares students for practice as a school psychologist. Candidates completing our program are prepared to receive a Residency Educational Staff Associate (ESA) Certificate in School Psychology from Washington's Office of Superintendent of Public Instruction (OSPI). Students are encouraged to seek national certification through preparation of individual portfolios. Coursework, practica and internships are aligned with state and national training standards. Specific areas of training include student and program evaluation (measurement principles); development of academic and social-behavioral intervention plans (e.g., instructional and behavioral analysis, consultation and home-school collaboration); and research (methods and statistics). The program adopts a preventive focus by training candidates to assess and intervene at the school-wide and at-risk group level. Knowledge and skills are developed through integrated coursework, field experiences and internship. The program duration is two calendar years, beginning in summer.

Early consideration deadline for completed applications is January 15. All application materials must be received by March 1 for consideration for summer admission. **Summer I:** introduction to the field courses and cognitive assessment/lab.

Academic Year I: majority of assessment, intervention and foundational courses (estimated two nights per week) and yearlong practicum involving one day per week (or two half days) at a school site.

Summer II: focused content courses.

Academic Year II: consultation course and 1200-hour, full-time internship.

Technology Requirements for Participation (not required for the interview but must be purchased and demonstrated working by the start date):

- high bandwidth required;
- access should be through a direct Internet connection (no wireless);
- computer and browser requirements should follow Adobe's recommendations as listed on the following website: WWW.ADOBE.COM/PRODUCTS/ACROBATCONNECTPRO/SYSTEMREQS/;
- webcam required (for example, Logitech Webcam C200);
- headset with microphone required (for example, Logitech Headset 250);
- full participation throughout web-conferencing classes (will be required to actively participate).

Course Requirements and Credit Hours

- CEDP 503 Applied Learning Theory and Behavior Modification (4)
- CEDP 504 Theories of Human Development (4)
- CEDP/PSYC 510 Professional School Psychology I (4)
- CEDP/PSYC 511 Professional School Psychology II (4)
- CEDP/PSYC 512 Professional School Psychology III (4)
- CEDP 522 Academic and Social/Behavioral Interventions (4)
- CEDP 525 Academic Assessment for School Psychology (4)
- CEDP 554/PSYC 565 Developmental Psychopathology (4)
- CEDP 557/PSYC 560 School Psychology Consultation (4)
- CEDP 589 Multicultural Assessment: Issues in the Schools (4)
- CEDP 697 or PSYC 695 School Psychology Internship (15)
- PSYC 534 Human Neuropsychology (4)
- PSYC/CEDP 543 School-based Individual Intervention (4)
- PSYC 554 Cognitive Assessment (4)
- PSYC/CEDP 556 Personality and Behavioral Assessment (4)
- PSYC 558/CEDP 695 Practicum: School Psychology (12)
- PSYC 559 Cognitive Assessment Lab (3)
- PSYC/CEDP 596 Research and Statistics (4) (online)

Minimum total credits for above certificate

90 credits

Counseling, Educational and Developmental Psychology Courses

Terms offered: fall, winter, spring, summer (FWSU). If no terms are indicated check with the department or EagleNET.

CEDP 190 Risky Behavior (2)

The course will explore, discuss and teach skills that are alternatives for managing risky behavior. Topics that will be covered include decision-making, sexually transmitted infections, sexual assault, alcohol and other drug use, and ways of combating risky behavior including birth control and abstinence, assertiveness and self-management techniques.

CEDP 201 Life Span Development (4)

[satisfies the GEGR for social sciences, list 2, anthropology, geography, psychology and sociology.]

A broad overview of human development from birth to death. Topics covered include the biological, cognitive, learning, cultural and socio-emotional influences on development. Designed for the non-major.

CEDP 210 Career Development (2)

A resource course designed to provide information and assistance with academic and career decision-making. Standardized interest inventories are used as part of the information-gathering process. Open to students of any level.

CEDP 302 Educational Psychology (5)

Prerequisites: EDUC 201, CEDP 201 recommended.

Principles of learning and development as applied to improvements in classroom instruction.

CEDP 313 Child and Adolescent Development (4)

Prerequisites: English proficiency required; math proficiency recommended.

