

**EDU 501 Secondary Science Methods**

The course has an interactive laboratory/discussion field-based approach, modeling and focusing on the teaching and learning aspects of science in the high school and middle school. The emphasis is on content, process, and methodology and will help interns develop knowledge of how to teach (pedagogy) and, more specifically, knowledge of how to teach science (pedagogical content knowledge). Students will learn strategies for planning and providing core academic and behavioral experiences to all learners. Prerequisites: Open to matriculated interns in the ETEP program or by Teacher Education Department permission. Cr 3.

**EDU 502 Secondary English Methods**

This course focuses on ways to organize and teach English classes at the middle school and high school levels based upon current research in literacy and national and state standards in English Language Arts. Various strategies involved in designing and managing a student-centered literacy program will be presented. Different theories for teaching English will serve as a backdrop for creating classroom activities that connect the literature to the students' lives. The writing process and the reading-writing connection will be emphasized to assess and enhance both literacy and learning. Prerequisites: Open to matriculated interns in the ETEP program or by Teacher Education Department permission. Cr 3.

**EDU 503 Foreign Languages Methods**

This course provides an introduction to the theory and practice of teaching and learning foreign languages at the middle and high school based upon current research and national and state standards with a central focus on communicative language teaching. Students examine theories of second language acquisition, techniques for teaching interpersonal, interpretive, and presentational modes of communication, as well as literature and culture. The course explores task-based instruction, the use of culturally authentic materials, the integration of technology as well as means of performance-based assessment and grading. Prerequisite: Open to matriculated students in ETEP, the Modern and Classical Languages and Literature Education TED Pathway or by Teacher Education Department permission. Cr 3.

**EDU 504 Secondary Social Studies Methods**

This course focuses on ways to organize and teach social studies classes at the middle school and high school levels. Various theories for teaching social studies, national and state standards, and current research work serve as the backdrop for creating classroom activities that connect the topics to the students' lives. The instructor will demonstrate various strategies involved in designing and managing a student-centered curriculum. Prerequisite: Open to matriculated ETEP students or by permission of the Teacher Education Department. Cr 3.

**EDU 505 Teaching Mathematics K-8**

This course, intended for those preparing to be K-8

teachers, provides experiences to develop, critique, and apply knowledge, skills, and research findings in mathematics, pedagogy, and mathematical learning theory in elementary and middle school classrooms. Major areas of focus include learning and assessment of all children, instruction to support all students' mathematical understanding, reasoning, communication, and collaboration; standards (national, state, and local); content integration; resources; issues; and the discipline's philosophical framework. Prerequisite: ETEP, CLASS, or TEAMS program admission. Cr 3.

**EDU 511 Children's Literature**

This course is designed for teachers who wish to develop a deeper understanding of the literature written for children ages 4-12 and who want to become competent and creative catalysts in bringing children to books. Attention is given to standards of selection, curriculum implications, and methods of using books to individualize reading instruction. Students are expected to read widely in juvenile collections in order to establish a basis for selecting appropriate literary fare. Cr 3.

**EDU 513 Adolescent Literature**

This course is designed for middle or secondary teachers who wish to develop a deeper understanding of literature for adolescents and who needs to learn how to help young people read widely. Attention will be given to the dynamics of adolescence, individualizing reading, standards of selection, and creative methods of introducing books. Cr 3.

**EDU 514 Improving Teaching in Content Areas through Literacy**

This course explores literacy techniques and processes that can be applied by content teachers to enhance learning. Emphasis is on competencies that students use in content areas and strategies for teaching them how to apply them—a process of integrating the teaching of reading, writing, and study skills while teaching subject matter. The course has practical application for all classroom teachers. Cr 3.

**EDU 516 Early Care and Education Policy**

This course will focus on the social, political, economic, and legislative forces that have shaped early language and literacy policies and programs. We will explore the relevant societal and political contexts that impact children as they develop language and literacy in their early years. The course will examine the current issues and policies that impact very young children, their families, and early care educators. The instructors and guest speakers have extensive knowledge of child and family policy, including the historical development of policies and how policies affect children, families, and early care educators both positively and negatively. Cr 3.

**EDU 517 Early Language and Literacy Learning**

This course focuses on language acquisition and early reading/writing development in infants, toddlers, and preschoolers (ages 0-5). Students will examine cur-

rent theories and research on these aspects of development, as well as current thinking on best practices for fostering linguistic development in diverse populations of very young children. Requirements include regular field experiences in which students will be asked to observe or apply the knowledge gained from classwork and readings. The course examines the benefits and drawbacks of several early language/literacy assessments. In the area of early literacy foundations, students will examine two categories of child learnings: those related broadly to comprehension, and those related to print. Cr 3.

#### **EDU 518 Using Literature to Support Learning in Young Children**

Repeated, constant exposure to books in the earliest years is the cornerstone of later literacy development. This course will provide an indepth examination of appropriate literature for sharing with babies, toddlers, and preschoolers, as well as research and experience-based techniques for reading aloud to children of different ages, backgrounds, and interests. Students will explore ways of integrating literature into infant/toddler care-giving and preschool curricula. EDU 517 recommended. Cr 3.

#### **EDU 519 Curriculum and Instructional Design: Early Language and Literacy**

This course leads students to examine the purposes and appropriateness of both daily and longer term planning of teacher-facilitated language and literacy experiences for very young children. Questions to be addressed include: What underlying philosophies guide curriculum development for young children? How can language and literacy content be made developmentally appropriate for toddlers and preschoolers? Students will study and critique short and long-term plans for incorporating literacy in the curriculum, and will generate a detailed curriculum design incorporating Maine's Early Learning Guidelines and following guidelines used in class. Although appropriate content for toddlers will be included, the primary focus of this course is preschool and kindergarten curricula and instruction. Prerequisites: EDU 516, 517, 518. Cr 3.

#### **EDU 521 Electronic Literacy and Education**

This course offers educators and librarians a hands-on experience in the uses of the Internet in K-12 education. The course covers electronic mail, online conferencing, academic and educational resources, online learning techniques, electronic research, and construction of individual home pages. Participants learn to: evaluate the strengths and weaknesses of online resources; integrate the Internet into the curriculum; use the Internet for professional development; compose and publish home pages; and analyze pedagogical, legal, social, ethical, and economic issues embedded in electronic literacy. Cr 3.

#### **EDU 527 Understanding and Teaching Diverse Learners**

This course introduces students to the diversity of

learners in schools in the 21st century. Students will understand the principles and practices of universal design in education, differentiation, and culturally responsive pedagogy in curriculum and lesson planning and implementation. Prerequisites: Open to matriculated students in TEAMS and ETEP, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department (TED) permission. Cr 1-3.

#### **EDU 541 Seminar in Teaching, Learning, and Assessment I**

The primary purpose of this course is to build a learning community where members of the cohort are supported in their internship through the assessment system. This course is based on helping the participants develop their personal philosophy of teaching and perfect their craft through ongoing discourse, reflection, and inquiry. Specific topics include instruction, lesson and unit planning, classroom management, assessment, diversity, technology, and professionalism. Corequisite: EDU 544, EDU 644 or EDU 613. Prerequisites: Open to matriculated students in TEAMS and ETEP, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature Education TED Pathway, or by Teacher Education Department permission. Cr 1-3.

#### **EDU 542 Seminar in Teaching, Learning and Assessment II**

The primary purpose of Seminar II is to sustain a learning community where members of the cohort are supported in their internship through the assessment system. This course is based on helping the participants develop their personal philosophy of teaching and professional portfolio. Participants perfect their craft through ongoing discourse, reflection and inquiry. Specific topics include instruction, lesson and unit planning, classroom management, assessment, diversity, technology and professionalism. Corequisite: EDU 613 or EDU 644. Prerequisites: Open to matriculated students in TEAMS and ETEP, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department (TED) permission. Cr 3.

#### **EDU 544 Applied Pedagogy**

This course is a part-time, supervised internship experience in applying knowledge and skills under study in their coursework to the practice of teaching. An intern completes a semester-long classroom placement in which she/he is assigned to a mentor teacher in an elementary, middle, or secondary classroom in a school. The intern completes a minimum of one week of lead teaching. Prerequisites: Open to matriculated interns in ETEP and TEAMS or by permission of the Teacher Education Department. Cr 3.

#### **EDU 551 Teaching Social Studies K-8**

This course is designed to provide students with a

general understanding of the guiding principles and the strands of social studies. Students will gain a working knowledge of the best practices in social studies instruction and the goals of social studies education. Students will create lesson plans and incorporate appropriate instructional methods and materials as part of the course requirements. Prerequisites: Open to matriculated interns in the ETEP and TEAMS programs or by permission of the Teacher Education Department. Cr 3.

#### **EDU 552 Teaching Science K-8**

This course has an interactive laboratory/discussion field-based approach, modeling and focusing on the teaching and learning aspects of science in the elementary and middle school. The emphasis is on content, process, and methodology. The course will be framed by the Department of Teacher Education's Core Practices, Maine's Learning Results, the National Science Education Standards, and by the students' goals about the teaching and learning of science. Students will learn strategies for planning and providing core academic and behavioral experiences to all learners and differentiated academic and behavioral experiences for learners with special needs. Prerequisites: Open to matriculated students in the ETEP or TEAMS programs, or by Teacher Education Department permission. Cr 3.

#### **EDU 554 Secondary Mathematics Methods**

This course, intended for those preparing to teach mathematics at the 7-12 level in the state of Maine, provides experiences to develop and apply mathematical content knowledge and pedagogical skills in middle and secondary school classrooms. Major areas of focus include: how students learn mathematics, conceptual development of mathematical understandings, problem-solving instructional strategies, appropriate and effective uses of tools and technology, assessment of student learning, and providing equitable access to learning for all students. Prerequisites: Open to matriculated students in ETEP, the Secondary Mathematics Education TED Pathway, or by Teacher Education Department (TED) permission. Cr 3.

#### **EDU 558 Content Based Curriculum for English Language Learners**

This course focuses on the factors necessary for the development and implementation of relevant content learning for second language students of all age and proficiency levels in the public school setting. The course explores the theoretical background and models of strategies for insuring competent delivery of appropriate language and content in a multilingual context. A co-construction approach incorporating the backgrounds and experiences of course participants is the principle methodological approach. The framework of the course is a pedagogical focus that incorporates scaffolding, differentiated instruction, independent learning strategies, critical thinking, and assessment. Cr 3.

#### **EDU 559 Aspects of Reading for Multilingual Learners**

This course examines the role of literacy for learners of linguistic and cultural diversity. The influence of first language on reading in another language, contrasting differences between first and second language reading, the role of vocabulary, and aspects of comprehension are among the topics of study. The differences between learning how to read in a second language for the first time and reading English with first language literacy are highlighted. Cr 3.

