

DEPARTMENT OF COUNSELOR EDUCATION

Overview

Graduate Center, Suite 102
West Chester University
West Chester, PA 19383
610-436-2559

Department of Counselor Education (<http://www.wcupa.edu/counselorEducation/>)

Dr. Boccone (pboccone@wcupa.edu), *Chairperson*

Dr. Dickinson (kdickinson@wcupa.edu), *Graduate Coordinator*

Programs of Study

The WCU Department of Counselor Education is proud to offer CACREP-accredited programs in Clinical Mental Health Counseling (M.S.) as well as School Counseling (M.Ed.). Each course has been meticulously designed by our expert faculty to prepare students to effectively navigate the field, providing intentional and evidence-based treatment to the clients whom they serve. At a fundamental level, counselors are generalists, having the ability to adapt and apply core concepts and skills with a diverse clientele. As such, students will first be exposed to the foundational knowledge necessary to navigate the therapeutic process with intentionality as agents of change. Through specialty-specific courses, they will then develop the advanced skills needed to be effective in the roles associated with their concentration.

Beyond content, special attention will be paid to bridging the gap between “knowing” and “doing” by incorporating guided application activities, based on real-world scenarios, across the curriculum, eventually leading to a 700-hour field experience working with real clients. Critical to counselor competence, cultural exploration and awareness will also frame the content and skills delivered in each course, calling on students to evaluate and adapt to the complex worldviews of, not only their clients, but also themselves. Through their self-awareness, knowledge, and honed therapeutic skills, our graduates will be prepared to be true catalysts of change in their communities.

The Department also offers certificate options for master’s level professionals seeking additional education to qualify for licensure or certification as a school counselor.

Master of Science in Clinical Mental Health Counseling

Dr. Karen Dickinson (kdickinson@wcupa.edu), Program Coordinator

Master of Education in School Counseling

Dr. Karen Dickinson (kdickinson@wcupa.edu), Program Coordinator

Post-Master's Certificate in Professional Counselor Licensure Preparation (LPC)

Dr. Karen Dickinson (kdickinson@wcupa.edu), Certification Coordinator

Specialist Certificate I in (School) Counseling

Dr. Karen Dickinson (kdickinson@wcupa.edu), Certification Coordinator

Programs

Master's Programs

- M.Ed. in School Counseling (<https://catalog.wcupa.edu/graduate/education-social-work/counselor-education/school-counseling-med/>)

- M.S. in Clinical Mental Health Counseling (<https://catalog.wcupa.edu/graduate/education-social-work/counselor-education/clinical-mental-health-counseling-ms/>)

Certificate

- Post-Master's Certificate in Professional Counselor Licensure Preparation (LPC) (<https://catalog.wcupa.edu/graduate/education-social-work/counselor-education/post-masters-certificate-counselor-licensure-preparation/>)

Certification

- Specialist Certificate I in (School) Counseling (<https://catalog.wcupa.edu/graduate/education-social-work/counselor-education/specialist-i-certification/>)

Admissions

All applicants to one of West Chester University’s graduate programs will be held to the graduate admissions requirements (<https://catalog.wcupa.edu/general-information/admissions-enrollment/graduate-admissions/>). When applicable, additional requirements for admission into specific department program(s) may be listed below.

M.Ed. in School Counseling / M.S. in Clinical Mental Health Counseling

When admitting an applicant to the counselor education programs, the department makes a commitment to the student's development and future success. The department evaluates each candidate through the use of multiple criteria. Admission requires an undergraduate degree from an accredited college or university. The expected standard for students applying to counselor education programs is a minimum 3.0 grade point average (GPA) on a 4.0 scale. Students applying to the M.Ed. in School Counseling program must have a 3.0 to be considered, per regulations from the PA Department of Education. Standardized scores such as the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT) are not required. In addition to all undergraduate grades, all candidates must submit two letters of reference, writing samples, and participate in an on-campus interview with department faculty.

Specialist Certificate I in Counseling / Post-Master's Certificate in Professional Counselor Licensure Preparation

Master's degree is required.