Mental, physical, social and emotional development from infancy through adolescence.

CEDP 314 Adult Development (4)

Prerequisites: English proficiency required; math proficiency recommended.

Covers the processes, evidence, theories and socio-cultural influences on adults.

CEDP 315 Psychology of Human Relations (4)

Prerequisites: English proficiency required; math proficiency recommended.

Helps develop your understanding and skill in interpersonal relationships needed for professional consultation and/or counseling.

CEDP 316 Psychology of Adjustment (5)

Prerequisites: English proficiency required; math proficiency recommended.

A psychological approach to human behavior, growth and change.

CEDP 319 Statistics in Developmental Psychology (4)

Prerequisites: CEDP 313, CEDP 314.

This course familiarizes students with basic methodologies for examining behavior change and status reports in various settings.

CEDP 320 Developmental Theories and Applications (4)

Prerequisites: CEDP 313, 315 or permission of the instructor.

Covers principles and concepts of major theories of human development, evaluation of theories, appreciation of alternative views of development and alternative strategies for enhancing development.

CEDP 321 Research Methods in Developmental Psychology (4)

Prerequisites: CEDP 313, 315, 319 or permission of the instructor. Must be taken concurrently with CEDP 322.

This course provides an introduction to research methods used by developmental psychologists.

CEDP 322 Research Methods Laboratory (1)

Prerequisites: CEDP 313, 315, 319 or permission. Must be taken concurrently with CEDP 321.

Direct and simulated experiences in methods pertinent to applied developmental research.

CEDP 324 Human Learning (4)

Prerequisites: CEDP 313, 315 or permission of the instructor.

A study of human learning emphasizing conditions for acquisition, learning structures, learning sets, levels of learning and measurement.

CEDP 399 Special (Individual) Studies (1-5)

Prerequisite: permission of the instructor, department chair and college dean.

Subjects vary according to faculty and student interest.

CEDP 402 Behavior Modification (4)

Prerequisites: CEDP 313, 324 or permission of the instructor.

Behavior modification provides an in-depth exposure to the principles, concepts and procedures from both behavioral and cognitive theories as applied to individuals, couples and families, organizational groups and community settings.

CEDP 404 Psychology of the Gifted/Talented Child (3)

Prerequisite: CEDP 302 or permission of the instructor.

Giftedness and talent from a psychological perspective. Seminar format covers issues of development, measurement, theories, prediction and special needs.

CEDP 431 Pediatric and Adolescent Health Psychology (4)

Prerequisite: CEDP 402 or permission of the instructor.

An examination of health factors affecting developmental outcomes. There will be an emphasis on the health aspects of development and how to maintain and improve health-related behaviors in children and adolescents.

CEDP 444 Introduction to the Counseling Profession (4)

Prerequisite: CEDP 315, 316, 320 or permission of the instructor.

This course provides students with an introduction to the counseling profession, its specializations, history and ethics issues. Content includes communication skills, blocks to personal effectiveness and sequential stage model of problem solving for helpers.

CEDP 456 Teaching and Skills Training in the Management of Risky Behavior (3)

Prerequisite: CEDP 190.

The course provides guided experiences in developing skills to be a peer-facilitator for CEDP 190. Both knowledge and teaching skills will be explicitly taught and practiced. Such knowledge and skills are necessary in facilitating CEDP 190.

CEDP 468 Tests, Measurements and Evaluation (5)

Prerequisites: CEDP 316, 319, 320 or permission of the instructor.

This course offers a survey of psychological testing and its use in the fields of counseling and education. Course content includes a review of relevant statistics principles, validity and reliability, a survey of widely used testing instruments and ethical issues related to testing, including confidentiality, test selection and testing bias.

CEDP 476 Child and Family Guidance (4)

Prerequisites: CEDP 313, 324 or permission of the instructor.

The interaction between parents and children, the development and socialization of the child within the family and the relationship of the family to the school and community from a developmental perspective. Approaches to child rearing, management, discipline and communication for parents, teachers and other child care personnel are presented. Also examines family social support functions and considers multicultural issues in child socialization and guidance. Appropriate for present and future parents, teachers and child care personnel.

