

# SCHOOL OF EDUCATION & HUMAN SERVICES

## Online Degree Programs

- Clinical Mental Health Counseling (MA - Online) (<https://catalog.cornerstone.edu/graduate/education-human-services/clinical-mental-health-counseling-ma/>)
- Education (MA - Online) (<https://catalog.cornerstone.edu/graduate/education-human-services/education-ma/>)
- TESOL (online) (<https://catalog.cornerstone.edu/graduate/education-human-services/tesol-ma/>)

## Counseling (COU)

### COU-501 COUNSELING THEORIES (3 Credits)

This course provides a history, survey, and the development of various theoretical approaches to counseling. Through study, interaction, and research of the diverse linear and systemic theoretical models, students are given the opportunity to evaluate the models and establish a personal theoretical orientation to counseling.

*Prerequisite:* None

### COU-502 COUNSELING ETHICS & ISSUES (3 Credits)

This course is a study of the professional roles, legal requirements, and ethical codes for professional counselors. Discussions include legal and ethical problems commonly encountered within the counseling profession. Students will engage an ethical decision-making model to effectively utilize the ACA Code of Ethics (2014), AAMFT Code of Ethics (2015). This course must be taken within the first 15 credits of enrollment at PGS.

*Prerequisite:* None

### COU-503 INTRODUCTION TO COUNSELING/PROF DEVELOP (3 Credits)

This course provides an introduction to counseling, professional development, and consultation. This course aids the student in developing an understanding of the essential elements of the counseling profession, including history and philosophy of counseling and systemic work; responsibilities, functions, and roles of the professional counselor; collaboration and consultation skills with other professionals, groups and organizations; theories of supervision and consultation; and various professional practice settings. Students will articulate personal model of counseling that includes the development of multicultural counseling competencies and integration of a Christian worldview.

*Prerequisite:* None

### COU-520 CHILD AND ADOLESCENT COUNSELING (3 Credits)

This course is designed to provide an understanding of the unique developmental issues of the child and adolescent years. Included are strategies, theories, and methodologies necessary to successfully counsel these important groups.

*Prerequisite:* None

### COU-521 FOUNDATIONS OF MARRIAGE & FAMILY COUNSEL (3 Credits)

The purpose of this course is to provide historical, theoretical, conceptual, ethical, and practical foundation for counseling diverse couples and families from a systemic perspective. Students will explore a variety of theories, including a systems approach perspective to address the needs of couples and families in counseling. Students will also learn how to engage in the family assessment process to effectively treatment plan and implement therapeutic interventions to assist with promoting optimal wellness and growth with couples and families.

*Prerequisite:* None

### COU-525 SOCIAL & CULTURAL FOUNDATIONS IN COUNS (3 Credits)

This course will examine substantive and theoretical constructs concerning the inherently complex dynamics involved in counseling people from diverse cultural contexts. An emphasis will be placed on expanding awareness about diverse cultures, personality theory development, and counselor personal bias in the effort to enhance cultural sensitivity and diffuse potential barriers in the counseling relationship and process. Current research about specific cultural issues will be addressed, including race, ethnicity, socioeconomic class, gender, age, marital status, sexual orientation, and disability.

*Prerequisite:* None

### COU-532 COUNSELING WOMEN/LIFE CYCLES (3 Credits)

This course is designed to help students learn the concepts and skills necessary to counsel women of all ages effectively. Counseling philosophy, theory and ethical standards are studied. The content includes a developmental framework exploring the various dimensions of a woman involving her cognitive, emotional, physical and spiritual health. Students will learn to be equipped to intervene with issues related to life adjustment and crisis situations.

*Prerequisite:* None

### COU-602 CLINICAL ASSESSMENTS (3 Credits)

This course will examine the purpose of clinical assessments in counseling and how the usage of assessments can enhance the mental health services provided to clients. Students will become familiar with statistical concepts as well as ascertain basic competency in the selection, administration, scoring, interpreting, and relaying the results generated from psychological, educational, and vocational assessments utilized in clinical practice. Students will gain the necessary skills to effectively utilize information gathered through standardized and non-standardized instruments to serve as a supportive indicator for diagnosing, intervention planning and clinical recommendations that contribute to symptom reduction, behavioral change, and client wellness.

*Prerequisite:* None

### COU-610 COUNSELING TECHNIQUES (3 Credits)

This course provides an exploration of counselor characteristics and behaviors that influence the counseling process. Students will explore various counseling methodologies, techniques, and strategies useful in the change process when working with an individual, marital, couple, and/or family. Students will study specific techniques for effective risk assessment and crisis/trauma intervention.

