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 a professional identity. This course must be taken the first semester following matriculation. Cr 3.

HCE 502 The Family: Implications for Educators
This course is designed to review selected topics in the area of family life that are relevant to educators. The course will provide a multi-disciplinary overview of major theories of family behavior, precursors to marital and family life, and the variability of family life across the life span. Consideration will be given to such issues as parenting styles, sibling relationships, effects of divorce, single-parent families, blended families, family violence, and substance use, abuse, and dependence within the family. Cr 3.

HCE 504 Women's Issues in Counseling
This course examines the impact of sex roles and sex role stereotypes on the development, understanding, and treatment of psychological problems. Biases in psychological theories and attitudes of professionals have often reflected the sexism of society at large, and these explanations of human motivation and behavior may not sufficiently describe mental health problems today. Thus, the course focuses on the role of human services professionals in promoting and understanding these concepts. Cr 3.

HCE 503 Consultation
This course is designed to introduce students to the practice of consultation within the counseling profession. A variety of theoretical approaches to the role of the consultant will be offered, including focus on behavioral observation, organizational development, relating to staff people as a consultant, and communicating the results of a consultation. Prerequisite: matriculated graduate student or permission of the professor. Cr 3.

HCE 604 Career Development
This course will examine 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 tests and related measurement techniques. The course content will include a review of the history of testing, current issues, fundamental statistics for understanding, evaluating and using tests, including selected aptitude, intelligence, achievement, interest, and personality tests. A variety of standardized and non-standardized evaluation measures will be reviewed. Cr 3.

HCE 606 Counseling Services for Students with Exceptional Needs
This course focuses on the role of the counselor in working with students who have special learning needs. Content will include an overview of the historical development of special education laws and regulations, methods for assessing and identifying students with exceptional needs, guidance and counseling interventions and responsibilities, and parent consultation and community resource services. Cr 3.

HCE 607 School Guidance Programs and Services
This course is intended for those preparing to be school counselors. It is designed to consider 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. Prerequisite: Open to matriculated graduate students in the counselor education program or by special permission of the instructor. Cr 3.

HCE 609 The Practice of School Counseling
This course is an introduction to the school counseling profession and current issues in the field. Assignments will incorporate field experiences that promote reflective learning and skill building. Prerequisite: matriculated student or by permission of instructor. Cr 3.

HCE 610 Introduction to Rehabilitation Services
This course includes basic concepts in rehabilitation/ reintegration, evolution or rehabilitation, related legislation, exposure to rehabilitation agencies and facilities in Maine, and an overview of the rehabilitation process. Consultants are used to present rehabilitation from the perspective of the client, counselor, and agency. Cr 3.

HCE 611 Medical and Psychological Aspects of Disability and Rehabilitation
This course will explore the medical and psychological issues surrounding the concepts of disability and rehabilitation. Particular emphasis will be given to examining: (1) the medical model as an organizing framework for viewing disability and rehabilitation; (2) the diagnoses and treatment of various physical, developmental, sensory, and emotional conditions; (3) the perspectives and responses of people with disabilities toward their diagnosed
conditions and prescribed treatments; (4) the principles and practice of functional assessment; and (5) 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 to highlight the perspectives that people with disabilities hold toward their life situations, and the medical and rehabilitation settings and professionals they encounter.

HCE 612 Disability and Family in a Multicultural Society
This course provides an in-depth analysis of the effects of 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. The participants will study multicultural issues relative to disability and rehabilitation. It will also examine the reactions, adjustments, and accommodations to disability as perceived by individuals with disabilities, and rehabilitation professionals.

HCE 614 Principles of Psychosocial Rehabilitation
This course is designed to provide a foundation of knowledge and skills useful in habilitation and rehabilitation work with persons who have psychiatric disabilities. A major emphasis of this course will address 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, will be employed to promote learning. This course is required for the master's degree candidate in psychosocial rehabilitation; however, it is also open to persons interested in this innovative approach to mental illness.

HCE 615 Vocational Counseling and Placement in Rehabilitation
This course encompasses the theoretical foundations of vocational counseling, the occupational implications of disability, the application of occupational and labor market data, and vocational choice with rehabilitation consumers. The use of job selection, analysis, modification and matching skills in the development of work and career options for persons with disabilities will be included. The course will also present 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) will be examined in the context of a multicultural society.