CEDP 483 Group Dynamics (5)

Prerequisites: CEDP 315, 444 or permission of the instructor.
Introduces the principles formed through the scientific study of small-group dynamics and considers the issues and problems arising in the study of groups.

CEDP 484 Child Abuse: Recognition and Intervention Strategies (3)

This course will focus on recognition of abuse in children and specific intervention strategies for their social/emotional needs. Physical, emotional and sexual abuse will be addressed along with factors of recognition for each of these areas of abuse. Specific common indicators of abuse will be looked at as it relates to the impact on the social, emotional, cognitive and behavioral realm of children.

CEDP 485 ADD/ADHD in the Schools (3)

This course will provide the skills needed to help minimize the everyday struggles encountered while working with difficult behaviors. Areas to be addressed include characteristics of AD/HD, common treatment approaches, myths about AD/HD and matching interventions to behaviors.

CEDP 490 Senior Capstone: Developmental Psychology Senior Seminar (4)

[satisfies senior capstone university graduation requirement]

The course is designed to help students make the transition from the academic world to the world of work and civic life or to a higher level of academic achievement. The primary goal for the student's successful transition will be accomplished via the process of application. The course is designed also as an end-of-program assessment tool. The basic assumption is that the developmental coursework has equipped the students with the knowledge of developmental theories, counseling strategies, research methods, and assessment procedures. This capstone will test the student's ability to apply the course work to real-world situations. The course objectives are organized to facilitate the process of application.

CEDP 490A Senior Capstone: Minds & Vines: Psychology of Wine (4)

[satisfies senior capstone university graduation requirement]

Prerequisites: senior standing; 21 years of age and declared major.

The goal is for students to integrate their knowledge and hone their psychological problem-solving skills in diverse areas. The integration will include (a) the history and culture of wine, (b) sensory discrimination and marketing of wine, (c) the positive and negative impact of wine on biological and psychological health and (d) the treatment of the latter effects.

CEDP 491 Senior Thesis (4)

[satisfies senior capstone university graduation requirement]

Prerequisite: invitation of the instructor/advisor.

Directed research resulting in a formal write-up. Limited to those students for whom research experience will be helpful in obtaining entrance to graduate school. This course replaces ITGS 400 as a senior capstone experience.

CEDP 492 Field Study in Child Issues and Problems (4)

Prerequisites: CEDP 313, 324, some senior, major courses and faculty advisement.

This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

CEDP 493 Field Study in Adolescent Issues and Problems (4)

Prerequisites: CEDP 313, 324 some senior, major courses and faculty advisement.

This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

CEDP 494 Field Study in Adult Issues and Problems (4)

Prerequisites: CEDP 314, 324, some senior, major courses and faculty advisement.

This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

CEDP 495 Experiential Learning (1-12)

Graded Pass/No Credit.
Prerequisites: permission of the instructor, department chair and college dean (interview required).

Individual learning and career development course with an off-campus internship contract coordinated through the Internship Program.

CEDP 496 Experimental Course (1-5)

CEDP 497 Workshops, Short Courses, Conferences (1-10)

CEDP 498 Seminar (1-5)

Subjects vary according to faculty and student interest.

CEDP 499 Directed Study (1-10)

Graded Pass/No Credit.
Prerequisites: permission of the instructor, department chair and college dean.

Students who are admitted to a graduate program in the Department of Counseling, Educational and Developmental Psychology or with prior approval of the instructor may register for the following classes. For specific prerequisites see individual course descriptions.

CEDP 503 Applied Learning Theory and Behavior Modification (4)

Applied learning theory, methodology and research paradigms will be defined and their inter-theory, inter-subject, inter-problem-solving relevance demonstrated.

CEDP 504 Theories of Human Development (4)

Major theories of human development in which developmental processes and issues emphasized by different theories are described and compared.

CEDP 506 Counseling Development and Transition Across the Lifespan (4)

Prerequisite: admission to the graduate counseling program: mental health or school counseling emphasis or permission of the instructor.

Major theories of human development, the nature and needs of individuals at all developmental levels and the counseling implications associated with developmental processes are covered.