#### **EDU 561 Aspects of the English Language**

This survey course examines the elements of English and their relevance in second language acquisition. The course analyzes the phonetic, morphological, syntactic, and semantic structure of English; the social aspects such as variation, change, and register; and the communicative aspects such as pragmatics, psycholinguistics, and acquisition. Application of these language aspects will be accomplished through problem solving and discussion activities integrating the aspects of English within the second language classroom context. Cr 3.

#### **EDU 562 Linguistic and Cultural Diversity in the Classroom**

This course examines second language and cross-cultural communication and their role in the classroom. Second language acquisition principles and challenges, aspects of culture, and multicultural education are among the topics to be studied. Specific emphasis is on how language and cultural diversity impact teaching and learning. Cr 3.

#### **EDU 563 ESL Testing and Assessment**

This course examines the variety of assessments, formats, and procedures for evaluating ESL proficiency in the classroom. Participants develop appropriate approaches to testing and evaluation as an integral part of the language teaching and learning process. Cr 3.

#### **EDU 565 Teaching Reading**

This course traces the development of literacy and examines conditions that foster its growth. Topics relate to major stages of literacy development and include: preschool influences on literacy, initial reading, the development of fluency, vocabulary development, comprehension, study skills, and refinement of reading. Informal diagnostic techniques are demonstrated and practiced. The invariant nature of literacy acquisition among students of all ages is stressed. Prerequisite: ETEP, CLASS, or TEAMS program admission. Cr 3.

#### **EDU 566 Introduction to the Writing Process**

This course is designed to introduce preservice teachers to the development of writing proficiencies through a process approach. A thorough study of current research and theory relating to the composition process leads to the development of instructional programs that will foster students' growth as writers.

Many strategies are modeled to meet the needs of diverse learners and an exploration of technology and standards is included. Students gain experience with the writing process through participation in an ongoing, in-class writing workshop. Prerequisite: ETEP, CLASS, or TEAMS program admission. Cr 3.

### **EDU 599 Independent Study in Teacher Education**

This course provides students the opportunity to pursue a project independently, planning and exploring an area of interest within the field of teacher education. Most independent study projects are library based; all are intellectually sound and reflect a high caliber of performance. Specific content and methods of evaluation are determined in conjunction with the instructor. An approved proposal is a necessary prerequisite to registration. Prerequisite: Matriculation into MTL program. Cr 3.

### **EDU 600 Research Methods and Techniques**

This course studies the concepts, principles, and techniques of educational research with an emphasis on scientific inquiry and problem solving, designed for both the producer and consumer of educational research. Individual critiques and research reviews are completed. Prerequisite: open to matriculated students only. Cr 3.

### **EDU 601 Naturalistic Inquiry and Qualitative Research**

This course introduces students to an approach to educational research that studies schools as natural settings. Depending largely on qualitative methods, students learn the assumptions underlying field research and develop the ability to read qualitative/naturalistic studies critically and to do small site-based research projects. Prerequisite: EDU 600 or permission of instructor. Cr 3.

### **EDU 603 Analysis of Teaching**

This course provides an opportunity to view teaching from the perspective of selected conceptual frameworks and research findings in the theory and practice of teaching. Analysis of individual teaching behavior is an important aspect of this course. Cr 3.

### **EDU 604 Curriculum Development**

This course provides students with an understanding of curriculum and curriculum development. Using a collaborative approach, teachers and administrators plan the design of a curriculum consistent with personal ideals and a given context. Students analyze the curriculum in terms of knowledge, skills, learning processes, and affective dimensions. Special emphasis is given to the processes of curriculum implementation and curriculum evaluation. Cr 3.

### **EDU 605 Teaching, Learning, and Assessment**

This course develops students' knowledge of testing and assessment and provides opportunities for students to apply that knowledge to instruction and curriculum issues. Students will review the critical

roles of teachers and administrators in testing and assessment. Participants will examine concepts such as curriculum alignment, opportunity to learn, equity, and fairness, and relate these concepts to classroom assessments and other common district and statewide standardized assessments. Participants will address issues such as validity, reliability, and standard setting in the context of diverse perspectives about the construction, production, and interpretation of knowledge. Cr 3.

### **EDU 607 Teacher Research in Literacy**

This course enables students to become generators of new knowledge through their own classroom-based research and inquiry. Students learn the history and current policies of responsible conduct of research with human subjects. They analyze the methodology of published classroom research studies and learn and practice techniques of data collection and analysis. During the semester each student selects a problem, designs a pilot study using qualitative methodology, collects and analyzes sample data, and summarizes findings. Working in collaborative groups, students reflect upon and critique their work as it proceeds. Prerequisites: EDU 620, EDU 626. Open to matriculated students only. Cr 3.

### **EDU 608 Curricular Contexts for Teaching in a Democratic Society**

This is a required course for the professional teacher in a democratic society strand of the educational leadership program. This course will explore the historical roots of and the contemporary influences on curricula in P-12 schools. The course offers opportunities to examine political, ideological, socio-economic, and cultural dimensions to curricular design, enactment, and effectiveness—all in light of democratic aims for education. Moreover, students examine carefully the teacher's role and responsibility in making curricular choices that serve the best interests of their students. Cr 3.

### **EDU 610 The Professional Teacher in a Democratic Society**

This is an introductory experience for the professional teacher in a democratic society strand of the educational leadership program. This course will focus each learner's deliberate consideration on issues regarding teaching in light of educational aims in a democratic society. Guided reading, intensive class discussions, focused writing, and critical dialogue with public school stakeholders provide a structure upon which each student is expected to craft a personal platform to guide her or his professional efforts and further development. Students consider teaching choices and practices through moral, social, philosophical, political, and cultural lenses. Students also consider historic and contemporary pressures on curriculum and on teaching, including the standards movement, the press for accountability, culturally responsive teaching in a pluralistic society, governance structures, and financial support (or lack thereof) for schooling. Cr 3.

### **EDU 612 Practicum/Seminar**

This practicum/seminar, for experienced teachers in the teacher leadership program, is a two-semester, field-based project and concurrent seminar requiring a culminating activity in which the student utilizes the major learnings from the program in identifying and applying problem-solving strategies to a specific area of concern in a field setting. A written practicum report will be presented and discussed in an open forum. Cr 6 (3 credits each semester).

### **EDU 613 Professional Internship in Secondary Education**

This course is a full-time, supervised internship experience in applying knowledge and skills to the practice of teaching. An intern completes a semester-long classroom internship in which she/he is assigned to a mentor teacher and classroom. The intern completes a minimum of two weeks of lead teaching. Prerequisites: Open to matriculated interns in ETEP, the Secondary Mathematics Education TED Pathway, the Modern Classical Language and Literature Education TED Pathway. Cr 3-9.

### **EDU 615 Middle Level Curriculum**

This course provides an opportunity to examine realities and possibilities of middle school curriculum design and content and to explore various longstanding controversies about the relationship between curriculum and the world, curriculum and learners, curriculum and the academic disciplines, and curriculum and educational aims. Moreover, it delves into conceptions of knowledge, knowing, and learning and into who has access to all three. The course investigates both middle school curriculum theory and curriculum practices, invites students to critique current and past approaches, and then develop a curricular approach of their own. It looks closely at the impact of curricular practices on the welfare of students and society. An important goal of the course is to provide opportunities for students to develop their own standards and naming the institutional contexts necessary for supporting those standards. Students should leave the course with a clear idea about what curricular approaches they think serve the welfare of middle school students and the larger society. Cr 3.

### **EDU 617 Teaching in the Middle Level School**

This course provides an understanding of the role the teacher plays in the intellectual, social, emotional, and personal development of young adolescents. Students investigate, try out, and evaluate responsive teaching strategies and explore the design and structure of advisor/advisee programs and curricula. Cr 3.

### **EDU 620 Reading Development and Instruction**

Becoming a skilled reader is a developmental process. Although literacy acquisition is continuous, distinct stages of reading growth may be discerned as students become accomplished readers. The course provides a theoretical framework for sound instructional practices based on a cognitive, developmental

perspective. Major emphasis is on using literature-based instruction. Current issues in the teaching of reading will be examined and the application of literacy practices to ESL, adult basic education, and special needs populations will be addressed. Suggested readings represent current research and practice. In addition to the texts, students are expected to read professional books and journal articles, synthesize information from readings, and generate implications for literacy instruction. Case studies and simulation exercises will be used to provide practical applications of the course content. This course is intended for classroom teachers and administrators. Cr 3.

### **EDU 621 Literacy Problems: Assessment and Instruction**

This course conceptualizes reading assessment as a process of becoming informed about learners. The course focuses on the development of diagnostic insights and corrective strategies for struggling readers of all ages. Current trends from research and practice are explored. Case studies and in-class practica help teachers implement effective procedures in the classroom. Cr 3.

### **EDU 622 Designing and Managing Literacy Instruction, PS-3**

This course focuses on the development of language (both oral and written) in children 3-8 years of age. Content includes the characteristics of language learners, the conditions that promote emergent literacy, and organization and management of literacy instruction in the primary grades. Prerequisite for matriculated students: EDU 620. Cr 3.

### **EDU 624 Schools and the Classroom**

This course relates cultural, historical, philosophical, sociological, and curricular foundations of education. Students study how schools work as organizational cultures and how classrooms function as learning environments through an analysis of personal teaching contexts. Prerequisites: Completion of one of the following teacher certification programs: TEAMS, ETEP, CLASS, the Secondary Mathematics Education TED Pathway, or the Modern Classical Language and Literature Education TED Pathway. Cr 3.

### **EDU 626 The Writing Process**

This course focuses on the study of writing development in children and how teachers can facilitate writing through a process approach. Many writing strategies for the classroom and the individual writer will be modeled and put into practice. In addition, students will investigate specific areas of interest to improve their own writing and writing instruction. Through participation of writing lessons and workshops, students will develop their own pieces of writing, examine the needs of diverse learners, design instruction for varying developmental stages of writers, explore the use of technology, and understand the implications of national, state, and local standards. Prerequisite: must be an in-service teacher or administrator. Cr 3.

### **EDU 627 Classroom Assessment and Research Development I**

This course focuses on the formative use of classroom assessment, including developing a repertoire of valid and reliable assessment methods, communicating clear expectations, giving meaningful feedback, and involving students in assessment. Students share experiences and practices with each other, discuss and reflect upon relevant readings, apply learning in classroom settings, and conduct action research projects to address authentic problems and investigate the effects of their own research-based instructional interventions. The course is not recommended for first-year teachers. Prerequisites: Completion of one of the following teacher certification programs: TEAMS, ETEP, CLASS, the Secondary Mathematics Education TED Pathway, or the Modern Classical Language and Literature Education TED Pathway, and current employment in a school setting as a teacher or educational technician, or by special permission of the instructor. Cr 3.