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, the ex-patient's movement, legal rights and protections, medications, alternative treatments, trauma, and ethical issues in service delivery. Students will also explore their own values and motives for entering the field and examine the strengths and liabilities they may bring to their work.

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 will be closely examined. Research literature which has a bearing on the effectiveness and noneffectiveness of counseling will be reviewed.

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 which influence the interactions within the counseling relationship. Primary focus will be to help the student develop greater self-knowledge and skills in interpersonal communication within the counseling relationship. Prerequisite: open to matriculated graduate students only.

HCE 622 Counseling Children and Adolescents
This course examines selected theories, related techniques, and skills for counseling children and adolescents. Attention will be 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 will be reviewed. Prerequisites: matriculation in counselor education or school psychology and HCE 668, or permission of instructor.

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 will be explored. The course is an introductory course and is one of the required courses for becoming a registered play therapist. Prerequisite: none.

HCE 624 Child-Centered Play Therapy
This course is intended for those 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 622.

HCE 625 Group Process and Procedures
This course focuses on basic principles of group development and on dynamics of group interaction. The improvement of facilitative skills will be 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, behavior of leader and participants will be analyzed to promote a deeper understanding of group roles and functions. Prerequisites: HCE 621 and 625 or equivalent.

Cr 3.

HCE 640 Human Resource Development in Community Settings
Schools, hospitals, employment agencies, welfare offices, home health agencies, rehabilitation centers, and social services agencies are among the various community-based organizations whose work is helping people. The course examines the needs of people in urban and rural communities, the views of human need and development held by helping organizations, and problems organizations pragmatically encounter in helping people, and the consequences of these problems for citizen/client groups. Attention is given to inter-professional, and inter-organizational approaches to improving community programs drawn from literature in similar fields. A companion course to Human Resource Development in Organizational Settings, which looks at the interface between organizations and their employees, this course focuses on the interface between organizations and clients, the citizens of a community.

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 will be explored in regard to physical health and emotional well-being. Research on the mind/body relationship will be 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 will focus 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 which professional educators, human service workers, and other helping professionals play in prevention, early intervention, and the various approaches to recovery and aftercare will be 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 will be explored. Relationships between substance-related disorders and mental illnesses will be outlined. Interactions among biological, psychological/emotional, and behavioral aspects of substance abuse will be 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 will be established, and short-term crisis counseling strategies will be examined. Several different crisis situations will be discussed in relationship to agencies or persons responsible for interventions. Prerequisite: HCE 621 or permission of the instructor.

Cr 3.

HCE 645 Diagnosis and Treatment Planning
This course will focus on the current diagnostic systems and their use. The development of treatment plans and the use of related services will be reviewed. The role of assessment, intake interviews and reports will be examined. Prerequisites: HCE 664, 668, or permission of the instructor.

Cr 3.

HCE 650 Basic Concepts of Systems Theory and Family Therapy
This course provides students with an historical context for the field of family therapy. A general historical overview will be followed by the presentation of sociological theories of family and family development. General systems theory and its application to family therapy will be explored, providing students with an understanding of the systemic underpinnings of family therapy. Other theories that have influenced the field will be explored.

Cr 3.

HCE 651 Systemic Assessment in Couple and Family Therapy
This course defines the parameters of systemic assessment and how it differs from and can be integrated with individual assessment. How systemic assessment operates within the current legal/medical context will also be explored. Students will learn specific models, methods, and measures of systemic
assessment, including interpersonal/communication models, formal assessment measures, structural mapping, tasks/exercises, tracking family sequences, genograms and family diagrams, the scale of differentiation, and assessing larger systems. The influence of race, culture, ethnicity, gender, and sexual orientation in the assessment and treatment process will also be explored.

Cr 3.

HCE 652 Classical Models of Family Therapy
This course will familiarize students with the classical models of family therapy with an emphasis on Bowen family systems and cultural family therapy. Students will be exposed to the differing view of "system" represented in these approaches. They will also learn the contrasting theoretical principles of each model, as well as the basic technical skills specific to each model.

Cr 3.