CEDP 508 Classroom Management for the School Counselor (3)

Prerequisite: admission to the graduate counseling program, school counseling emphasis.

This course will provide an understanding of the role of the counselor in managing classroom behavior, including how to establish positive counselor-student relationships and peer relationships that help meet students' basic psychological needs while building a community of support within the classroom.

CEDP 510 Professional School Psychology I (4)

Prerequisite: admission to the graduate program in school psychology.

This course is the first in the series of professional school psychology and focuses on the history and principles of school psychology, the professional role of the school psychologist and current trends in education. The course includes various pre-practicum observations in applied settings. (Cross-listed PSYC 510)

CEDP 511 Professional School Psychology II (4)

Prerequisite: admission to the graduate program in school psychology.

This course focuses on the impact of legal issues on the role and functions of school psychologists in Washington. (Cross-listed PSYC 511)

CEDP 512 Professional School Psychology III (4)

Prerequisite: CEDP 510 or PSYC 510, CEDP 511 or PSYC 511.

This course is the third in the series of professional school psychology and focuses on professional practice and ethical issues in the field. Best practices in school psychology and considerations of NASP, AERA and APA ethical guidelines and codes of conduct will be covered. The course includes pre-practicum observations in applied settings. (Cross-listed PSYC 512)

CEDP 515 Advanced Educational Psychology (4)

The relevance of psychological theory to educational practice as applied to teaching, learning, development and evaluation.

CEDP 518 Problems in Child Development (4)

Special problems in child development.

CEDP 519 Problems of Adolescence (4)

Special problems of this development period.

CEDP 520 Tactics of Psychological Research (4)

Prerequisite: admission to graduate programs in the Department of Counseling, Educational and Developmental Psychology or permission of instructor.

A critical analysis of research methodologies in psychology. Emphasis is placed on developing student skills in asking and answering sound research questions.

CEDP 522 Academic and Social/Behavioral Interventions (4)

Prerequisite: admission to the graduate program in school psychology.

This course will assist students in understanding the link between assessment and intervention. School-wide Academic and Behavioral Assessment and Interventions, supplemental programs and intensive interventions will be addressed. Students will gain knowledge regarding early intervention, prevention and evidence based academic and behavioral programs within Pre K-12 schools.

CEDP 524 Research and Statistics Lab (2)

Prerequisite: admission to the graduate program in school psychology.

This course focuses on the collection and analysis of data typically used in school settings with particular emphasis on the data that is required for the implementation of a response to intervention model for the early identification of at-risk students, the design and implementation of appropriate interventions to address academic and behavioral problems and the evaluation of the effectiveness of interventions on a school-wide and individual basis.

CEDP 525 Academic Assessment for School Psychology (4)

Prerequisite: enrollment in school psychology program.

An in-depth review of the purposes and methods of academic assessment in school psychology practice. The course focuses on the administration of various academic assessments and interpretation of the scores obtained from the instruments for use in making data-based decisions. Special attention will be given to the applicability of assessments to diverse student populations.

CEDP 527 School Counselor ProCert Pre-Assessment and Entry Seminar (3) U

Prerequisite: holding an ESA (Educational Staff Associate) residency certificate for Washington state and completing at least two successful years of experience in a Washington school district or state-approved private school.

Summer quarter. This course will consist of two primary components. The professional certificate candidate will gather perceived job performance data from relevant stakeholders. This data will be used to decide a professional growth plan. After the data is collected, an entry seminar will be used to determine the parameters of a professional growth plan.

CEDP 528 School Counselor ProCert Plan Implementation: Part 1 (2) F
Prerequisite: successful completion of CEDP 527.
 Fall quarter. This course will be the start of implementing the Professional Certificate candidate's professional growth plan.

CEDP 529 School Counselor ProCert Plan Implementation: Part 2 (3) W
Prerequisite: successful completion of CEDP 527 and 528.
 Winter quarter. This course will continue the implementation of the Professional Certificate candidate's professional growth plan.

CEDP 530 School Counselor ProCert Culminating Seminar (2)
Prerequisite: successful completion of CEDP 527, 528 and 529.
 Spring quarter. Candidates will complete the school year's work on their professional growth plan that will culminate with a panel presentation and a completed portfolio. The presentation will highlight the priority areas in the professional growth plan. The entire professional growth plan portfolio will also be evaluated.