### **EDU 628 Classroom Assessment and Research Development II**

This course focuses on the formative use of classroom assessment, including developing a repertoire of valid and reliable assessment methods, communicating clear expectations, giving meaningful feedback, and involving students in assessment. Students share experiences and practices with each other, discuss and reflect upon relevant readings, apply learning in classroom settings, and conduct action research projects to address authentic problems and investigate the effects of their own research-based instructional interventions. The course is not recommended for first year teachers. Prerequisites: EDU 627, and current employment in a school setting as a teacher or educational technician, or by special permission of the instructor. Cr 3.

### **EDU 629 Classroom Assessment and Research Development III**

This course focuses on the formative use of classroom assessment, including developing a repertoire of valid and reliable assessment methods, communicating clear expectations, giving meaningful feedback, and involving students in assessment. Students share experiences and practices with each other, discuss and reflect upon relevant readings, apply learning in classroom settings, and conduct action research projects to address authentic problems and investigate the effects of their own research-based instructional interventions. The course is not recommended for first year teachers. Prerequisites: EDU 627 and EDU 628, and current employment in a school setting as a teacher or educational technician, or by special permission of the instructor. Cr 3.

### **EDU 633 Special Applications in Literacy**

Independent study opportunities to apply course experiences in field-based situations are encouraged.

Considerable latitude is possible in pursuing options of professional interest with approval of an advisor. Examples of activities include: writing project (meeting standards of professional journals), intensive clinical experiences, educational consultation and research. Independent options must be approved in writing by the program coordinator. Cr 1-6.

### **EDU 634 Seminar in Literacy Research**

The course provides a cultural-historical lens to literacy and reviews of current research trends in literacy theory and practice. Students will review and analyze contemporary research. Prerequisites: all literacy program courses or permission of the instructor. Cr 3.

### **EDU 635 Seminar in Second Language Literacy**

This course integrates the knowledge base acquired in core ESL literacy courses by focusing on the characteristics of a fluent second language reader and writer. There will be an analysis of first language reading models and their relevance to literacy acquisition in English as a second language. The impact of variables such as native language proficiency, perception, lexical knowledge, cognition, metacognition, and culture will be examined. Prerequisites: completion of all core literacy and ESL courses, except the practicum, and permission of instructor. Cr 3.

### **EDU 639 Practicum in Literacy Education**

This course requires the application of strategies for planning and implementing literacy programs for students at different stages of reading progress. Tutoring experiences are augmented and related to the professional literature and research through frequent opportunities to explain and discuss observations in seminars. Extensive reading from basic texts, current references, and periodicals are stressed. Emphasis is on the appropriate application of research-validated teaching and diagnostic techniques in supervised settings. Prerequisites: completion of tier-two courses and instructor permission. Cr 6.

### **EDU 640 Professional Internship in English as a Second Language**

This internship is a full-time, supervised clinical experience in applying knowledge and skills to the practice of teaching. An intern completes a classroom placement in which she/he works cooperatively with a mentor teacher and a University supervisor in addressing the USM teaching standards. The culminating event is a lead teaching experience during which the intern had primary responsibility for guiding the instructional program for students who have been part of the internship. Prerequisite: Open to matriculated candidates in certification programs. Cr 3.

### **EDU 644 Professional Internship in Elementary Education**

This course is a full-time, supervised internship experience in applying knowledge and skills to the practice of teaching. An intern completes a semes-

ter-long classroom internship in which she/he is assigned to a mentor teacher and classroom. The intern completes a minimum of two weeks of lead teaching. Prerequisites: Open to matriculated interns in ETEP and TEAMS. Cr 3-6.

### **EDU 651 Instructional Strategies for Secondary Teaching**

This course explores the historical, philosophical, and political foundations of contemporary secondary schools, pedagogy, and curriculum as a means to understand how instructional and curricular choices are made. It also assists students in developing a repertoire of instructional strategies through modeling, practice, and reflection. Students hone their skill in choosing and using student-centered, thinking-oriented instructional strategies, addressing students' diverse learning needs through varied learning activities. Prerequisites: Open to matriculated ETEP interns and by Teacher Education Department permission. Cr 3.

### **EDU 652 Curriculum Design**

This course is designed to develop an understanding of the levels of policy decisions about curriculum selection and implementation and how teachers develop curriculum for units, grade levels, and subject areas. Major areas of focus include the governance of curriculum, backward planning design process, curriculum mapping, and the development of a conceptual framework which demonstrates the interconnections of curriculum, instruction, and assessment. Prerequisites: EDU 550 or 651 and matriculation in ETEP, the Secondary Mathematics Education TED Pathway, the Modern and Classical Languages and Literature (MCLL) Education TED Pathway, or by Teacher Education Department permission. Cr 3.

### **EDU 665 CAS Directed Study**

This course provides CAS students with an opportunity to focus on long-term applied research projects near the beginning of their programs of study, rather than wait until they have completed their regular CAS coursework. Some students enter the program having embarked upon long-term projects that will positively impact their schools or school systems. This capstone option gives them the opportunity to combine work on those projects at the same time that they take other graduate courses in their individual CAS programs. This project will be carried out through the program, but the culminating synthesis should take place in the last academic year of the program. Cr 3-6.

### **EDU 670 Introduction to Educational Leadership**

This course is designed to be the first course taken in the educational leadership program leading to certification as a principal, special education director, and curriculum coordinator. The course has two major foci: the characteristics of good leadership and the skills of effective educational leadership.

Since many students who enroll in this course are exploring a career transition into administration, a goal of the course is to give participants a clear understanding of the decisions faced by educational leaders, the skills and knowledge necessary to perform effectively, and to give participants an opportunity to explore strategies for balancing the demands of the job, personal commitments, and responsibilities. Cr 3.

### **EDU 671 Organizational Behavior**

This course will explore the interactions between individuals and the systems in which they live and work. Organizational behavior is the utilization of theory and methods of academic disciplines for understanding and influencing behavior in people in organizations. Individual and group level analysis are included in covering such topics as diversity, perception, communication, motivation, power, group development and performance, innovation, quality, individual effectiveness and development, leadership, and intergroup behavior. Cr 3.

### **EDU 672 Political and Community Leadership**

Educational leaders must be influential beyond the school system as well as within it. Distribution of power and influence across interrelated social systems is seldom equal leading to competition for bases of influence. This course examines the ramifications of this social circumstance for education with emphasis on administrative decision making. Cr 3.

### **EDU 677 Seminar in School Management**

This course, through the use of case studies, simulations, readings, presentations, and discussions will focus on students: (1) learning the nuts and bolts needed for daily management, (2) examining current issues facing the principalship, (3) learning strategies for managing and understanding oneself within the principal's role, (4) studying specific financial skills required of the principal and, (5) articulating positions on current educational practices, and developing an educational leadership philosophy. Prerequisite: instructor permission. Cr 3.

### **EDU 678 School Law**

This course acquaints students with general principles of school law as found in the interpretation of constitutional and statutory provisions by the higher courts. Laws governing pupils, teaching personnel, and boards of education will be stressed with particular emphasis on Maine school law. Cr 3.

### **EDU 679 Evaluation and Supervision of Teaching**

This is an introductory course focused on evaluating and supervising teaching performance. As the teaching students may supervise ranges from preschool through adult education in a variety of subject areas, this course offers a framework of supervisory concepts and asks students to apply these concepts to the settings and clientele they would likely encounter. The major product of this course is a Platform for articulating one's beliefs and espoused

practices for evaluating and supervising teaching in a setting specified by the student. Cr 3.

#### **EDU 680 Professional Learning in Schools**

This course is designed for students in administration and teacher leadership and examines the theory and practice of staff development in schools and other human service settings. Building on current research on adult development, organizational analysis, and school improvement, students develop an understanding about the structure and process of staff development planning, programming, implementation, and evaluation. A final project applying class learnings to a work setting is required. Cr 3.

#### **EDU 683 School Finance**

This course provides a working knowledge and understanding of Maine state law and of school system finances and the funding process. An historical perspective is explored as well as current issues and problems on a statewide and national level. Specific emphasis is given to revenue generation and distribution, state and federal influences, local tax issues, budget development, budget management, and budget administration and control. Cr 3.

#### **EDU 685 Internship in Administration**

This three-semester 9-credit course (3 credit hours each semester) combines the 240-hour internship field experience with the development of an applied research project in educational administration. The early focus of the course is on the internship in a school setting designed jointly by the student, the internship supervisor, and a school-based field supervisor. The internship is designed to encourage application of formal coursework to the management issues that face school leaders in the workplace. Out of the internship activities students complete a journal, develop a leadership platform (portfolio), conduct an investigation on an aspect of financial management and a study of community demographics and formulate a leadership project based on an issue of importance to the school. Each student will be required to produce a written report on the project and to defend it verbally at the conclusion of this course. Cr 9.

#### **EDU 686 Internship in Special Education Administration**

This three-semester 9-credit course (3 credit hours each semester) serves as the Capstone experience in the educational administration program for aspiring special education directors. The internship is designed to immerse the student in the everyday tasks of the special education director, providing an opportunity for the student to actually apply the skills and knowledge gained throughout the educational leadership program. The early focus of the course is on the internship in a district setting designed jointly by the student, the internship supervisor, and a district special education director. Out of the internship activities students complete a journal, develop a leadership platform (portfolio), conduct an investiga-

tion on an aspect of financial management related to special education and a study of community demographics/child find and formulate a leadership project based on an issue of importance in special education at the school or district level. Each student is required to produce a written report on the leadership project and to present it at the conclusion of the course. Prerequisite: Instructor permission. Taken at the conclusion of a student's program. Cr 9.

#### **EDU 687 Internship in the Superintendency**

This two-semester, 6-credit course (3 credits each semester) is designed to immerse the student in the everyday tasks of the superintendent of schools providing an opportunity for the student to actually apply the skills and knowledge gained throughout the educational leadership program. This course, made up of field experiences in the school superintendency, is designed to meet certification requirements and to prepare individuals for the position. The internship is designed to encourage application of formal coursework to the leadership and management issues that face superintendents in the workplace. Out of the internship experience, students will develop a project, in which they will be expected to take a leadership role in designing, implementing, and assessing a project that addresses an important district-wide educational issue. Prerequisite: Instructor permission. Program capstone. Cr 6.