Policies

All graduate students are held to the academic policies and procedures (<https://catalog.wcupa.edu/graduate/academic-policies-procedures/>) outlined in the graduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department programs may be listed below.

Degree Requirements

After completion of 15 credit hours but prior to enrolling for 25 credit hours of counselor education course work, students are eligible and must apply for degree candidacy.

Degree Candidacy Requirements

1. Students must earn a grade of B (83%) or better in all degree candidacy courses (EDC 503, EDC 521, EDC 567, EDC 570, and EDC 571).
2. Faculty are asked to share each semester any concerns with the student's interpersonal skills and/or overall mental health. If concerns are expressed, a formal assessment may be required prior to granting degree candidacy.

3. Students seeking certification as a school counselor must successfully complete the Pennsylvania Department of Education (PDE) certification requirements: Praxis PPST Reading, Writing, and Mathematics Tests (or already be PDE teacher certified in another subject area). All students admitted after January 1, 2011 must complete PDE Chapter 49.13 requirements.

Comprehensive Exam Policy for the Department of Counselor Education

All students will complete a comprehensive exam, which represents the major cognate evaluation of counseling candidates. The degree being pursued will be granted only when students have passed the department's standards, which includes passing the comprehensive exam.

Approval for Field Experience and Internship for School Counseling

All students must meet the following criteria in order to start field experience:

- Complete the designated courses per program requirement with an earned grade of B or better to enroll in practicum.
- Attend mandatory Field Orientation with Field Director.
- Declare intent by completing the designated form the semester prior to the academic semester they are eligible for practicum/internship.
- Have liability insurance throughout professional experiences.
- Completed the following forms¹:
 - Child abuse history clearance form
 - Request for criminal record check
 - FBI records check
 - TB test
- See department webpage and/or handbook for specific programmatic requirements.

¹ Practicum/Internship students will apply for updated clearances a semester prior to practicum and internship. The Office of Candidate Services will notify students when they should apply for clearances.

Field Experience Minimum Grade

Students in the Department of Counselor Education must earn a B or better in any field experience course. A grade of B- or below in any field experience course must be repeated with remediation. Only one field experience course may be remediated and a grade of B or better is required before continuing on to a future field experience course.

Educational Specialist I Certificate

In order to obtain the Educational Specialist I Certificate, students must successfully complete the required practicum and internship experiences in approved secondary or elementary school settings. These courses provide an opportunity for students, under West Chester University faculty supervision, to work closely with a professional counselor in a school setting. The certificate is issued on the basis of the program approval status of the counselor education program at the University as granted by the Pennsylvania Department of Education.

Effective January 1, 2011, the Pennsylvania Department of Education Chapter 49.13 regulations went into effect. This regulation requires all Pennsylvania teacher certification candidates to complete nine credits or 270 hours or an equivalent combination for adaptations and accommodations for diverse students in an inclusive setting, and three credits or 90 hours or an equivalent combination to meet the instructional needs of English language learners. EDC 559 meets three of the nine required credits of course work in adaptations and accommodations for diverse students in an inclusive setting. The

remaining diverse learner in inclusive settings and English language learner requirements can be met through courses at the undergraduate level and must be completed prior to graduation from the M.Ed. program.

Faculty

Professors

Kathryn Alessandria (kalessandria@wcupa.edu) (2003)
B.S., M.A., James Madison University; Ph.D., University of Virginia

Karen L. Dickinson (kdickinson@wcupa.edu) (2011)
Graduate Coordinator, Counselor Education
B.A., Rutgers University; M.A., West Chester University; Ph.D., University of Delaware

Vickie Ann McCoy (vmccoy@wcupa.edu) (2007)
B.A., M.S., M.A., Monmouth College; Ph.D., University of Southern Mississippi

Cheryl W. Neale-McFall (cneale-mcfall@wcupa.edu) (2012)
B.S., James Madison University; M.S., University of Georgia; M.Ed., Ph.D., Old Dominion University