HCE 653 Postmodern Methods of Family Therapy
This course will familiarize students with the contemporary developments in the field that have influenced the emergence of new practice paradigms such as narrative therapy, collaborative language systems therapy, and solution-focused therapy. The course will emphasize the theoretical principles of these models as well as the basic technical skills associated with each.

Cr 3.

HCE 655 Human Sexuality for Counselors
The aim of this course is to provide information about human sexuality, to heighten an individual's awareness of his/her own sexuality and of sexual issues, and to integrate this knowledge to improve the overall effectiveness of counseling skills. The course is designed to explore a wide spectrum of sexual behaviors and to examine the relationship between sexuality, self-esteem, sex roles, and life styles. Emphasis is placed on developing an awareness of personal values associated with human sexuality. Prerequisites: matriculated graduate student or permission of instructor.

Cr 3.

HCE 656 Fundamentals of Couple and Family Therapy Skills
This course introduces the beginning family therapy student to the practical aspects of conducting systemic therapy. The course will provide skills in conducting systemic interviews with individuals, couples, and families, making initial assessments, and learning to manage a professional practice. In addition, the course will focus on the role of personal values, beliefs, and interpersonal style in the practice of couple and family therapy. Prerequisites: HCE 650, 651, 652, and 655, or permission of the instructor.

Cr 3.

HCE 681 Clinical Supervision
This course introduces students to the practice of clinical supervision within the counseling profession. The course will focus 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 will be to examine these topics from three perspectives: theoretical knowledge, skill development, and self-awareness. Prerequisite: master's degree in counseling or permission of the instructor.

Cr 3.

HCE 686 Internship in Counselor Education
This course will provide an opportunity for the student to integrate formal coursework with on-the-job experience in selected institutions. Prerequisite: HCE 690.

Cr 1-9.

HCE 687 Internship in Clinical Supervision
This course will provide 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 694.

Cr 3.

HCE 690 Individual Counseling Practicum
This course is an intensive supervised experience in applying professional knowledge and skills to the practice of counseling with individuals. Role playing, videotapes, audio tapes and demonstrations are used in helping each student develop an integrated counseling style. Prerequisites: HCE 607, 630, 621, 622 (school counseling specialty only), and 626.

Cr 3.

HCE 691 Group Counseling Practicum
This course is designed to be an intensive supervised experience in applying professional knowledge and skills to the practice of counseling with groups. Role playing, videotapes, audio tapes and demonstrations are used in helping each student develop an integrated leadership style in working with groups. Available only to students who have completed HCE 690. Prerequisite: approval of the supervising professor.

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 will be placed on the structural analysis of typical client problems and the use of appropriate strategies of intervention. Other emphasis will include the staffing of actual cases and a knowledge of community resources available to the counseling clientele. Prerequisite: HCE 690.

Cr 3.

HCE 693 Practicum in Couple and Family Therapy
This course is an intensive supervised experience in applying professional knowledge and skills to the practice of couple and family therapy. Role playing, video and audio tapes, live supervision, and demonstrations are used in assisting each student to develop an integrated therapy style. In addition, the course will provide experience in conducting
systemic interviews with individuals, couples, and families, making initial assessments, and learning to manage a professional practice. Prerequisites: HCE 650, 651, 652, 653, and 656, or permission of the instructor.  Cr 6.

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. Prerequisite: HCE 681 and matriculation in CAS programs. 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. Prerequisite: HCE 621, 622, 623, 624, and 690. Cr 3.

HRD 501 Strategies and Techniques in Classroom Management
This course will consist of a variety of strategies, techniques, and philosophical issues related to adult-child relationships. The focus of the course provides both a theoretical base and practical experience for dealing with classroom and school-related issues. 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 older populations. Cr 3.

HRD 558 Summer Institute in Educational Gerontology: 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 will be examined. Participants will develop practical methods of facilitating life review of themselves and older clients. Cr 3.

HRD 559 Summer Institute in Educational Gerontology: 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 will be 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 will 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 to be built on throughout the program. This course introduces new and interested students to the adult education program, and emphasizes educational planning, key books and themes, professional networking, reflective writing and development of a professional portfolio. This course is to be taken at the beginning of the program. Prerequisite: none. 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 12-18 hours of coursework in the program, to enable them to reflect upon and strengthen their interest in adult education and to plan the rest of their program, especially their field work and capstone seminar topic. Students will carry out explorations of resources that can enhance their professional knowledge and practice. Prerequisite: 12-18 hours of coursework, including HRD 604. Cr 1.