CEDP 535 Introduction to Mental Health Counseling (4)
Prerequisite: admission to the graduate counseling program: mental health counseling emphasis.
 An introduction to the profession of mental health counseling. The course will emphasize historical, philosophical, professional, ethical and public policy perspectives. The focus is on the role of the counselor with various clientele.

CEDP 539 Special Topics (1-5)
Prerequisites: vary per section.
 Pass/No Credit grading allowed for program requirements.

CEDP 540 Professional School Counseling (4)
Prerequisites: Admission to the graduate counseling program: school counseling emphasis. Those not admitted to the preceding program must first complete a FBI fingerprint check and obtain instructor permission.

The development of the school counseling profession; counseling functions within systems; the structure and management of school counseling programs.

CEDP 542 Career Counseling (4)
Prerequisites: Admission to the graduate counseling program: mental or school counseling emphasis. Successful completion of one quarter of CEDP 695. Those not admitted to one of the preceding programs must first complete a FBI fingerprint check and obtain instructor permission.

Career development theory; educational and vocational information; career decision-making processes; components of school or community career programs.

CEDP 543 School-Based Individual Interventions (4)
Prerequisites: admission to the graduate program in school psychology.

A general introduction to the theory and process of providing individual psychotherapeutic services to children and adolescents in the schools. Particular attention will be paid to ethical issues and the importance of providing culturally sensitive interventions. (Cross-listed PSYC 543)

CEDP 544 Counseling Theory and Techniques (4)
 An introduction to principles of counseling and a survey of contemporary theories and techniques.

CEDP 545 Appraisal in Mental Health Counseling (4)
Prerequisites: admission to the graduate counseling program: mental health counseling emphasis or CEDP 323, CEDP 468 and permission of instructor.

The administration, scoring and interpretation of standardized tests in the mental health counseling profession. Includes a focus on testing ethics, sources of

testing bias and diversity issues in assessment, as well as the use of interview assessment/mental status exam and psychological testing for treatment planning.

CEDP 547 Assessment in School Counseling (4)
Prerequisites: admission to the graduate counseling program: school counseling emphasis or CEDP 323, CEDP 468 and permission of instructor.

The use of assessment techniques in the school counseling setting, including standardized instruments, sand play and observation. Includes a focus on testing ethics, sources of testing bias, diversity issues, implications of high stakes testing and effective use of assessment in counseling outcomes.

CEDP 548 Counseling Children and Adolescents (4)
Prerequisites: admission to the school psychology graduate program or admission to the graduate counseling program: mental health or school counseling emphasis or permission of instructor.

Counseling principles and techniques as applied to children and adolescents will be presented and analyzed.

CEDP 549 ESA Peer Review: School Counselors (3)
Prerequisite: permission of the instructor.
 The major emphases of this course are on upgrading the knowledge and skills of practicing school counselors and providing a forum for peer review based on contemporary standards of practice. Required peer review course for continuing ESA Certification.

CEDP 550 ESA Peer Review: School Psychologists (3)
Prerequisite: permission of the instructor.

This course is designed to fulfill the requirements specified in the Washington Certification Handbook and the Washington Administrative Code for Continuing Certification of School Psychologists. The major emphases of this course are on documenting the knowledge and skills of practicing school psychologists and providing a forum for peer review based on contemporary standards of practice. Required peer review course for continuing ESA certification.

CEDP 554 Developmental Psychopathology (4)
 This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders and to clinical and educational intervention methods. (Cross-listed PSYC 565)

CEDP 556 Personality and Behavioral Assessment (4)
Prerequisite: admission to school psychology program.

This course focuses on assessment techniques utilized to examine emotional and behavioral functioning in children and adolescents. A problem solving approach is utilized with training in reviewing, interviewing, observing, and testing children. Major tests considered and applied within this course include broad rating scales such as the Achenbach and BASC systems and narrow rating scales utilized to diagnose more specific disorders.