#### **EDU 688 Internship in Curriculum Administration**

This three-semester, 9-credit course (3 credits each semester) serves as the capstone experience in the educational leadership program for aspiring curriculum coordinators. The internship is designed to immerse the student in the every day tasks of the curriculum coordinator, providing an opportunity for the student to actually apply the skills and knowledge gained throughout the program. The early focus of the course is on the internship in a district/central office setting designed jointly by the student, the internship supervisor, and a curriculum coordinator. Out of the internship activities, students complete a journal, develop a leadership platform (portfolio), conduct an investigation on an aspect of financial management related to special education and a study of community demographics and formulate a leadership project based on an issue of curriculum/instructional importance to the district/school. Each student is required to produce a written report on the leadership project and to present it at the conclusion of the course. Prerequisite: Instructor permission. Program capstone. Cr 9.

#### **EDU 697 Statistics I**

This course provides training in the knowledge and skills necessary to select and use a range of statistical methods for educational and psychological research. Students will learn and use basic parametric and non-parametric statistical procedures, including Chi Square, t-tests, and Analysis of Variance. Prerequisites: EDU 600 or equivalent and permission of instructor. Cr 3.

### **EDU 698 Statistics II**

This course provides training in advanced applications of statistical methods for educational and psychological research. Students will learn and use complex statistical procedures, such as Multiple Analysis of Variance, multiple regression, and structural equation modeling. Prerequisites: EDU 697 and permission of instructor. Cr 3.

### **EDU 699 Independent Study**

This course provides an opportunity for students to pursue a topic of interest on an independent basis. The specific content and evaluation procedures are arranged with an instructor. Prerequisite: Permission of supervising instructor and the department chair. Cr var.

### **HCE 500 Orientation to the Counseling Profession**

This introductory course is designed to acquaint individuals who are preparing to enter the counseling profession with a broad overview of the profession's historical and theoretical foundations and to begin the development of their professional identities. This course must be taken the first semester following matriculation. Cr 3.

### **HCE 507 Spirituality and Religion in Counseling**

This course will address, in an ecumenical and inclusive format, the growing renaissance in the psychotherapeutic community and in the larger American society of the integration of spirituality and religious values. Various aspects of spirituality and religion will be explored as they relate to the counseling process. The course will seek to increase the awareness of counselors to potential areas of client concern, including spiritual journeys, early religious training, search for meaning, personal relationship with the divine, and death and bereavement. Participants will explore various religious and spiritual practices, including, but not limited to, Islam, Buddhism, Native American beliefs, Hinduism, Christianity, and Judaism. Cr 3.

### **HCE 604 Career Development**

This course examines the ways in which counselors assist people of all ages in their life/career development. Emphasis will be on understanding theories, information systems, materials, activities, and techniques for fostering career awareness exploration, decision making, and preparation. The interrelationships among work, family, and other life roles, including multicultural and gender issues, will also be addressed. Cr 3.

### **HCE 605 Psychological Measurement and Evaluation**

This course focuses on group tests and related measurement techniques. The course content includes a review of the history of testing, current issues, fundamental statistics for understanding, evaluating, and using tests, including selected aptitude, intelli-

gence, achievement, interest, and personality tests. A variety of standardized and non-standardized evaluation measures will be reviewed. Cr 3.

### **HCE 607 School Guidance Programs and Services**

This course is intended for those preparing to be school counselors. It considers the conceptual framework for comprehensive developmental guidance and counseling practices in elementary and secondary schools. Major areas of focus include program management, guidance curricula, individual planning and advising, and responsive services that are organized to meet the educational, personal, and career needs of students. Prerequisites: HCE 609, matriculation in the counselor education program or by permission of the instructor. Cr 3.

### **HCE 609 The Practice of School Counseling**

This course will provide students with an introduction to the practices of consultation and large group guidance for counselors working within a developmental model of school counseling. Assignments will incorporate field experiences that promote reflective learning and skill building. Prerequisite: open to matriculated students or by permission of instructor. Cr 3.

### **HCE 610 Introduction to Rehabilitation Counseling and Services**

This course will provide an orientation to the counseling profession, focusing on rehabilitation concepts, services, and settings. Included will be: history, trends, and related legislation; critical components of the rehabilitation process; contemporary counselor roles and functions; professional education, associations, standards, and credentials; ethical and legal issues; technology issues and practices; and rehabilitation agencies and services. Field visits and the examination of rehabilitation services from various participant perspectives will be required. Cr 3.

### **HCE 611 Medical and Psychological Aspects of Disability and Rehabilitation**

This course explores the medical and psychological issues surrounding the concepts of disability and rehabilitation. Particular emphasis will be given to examining: a) the medical model as an organizing framework for viewing disability and rehabilitation; b) the diagnoses and treatment of various physical, developmental, sensory, and emotional conditions; c) the perspectives and responses of people with disabilities toward their diagnosed conditions and prescribed treatments; d) the principles and practice of functional assessment; and e) the ethical issues surrounding medical and rehabilitation services. Also examined will be psychological explanations of disability, their applications, and their implications for rehabilitation practice. A primary focus throughout the course will be on highlighting the perspectives that people with disabilities hold toward their life situations as well as the medical and rehabilitation settings and professionals they encounter. Cr 3.

### **HCE 612 Multicultural Counseling: Family and Disability Issues**

This course provides an in-depth analysis of the effects of developmental, mental, and physical disability on individuals and their families within the context of a pluralistic society. It will explore the experience of living with a disability and family dynamics in the context of the broader community and society. Students will study multicultural issues relative to disability, counseling, and rehabilitation. The course also examines the reactions, adjustments, and accommodations to disability as perceived by individuals with disabilities, their families, and rehabilitation counseling professionals. Cr 3.

### **HCE 614 Principles of Psychosocial Rehabilitation**

This course provides a foundation of knowledge and skills useful in habilitation and rehabilitation work with persons who have psychiatric disabilities. A major emphasis of this course addresses skill development and attitudinal changes needed by the helper/counselor/caseworker in implementing a compensatory model vs. a medical model of treatment for persons with psychiatric disabilities. Text material, research articles, guest presentations, videos, community site visits, and “real play” through extensive dyad/small group student interaction are used to promote learning. This course is required for master’s degree candidates in psychosocial rehabilitation. It is also open to persons interested in this innovative approach to mental illness. Cr 3.

### **HCE 615 Vocational Counseling and Placement in Rehabilitation**

This course encompasses the theoretical foundations of vocational counseling, the vocational implications of disability, the application of occupational and labor market data, and vocational choice with rehabilitation consumers. The use of job selection, analysis, and modification, and matching skills in the development of work and career options for persons with disabilities is included. The course also presents the role, functions, and strategies used by rehabilitation professionals in job placement and the supported employment of persons with severe disabilities. Accommodation of rehabilitation consumers in accordance with federal statutes, such as the Americans with Disabilities Act (ADA), is examined in the context of a multicultural society. Cr 3.

### **HCE 619 Myth, Madness, and Mental Illness**

This course covers the historical, scientific, professional, and societal beliefs that have surrounded the concepts of madness and mental illness. Particular emphasis is given to issues related to recovery, inpatient movement, legal rights and protections, medications, alternative treatments, trauma, and ethical issues in service delivery. Students also will explore their own values and motives for entering the field and examine the strengths and liabilities they may bring to their work. Cr 3.

### **HCE 620 Fundamentals of Counseling Theories**

This course is for those who are or will be engaged in counseling in an educational or mental health setting. Selected theories and related techniques are closely examined. Research literature that has a bearing on the effectiveness and noneffectiveness of counseling is reviewed. Cr 3.

### **HCE 621 Fundamentals of Counseling Skills**

This course emphasizes the development of fundamental counseling skills, such as attending behavior, listening, reflection of feeling, paraphrasing, and questioning. The course examines the process and content of the counseling interview as well as verbal and nonverbal factors that influence the interactions within the counseling relationship. The primary focus is to help the student develop greater self-knowledge and skills in interpersonal communication within the counseling relationship. Prerequisite: open to matriculated graduate students. Cr 3.

### **HCE 622 Counseling Children and Adolescents**

This course examines selected theories, related techniques, and skills for counseling children and adolescents. Attention is given to examining personal philosophies about working with children and adolescents and to the exploration of possible interventions for various counseling situations with these populations. Counselor effectiveness literature is reviewed. Prerequisites: matriculation in counselor education or school psychology and HCE 620 and HRD 688 (HRD 688 may be taken concurrently with permission of the instructor). Cr 3.

### **HCE 623 Theories and Applications of Play Therapy: Summer Institute**

This intensive, one-week summer institute presents an overview of the various theories of play therapy and examines them in the social, cultural, and economic contexts in which they were first implemented. Applications of the theories to special settings and with special populations are explored. The course is an introductory course and is one of the required courses for becoming a registered play therapist. Prerequisite: none. Cr 3.

### **HCE 624 Child-Centered Play Therapy**

This course is intended for students who wish to use a child-centered theory of play therapy in counseling children. It presents the theoretical framework of a child-centered approach to working with children and begins the necessary training for skill development in using this theory. Prerequisites: HCE 621 and HCE 622. Cr 3.

### **HCE 625 Adlerian Play Therapy**

This course will examine Adlerian theory as it applies to clinical work with children and adolescents. Topics will include an overview of Adlerian theory and of play therapy, consultation with parents and teachers, encouragement, setting limits, under-

standing the goals of discouraged children, phases of therapy, and ethical and legal implications. Classes will include brief lectures, skill building exercises, discussion, and reflection. Prerequisite: graduate-level status. Cr 3.

#### **HCE 626 Group Process and Procedures**

This course focuses on basic principles of group development and on dynamics of group interaction. The improvement of facilitative skills is emphasized. Open to matriculated graduate students only. Cr 3.

#### **HCE 627 Group Counseling**

This course focuses on the development of concepts, attitudes, and skills necessary to lead counseling groups effectively in a variety of settings. Integration of group dynamics with counseling theory and group techniques is emphasized. Additionally, the behavior of the leader and participants is analyzed to promote a deeper understanding of group roles and functions. Prerequisites: HCE 690 or by permission of the instructor. Cr 3.

#### **HCE 640 Professional Issues for Mental Health Counselors**

Mental health clinics, hospitals, substance abuse facilities, and social service agencies are among the various organizations involved in helping people through mental health counseling. This course examines the mental health needs of people in rural and urban communities and the views of mental health counseling held by those organizations who serve these people. Students will examine problems that organizations encounter in helping people and the consequences of services that interfere with helping. Attention is given to interprofessional and interorganizational approaches to improving the quality of mental health counseling. Mental health counselor roles, functions, professional associations, credentialing, and ethical standards will also be examined. A special emphasis of the course is on examining mental health counseling from an historical, ethical, legal, philosophical, and developmental perspective. Cr 3.

#### **HCE 641 Mind/Body Techniques**

This course addresses the relationship between cognitive processes and physiology from a healing/personal wellness perspective. Various aspects of Eastern thought/religion, as well as Western behavioral medicine are explored in regard to physical health and emotional well-being. Research on the mind/body relationship is reviewed and discussed. Participants will be required to learn and practice meditative and mind/body techniques. Cr 3.