HRD 606 Self-Directed Education: Professional Application
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 30-36 hours of coursework, to prepare them for the comprehensive examination and future learning and work. Students will undertake outreach projects intended to help them transfer the concepts and skills of self-directed education to their professional careers and personal lives. Prerequisites: 30-36 hours of coursework, including HRD 604 and 605. Cr 1.

USM 1998-1999 Graduate Catalog
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 will be 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 non-profit 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 Staff Development
This course acquaints the student with the organization, staffing, functions, methods, and techniques of training and staff development units in modern work organizations. Attention is given to the development of in-service training programs for key levels of staff such as supervisors, managers, frontline workers, and support staff. Special emphasis is given to the systematic relationship of the training office to other human resource development functions in contributing toward an effective organization and a supportive climate in which to work. Cr 3.

HRD 637 Community Education
Community education is concerned with major issues and trends affecting the lives of 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 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 640 Human Resource Development in Organizational Settings
Personal directors, trainers, personnel counselors, career counselors, job designers, employment forecasters, collective bargaining, performance evaluators, and unit managers are among the many organizational members who "develop" the human resources of a work organization. This course examines the theories of human development explicitly or implicitly held by holders of such positions, how divergent or compatible these views are, and the probable effects on employees. The course particularly centers on approaches and tools managers use to develop the human resources of an organization in a conceptually consistent, effective, and humane way. A companion course to Human Resource Development in Community Settings, which looks at the interface between community organizations and their clients, this course focuses on the intersection between organizations and their employees. Cr 3.

HRD 644 Organization Development
This course introduces the student to the theory, concepts, practices, skills, and tools of organizational development. A variety of intervention strategies and techniques are explored. Emphasis is placed on the facilitator role in successful organizational interventions. Cr 3.

HRD 646 International Adult Education
This course will provide students with a broad overview of some of the historical roots and current practices of adult education internationally. It will provide 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 647 Work and Learning Institute
The course examines concepts of the learning workplace, including double loop learning, team learning, action reflection learning and personal learning. Students explore how such learning strategies are being used to transform workplaces. Learning strategies are applied in actual work situations. This is an advanced level course intended primarily for students in the training and development concentration. Cr 3.

USM 1998-1999 Graduate Catalog
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 659 Research Methods in Applied Interventions
The purpose of this course is to teach students methods of evaluating the efficacy of applied interventions, such as consultation, behavior management, social skills training, group counseling, and individual counseling. This course will emphasize the applications of single-case experimental designs and qualitative methods in evaluating the effectiveness of interventions. The course includes practical experiences in the design of behavioral assessment procedures and single case design methodologies. The initial 6 weeks of the course include practical experiences, while the remainder of class sessions are linked with the internship experiences. During the internship, students are expected to conduct an intervention and evaluate the intervention using single case design methods. Supervision of practical and internship experiences will be conducted by University faculty and the field-based certified school psychologist/certified school psychological service provider. Prerequisites: HCE 677, 678, 603, and 697 (or the equivalent experiences). Cr 3.

HRD 661 Life Span Development II
This course examines the processes underlying growth, development, and behavioral changes of humans from young adulthood through old age to death. The interaction of biological, cognitive, and psychosocial development in adulthood is described. Cr 3.

HRD 664 Culture, Tradition and the Life Cycle
This course focuses on developing multicultural awareness, and on understanding the cultural foundations of human growth and development. The theoretical and research emphasis will focus on the exploration of cultural values and traditions across the entire life span. The course considers specific ethnic groups to determine how values, beliefs, and traditions might influence attitudes toward growth potential. Cr 3.

HRD 666 Individual Assessment: A Holistic Approach
The design of this course is to explore the principles, purposes, and application of individual assessment. The course content includes instrument selection and evaluation, data interpretation, and intervention strategies in the following areas: academic skills, intellectual functioning, psychomotor performance, medical and family history, and social development. A case study format is used. Emphasis is placed on a holistic approach to data collection, interpretation and intervention. This is a basic orientation course for educators and others involved in planning specialized programs for individuals. It is not intended to produce skills in test administration. Prerequisites: HCE 605 and EDU 600 or equivalents. Cr 3.

