

**Required Courses for Master of Science in Education and the
Certificate of Advanced Studies (CAS)**

Master's Degree Required Courses

EDU 595	Introduction to Educational Research
EDU 617	Group Dynamics
EDU 651	Introduction to Counseling
EDU 652	Multicultural Counseling
EDU 654	Counseling Theory and Practice
EDU 655	Lifespan Development and Behavior
EDU 657	Assessment in Counseling
EDU 658	Counseling Process
EDU 659	Wellness and the Counseling Process
EDU 664	Career Counseling and Planning
EDU 676	School Counseling Practicum
EDU 677	School Counseling Internship

CAS Required Courses

EDU 662	Organization and Administration of the Guidance Program
EDU 666	Abnormal Psychology
EDU 668	Family Counseling
EDU 669	Group Theory and Application
EDU 674	Consultation in Counseling
EDU 678	School Counseling Advanced Internship

CAS Electives (examples...this is not exhaustive)

EDU 663	Interpersonal Communications
EDU 670	Differential Diagnosis and Treatment Planning
EDU 671	Psychopharmacology
EDU 672	Bases to Drug and Alcohol Addictions
EDU 803	Counseling and Behavior Therapy with Children

Courses Required for the School Counseling Program:

The School Counseling program, leading to a Master of Science in Education degree (M.S.Ed.) requires 36 semester credit hours. The CAS in School Counseling requires 24 credits (18 in required courses and 6 in electives). 300 clock hours of field placement (practicum and internship) are also required. The curriculum outline begins below:

Required Courses for the Master's Degree (36 Credit Hours). Students attending full time can complete the master's degree in 4 academic semesters. The curriculum is listed below:

EDU 595: Introduction to Educational Research

(Middle Childhood, Early Childhood, Literacy, Special Education, Counseling, School Psychology or Administration) This course is designed to introduce graduate students to the principles of research in education. Students will become effective consumers of educational research by analyzing the literature in a particular area of study and synthesizing the results into material that can be applied to diverse educational settings. Students will also develop practical research skills that they might use to assist them in their own professional development. Preservice teachers and practitioners enrolled in this course will complete a field-based research project pertaining to their area of study.

- three semester hours

EDU 617: Group Dynamics

This course is designed to promote an increased understanding of group dynamics and to develop specific skills and positive attitudes toward the use of group procedures.

- three semester hours

EDU 651: Introduction to Counseling

This course explores the basic counseling process, including developing active listening skills, building rapport and facilitating client awareness. The course will also examine the settings in which a professional counselor can practice, such as schools, community and mental health agencies, career counseling centers, rehabilitation programs, and addiction programs. Professional roles, ethical standards and professional credentialing will be introduced in this course.

- three semester hours

EDU 652: Multicultural Counseling

As an introduction to the issues which arise in counseling multicultural and diverse populations, this course will focus upon understanding the differences and similarities in values, goals and challenges of individuals from diverse backgrounds. Personal exploration into attitudes and behaviors toward others from different backgrounds will be emphasized.

- three semester hours

EDU 654: Counseling Theory and Practice

This course will examine the various theoretical perspectives and techniques in the field of counseling. Through application of various counseling theories to the analysis of case studies and personal growth challenges, the student will begin to develop a personal style of counseling.

- three semester hours

EDU 655: Lifespan Development and Behavior

This course examines the theories of development from psychology, biology, sociology and cultural anthropology. Emphasis is placed on understanding how normal and

abnormal behavior develops. Through learning about the developmental milestones and crises in the human experience, the counselor will develop skills to plan effective intervention strategies.

- three semester hours

EDU 657: Assessment in Counseling

Fundamentals of educational/psychological tests. This course also examines foundational principles of standardized testing and assessment.

- three semester hours

EDU 658: Counseling Process

Prerequisite: EDU 651, EDU 654

This course is designed to give students the opportunity to practice the various counseling strategies and techniques learned in previous courses. Focus will be on developing the skills necessary to select the counseling intervention methods most appropriate for the specific life challenges facing the client(s).

- three semester hours

EDU 659: Wellness and the Counseling Process

This course will introduce the student to the counseling experience as an active participant. This personal growth experience will utilize the programs and services of the NU counseling center with primary focus on the personal wellness process.

- three semester hours

EDU 664: Career Counseling and Planning

This course critically examines the factors involved in career development including intellectual ability, aptitudes, personality, interests, and environmental influences. The value of theories of career development and what theories can be used to understand career development are also stressed.

- three semester hours

EDU 676: School Counseling Practicum

Prerequisites: EDU 651, EDU 654, EDU 658

The counseling field experience is a school-based work experience in guidance activities. Under the supervision of a certified, qualified school counselor, the student will be involved in all aspects of the guidance program. This course is mandatory and will precede EDU 677. On-campus seminars will be held for the sharing and discussion of experiences and for further supervision by the Niagara University instructor.

- three semester hours

EDU 677: School Counseling Internship

Prerequisites: EDU 651, EDU 654, EDU 658, EDU 676

The counseling practicum is a school-based experience in counseling. The major emphasis is on the counseling situation in an individual or group setting. The student will be supervised both by a certified counselor and by the university instructor. Feedback will be provided on techniques, application of theory and counseling styles. On-campus seminars and individual supervision will be held to share experiences and for further supervision by the university instructor.

- three semester hours

Required courses for the Certificate of Advanced Study in School Counseling "CAS"

EDU 662: Organization and Administration of the Guidance Program

This course is designed to develop a philosophy of guidance activities with emphasis on the major services, plans of organizing them, school personnel needed and their functions, continual growth of the services, and the evaluation of the effectiveness of the program.