CEDP 557 School Psychology Consultation (4)
Prerequisite: admission to the graduate program in school psychology.

This course focuses on the history and principles of collaborative consultation and their application within the school setting. While traditional models of consultation are taught (organizational, behavioral and mental health), this course explores the key components to developing healthy family-school relationships and requires students to work with parents and teachers through Conjoint Behavioral Consultation. Consultation with systems as a preventive strategy is also emphasized, and students complete a school-wide analysis project.

CEDP 560 Professional Research Writing (1)
 Students review and practice writing the professional level paper and thesis using the style and format standards of the Publication Manual of the American Psychological Association. The course will cover the mechanics of APA style, the construction of a thesis/research project report that includes developing an appropriate introduction, hypothesis, description of a research methodology, data analysis and conclusion.

CEDP 569 Family Systems and Parent Education (4)
Prerequisite: appropriate undergraduate work in education or psychology or permission of the instructor.

The foundations of family systems theory. Examines the interaction between parents, development of the child and the relationship of the family to the school and community. Approaches to child rearing, management and discipline will be considered. Special consideration is given to parent education classes and recent literature in parent counseling.

CEDP 575 DSM Treatment Issues for Counselors (4)
Prerequisites: admission to the graduate counseling program: mental health or school counseling emphasis or permission of the instructor.

The examination of current issues related to the classification and diagnosis of abnormal behavior and psychological states and their relationship to treatment. Dimensional, categorical and functional approaches to classification are reviewed, with emphasis on current forms of child and adult psychopathology found in the DSM-IV-TR. Diagnostic topics include historical influences, cultural variation, symptomology, etiology, developmental patterns and treatment approaches to various diagnostic categories.

CEDP 576 Professional Issues in Mental Health Counseling (3)
Prerequisites: successful completion of two quarters of mental health counseling Internship in the graduate counseling program: mental health emphasis.

This course provides students an opportunity to transition from the role of a counselor in training to a beginning professional in the field of mental health counseling. Topics will include advocacy, post graduate credentials, supervision, managed health care systems, agency and private practice and organizational change. An emphasis will be placed on professional identity and roles.

CEDP 581 Consultation in the Counseling Profession (2)
Prerequisites: advanced standing (2nd year) in graduate counseling: mental health or school counseling emphasis, graduate social work, or graduate school psychology programs or permission of instructor.

Application of psychological skills to organizations and systems; systems analysis and interventions; case consultation; peer consultation and consultation with other human service professionals. Includes information on team building, conflict resolution and the counselor's role as a systems change agent.

CEDP 582 The Law for School Counselors (3)
Prerequisite: admission to the graduate counseling program, school counseling emphasis.

This course provides students with an understanding of the current issues, policies, laws, legislation, ethical and legal considerations related specifically to the practice of school counseling. Students will utilize current resources available to school counselors in order to recognize the most pertinent legal and ethical areas concerning school counselors today.

CEDP 583 Group Experience (1)
Prerequisites: admission to the graduate counseling program: mental health or school counseling emphasis or permission of the instructor.

This class will provide a group process experience for first year students in mental health and school counseling emphases.

CEDP 584 Group Theory (2)

Prerequisite: Admission to the graduate counseling program: mental or school counseling emphasis. Successful completion of CEDP 583. Those not admitted to one of the preceding programs must first complete a FBI fingerprint check and obtain instructor permission.

Factors that lead to group change, membership, goals, productivity and organization.

CEDP 585 Group Process in Counseling (2)

Prerequisite: successful completion of CEDP 584 or permission of instructor.

Students will participate in and practice serving as facilitators of groups.

CEDP 586 Group Facilitation (1)

Prerequisite: successful completion of CEDP 585 or permission of instructor.

Students will serve as facilitators of groups

CEDP 589 Multicultural Assessment: Issues in the Schools (4)

Prerequisite: admission to the graduate program in school psychology or permission of instructor.

This course prepares students for culturally competent practice particularly as it relates to the six domains of the delivery of psychological services in school settings. The focus of the course is on assessment as a means of informing interventions for academic or behavioral problems exhibited by students in schools.

CEDP 590 Diversity Counseling (3)

Prerequisite: admission to the graduate counseling program: mental health or school counseling emphasis or permission of instructor.