HRD 667 Action Research and Evaluation Methodologies
This course will provide an overview of the role of research and evaluation within organizations and community settings. Techniques in survey development and evaluation strategies will be emphasized. A number of methodologies will be 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, development, and behavior changes of humans from conception through adulthood and aging. The interaction of biological and environmental factors will be considered in studying physical, cognitive, and psychosocial development during the stages of the life span. Cr 3.

HRD 669 Adolescent Development
This course introduces developmental theory and research as it relates to adolescence. A multidisciplinary view of adolescent development will be taken to examine the processes underlying growth, development, and behavioral changes during adolescence. The interaction of biological and environmental factors will be 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 670 Seminar in School Psychology
This course examines professional issues and concerns confronting the school psychology practitioner, including certification and licensure requirements, legal and ethical issues, roles and responsibilities, and relationships to general and special education. Prerequisite: permission of instructor. Cr 3.

HRD 671 Physical Bases of Behavior
This course is an examination of neural, endocrine, and response systems that are related to attention, motivation, emotion, memory, and psychological and/or learning disorders. It includes consideration of neurological and health problems of children and adolescents. Cr 3.
HRD 674 Abnormal Psychology
This course provides an overview of normal and abnormal personality development and functioning. Emphasis is on symptom patterns, etiology, family dynamics, school dynamics, sociocultural factors, and treatment of developmental and behavioral disorders from early childhood through adulthood. Cr 3.

HRD 676 Cognitive-Affective Bases of Behavior
This course is an introduction to concepts and principles of conditioning and reinforcement, perception and attention, memory, information processing, and problem solution. The course includes the social/affective and linguistic bases of learning and cognition as well as consideration of the acquisition or loss of habit patterns. Cr 3.

HRD 677 Cognitive and Psychoeducational Assessment
This is an examination of the historical and theoretical bases of individual differences and intellectual and psychoeducational testing. Supervised practice in administration, scoring, interpretation, and reporting assessment results. Prerequisite: open to psychology majors. Offered in a two-semester sequence, three credits each semester. Cr 6.

HRD 678 Personality and Behavioral Assessment
This course examines projective and non-projective techniques of evaluating personality characteristics and behavioral patterns of school-aged children. The course includes integration of evaluation results into a comprehensive diagnostic and descriptive personality profile. Prerequisites: HRD 677 and permission of instructor. Cr 6.

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 688 Internship in School Psychology
The 1,500-clock-hour internship is a full-time, supervised experience within a public school system. The internship provides the student with specific skills and competencies in the role and function of the school psychologist. Prerequisites: HRD 677, 678, 694, 697, and HCE 603, or permission of instructor. Cr 8.

HRD 693 Life Stories and Personal Mythmaking
This course serves as a reflective, self-exploration component of the master’s program for counselors, educators, administrators, and other service-providing professionals. It offers a theoretical and methodological framework for the in-depth study of individual lives. As a course in autobiographical reflection, the underlying assumption is that telling the stories of our lives is an important way of uncovering the personal truth in our lives. As a course in theory and research, it takes a broad look at the study of lives approach to defining personality development across time, drawing upon the writings of those from various disciplines who use personal narratives and life stories as primary documents. The seminar uses a workshop approach, combining autobiographical writing, personal mythmaking, writing circles, and life story interviews to better understand process and pattern in life cycle development from a subjective point of view. Cr 3.

HRD 694 Practicum in School Psychology
The 200-clock-hour practicum is a supervised experience within a public school or human service setting. The practicum provides the student with experiences in psychological assessment, consultation, and school psychology practice. Prerequisite: satisfactory completion of HRD 677, 678, 693, and 697; satisfactory completion of practica experiences interwoven within content courses. Prerequisite: permission of program faculty. Cr 2.

HRD 697 Orientation to School Psychology
This course is designed to provide students with an orientation to the role and function of the school psychologist and to orient the student to the delivery of regular education, special education, and psychological services within school settings. Completion of HRD 697 is required prior to beginning HRD 688 Internship in School Psychology. Cr 3.

HRD 698 Directed Study in 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.