*Prerequisite:* None

### COU-611 CAREER DEVELOPMENT (3 Credits)

This course prepares the student to facilitate a client's career and personal development. Relevant career development theories, models and approaches will be explored. Students will gain competency in the use of assessment tools related to career and life decision making. Students will be charged an additional course fee for course materials.

*Prerequisite:* None

### COU-612 GROUP TECHNIQUES (3 Credits)

This course is designed to expose students to the theories and dynamics of group counseling. A variety of group settings and formats will be explored. Students will learn about group formation, therapeutic factors and effective group leadership techniques that impact the group process. Students will gain direct experience as a member and leader of a counseling group.

*Prerequisite:* None

**COU-642 SOCIOLOGY OF TRAUMA (3 Credits)**

This course provides an in-depth exploration of the sociological aspects associated with the context of traumatic events from a local and global perspective. Extensive consideration is given to the elements that contribute to natural and human-generated disasters from a systemic theoretical construct. Various aspects of society, the existing infrastructure in an environment and culture will be studied, including barriers, challenges, resources, corruption, oppression, poverty, disease, depravity, and other factors that impact a community's ability to prevent and respond to traumatic related events.

*Prerequisite:* None

**COU-643 TRAUMA INFORMED ADVOCACY & CRISIS INTER (3 Credits)**

This course is designed to prepare students to become aware of diverse critical incidents that are potentially traumatic, with specific attention given to how to respond and intervene in crisis situations. These circumstances can include situations with homicidal or suicidal clients, school shootings, natural disasters (such as earthquakes or fires), terrorism, war, sex/drug trafficking and other dangerous instances. The ethical guidelines and professional protocol will be emphasized for the purpose of preparing students for effective immediate response to the psychological impact of life-threatening situations from a professional counseling perspective to serve individuals, families, marriages/couples, and communities.

*Prerequisite:* None

**COU-644 TRAUMA COUNSELING & RECOVERY (3 Credits)**

This course provides an opportunity to explore the current research about traumatology from a Christian worldview, which includes the most effective counseling theories and techniques for counseling children and adults that are recovering from traumatic events. These include instances of physical, sexual abuse and domestic violence as well as natural disasters that could cause a client to experience the symptoms of post-traumatic stress disorder or complex trauma. There will be an emphasis on helping clients increase their capacity for emotional/cognitive restoration, coping skills, resiliency, and ability to optimize functioning. There will also be considerable attention given to issues associated with vicarious trauma and compassion fatigue, which can promote healthy stress management for the counselor and clients that are served.

*Prerequisite:* None

**COU-651 CLINICAL DIAGNOS ASSESSMENT ADDICTIONS (3 Credits)**

This course will provide the clinical knowledge that is necessary to facilitate an initial intake and diagnostic orientation for the client in the counseling process. Students will learn the diagnostic skills necessary to administer a comprehensive and thorough evaluation for the purpose of determining effective treatment plans for clients who are suffering from diverse addictive and compulsive disorders. An emphasis will be placed on integrating and analyzing current research in the field of addictions counseling assessment from a Christian worldview.

*Prerequisite:* None

**COU-652 SOCIOLOGY OF ADDICTIONS (3 Credits)**

This course introduces sociological and systems perspectives of addictions counseling from a Christian worldview. The environmental context of the client will be considered to promote cultural competence and an awareness of the sociopolitical and economic aspects of addictions. Special attention will be devoted to expanding awareness about collaboration, consultation, case management, client education, service coordination and how to develop a referral network in the community.

*Prerequisite:* None

**COU-653 ADDICTIONS COUN: TREATMENT/INTERVENTION (3 Credits)**

This course is designed to help the student become more knowledgeable about counseling philosophy, techniques, theory, and professional/ethical standards that are most effective in counseling clients who have been diagnosed with an addictive or compulsive disorder. Current research about the most effective and practical theoretical counseling models that foster personal growth, recovery, healing, and change are studied. There will be a concentration on documentation/record keeping, crisis intervention, treatment planning and the important aspects of clinical supervision. Students will also have an opportunity to learn and critically examine how their intrapersonal awareness can enhance the counseling process.