#### **HCE 642 Perspectives on Chemical Dependency**

This course focuses on the overall dynamics of chemical dependency and will serve as an introduction to understanding the various stages, processes, and effects of such addictions. Specific topics will include social and psychological dynamics of chemical dependency involving family, peers, and co-

workers. The roles that professional educators, human service workers, and other helping professionals play in prevention, early intervention, and the various approaches to recovery and aftercare are considered in depth. Cr 3.

#### **HCE 643 Psychopharmacology and Substance-Related Disorders**

This course provides participants from non-scientific backgrounds with a basic understanding of the effects of licit and illicit drugs. The role of these drugs in distorting brain chemistry and promoting substance-related disorders is explored. Relationships between substance-related disorders and mental illnesses are outlined. Interactions among the biological, psychological/emotional, and behavioral aspects of substance abuse are examined in relation to symptom reduction and identification, intervention strategies, and the treatment of substance abusing clients. Cr 3.

#### **HCE 644 Crisis Intervention**

This course introduces students to the theory and practice of crisis intervention. A theoretical perspective is established, and short-term crisis counseling strategies are examined. Several different crisis situations will be discussed in relationship to agencies or persons responsible for interventions. Prerequisite: HCE 621 or by permission of the instructor. Cr 3.

#### **HCE 645 Diagnosis and Treatment Planning**

This course focuses on the diagnostic systems and their use in counseling. The development of treatment plans and the use of related services are reviewed. The roles of assessment, intake interviews, and reports are examined. Prerequisite: HCE 621 or by permission of the instructor. Cr 3.

#### **HCE 650 Basic Concepts in Couple and Family Counseling**

This course will provide a historical context for the field of family therapy, as well as an exploration of the major theories that inform the current application of family therapy. Cr 3.

#### **HCE 655 Human Sexuality for Counselors**

This course provides information about human sexuality to heighten individual's awareness of his/her own sexuality and sexual issues, and to integrate this knowledge to improve the overall effectiveness of counseling skills. The course explores a wide spectrum of sexual behaviors and examines the relationships between sexuality, self-esteem, sex roles, and life styles. Emphasis is placed on developing an awareness of personal values associated with human sexuality. Prerequisite: HCE 621 or permission of instructor. Cr 3.

#### **HCE 681 Clinical Supervision**

This course introduces students to the practice of clinical supervision within the counseling profession. The course focuses on such topics as the history of supervision, supervision models, tasks and

functions of supervision, relationships in supervision, supervisory responsibilities, administration, cultural differences, and ethical standards. An organizing principle of this course is to examine these topics from three perspectives: theoretical knowledge, skill development, and self-awareness. Prerequisite: master's degree in counseling, matriculated Psy.D. students, or by permission of the instructor. Cr 3.

#### **HCE 686 Internship in Counselor Education**

This course provides an opportunity for students to integrate formal coursework with on-the-job experience in selected institutions. Prerequisite: HCE 690. Cr 1-12.

#### **HCE 687 Internship in Clinical Supervision**

This course provides an opportunity to develop advanced skills in clinical supervision. Interns will be assigned to supervise master's level students in such courses as practicum and internship. Prerequisites: HCE 681 and HCE 694. Cr 3.

#### **HCE 690 Individual Counseling Practicum Seminar**

Through lecture, discussion, and group supervision students learn to apply professional knowledge and skills to the practice of counseling with individuals. Role playing, video and audio tapes, and demonstrations are used in helping students develop an integrated counseling style. This course is taken concurrently with HCE 691. Prerequisites: HCE 620, HCE 621, HCE 622 (school counseling specialty only), and HCE 626. Cr 3.

#### **HCE 691 Individual Counseling Practicum Laboratory**

This laboratory is an intensive experience in the direct application of counseling skills and techniques to individual clients within the context of counseling sessions. Audio and video tapes will be reviewed individually with a faculty supervisor. This course must be taken concurrently with HCE 690. Prerequisites: HCE 620, HCE 621, HCE 622 (school counseling specialty only), and HCE 626. Cr 3.

#### **HCE 692 Advanced Individual Practicum**

This is the advanced course in counseling practicum. In addition to building on the skills developed in HCE 690 (practicum), emphasis is placed on the structural analysis of typical client problems and the use of appropriate strategies of intervention. Other emphases include the staffing of actual cases and knowledge of community resources available to the counseling clientele. Prerequisite: HCE 690. Cr 3.

#### **HCE 694 Practicum in Individual Supervision**

This is an intensive supervised experience in applying specialized knowledge and skills to the practice of clinical supervision. Students will be assigned supervisees and through observation, audio/video tapes, and co-counseling, will both supervise and be supervised. Prerequisites: HCE 681 and matriculation in the CAS program. Cr 3.

#### **HCE 695 Practicum in Play Therapy**

This course is an intensive supervised experience, applying professional knowledge and skills in the practice of counseling children using play therapy techniques. Role-playing, video tapes, and demonstrations are used in helping each student develop an integrated counseling style. Prerequisites: HCE 621, HCE 622, HCE 623, HCE 624, and HCE 690. Cr 3.

#### **HCE 696 Group Counseling Practicum**

This course is an intensive supervised experience in applying professional knowledge and skills to the practice of counseling groups. Role-playing, video and audio tapes, and demonstrations are used in helping each student develop an integrated leadership style in working with groups. Prerequisites: HCE 690 and approval of the supervising professor. Cr 3.

#### **HCE 699 Independent Study in Counselor Education**

This course provides students the opportunity to pursue a project independently, planning and exploring an area of interest within the field of counseling. Most independent study projects are library based; all are intellectually sound and reflect a high caliber of performance. Specific content and methods of evaluation are determined in conjunction with the instructor. An approved proposal is a necessary prerequisite to registration. Prerequisite: Open to matriculated graduate students only. Cr 1-6.

#### **HRD 545 Gender and Learning**

In this course students explore the multiple and complex relationships of gender and learning from diverse theoretical perspectives, including topics such as feminist theories and pedagogies, historical perspectives on gender and education, and identity development. Gender is analyzed from infancy through adulthood in connection with other aspects of identity that impact learning, including race, class, sexual orientation, disability, and ethnicity. Cr 3.

#### **HRD 555 Introduction to Student Affairs in Higher Education**

This course provides students with an overview of student affairs in colleges and universities. Particular attention will be given to historical developments as rooted in the emergence of the unique model of higher education in the U.S., to models of student development, to evaluation of the various models of student affairs organizations, and to emerging issues in managing student affairs programs. The intent is to provide students with the information and skills necessary to understand and evaluate the field as well as to assess their own interest and commitment to student affairs. Cr 3.

#### **HRD 556 Summer Institute in Student Affairs**

This summer institute is designed to provide students with a week-long immersion experience in a topic selected because of its significance to student affairs in higher education. Topics addressed are those that have been identified as timely by student affairs professional organizations and/or highlighted

in recent student affairs literature. The topics for the institute and the faculty to teach it will change each summer. Recent institutes have covered assessment in student affairs, legal issues in student affairs, and academic advising. The institute is required for students concentrating in student affairs as part of their adult education master's program. Cr 3.

#### **HRD 557 Gerontology for Educators**

This introductory course examines key issues such as demographic trends, theories of aging, problems and opportunities in later-life learning, productive retirement, and educational opportunities for elders. A major goal of the course is to invite professional educators to explore human aging with an eye toward improving teaching and/or program development with elder populations. Cr 3.

#### **HRD 558 Aging and Life Review**

This course examines the process of life review and its role in human aging. The phenomena of memory, imagination, and identity in later age are examined. Students develop practical methods of facilitating life review of themselves and older clients. Cr 3.

#### **HRD 559 Aging, Death, and Bereavement**

This course examines the phenomenon of death in modern society, with a special emphasis on implications for older persons. Issues such as the meaning of death, the dying process, survivorship, and suicide are treated. Special attention is paid to the role of the professional in death education. Cr 3.

#### **HRD 600 History and Philosophy of Adult Education**

This course examines historical and philosophical foundations of adult education. Key trends and theoretical frameworks are explored. Students will be introduced to a range of adult education practice domains in Maine and elsewhere. Creating a "community of learners" and modeling other adult education practices is a central goal of this course. Cr 3.

#### **HRD 601 Marketing Training and Adult Education**

This course acquaints the student with the purpose, organization, function, methods, tools, and techniques of marketing within the setting of adult education, continuing education, and training programs. Attention is given to the development of a customized marketing plan, focusing on the research and planning phases of the plan. This is an applied course in which students spend a significant amount of time participating in hands-on learning experiences, working in teams. Cr 3.

#### **HRD 604 Self-Directed Education: Orientation**

This is the first of three one-credit core courses that establish the foundational concepts and skills of self-directed education. This course introduces students to the adult education program, emphasizing educational planning, key ideas and themes, professional networking, reflective writing, and development of

an educational portfolio. This course is intended to help students succeed by introducing requirements, opportunities, and self-directed educational skills at the beginning of their program. Cr 1.

#### **HRD 605 Self-Directed Education: Review and Focus**

This is the second of three one-credit core courses that establish the foundational concepts and skills of self-directed education. The course is intended for students who have completed half or more of their coursework, to enable them to reflect upon and strengthen their interest in adult education and to plan the rest of their program, especially their directed study or internship and their capstone paper. Students carry out explorations of resources that can enhance their professional knowledge and practice. Prerequisite: To be taken the semester before HRD 687 or HRD 698. Cr 1.

#### **HRD 606 Self-Directed Education: Comprehensive Essay**

This is the third of three one-credit core courses that establish the foundational concepts and skills of self-directed education to be built on throughout the program. The course is intended to be taken as the final course of the program to prepare students for the comprehensive essay and future learning and work. Prerequisite: completion of other coursework (often taken with HRD 649) or by permission of the advisor. Cr 1.

#### **HRD 630 Facilitating Adult Learning**

This course examines the theory and practice of facilitating adult learning. The aim of the course is to develop a working knowledge of numerous approaches to facilitation including analysis of students' strengths and weaknesses in particular learning contexts. Special emphasis is placed on developing skills in making presentations and leading group discussions. Cr 3.

#### **HRD 631 The Adult Learner**

This course examines the social, psychological, economic, and cultural situation of the variety of adults served by adult education programs today. The aim of the course is to develop a theory of learning which is applicable to adults in diverse circumstances and with diverse goals, needs, and styles of learning. Attention is given to stages of adult growth, the development of learning goals, learning environments, and to a variety of theories on learning. Cr 3.

#### **HRD 632 Program Development in Adult Education and Human Resource Development**

This course presents the models, techniques, and practices of constructing curricula and developing programs for adult learners as individuals, groups, and community organizations. The course covers both educational and training programs and emphasizes practice, skill acquisition, and competence in curriculum development for adults with diverse needs and in diverse learning environments. Cr 3.