This course will introduce students to a broad spectrum of issues of diversity in counseling, including an examination of their own personal history/background and its impact on their perception of and response to diversity in clients. In this class, the term "diversity" includes differences in racial and ethnic origins, gender, ability, physicality, belief systems, socio-economic status, sexual orientation, developmental stage and variability of intellectual functioning.

CEDP 591 Addictive Behavior Counseling (3)

Prerequisites: successful completion of one quarter of CEDP 695 or permission of instructor.

Graduate course of theory and pragmatics in addictive behavior counseling that documents the personal, social and cultural impact of addiction. The course is designed for those with a specific interest in the nature and treatment of addictive behavior and students preparing for careers in the helping professions. The course presents an integrated overview of modern research and intervention approaches. A variety of viewpoints, theories and treatment approaches will be introduced.

CEDP 592 Crisis Intervention and Trauma Counseling (3)

Prerequisites: successful completion of one quarter of CEDP 695 or permission of instructor.

This course is designed to provide students with an overview of the theory, impact, issues and skills of crisis counseling due to traumatic events such as: violence, child abuse, mass casualty events and suicide ideation, as well as the nature, causes and symptoms of professional burnout for crisis workers. The course will examine models for working with children and adolescents, working with victims of violence, suicide prevention, issues of health-related school and mental health crises and the ethical, legal and diversity factors of crisis intervention.

CEDP 594 Advanced School Counseling (3)

Prerequisites: admission to the graduate counseling program: school counseling emphasis.

Students will learn about youth at risk in the K-12 school system. Students will learn effective strategies to deal with these youth as part of the school counselor role in promoting optimal development of students in the personal/social domain, which, in turn, will influence optimal development in the career and academic domains.

CEDP 595 Comprehensive Exam Review (2)

Graded Pass/No Credit.

Prerequisites: admission to the graduate counseling program: mental health or school counseling emphasis.

This course is designed to prepare students to pass the NCE (NBCC) exam and the required comprehensive written exam.

CEDP 596 Experimental Course (1-5)

CEDP 597 Workshops (1-15)

Note: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

CEDP 598 Seminar (1-3)

Advanced Counseling Seminar will be graded Pass/No Credit only.

Current problems in applied psychology. The subject matter will vary according to the needs and interests of students.

CEDP 599 Independent Study (1-5)

Prerequisites: permission of the instructor, department chair and college dean.

CEDP 600 Thesis (1-15)

Graded Pass/No Credit.

Prerequisites: permission of the instructor, department chair and college dean.

A bound research study conducted as a partial fulfillment of a master's degree under the direction of a graduate committee.

CEDP 601 Research Project (1-15)

Graded Pass/No Credit.

Prerequisites: permission of the instructor, department chair and college dean.

A research study in lieu of a bound thesis conducted as partial fulfillment of a master's degree under the direction of a graduate committee.

CEDP 602 School Psychology Portfolio (1-6)

Prerequisite: admission to School Psychology Program.

Students prepare reflections and evidence to document their knowledge and competence in the NASP standards for training and practice. An informal presentation of the portfolio is provided at the end of the second year of the program to document readiness for the internship experience. In the third year of the program, students provide a formal presentation as a culminating experience in the program.

CEDP 695 Practicum (Specialized Areas) (1-9)

Graded Pass/No Credit.

Prerequisites: Admission to a Department of Counseling, Educational and Developmental Psychology graduate program and a completed current FBI fingerprint check; permission of the instructor, department chair and college dean. Professional liability insurance is required for graduate counseling students: mental health or school counseling emphasis.

Supervised experience in specialized areas.

CEDP 696 Internship: Community College Teaching (1-15)

Graded Pass/No Credit.

Teaching of a lower-division college course under supervision of a regular faculty member assigned by the department chair. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction and student course evaluation.

CEDP 697 Internship (Specialized Areas) (1-15)

Graded Pass/No Credit.

Prerequisite: admission to the graduate counseling program: mental health or school counseling emphasis; permission of the instructor, department chair and college dean.

Internship experience of professionally supervised service in an approved agency or institution.