Eric William Owens (eowens@wcupa.edu) (2011)
B.A., University of Pittsburgh; M.A., Indiana University of Pennsylvania; Ph.D., Duquesne University

Matthew Snyder (msnyder@wcupa.edu) (2007)
B.S., Pennsylvania State University; M.A., Arcadia University; Ph.D., University of Connecticut

Naijian Zhang (nzhang@wcupa.edu) (1999)
B.A., Xi'an Foreign Languages Institute (China); M.A., M.A., Bowling Green University; Ph.D., Ball State University

Lynn Zubernis (lzubernis@wcupa.edu) (2007)
B.A., Rosemont College; M.A., Ph.D., Bryn Mawr College

Associate Professors

Bridget Asempapa (basempapa@wcupa.edu) (2017)
B.S.Ed., M.S.Ed., Youngstown State University; Ph.D., Ohio University

Peter J. Boccone (pboccone@wcupa.edu) (2018)
Chairperson, Counselor Education
B.A., M.A., Ed.S., Rider University; Ph.D., Southern Illinois University

Assistant Professor

Nikki C. Correa (ncorrea@wcupa.edu) (2023)
B.A., M.A., University of Nevada, Las Vegas; Ph.D., Oregon State University

Courses

EDC

EDC 503. Orientation to Professional School Counseling and Ethics. 3 Credits.

This introductory course provides an understanding of counseling as a profession: including history, roles, organizational structures, ethical and legal issues, standards, and credentialing. The evolution of the role and function of counselors and school counselors as professionals and their emergence as leaders, advocates, and collaborators in the provision of quality and equitable education for all students will be a focus. This course will include a guided application component.

EDC 504. Organization & Administration of School Counseling Programs. 3 Credits.

The student will learn how to develop, maintain, and evaluate a comprehensive school counseling program that effectively addresses student needs. National models for school counseling programs that provide process and content framework will be examined. Specific emphases will be placed on the school as a system, needs-based and data-driven program development, process and outcome accountability, program management, and the cost-effective delivery of programs. This course will include a guided application component. EDC 504 Prerequisite: Successful completion of EDC 503, EDC 570, EDC 571, EDC 520, EDC 576, EDC 567, EDC 521, EDC 590, EDC 560, EDC 505, and EDC 577, with minimum grades of C-.

EDC 505. School Counselors Working with Diverse Learners. 3 Credits.

This course provides future school counselors with an overview of the unique needs of the diverse learner, who, because of factors which may become barriers, such as limited English language proficiency or disabilities, may have academic needs that require not only varied instructional strategies to help them learn but also counselor support and advocacy. The role of the school counselor as direct service provider as well as leader, advocate and agent of systemic change, will be highlighted. This course will include a guided application component. EDC 505 Prerequisite: Successful completion of EDC 503, EDC 570, EDC 571, EDC 520, EDC 576, EDC 567, and EDC 521, with minimum grades of C-.

EDC 506. Counseling Research Methods and Program Evaluation. 3 Credits.

This course will focus on preparing students to understand and critically evaluate research and program evaluation. Foundational information will be provided on conducting and evaluating research as well as how students can use research to inform their practices in the field.

EDC 520. Social and Cultural Considerations in Counseling. 3 Credits.

This course will introduce students to concepts of social and cultural diversity and their potential impact on the therapeutic process. Particular focus will be paid to the development of multicultural counseling competence and the relevance of culture at each stage of the counseling process, across the domains of knowledge, self-other awareness, and skill. EDC 520 Prerequisite: Successful completion of EDC 551, EDC 570, and EDC 571, with minimum grades of C-.

EDC 521. Human Development Through the Lifespan. 3 Credits.

This course presents the major developmental theories and supportive research, depicting normative development from conception to death. Students will review factors facilitating and impeding completion of developmental tasks across the lifespan.

EDC 531. Theories of American College Student Development. 3 Credits.

The general purpose of this course is to focus on the examination of a range of human development theories that offer insights to the process of student learning, growth, and development during the college years. Special focus will be directed toward understanding the implication of these models for the policies and practices of higher education and student affairs in particular.