### **HRD 633 Managing Adult Education and Human Resource Development**

This course examines the administrative and leadership skills necessary for the development and management of units such as adult education centers, continuing education offices, and training and staff development departments in profit and nonprofit organizations. Particular attention is given to the development of mission statements, the use of advisory boards, community needs assessment approaches, personnel management, and the development of a management style. Cr 3.

### **HRD 635 Training and Development**

This course acquaints students with the organization, staffing, function, methods, and techniques of training and staff development in contemporary work organizations. Attention is given to the strategic role of training and development in helping organizations achieve their mission and to the design, delivery, and evaluation of training and staff development programs that meet individual and organizational objectives for supervisors, managers, and support staff. This is an applied course in which students plan a training or staff development program based on adult learning theory and principles of effective practice. Cr 3.

### **HRD 637 Community Education**

Community education is concerned with major issues and trends affecting the lives of all citizens of a community. It measures well-being by the extent to which people have the opportunity to learn all they need to survive and flourish. It is a philosophy, a movement, an approach to school organization, and a mode of community development. Community education is examined in such forms for relevance to improved practice of educators and other community human resource developers. The course begins with social trends bearing upon the quality of community life as context for analysis of community and community change; then, moves to community education process, program, and skills of delivery as studied in specific community settings. Cr 3.

### **HRD 639 The Heart of Teaching**

This course explores the elements of fostering and supporting fundamental changes in adult learners through the process of teaching. Transformational learning theory is examined and applications to teaching are explored through exercises and discussion. Cr 3.

### **HRD 643 Multicultural Adult Development**

This course examines adult cognitive and psychosocial developmental theory and practice from a multicultural perspective. It considers multiple identities within different social and cultural populations (gender, ethnicity, sexuality, disability, socioeconomic class), and presents an overview of the multicultural adult development literature intended for masters students preparing to work with young or middle-aged adults in educational, training, or supervisory settings. Cr 3.

### **HRD 646 Global Perspectives of Adult Education and Practices**

This course provides students with a broad overview of some of the historical roots and current practices of adult education internationally. It provides information about significant leaders and agencies, as well as subjects such as: women's education, literacy, peace and human rights, research, the environment, and new technology, as they relate to adult education. Cr 3.

### **HRD 649 Seminar in Adult Education and Human Resource Development**

This seminar addresses current issues, problems, and topics in adult education and human resource development. Participants are to select, develop, and present topics of interest to them as well as benefit from presentations prepared by the instructor. Usually taken toward the end of the program, this seminar is an opportunity to apply knowledge and skill to problems of current interest in the field of adult education. Cr 3.

### **HRD 653 Consulting: Fundamentals and Practice**

This course provides students with an overview of consulting theory and practice. Particular attention is given to understanding a collaborative framework for establishing a consulting practice. Additionally, consulting is explored from a process perspective. This intent is to provide students with the background and skills to work more effectively as clients and as internal consultants. This is an applied course and students will work in teams doing a hands-on consulting project. Cr 3.

### **HRD 664 Culture, Tradition, and Diversity**

This course focuses on developing multicultural awareness, understanding the role of culture and tradition in the life cycle, examining issues of diversity in human interactions, and exploring the attitudes and perceptions of diverse populations. The course surveys world views, values, and beliefs of specific groups to better understand and appreciate diversity as it relates to professional applications. This course includes a field experience. Cr 3.

### **HRD 667 Action Research and Evaluation Methodologies**

This course provides an overview of the role of action research within organizations and community settings. Techniques in survey development and evaluation strategies are emphasized. A number of methodologies is presented, such as: the normal group, the Delphi technique, assessment centers, performance appraisal, interviews and observation. Cr 3.

### **HRD 668 Human Development**

This course examines the processes underlying growth and development across the life span from conception through childhood, adolescence, adulthood, and aging to death. The interaction of biological, cultural, and environmental factors will be con-

sidered in studying physical, cognitive, and psychosocial changes throughout the stages of life. This course includes a field experience. Cr 3.

#### **HRD 669 Adolescent Development**

This course introduces developmental theory and research as it relates to adolescence. A multi-disciplinary view of adolescent development is taken to examine the processes underlying growth, development, and behavioral changes during adolescence. The interaction of biological and environmental factors is considered in studying the physical, cognitive, social, affective, and moral aspects of adolescent development. The primary focus is on the adolescent as a learner. Note: This course is intended for students matriculated in the Extended Teacher Education Program and middle level education program. Cr 3.

#### **HRD 685 CAS Completion Project in Adult Learning**

Students will undertake a major project of their own design as a final requirement for completion of the certificate of advanced study in adult learning. Students will participate in a support seminar and will make a formal presentation to an audience of program peers, faculty, colleagues, family, and friends. There are four options for projects: (1) field-based study, (2) public policy initiative, (3) publishable theory paper, or (4) personal learning curriculum for adults. Cr 3.

#### **HRD 687 Internship in Adult Education and Human Resource Development**

Designed to provide professional experience in the student's selected area of concern. A plan for the internship is presented for approval to the student's advisor. On approval, the intern completes his/her planned program under the supervision and evaluation of a responsible person for the internship assignment. Cr 1-9.

#### **HRD 693 Life Stories, Personal Mythmaking, and Spiritual Development**

Life stories offer a subjective, developmental frame of reference for understanding and integrating life experiences, and can serve as tools for personal transformation and healing. This course examines a pattern of growth shared by the mythic journey of the hero and the mystic journey of the soul that might be viewed as a framework for understanding psycho-spiritual development. It views classic myth as enduring truth, personal mythmaking as sacred storytelling, and spiritual development as a conscious, practical, everyday path and practice for achieving optimal growth across the life cycle. The course provides a theoretical and methodological foundation for the in-depth study of individual lives within the context of world mythology and world religions. It serves as a reflective, self-exploration component of master's level programs, using a workshop approach in a seminar format, and suggests practical tools for educational and clinical applications. Cr 3.

#### **HRD 698 Directed Study in Adult Education and Human Resource Development**

This course provides students the opportunity to pursue a project independently, planning, and exploring an area of interest within the field of human resource development. The project must be field-based, intellectually sound, and reflect a high caliber of performance. Specific content and methods of evaluation are determined in conjunction with the faculty supervisor. An approved proposal is a necessary prerequisite to registration. Cr 1-6.

#### **HRD 699 Independent Study in Human Resource Development**

This course provides students the opportunity to pursue a project independently, planning, and exploring a topic of interest within the field of human resource development. The project must be library-based, intellectually sound, and reflect a high caliber of performance. Specific content and methods of evaluation will be determined in collaboration with the instructor. An approved proposal is a necessary prerequisite to registration. Cr 1-6.

#### **SED 518 Instructional Strategies for Learners with Special Needs**

The primary goal of this course is to learn and analyze principles and skills of teaching and learning that are effective with students with a wide range of abilities. The course will include: (a) applying and analyzing principles of learning in designing, leading, and assessing a learning environment; (b) applying and analyzing assessment strategies in establishing a cycle of continuous improvement and progress for students; (c) applying strategic learning strategies, differentiated instruction and effective instructional strategies. Participants will work individually and cooperatively in reading and analyzing current learning theory; designing, leading, and assessing learning activities. Participants will complete a minimum of 6 hours of practicum experience. Prerequisite: Open to ETEP and TEAMS interns or by Teacher Education Department permission. Cr 3.

#### **SED 527 Understanding and Teaching Students with Diverse Abilities in the General Education Curriculum**

This course develops knowledge of the characteristics of students with disabilities, students identified as gifted and talented, and students who are English Language Learners. That knowledge is used to examine cultural, developmental, and instructional issues and practices for providing students equitable access to an appropriate education. Students learn about principles and practices of universal design in learning and culturally responsive pedagogy. Upon profiling the developmental, cultural, and learning characteristics of students in their internship placements, students use the principles of culturally responsive pedagogy and universal design in education to create and implement lessons and curriculum in a classroom. Prerequisites: Open to matriculated interns in

the ETEP and TEAMS programs or by permission of the Teacher Education Department. Cr 1-3.

### **SED 540 Nature and Needs of Learners Who Are Exceptional**

The primary goal of this survey course is to construct an understanding of the range of exceptionalities, including students with disabilities and those identified as gifted and talented. The course is based on the premise that students in special education should be educated and socially interact to the greatest extent possible with their peers engaging in the general education curriculum. Topics include characteristics of areas of exceptionality; planning and strategies for differentiating instruction; classroom management; assistive technology strategies; state and federal laws and regulations; working with parents; and inclusion philosophy and practices, including collaboration between general education and special education teachers. Cr 3.

### **SED 543 Seminar for Fostering Equity in Educating Diverse Learners**

This second-year course synthesizes knowledge of students, knowledge of teaching, and knowledge of culture in examining the role of access to equitable education in a democratic society. Candidates will both analyze issues and practices and reflect on the impact of a commitment to equitable education on their own teaching. Prerequisites: Open to matriculated interns in ETEP and TEAMS, or by Teacher Education Department permission. Cr 3.

### **SED 550 Teaching Gifted Students in the Regular Classroom**

This course is for teachers who serve gifted/talented students within the structure of the regular classroom. Topics include adapting the "required" curriculum to meet the needs of students; teaching/facilitating independent/small group activities; using learning centers, task cards, and student contracts; working successfully with parents, resource teachers, and administrators; and considering current issues in gifted child education specific to the regular classroom environment. Cr 3.

### **SED 601 Introduction to Student Programming and Master's Goal Setting**

This is an introductory master's course focusing on different types of student programming. The course will explicitly introduce Differentiated Instruction and Universal Design, along with other programming options. In addition, students will design their goals and objectives that they will use for designing their master's portfolio. Prerequisite: matriculation into a degree program or by permission of program coordinator. Cr 1.

### **SED 614 Methods of Teaching Mathematics for Students with Special Needs**

This course for practicing teachers focuses on teaching methods and new teaching approaches in mathematics used with students with special needs.

Current issues of concern, major curriculum thrusts, such as the National Council of Teachers of Mathematics Standards, Maine's Learning Results, promising practices, and methods to differentiate instruction and assessment techniques are addressed in this course. Approaches for students of different age levels from early childhood through secondary school are included. Cr 3.

### **SED 615 Positive Behavioral Interventions and Supports**

This course examines the foundations and essential features of Positive Behavioral Interventions and Supports (PBIS) at two levels; classroom and individual. Students will gain an understanding of basic principles and measurement of behavior and conduct applied projects that include creating, implementing, and evaluating data-driven intervention plans. Cr 3.