- three semester hours

EDU 666: Abnormal Psychology

Prerequisite: EDU 655

Understanding the Diagnostic Statistical Manual of Mental Disorders – IV will be the focus of this course. Some prior knowledge of the etiology of behavioral disorders and the impact of these disorders upon society is assumed. Developing differential diagnostic skills through the analysis of case studies will be emphasized.

- three semester hours

EDU 668: Family Counseling

Prerequisites: EDU 651, EDU 658, EDU 654, EDU 617

The theoretical perspectives guiding counselors will be examined. Exploration of personal family dynamics through the use of different theories will facilitate the student's awareness of various family system models. Beginning skills in family intervention will be developed through role-playing, small interaction groups and case studies.

- three semester hours

EDU 669: Group Theory and Application

Prerequisites: EDU 651, EDU 654, EDU 658, EDU 617

This course examines the various counseling theories applicable to group counseling. Through an experimental mode of learning, the student will develop beginning skills for facilitating groups and in planning intervention strategies.

- three semester hours

EDU 674: Consultation in Counseling

By examining the models of consultation as they apply to the counselor, the student will develop an awareness of the issues in the process of consultation. Through role-playing, analysis of case studies and personal exploration, the student will begin to develop effective consultation skills.

- three semester hours

EDU 678: School Counseling Advanced Internship

Prerequisites: EDU 676, EDU 677

The advanced practicum is designed for those students completing requirements for the certificate of advanced studies in school counseling. This course will be conducted on an individual basis under the supervision of a university instructor. By prior arrangement, students will study/practice particular aspects of the counseling process they want to further explore.

- three semester hours

Elective Courses:

EDU 663: Interpersonal Communications

This course is designed to give professionals knowledge and behavior skills which are applicable to face-to-face communication; one's own unique style of communicating; group and organizational factors which affect communications; and continued improvement of one's own communication skills.

- three semester hours

EDU 670: Differential Diagnosis and Treatment Planning

Prerequisite: EDU 655, EDU 657

Students will develop advanced skills in diagnosis through integrating material for the intake, initial interview, social histories, and psychiatric/psychological reports. In addition, they will develop the crucial skills in client care/management including creating and implementing appropriate treatment programs, writing reports, keeping records and consulting with all professionals in the total managed care system.

- three semester hours

EDU 671: Psychopharmacology

This course is an overview of the field of pharmacology. Physiological effects, psychological effects, withdrawal characteristics, drug interactions and treatment applications are the focus of this course.

- three semester hours

EDU 672: Bases to Drug and Alcohol Addictions

Examination of the psychological, sociological and biological reasons for addictions will lead to understanding the models for treating addictions. One focus of the course is on recognizing physical, behavioral, emotional, social and spiritual symptoms of chemical dependence and other addictions. Another focus is on learning the counseling and treatment methods commonly used in treating the chemically dependent and addicted.

- three semester hours

EDU 681/682/683: Independent Study I, II and III

Individual study consists of individual readings, study, and work on a research project, field study, or an educational problem related to the student's area of concentration and/or a course within that concentration. It may also be related to one's major teaching, administrative and counseling field. The approval of the departmental chairperson, the dean, and the adviser is required.

- three semester hours

EDU 803: Counseling and Behavior Therapy with Children

Prerequisite: EDU 654

This lab/seminar course is designed to give students the opportunity to practice the various counseling strategies and techniques learned in previous courses and to refine the skills and knowledge base specific to counseling with child and adolescent populations. The focus will be on learning the research and developing the skills necessary to select the counseling intervention methods most appropriate for the specific life challenges facing school-age children.

- three semester hours

Practicum and Internship:

Graduate students enrolled in the School Counseling program are required to complete 300 clock hours, which is spread across two field experiences. The first field experience is Practicum, which requires a minimum of 150 clock hours. Practicum students meet in a classroom format on a weekly basis. Students must pass both the classroom portion and the on-site field placement to earn a grade of pass (S=satisfactory; U=Unsatisfactory) to move to Internship. Once the student successfully completes Practicum, they move to Internship, which also requires a minimum of 150 clock hours, in addition to a weekly classroom experience.

Students are assisted in finding their own sites in that they are given a list of participating sites who would like our interns. Students may find a school on this list or enlist a school that is not on the list. Site supervisors must be permanently certified as a school counselor and must have tenure in the district. Once a site supervisor has been obtained, students must fill out a site supervisor information form (see Appendix A) and return it to their advisor.

Students must keep a log of hours at their sites, which will be signed by both their on-site supervisor and their university supervisor (See Appendix B).

Additionally, a contract will be signed between Niagara University and any site for which you may act as an Intern (See Appendix C).

Midpoint Program Evaluation/Assessment

Students will complete this evaluation during EDU 658 Counseling Process. Prior to taking this course, students must have completed EDU 654 Counseling Theory and EDU 651 Introduction to Counseling. A passing score on the midpoint evaluation is required prior to registering for EDU 676 School Counseling Practicum (See Appendix D).

Comprehensive Evaluation/Assessment

Students will submit requirements for this evaluation during EDU 676 School Counseling Practicum. Students must receive a passing score prior to completion of EDU 677 School Counseling Internship (See Appendix E).

Capstone project of the Niagara University School Counseling program

The school counseling program at Niagara University requires a capstone project. This project consists of the completion of a professional portfolio (See Appendix F). The portfolio is based on the eight CORE area guidelines set forth by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP).

It is recommended that students work closely with their faculty advisor, as this is the key contact. Once the above project is completed, the student schedules a final defense with their faculty advisor. The final defense is one to two hours in duration.