EDC 543. Disability & Rehabilitation Counseling. 3 Credits.

This course is designed to lead counselors in training through an exploration of both multicultural and biopsychosocial aspects of disability and rehabilitation across the life span.

EDC 551. Orientation to Clinical Mental Health Counseling and Ethics. 3 Credits.

An introductory course that provides an understanding of clinical mental health counseling as it relates to its history, the philosophical underpinnings that inform the therapeutic process, common professional roles in the field, and the various organizations that influence, and through which one expresses, their professional identity as a Clinical Mental Health Counselor.

EDC 552. Trauma Counseling and Crisis Intervention. 3 Credits.

This course provides students with an understanding of the impact of crises, disasters, and other trauma-causing events. Particular attention will be paid to the unique application of theories and practices employed when counseling survivors of crises and traumatic events. This course will include guided application activities.

EDC 552 Prerequisite: Successful completion of EDC 551, EDC 570, and EDC 571, all with minimum grades of C-.

EDC 553. Introduction to Addictions Counseling. 3 Credits.

An introduction to substance abuse counseling and related issues. This course provides an overview of the historical context, etiological theories, and psychoactive impact of substances on the brain and body. The course will focus on evidence-based assessment, diagnosis, and treatment of substance abuse/dependence with emphasis on clinical counseling practice by theory and research. This course will include a guided application component.

EDC 553 Prerequisite: Successful completion of EDC 551, EDC 570, and EDC 571, all with minimum grades of C-.

EDC 554. Grief Counseling. 3 Credits.

This course will focus on the experiences of loss, grief and bereavement as it is viewed by individuals, families and loved ones. The aspiring counselor will become acquainted with the guidelines for conceptualizing loss and grief, coping mechanisms for clients, and strategies for loss adaptations. In addition, we will consider how social factors, including culture, ethnicity/race, gender, class and sexual orientation may impact the grieving process. Students will be required to apply and integrate this knowledge through various written assignments, class discussion and introspective analysis.

EDC 555. Marriage and Family Counseling. 3 Credits.

A survey course that examines the dynamics of general systems theory, family systems, and the rationale and practice of marriage and family counseling. The student is introduced to: various theories of family counseling; related approaches to therapeutic intervention; and the associated contextual, ethical, and professional practice issues. A significant portion of the class is devoted to experiential learning activities designed to facilitate integration of theory and practice and to stimulate self-reflection and assessment.

EDC 556. Career Development and Clinical Mental Health Counseling. 3 Credits.

This course will provide students with an overview of career development and counseling in clinical mental health settings. The purpose of this course is to introduce students to the major concepts and theories of career development and to enable students to acquire the skills and knowledge necessary to be effective career counselors.

EDC 556 Prerequisite: Successful completion of EDC 551, EDC 570, and EDC 571, all with minimum grades of C-.

EDC 557. Advanced Counseling Applications and Techniques. 3 Credits.

This course provides an in-depth look at the advanced application of evidence-based counseling practices such as behavioral, cognitive-behavioral, and dialectical-behavioral therapies. This course will include a guided application component.

EDC 557 Prerequisite: Successful completion of EDC 551, EDC 570, EDC 571, and EDC 560, all with minimum grades of C-.

EDC 558. Counseling Military Professionals, Veterans, and Their Families. 3 Credits.

This course explores the challenges facing military personnel, veterans and their families. Course work will prepare students to understand the mental health challenges facing all three populations, as well as the services and programs available for assistance. A special focus will be on mental health issues such as PTSD and coping with physical and psychological trauma.

EDC 559. Human Exceptionality for Counselors. 3 Credits.

The goal of this course is to provide future school counselors with an overview of human exceptionality and advanced educational psychology constructs as they pertain to new experiences of persons with disabilities in our educational system.

EDC 560. Diagnosis and Appraisal I. 3 Credits.