*Prerequisite:* None

**COU-661 PSYCHOPATHOLOGY & DIAGNOSIS (3 Credits)**

This course will examine the neurobiological and medical etiology of mental health, co-occurring and addiction disorders and normalcy across the lifespan. Students will gain experience in making efficient diagnoses using the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR) and the International Classification of Diseases (ICD). Relevant cultural factors, differential diagnosis and evidence-based approaches will be emphasized to make appropriate diagnoses.

*Prerequisite:* None

**COU-662 HUMAN GROWTH & DEVELOPMENT (3 Credits)**

This course is designed to introduce students to a meaningful exploration of human development throughout the lifespan. Core themes from the disciplines of individual and family developmental psychology will be emphasized with consideration to a multicultural context. Special attention will be devoted to studying broad theoretical perspectives about the various aspects of optimal human development as well as factors that impede or diminish a person's ability to thrive and flourish.

*Prerequisite:* None

**COU-670 DIAGNOSTIC/CLINICAL ASSESS MENTAL DISOR (3 Credits)**

This course provides an in-depth study of the complex nature of the diagnostic process from a clinical and practical perspective with the use of the Diagnostic and Statistical Manual of Mental Disorder (DSM-5). Special attention will be devoted to cultivating the clinical skills necessary for counselors to formulate a multiaxial diagnosis for clients that meets the criteria for mental disorders. Students will have an opportunity to develop a diagnostic framework from a Christian worldview that will be foundational to learning the professional skills necessary for the treatment planning process. This course is administered online.

*Prerequisite:* None

**COU-672 TREATMENT MENTAL/EMOTIONAL DISORDERS (3 Credits)**

Students will become knowledgeable in the development of measurable client outcomes, effective treatment plans and biopsychosocial/spiritual case conceptualizations. Consideration will be given to relational, systematic, trauma-informed, and community-based strategies that impact treatment planning. Students will be exposed to classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral.

*Prerequisite:* None

**COU-675 TECHNOLOGY ASSISTED COUNSELING (1 Credit)**

This course is designed to inform students about telemental/telehealth counseling, ethical and legal requirements to ensure competency and best practices to serve clients. This course provides an overview of technology requirements needed for HIPPA compliance, to ensure effective assessment competencies to manage emergency situations, and appropriateness of services with diverse individuals, relationships, and families.

*Prerequisite:* None

**COU-680 PSYCHOPHARMACOLOGY & NEUROSCIENCE COUN (2 Credits)**

This course is a presentation of basic neuroscience competencies, theory, research, practice issues, and the psychological and physiological implications of psychopharmacology when treating mental disorders as a non-medical professional.

*Prerequisite:* None

**COU-700 RESEARCH METHODOLOGY (3 Credits)**

This course is a presentation of the basic research designs used by counselors. The student will be introduced to quantitative, qualitative, and mixed research methodologies. The course will explore research ethics, statistical analysis, needs assessment, evidence-based practice, and program evaluation.

*Prerequisite:* None

**COU-720 ADV MARRIAGE & COUPLES THERAPY (3 Credits)**

The study, application, and development of premarital, marital, and couple's theories, diagnosis/assessments, treatment planning, techniques, and interventions from a systemic methodology. Additional focus will include human sexuality and sex therapy, affair work, and other relevant topics when working with premarital, marital, and couples. This course is an extension of the Foundations of Marriage and Family Therapy with a focus on clinical skill development.

*Prerequisite:* None

**COU-730 ADV FAMILY THERAPY/ASSESS/SKILLS/PRACT (3 Credits)**

The study, application, and development of family therapy theories, diagnosis/assessments, treatment planning, techniques, and interventions from a systemic methodology. This course is an extension of the Foundations of Marriage and Family Therapy with a focus on clinical skill development.

*Prerequisite:* None

**COU-782 PRACTICUM: COUNSELING FIELD EXPERIENCE (3 Credits)**

An introductory supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement.

*Prerequisite:* Take COU-501, 502, 503, 525, 602, 610, 661, 672

**COU-784 INTERNSHIP 1: COUNSELING FIELD EXPERIEN (3 Credits)**

An extended supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement.

*Prerequisite:* Take COU-782

**COU-785 INTERNSHIP 2: COUNSELING FIELD EXPERIEN (3 Credits)**

An extended supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement.

*Prerequisite:* Take COU-784

**COU-786 INTERNSHIP COMPLETION (1 Credit)**

A continued supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. This course is intended for students who completed all course assignments for COU-784 Internship I and COU-785 Internship II but need to complete outstanding hours remaining for COU-785 Internship II.