### **SED 618 Programming for Learners with Special Needs**

This course is for individuals who provide educational services to learners with special needs. This may include learners with mild handicapping conditions and/or students with academic gifts and talents. Participants will learn strategies for planning and providing differentiated learning experiences within appropriate learning environments. Cr 3.

### **SED 653/SPY 672 Assessment of Academic Achievement**

This course is designed to prepare special educators, school psychologists, and other professionals who work in schools to select, administer, score, and interpret measures of academic achievement. Numerous measures of academic achievement, including published norm-referenced tests, criterion-referenced tests, curriculum-based assessment and measurement, and performance-based assessments will be studied. Students will develop an understanding of how to use measures of academic achievement as part of a comprehensive problem-solving process that fits with responsive interventions in schools. Prerequisites: Open to matriculated USM school psychology, special education, ETEP, and TEAMS students with permission of an instructor. School psychology students must complete EDU 600 and HCE 605 prior to taking SED 653/SPY 672. Cr 3.

### **SED 659 Education of the Gifted/Talented**

This course is for individuals responsible for initiating, mainstreaming, and/or extending services for gifted/talented students. Topics for study include: a) identification procedures, b) curriculum development and implementation, c) administration and classroom management, d) staff development and community involvement, and e) evaluation of student growth and program effectiveness. Cr 3.

### **SED 660 Curriculum and Methods for Teaching the Gifted**

This course is for individuals responsible for a) devel-

oping or modifying learning experiences for gifted/talented students at the elementary or secondary school level, b) implementing differentiated learning experiences within the regular classroom or through a special grouping arrangement, and/or c) creating/selecting instructional materials to support the implementation of differentiated learning experiences. Cr 3.

#### **SED 662 Productive Thinking and the Gifted Learner**

This course is for individuals responsible for a) identifying creative potential within students, b) planning and implementing learning experiences for nurturing creative thinking, c) selecting or developing instructional materials for enhancing creativity, d) establishing learning environments conducive to creativity, and/or e) evaluating program effectiveness and student growth in creativity training. Cr 3.

#### **SED 664 Gifted Students in Special Populations**

This course is for individuals responsible for identifying and serving gifted students from special populations. These populations include underachievers, females, culturally diverse and/or economically deprived, rurally isolated, bilingual, artistic, creative, physically challenged, and highly gifted. Cr 3.

#### **SED 665 Institute for Program Planners in Education of the Gifted/Talented**

This course is for individuals and teams of individuals responsible for planning district-wide programs for gifted and talented students. Participants develop a procedural written plan of action for guiding the development and the implementation of programs. Planning areas include: a) identification, b) curriculum, c) administration, d) staff development, and e) evaluation. Cr 3.

#### **SED 666 Models in Education of the Gifted**

This course is for individuals responsible for choosing, adapting, or designing a model to serve gifted/talented students. Selected models prominent in the field are reviewed and critiqued. Prerequisite: SED 659 or SED 660 or permission of instructor. Cr 3.

#### **SED 667 Social/Emotional Needs of the Gifted**

This course is for classroom teachers, program coordinators, parents, and other individuals who interact with gifted and talented students. Topics for examination include: a) factors affecting social and emotional development, b) achievement and underachievement, c) curriculum and the affective domain, and d) resources/strategies for responding to the needs of the gifted/talented. Cr 3.

#### **SED 669 Technical Assistance Systems**

This course is for administrators, consultants, program coordinators, teachers, and other individuals responsible for initiating, maintaining, or extending educational programs. Topics for study include assessing resources and needs, relating with client systems, diagnosing relationships and situations,

acquiring resources, choosing and supporting solutions, and stabilizing innovations. Prerequisite: advisor's permission. Cr 3.

#### **SED 670 Secondary Programs for the Gifted/Talented**

This course is for administrators, program coordinators, and teachers who are responsible for planning, implementing, maintaining, and/or extending programs for gifted and talented students at the secondary school level. Cr 3.

#### **SED 679 Consultation and Special Education**

This course is for individuals who are responsible for the planning and the coordination of programs for exceptional learners. The focus of the course is on utilizing a non-categorical, process-oriented approach to providing services for students. Cr 3.

#### **SED 682 Special Education Law**

This course will review the statutory and regulatory foundations of U.S. public policies pertaining to children and youth with disabilities. Key judicial interpretations of those policies will also be reviewed. The course will provide comprehensive overviews of The Individuals with Disabilities Education Improvement Act and other relevant federal and state legislation, regulations, and policy. Cr 3.

#### **SED 683 Topical Seminar**

This is an advanced course that covers selected topics in exceptionality. Several current issues are examined in-depth each semester. Individual and group presentations are required. Cr 3.

#### **SED 684 Administration in Special Education**

A course designed to offer experience in administering special education programs. The course emphasizes the organization and administration of special education programs. Prerequisite: SED 540 or permission of instructor. Cr 3.

#### **SED 684 Introduction to Special Education Administration**

This course is designed to offer experience in administering special education programs. The course emphasizes the organization and administration of special education programs. A goal of the course is to give participants clear understandings of the decisions faced by regular and special educational leaders and of the skills and knowledge base necessary to perform effectively as leaders. Prerequisite: SED 540 or permission of instructor. Cr 3.

#### **SED 685 Advanced Seminar in Special Education**

This is an advanced course that integrates and synthesizes research and practices across disciplines in exceptionality. Individual and group presentations are required as well as a major paper. Prerequisites: matriculated students who have completed nine (or more) courses, and program permission. Cr 3.

### **SED 687 Technology for Learning and Communicating**

This course introduces students to the use of technology, including assistive technology, with all students, including those individuals with special learning and communication needs. A range of technologies will be examined from “low tech” devices such as simple switches to computers, adaptive devices, and software appropriate for individuals with disabilities. A variety of equipment, materials, software, and hardware will be available for student use. Cr 3.

### **SED 688 Professional Internship in Special Education**

Interns complete a semester-long classroom internship in which she/he is assigned to a mentor teacher in a special education program in accordance with the USM Teacher Certification Standards and internship assessment system. A successful review of all the teaching standards is required for a passing grade for internship. Prerequisites: Open to matriculated candidates in the ETEP or TEAMS program or by permission of the Teacher Education Department. Cr 3-6.

### **SED 692 Transition From School to Adult Life**

This course introduces participants to the concepts of transition from school to work and community living for secondary students (7-12th-graders) with disabilities. Students develop skills in interdisciplinary team planning and an awareness of community resources necessary to aid students with disabilities in achieving career goals and a satisfactory adjustment to adult life. Cr 3.

### **SED 697 Capstone Seminar and Portfolio**

This is the capstone course for different programs in special education. One of the major components of this course is that students will complete their portfolio requirement. In addition, students will research and present to classmates and the professor, topics that they want to do further research in based on what they learned in a previous course, or an area of interest not already covered in their program. Prerequisite: All other courses in planned study. Cr 2.

### **SED 698 Universal Design Implementation**

This is a capstone course for different programs in special education. Through the use of Universal Design, this course brings together all of the different ways students have learned to work with and support students in learning. Students will use Universal Design to create lessons and curriculums, and then will implement them in a classroom. Students will also analyze the effectiveness of their lessons and curriculums in terms of meeting the goals of these curriculums and lessons, and in supporting all students in the classroom as well as others that may have other differences in learning. Prerequisites: EDU 600, SED 601, SED 614, SED 615, SED 679 or 687, SED 550, SED 659, SED 662, EDU 559, EDU 561, EDU 562, EDU 563 or by permission of program coordinator. Cr 3.

### **SED 699 Directed Study**

This course is an opportunity to gain, apply, and integrate knowledge and skill in exceptionality by planning and conducting a project. The project must be intellectually sound, have direct applicability to the student, and produce a high quality product. Specific content and methods of evaluation are determined in conjunction with instructor. Prerequisites: EDU 600, matriculated students only, and program permission. Cr var.

### **SPY 603 Consultation in School Psychology**

This course examines how school psychologists can provide consultation services in school and clinical settings. A review of research that outlines a variety of consultation roles and procedures is incorporated with case studies and opportunities to explore the use of consultation as part of a problem-solving, data-based approach to school psychology. Prerequisites: Satisfactory completion of EDU 600, HCE 605, HRD 668, SPY 609, SPY 671, SPY 672, SPY 673, SPY 674, SPY 675, SPY 676, SPY 677, SPY 678, SPY 684, SPY 694, SED 611, SED 682 and/or permission of instructor. Cr 3.

### **SPY 609 Professional Ethics in Psychology**

This course provides in-depth preparation for ethical practices in school psychology. Drawing from national and international ethical standards from the American Psychological Association (APA), Association of State and Provincial Psychology Boards (ASPPB), and the National Association of School Psychologists (NASP), the course includes readings and application of ethical standards for school settings. The course is designed to meet the ethics training standards set by APA, ASPPB, NASP, the Maine Board of Examiners of Psychologists, and the Maine Department of Education. Prerequisites: Matriculation in the Psy.D. in school psychology. Cr 3.

### **SPY 627 Advanced Response to Intervention for Reading**

While functional behavioral assessment methodologies have typically focused on interfering behaviors (e.g., self-injury, aggression, stereotype, opposition, etc.), this course will focus on the extension of FBA to assessment-intervention-evaluation of students with reading disorders. This is an advanced class and assumes that the student has participated in workshop trainings or has completed prior coursework that has covered the theoretical and historical underpinnings of Response to Intervention (e.g., functional behavioral assessment, experimental analysis of behavior, single case experimental design). This course will include lecture, discussion, guided practice, and applied learning experiences in the assessment of reading problems, design of data-based reading interventions, and procedures for collecting data to determine the effectiveness of interventions. Cr 3.

### **SPY 628 Behavior Therapy**

The primary focus of this course is to provide stu-

dents with exposure to assessment and intervention models that are used within ABA-based programs serving individuals with depression, anxiety, and other related disorders. Students learn the ways that ABA methods can be used to assess the needs of individuals with depression, anxiety, and other related disorders and to design interventions, including cognitive behavior therapy techniques that meet the needs of these individuals. Cr 3.

### **SPY 629 Applied Behavior Analysis and Developmental Disabilities**

This course provides students with exposure to assessment and intervention models that are used within ABA-based programs serving individuals with developmental disabilities. Students learn the ways that ABA methods can be used to assess the needs of individuals with developmental disabilities and to design interventions that meet the needs of these individuals. Prerequisite: Open to matriculated students in the school psychology, special education, and certificate in applied behavior analysis programs or by instructor permission only. Cr 3.