An examination of the foundations of diagnosis and assessment in counseling. Students will be introduced to the purpose and role of diagnosis and assessment in counseling as well as the factors that determine validity and reliability of appraisal. Students will learn the physiological, psychological, and environmental etiologies of mental health disorders and be introduced to DSM and ICD diagnostic criteria for a selection of mental health disorders. Emphasis will be placed on how to meaningfully incorporate diagnosis and assessment into the counseling process. This course will include a guided application component.

EDC 560 Prerequisite: Successful completion of EDC 551, EDC 570, and EDC 571, all with minimum grades of C-.

EDC 561. Contemporary Trends and Issues in Clinical Mental Health Counseling. 3 Credits.

This course will provide a focused analysis of a collection of hand-selected topics and how they apply in context of Clinical Mental Health Counseling. Topics will include psychopharmacology, counseling supervision, distance counseling, and others.

EDC 562. Counseling Children and Adolescents. 3 Credits.

This course is designed to provide an in-depth look at the factors impacting children and adolescents in the counseling relationship in a school or clinical setting. Exploration will include typical and atypical development effecting the cognitive, social, emotional, and physical domains. Additionally, theory and social factors, including culture, ethnicity/race, gender, class, and sexual orientation, will be examined. Students will be required to apply and integrate this knowledge through various written assignments, class discussion, and introspective analysis.

EDC 563. Counseling & Human Sexuality. 3 Credits.

This course is designed to lead counselors in training through an exploration of both multicultural and biopsychosocial aspects of human sexuality across the life span. Healthy sexual functioning is reviewed as well as the assessment and treatment of sexuality dysfunctions and disorders. Counseling students will address personal attitudes, beliefs, and biases regarding sexuality and will learn about appropriate assessment and treatment strategies based on the role of relational structure, age, gender identity, sexual orientation, ability status, ethnicity, and other cultural factors that influence sexual preferences and choices. The course will also examine sexual risk taking, sexually transmitted infections, and both ethical and legal considerations related to sexuality and counseling.

EDC 564. Counseling Supervision and Consultation. 3 Credits.

This course is designed to introduce students to the primary theories and practice of counselor supervision and consultation models. Students will discuss the clinical and administrative frameworks, specific ethical issues that coincide with supervision, and the importance of the supervisory relationship, as well as information pertaining to burnout and self-care. Class time will allow students to role-play, engage in group discussions, and receive supervised experience.

EDC 565. Animal Assisted Therapy in Counseling. 3 Credits.

The purpose of this course is to focus on the animal-human bond and its therapeutic applications in goal-directed activities and interventions. The benefits of animal assisted therapy programs will be examined through a review of current research, best practices, ethical and legal issues in the specialty of AAT. The course covers human/pet volunteer training; animal assisted therapeutic applications; and animals in institutions, residential facilities, and educational settings.

EDC 566. LGBT Considerations in Counseling. 3 Credits.

The purpose of this course is to introduce students to considerations specific to providing counseling services to members of the Lesbian, Gay, Bisexual, and Transgender (LGBT) Communities. Instruction will focus on (a) conceptualizing and differentiating the experiences and identity development of individuals within each community, (b) providing ethical and affirmative counseling services, and (c) exploring current issues as they relate to empirical research, perceived conflicts between religious and sexual diversity, family issues, and public policy.

EDC 567. Group Dynamics. 3 Credits.

This course presents the fundamentals of group development, group dynamics and group theory. Part of the course will include guided application in which students will engage in a group process and demonstrate group leadership skills.

EDC 568. Career Development and School Counseling. 3 Credits.

This course will provide students with an overview of career development and counseling in school counseling settings. The purpose of this course is to introduce students to the major concepts and theories of career development and to enable students to acquire the skills and knowledge necessary to be effective career counselors. This course will include a guided application component.

EDC 570. Fundamentals of the Helping Relationship. 3 Credits.

This course highlights the intentional nature of the counseling process and the use of micro-counseling skills in the development of a working relationship. Focus will be put on the gathering of data necessary to understand the nature of the client's concerns and the resources the client brings to addressing these concerns. This course will include a guided application component.

EDC 571. Counseling Theory and Practice. 3 Credits.