*Prerequisite:* Take COU-784 and 785

**COU-788 INTERNSHIP III: COUNSELING FIELD EXP (3 Credits)**

An extended supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement.

*Prerequisite:* None

**COU-789 INTERNSHIP IV: COUNSELING FIELD EXP (3 Credits)**

An extended supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement.

*Prerequisite:* None

**COU-790 READINGS: COUNSELING (1-3 Credits)**

A formal class which addresses the interests of students and faculty. Courses may include current issues in counseling and other subjects which call for special analysis.

*Prerequisite:* None

**COU-791 INDEPENDENT STUDY: COUNSELING (1-3 Credits)**

Supervised independent study for advanced students in counseling. Registration for this course requires adviser approval.

*Prerequisite:* None

## Education (EDU)

### EDU-511 ISSUES IN EDUCATION (3 Credits)

An overview of the philosophy of education. The course introduces the Christ-centered worldview as it relates to education within the context of educational leadership, global issues, diversity and choice, technology, learning disabilities, literacy, curriculum, etc. Specific emphasis is placed on how issues impact decision making at the administrative and classroom levels.

*Prerequisite:* None

### EDU-513 STUDENT MOTIVATION AND BEHAVIOR (3 Credits)

A review of current research and best practice in the areas of educational psychology, student motivation, brain research, multiple intelligences, learning styles and classroom management. The course also reviews developmental psychology concepts necessary to understanding children and adolescents.

*Prerequisite:* None

### EDU-521 INSTRUCTIONAL STRATEGIES FOR DIVERSE CLA (3 Credits)

A study of issues relating to the education of diverse populations within the classroom including socioeconomic considerations, at-risk and ethnic and racial groups. Students study issues in the context of a Christ-centered world and life view, developing plans to meet the needs of all children in the classroom.

*Prerequisite:* None

### EDU-522 CURRI/ASSESS AND INSTRUCT THEORY (3 Credits)

A review of current professional organization and governmental curriculum standards. The course also provides guidance in developing objectives, assessments and strategies in working with a variety of student populations in the inclusive classroom.

*Prerequisite:* None

### EDU-524 COMMUNITY BLDG & EDUC LEADERSHIP (3 Credits)

An investigation of institutional structures (including technology), managing and creating change, administrative/teacher cooperation, teacher/teacher cooperation and community involvement. Ways to help teachers and administrators remain successful, such as stress management and conflict management, are explored.

*Prerequisite:* None

### EDU-525 ASSESSMENT K-12 (3 Credits)

A study of standardized and authentic assessments used in K-12 classrooms. Students review research and interpret its contribution to the field from a Christ-centered worldview. Methods used to assess student success include consideration of educational tests and measurements, alternative assessments, portfolio assessment and performance assessments.

*Prerequisite:* None

### EDU-527 INSTRUCTIONAL STRATEGIES/LEARNING DISAB (3 Credits)

A study of best-practices in remediation for students with learning disabilities. Students review research and interpret its contribution to the field from a Christ-centered worldview. Students learn teaching strategies and their relationship to cultural and linguistic differences, developing plans to meet the needs of all children in the classroom.

*Prerequisite:* None

### EDU-531 ORGANIZATIONAL LEADERSHIP (3 Credits)

A focus on ways to advance the student's knowledge and competency in the area of organizational leadership with particular emphasis upon developing public relations: specifically those with parents, the community, business leaders, intermediate school districts, and county, state, national, and local governments. Additionally, various public relations strategies are considered.

*Prerequisite:* None

### EDU-533 EDUC SUPERVISION/EVALUATION (3 Credits)

An emphasis on understanding the process of human resource management, including supervision and evaluation of staff and programs within the school system. Ways in which to improve communication, the use of technology, and opportunities to reach the diverse student body is addressed. Additionally, the role of the principal and his/her responsibilities to the community is provided.

*Prerequisite:* None

### EDU-535 EDUCATIONAL FINANCE (3 Credits)

An emphasis on understanding the financial principles of operating a school relating to federal, state, and local requirements. Application of Christian principles of stewardship is examined. Topics include budgeting, fund-raising, safeguards in financial management, and more.

*Prerequisite:* None

### EDU-537 EDUCATIONAL LAW & ETHICS (3 Credits)

An emphasis on understanding legal principles along with the origin and development of laws governing American schools at the local, state, and federal level. Consideration is given to aligning biblical standards for practice within the school. Topics include the school environment, constitutional issues, student matters, personnel guidelines and accountability.