### **SPY 659 Clinical Research Methods**

This course examines research techniques appropriate for educational and clinical settings. The research techniques covered in the course emphasize a problem-solving assessment methodology with a particular focus on measuring progress toward reduction or elimination of problem behaviors. The research methods taught in the course are utilized by students to conduct a pilot study of a specific individual target behavior of concern, including academic, social-emotional, or social skill problems. Using a single-subject research design, students design, implement and monitor the efficacy of an applied intervention. Prerequisites: Satisfactory completion of EDU 600, HCE 605, SPY 609, SPY 671, SPY 672, SPY 673, SPY 674, SPY 675, SPY 676, SPY 677, SPY 678, SPY 684, SPY 694, SED 611, SED 682, or permission of instructor. Cr 3.

### **SPY 671 Physical Bases of Behavior**

This course examines neural, endocrine, and response systems that are related to attention, motivation, emotion, memory, and psychological and/or learning disorders. It includes consideration of typical and atypical patterns of development and neurological and health problems of children and adolescents. Cr 3.

### **SPY 672 Assessment of Academic Achievement (co-listed with SED 653)**

This course is designed to prepare special educators, school psychologists, and other professionals who work in schools to select, administer, score, and interpret measures of academic achievement. Numerous measures of academic achievement, including published norm-referenced tests, criterion-referenced tests, curriculum-based assessment and measurement, and performance-based assessments will be studied. Students will develop an understanding of

how to use measures of academic achievement as part of a comprehensive problem-solving process that fits with responsive interventions in schools. Prerequisites: Open to matriculated USM school psychology, special education, ETEP, and TEAMS students or with permission of instructor. School psychology students must complete EDU 600 and HCE 605 prior to taking SED 653/SPY 672. Cr 3.

### **SPY 673 Social Foundations of Behavior**

This course provides knowledge and skills in the area of social psychology. The course includes an overview of basic social psychology methods and research findings as well as preparation of students to conduct assessment and intervention for social skills problems among school-age children. The course includes discussion of the importance of social skills and provide a rationale for promoting and teaching pro-social behavior. Students review and learn how to administer, score, and interpret both screening level and evaluation-level social skills assessment instruments. In addition, students review a variety of interventions and develop social skills interventions based on assessment information. Prerequisites: Matriculation in USM school psychology or special education program or permission of instructor. Cr 3.

### **SPY 674 Child and Adolescent Psychopathology**

This course acquaints the student with definitions of and development of normal versus abnormal behavior from infancy through adulthood as well as presents common classification systems for psychopathology. Continuity from normal to abnormal behaviors, behavior problems in children as indices of pathology, and the prediction of psychopathology in adolescence and adulthood are also considered. The course takes a developmental orientation to psychopathology and discusses specific disorders in terms of symptoms, age considerations, and family and sociocultural dynamics. Cr 3.

### **SPY 675 Indirect Behavioral Assessment**

This course examines a variety of analog behavior assessment methods addressing social-emotional behavior issues. Assessment techniques covered in the course include psychosocial interviews, behavior rating scales, and adaptive behavior assessments. This course includes practica experiences in which students are supervised in the administration, scoring, and interpretation of assessment procedures. Prerequisites: Satisfactory completion of EDU 600, HCE 605, SED 682, SPY 609, SPY 671, SPY 673, SPY 674, SPY 676, SPY 684. Cr 3.

### **SPY 676 Behavioral Principles of Learning**

This course introduces behavioral principles and processes that are involved in learning. Starting with a foundation of knowledge delineated through basic research, the course includes a review of findings from an array of studies of learning mechanisms. Topics include respondent behavior and conditioning, operant behavior and conditioning, discrimination and

stimulus control, establishing operations, schedules of reinforcement, and verbal behavior and cognition. The content of this course provides the basis for SPY 684 Advanced Applied Behavior Analysis. Cr 3.

### **SPY 677 Cognitive Assessment**

This course is an examination of the historical and theoretical bases of individual differences and intellectual testing. It includes supervised practice in selection, administration, scoring, interpretation, and reporting of cognitive assessment results. Prerequisites: Satisfactory completion of EDU 600, HCE 605, SPY 609, SPY 671, SPY 674, SPY 676, SPY 684, SED 540, SED 682 or permission of instructor required; open only to matriculated USM school psychology program students. Cr 3.

### **SPY 678 Functional Behavioral Assessment**

This course prepares students to conduct functional behavioral assessments. Incorporating a variety of methodologies including interviews and different types of systematic observations, this course includes practica experiences in which students are supervised in the practice of functional behavioral assessment procedures and evaluation reports. Prerequisites: Satisfactory completion of EDU 600, HCE 605, SED 540, SED 682, SPY 609, SPY 671, SPY 673, SPY 674, SPY 675, SPY 676, SPY 684. Cr 3.

### **SPY 684 Advanced Applied Behavior Analysis**

This is an advanced course that examines behavioral technologies used by independent practitioners, consultants, and behavioral team leaders to change socially meaningful behavior. These technologies are based upon the more complex behavioral principles derived from the experimental analysis of behavior. The behavioral technologies examined will include those based on positive and negative reinforcement, punishment, stimulus control, stimulus shaping and fading, simple and complex schedules of reinforcement, establishing operations, the matching law, behavioral economics, and behavioral momentum. Emphasis will be placed on behavioral technologies used to improve children's social and academic behavior, while reducing behaviors that interfere with functioning in mainstream settings. The course will also introduce students to the Association for Behavior Analysis, the *Journal of Applied Behavior Analysis*, and credentialing for ABA practitioners. Prerequisite: SPY 676 or instructor permission. Cr 3.

### **SPY 688 Internship in School Psychology**

The internship is a 1,500-hour field experience in school psychology under a qualified supervisor in a public school setting. It is undertaken at the end of the program. Prerequisites: Satisfactory completion of EDU 600, HCE 605, HRD 668, SED 540, SED 682, SPY 603, SPY 609, SPY 671, SPY 672, SPY 673, SPY 674, SPY 675, SPY 676, SPY 677, SPY 678, SPY 684, SPY 694, and advisor approval. Cr var.

### **SPY 693 School Psychology Practicum I**

The 300-clock-hour practicum is an introductory supervised experience within a public school.

Practicum 1 provides the student with introductory experiences in the culture and systems of school settings, instructional methods and materials, and school psychology practices. Graded Pass/Fail. Prerequisites: Matriculation in M.S. or Psy.D. in school psychology program. (Students must complete 3 credits during the first two years in the program.) Cr 1.

### **SPY 694 School Psychology Practicum II**

The 300-clock-hour practicum is an advanced supervised experience within a public school setting. Practicum 2 provides the student with experiences in psychological assessment, consultation, intervention, and other aspects of school psychology practice. Graded Pass/Fail. Prerequisites: Satisfactory completion of 3 credits of SPY 693. (Students must complete 3 credits during the first 2 years in the Program.) Cr 1.

### **SPY 699 Independent Study in School Psychology**

This course provides students with opportunity to pursue a project independently, planning and exploring a topic of interest within the field of school psychology. The project must be research-based, intellectually sound, and reflect a high caliber of performance. Specific content and methods of evaluation will be determined in collaboration with the instructor. An approved proposal is a necessary prerequisite to registration. Prerequisites: Matriculation as a student in the school psychology program or permission of instructor. Cr var.

### **SPY 709 History and Systems of Psychology**

This course covers the history of modern psychology. Beginning with the history of Western psychology, the course reviews the major historical, social, economic, and cultural factors that contributed to the rise of psychology as a distinct branch of science in Europe and the United States. The course includes readings and discussion of the similarities and differences between the science of human behavior and other scientific disciplines. Additionally, the course includes readings and discussion of the study of human behavior from other cultural traditions. Prerequisites: Psy.D. matriculants only. Cr 3.

### **SPY 727 Advanced Academic Intervention Methods**

This course provides training in knowledge and skills for the use of advanced educational intervention practices in school psychology. Students learn how to select, use, and interpret data from advanced academic achievement assessment and intervention methods appropriate for school psychology practice. Through readings, discussion, practice and report-writing, students will develop the skills necessary to provide comprehensive intervention services for students with academic achievement difficulties. Prerequisite: matriculated Psy.D. students or permission of instructor. Cr 3.

**SPY 728 Interventions for Individuals with Behavioral Disabilities**

This course provides training in knowledge and skills for the use of advanced behavioral intervention practices in school psychology. Students learn how to select, administer, use, and interpret advanced behavioral intervention measures appropriate for school psychology practice. Through readings, discussion, practice administrations, and report-writing, students will develop the skills necessary to provide comprehensive intervention services for students with behavioral difficulties. Prerequisites: matriculated Psy.D. students only or permission of instructor. Cr 3.

**SPY 729 Advanced Intervention Methods for Individuals with Developmental Disabilities**

This course provides training in knowledge and skills for the use of advanced intervention practices in school psychology. Students learn how to select, use, and interpret data from advanced intervention measures appropriate for use with individuals who have developmental disabilities. Through readings, discussion, practice administrations, and report-writing, students will develop the skills necessary to provide comprehensive intervention services for low-incidence and high-risk student populations. Prerequisites: matriculated Psy.D. students only. Cr 3.

**SPY 751 Advanced Research Seminar**

This course examines research techniques appropriate for educational and clinical settings. The research techniques covered in the course emphasize a problem-solving assessment methodology with a particular focus on measuring progress toward reduction or elimination of problem behaviors. A selection of the research methods taught in the course will be utilized by students to conduct an intensive, year-long doctoral research related to best practices in school psychology. This course is taken in the semester before internship and is a prerequisite for SPY 759 Psy.D. Research Project. Prerequisites: matriculated Psy.D. students only. Cr 3.

**SPY 752 Readings in Behavioral Research Methods**

This elective course examines the conceptual and methodological foundations of research in fields relative to behavior analysis. Evidence-based research conducted in educational and clinical settings published in the primary journals of the discipline and in texts seminal to the establishment of behavior analysis as a science and research area will be critically examined. Prerequisites: EDU 600, SPY 659, and matriculation in Psy.D. program, or by permission of instructor. Cr 3.

**SPY 759 Psy.D. Dissertation**

This course includes the activities necessary to design, implement, evaluate, and summarize a dissertation related to the field of school psychology. Course participants will conduct a literature review and needs assessment to identify a dissertation. The project will be matched to an identified subject or sample to address specific research questions. Once appropriate informed consent for research is obtained, students will conduct the research and report the findings. This course is taken during the fall and spring semesters of the pre-doctoral internship. Prerequisites: matriculated Psy.D. students who have taken SPY 751 and all other prerequisite courses. Cr 3.

**SPY 788 Pre-Doctoral Internship in School Psychology**

The pre-doctoral internship is a 1,500-hour field experience in school psychology under the supervision of a licensed psychologist in a public school and/or clinical setting. It is undertaken at the end of the Psy.D. program. Prerequisites: Satisfactory completion of all Psy.D. doctoral program course requirements and permission of the program faculty. Cr var. (total of 9 semester hours for the internship).