This course provides an overview of foundational, contemporary, and emerging theoretical approaches utilized in counseling. Particular focus will be paid to differentiating theoretical approaches as it relates to mechanisms of change, therapeutic interventions, case conceptualization, and treatment planning. This course will include a guided application component.

EDC 572. Diagnosis and Appraisal II. 3 Credits.

As an advanced assessment course, this course expands the student's understanding of differential diagnosis and case conceptualization. The focus of the course is on gaining experience with assessments in service of differential diagnosis, case conceptualization, and treatment planning. The focus is to acquire knowledge and develop skills necessary for mental health counselors to make ethical, thorough, and accurate assessments in their counseling work to facilitate the most appropriate interventions for their clients. This course will include a guided application component.

EDC 572 Prerequisite: Successful completion of EDC 551, EDC 570, EDC 571, EDC 560, EDC 520, EDC 552, EDC 567, EDC 521, EDC 580, and EDC 557, all with minimum grades of C-.

EDC 576. Consultation and Coordination in School Counseling. 3 Credits.

This course focuses on models, mechanisms, and strategies of employing consultation and coordination in remedial and preventive interventions in educational settings. Systems analysis and program development and evaluation will be addressed relative to consultation and coordination. This course will include a guided application component.
EDC 576 Prerequisite: Successful completion of EDC 503, EDC 570, and EDC 571, with minimum grades of C-.

EDC 577. Advanced School Counseling Applications and Techniques. 3 Credits.

This course is designed to provide an in-depth look at strategies employed by school counselors as they implement comprehensive school counseling programs. The strategies presented reflect those of "best practice" and are tailored to the developmental needs of specific client populations. The strategies reflect a multi-tiered system of support, one affecting individual and systemic change. This course will include a guided application component.

EDC 577 Prerequisite: Successful completion of EDC 503, EDC 570, EDC 571, EDC 520, EDC 576, EDC 567, and EDC 521, with minimum grades of C-.

EDC 578. Contemporary Trends and Issues in School Counseling. 3 Credits.

This course addresses contemporary issues and trends impacting our schools, their stakeholders and the role and function of the school counselor. As a seminar format the course provides opportunities for teacher-student, student-teacher, and student-student educational exchange. This course will include a guided application component.

EDC 580. Clinical Mental Health Counseling Practicum. 3 Credits.

This practicum will serve as the student's introductory experience to providing direct, supervised counseling services in the field. This course is the first in what is considered an interconnected set of field experiences that will, to varying degrees, focus on the student's professional identity development as well as clinical applications in the field. Emphasis during this course will be on understanding and integrating the student's personal "presence" when employing techniques as well as a focus on clinical intentionality as students develop as reflective practitioners.

EDC 580 Prerequisite: Successful completion of EDC 551, EDC 570, EDC 571, EDC 560, EDC 520, EDC 552, EDC 567, and EDC 521, with minimum grades of C-.

EDC 590. School Counseling Practicum. 3 Credits.

Students will complete a counseling practicum experience in an approved PreK-12 school setting that totals a minimum of 100 clock hours. The practicum will include both individual and group counseling experiences. Students will receive both individualized and group supervision under the direction of a University faculty member. This course will include a guided application component.

EDC 590 Prerequisite: Successful completion of EDC 503, EDC 570, EDC 571, EDC 520, EDC 576, EDC 567, and EDC 521, with minimum grades of C-.

EDC 595. Workshop in Counselor Education. 1-6 Credits.

workshop

Distance education offering may be available.

Repeatable for credit.

EDC 597. Workshop in Counselor Education. 1-6 Credits.

workshop

Repeatable for credit.

EDC 599. Independent Study. 1-3 Credits.

Independent research and study under the direction of a faculty member.

EDC 600. Counseling Internship in Higher Education/Student Affairs. 3 Credits.

The internship is designed to provide an intensive, supervised on-site counseling experience specific to student's program specialization working in a field site approved by the department. Each three-credit internship has a 200-hour minimum requirement with the course being repeated until the student has accumulated a minimum of 600 on-site hours over at least 2 semesters. This course may be taken again for credit.