*Prerequisite:* None

### EDU-553 RESEARCH (3 Credits)

A review of current best practice methods as indicated by meta-research. The course reviews data related to student achievement (local and beyond) and provides direction on how to use teacher/administrator-developed data to improve student learning. Finally, it provides a framework to use data as a basis for professional reflection.

*Prerequisite:* None

### EDU-566 READING DIAGNOSTIC TOOLS/REMEDICATION (3 Credits)

An introduction to diagnostic tools and remediation strategies within the context of the differentiated instruction model. The course incorporates instruction in the following areas: interest inventories; English language learning; visual and auditory discrimination tools; language expression and processing screening; phonemics, phonics, vocabulary, fluency, comprehension, spelling, writing and writing assessment tools; and best practice instructional strategies in all areas of literacy.

*Prerequisite:* None

### EDU-573 INTRO TO TECHNOLOGY (3 Credits)

An emphasis on providing a conceptual framework for technology and a means of using technology as a tool in the educational setting. Administrators and teachers find ways to become leaders in the use of technology within the school. Instruction is given in the areas of using technology to facilitate inquiry-based learning, finding and developing resources, using computers in the classroom and exploring ways to use the internet as an instructional tool.

*Prerequisite:* None

**EDU-593 MASTERS'S PROJECT A (2 Credits)**

An identification of an area of need in the educational system that the student would like to create and develop a solution to through a master's project in EDU-595. The master's project is generally done in the area of educational leadership or curriculum development, assessment and school management, dependent on the M.A.Ed. concentration. In EDU-593, students propose a master's project and complete a literature review.

*Prerequisite:* TAKE EDU-553 or EDU-615

**EDU-595 MASTER'S PROJECT B (3 Credits)**

A continuation of the EDU-593 master's project that fills an area of need in the educational system. Throughout the program, the student continues to refine and develop their proposal, adding useful resources in order to complete the project. The master's project is generally done in the area of educational leadership, curriculum development, assessment and school management, depending on the M.A.Ed. concentration.

*Prerequisite:* TAKE EDU-593

**EDU-695 EDUCATIONAL LEADERSHIP INTERNSHIP (3 Credits)**

An opportunity for a 90 plus hours internship within two different K-12 school settings, one of which is culturally diverse. Online seminars allow students to come together to solve complex educational problems and share from their internship experiences. Creation of a self-improvement plan is completed based on self-inventory results. Internship occurs simultaneously while EDU-531, EDU-533, EDU-535 and EDU-537 are taken.

*Prerequisite:* None

**Burgess, Laurie** (<https://www.cornerstone.edu/faculty/laurie-burgess/>), Associate Professor of Education

**Carew, Nola** (<https://www.cornerstone.edu/faculty/nola-carew/>), Professor of Social Work and Program Director

**da Silva, Sérgio** (<https://www.cornerstone.edu/faculty/sergio-da-silva/>), Professor of Psychology

**Doane, Becky** (<https://www.cornerstone.edu/faculty/becky-doane/>), Assistant Professor of Social Work, Director of Field Education

**George, Pamela** (<https://www.cornerstone.edu/faculty/pamela-george/>), Assistant Professor of Special Education

**Hofstra, Kim** (<https://www.cornerstone.edu/faculty/kim-hofstra/>), (Dean) Assistant Professor of Education

**Hong, Eunice** (<https://www.cornerstone.edu/faculty/eunice-hong/>), Assistant Professor of Intercultural Studies

**Keys, Robert** (<https://www.cornerstone.edu/faculty/rob-keys/>), Professor of Environmental Biology and Science Education

**Lehman, Robert** (<https://www.cornerstone.edu/faculty/robert-lehman/>), Professor of Counseling

**Loveland, West** (<https://www.cornerstone.edu/faculty/west-loveland/>), Assistant Professor of Counseling, Program Director of Counseling

**McDonald, Nicole** (<https://www.cornerstone.edu/faculty/nicole-mcdonald/>), Professor of Psychology

**Rich, Kristin** (<https://www.cornerstone.edu/faculty/kristin-rich/>), Associate Professor of Education, Director of Student Teaching and Field Experiences

**VanderKolk, Beth** (<https://www.cornerstone.edu/faculty/beth-vanderkolk/>), Assistant Professor of Education

**Wallace, Matt**, Assistant Professor of Teacher Education, Accreditation Coordinator