EDC 600 Prerequisite: Successful completion of EDC 556, with minimum grade of C-.

Corequisite: EDC 531.

Repeatable for credit.

EDC 601. Counseling Internship Elementary School. 3 Credits.

This internship is designed to provide an intensive, supervised on-site counseling experience in an elementary school setting (grades K-6) in a field site approved by the department. Each three-credit internship has a 200-hour minimum requirement with the course being repeated until the student has accumulated a minimum of 600 hours in school settings over at least two semesters. This course may be taken again for credit.

EDC 601 Prerequisite: Successful completion of EDC 576 and EDC 590, with minimum grade of C-; EDC 504, EDC 556, and EDC 559 must be taken before or concurrently with first internship. Repeatable for credit.

EDC 602. Counseling Internship Secondary School. 3 Credits.

This internship is designed to provide an intensive, supervised on-site counseling experience in a secondary school setting (grades 7-12) in a field site approved by the department. Each three-credit internship has a 200-hour minimum requirement with the course being repeated until the student has accumulated a minimum of 600 on-site hours in school settings over at least two semesters. This course may be taken again for credit.

EDC 602 Prerequisite: Successful completion of EDC 576 and EDC 590, with minimum grades of C-; EDC 504, EDC 556, and EDC 559 must be taken before or concurrently with first internship. Repeatable for credit.

EDC 603. School Counseling Internship I. 3 Credits.

This internship is designed to provide a site-based supervised counseling experience (grades PreK-12) in a field site approved by the department. Students in these first of two internships will have the opportunity to provide those services offered by counselors engaging a comprehensive counseling program. While students will have the opportunity to be primary providers of service, all services will be delivered with on-site and university-based supervision. Each three-credit internship has a 200-hour minimum requirement with the course being repeated until the student has accumulated a minimum of 600 hours in school settings over at least two semesters. This course will include a guided application component. Repeatable for credit.

EDC 604. School Counseling Internship II. 3 Credits.

Having completed Internship, Advanced Internship furthers student development and extends the students' process of immersion into the role and functions of a school counselor in a PreK-12 setting. Students, while remaining under site and university-based supervision, are expected to operate more independently, exhibiting leadership and advocacy skills in their planning, implementation, and assessment of services. Each three-credit internship has a 200-hour minimum requirement with the course being repeated until the student has accumulated a minimum of 600 hours in school settings over at least two semesters. This course will include a guided application component. Repeatable for credit.

EDC 605. Clinical Mental Health Counseling Internship I. 3 Credits.

As part of an interconnected set of field experiences, this course builds upon the student's efforts and growth during the practicum. Although there is continued attention on the intern's professional identity development, this course provides a supervisory experience specifically crafted to promote the student's development as a reflective practitioner. Emphasis will be on the intern's ability to, in real-time, track and adjust to the evolving therapeutic process using deliberate interventions grounded in theory and evidence-based practices.

EDC 605 Prerequisite: Successful completion of EDC 551, EDC 570, EDC 571, EDC 560, EDC 520, EDC 552, EDC 567, EDC 521, EDC 580, and EDC 557, with minimum grades of C-.

EDC 606. Clinical Mental Health Counseling Internship II. 3 Credits.

This course is the culminating field experience for CMHC counselors-in-training. Students will continue to hone their clinical skills as reflective practitioners via case conceptualization. Professional identity will be addressed in the context of self-guided evaluation and professional development after graduation. Student-led seminars will provide an opportunity for the exploration of professional topics of interest to the student while additional time will be dedicated to helping prepare the student to navigate the job market upon graduation.

EDC 606 Prerequisite: Successful completion of EDC 551, EDC 570, EDC 571, EDC 560, EDC 520, EDC 567, EDC 521, EDC 580, EDC 557, EDC 605, and EDC 572, all with minimum grades of C-.

EDC 630. Systems Concepts & Skills Prof Counselor. 3 Credits.

Contact department for more information about this course.