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. Permission of supervising instructor and the department chair is required. Cr var.

EDUX 586 Internship in Special Education Administration
This two-semester internship course is designed to encourage application of formal coursework to the management issues that face school leaders in the workplace. Out of the internship experience will develop an applied research project in which the student will be expected to take a leadership role in designing, implementing, and assessing a project that addresses an important educational problem in an organizational setting. Each student will be required to produce a written report on the project and to defend it verbally at the conclusion of the course. Cr 6 (3 credits each semester).

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 502 The Family: Implications for Educators
This course reviews selected topics in the area of family life that are relevant to educators. The course provides a multidisciplinary overview of major theories of family behavior, precursors to marital and family life, and the variability of family life across the life span. Consideration is 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 594 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 service professionals in promoting and understanding these concepts. Cr 3.

HCE 603 Consultation
This course introduces 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 examines the ways in which counselors assist people of all ages in their life/career development. Emphasis is on understanding theories, information systems, materials, activities and techniques for fostering career awareness, exploration, decision making, and preparation. The interrelationship among work, family, and other life roles, including multicultural and gender issues, is also addressed. Cr 3.

HCE 605 Psychological Measurement and Evaluation
This course focuses on 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, intelligence, achievement, interest, and personality tests. A variety of standardized and non-standardized evaluation measures are 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 includes 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 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. Prerequisite: matriculated graduate students in the counselor education program or 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 incorporate field experiences that promote reflective learning and skill building. Prerequisite: matriculated student or permission of instructor. Cr 3.
This course includes basic concepts in rehabilitation, 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 explores the medical and psychological issues surrounding the concepts of disability and rehabilitation. Particular emphasis is 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 are psychological explanations of disability, their applications, and their implications for rehabilitation practice. A primary focus is on highlighting the perspectives that people with disabilities hold toward their life situations, and the medical and rehabilitation settings and professionals they encounter. Cr 3.

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 explores the experience of living with a disability and family dynamics in the context of the broader community and society. Students study multicultural issues relative to disability and rehabilitation. The course also examines the reactions, adjustments, and accommodations to disability as perceived by individuals with disabilities and rehabilitation 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 internal changes needed by the helper/counselor/case worker 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.

This course encompasses the economic, educational, vocational, and social 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, 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. 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 which has a bearing on the effectiveness and non-effectiveness 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 which influence the interactions within the counseling relationship. Primary focus is on helping the student develop greater self-knowledge and skills in interpersonal communication within the counseling relationship. Prerequisite: open to matriculated graduate students only. Cr 2.

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 person philosophies about working with children and adolescents, and to the exploration of possible interventions for various counseling situations with these populations. Counselor effectiveness literature.
reviewed. Prerequisites: matriculation in counselor education or school psychology and HCE 668, or permission of 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 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 HCE 632. 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, behavior of leader and participants is analyzed to promote a deeper understanding of group roles and functions. Prerequisites: HCE 621 and HCE 626 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 drawing from literature in similar fields. A companion course to HRD 640 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 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 with basic scientific knowledge of the effects of illicit and licit drugs. The role of these drugs in distorting brain chemistry and promoting exchange-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 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 focuses on the current diagnostic systems and their use. The development of treatment plans and the use of related services are reviewed. The role of assessment, intake interviews, and reports are examined. Prerequisites: HRD 664, HRD 668, or permission of the instructor. Cr 3.
This course provides students with an historical context for the field of family therapy. A general historical overview is followed by the presentation of sociological theories of family and family development. General systems theory and its application to family therapy are 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 is explored. Students learn specific models, methods, and measures of systemic assessment, including interpersonal/communication models, formal assessment measures, structural mapping, task/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 is explored. Cr 3.

**HCE 652 Classical Models of Family Therapy**
This course familiarizes students with the classic 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 also will 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 familiarizes 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 emphasizes the theoretical principles of these models as well as the basic technical skills associated with each. Cr 3.

**HCE 655 Human Sexuality for Counselors**
This course provides information about human sexuality, 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 explores 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. Prerequisite: matriculated graduate student or permission of instructor. Cr 3.

This course introduces the beginning family therapy student to the practical aspects of conducting systemic therapy. The course provides skills in conducting systemic interviews with individual couples, and families, making initial assessment and learning to manage a professional practice. In addition, the course focuses on the role of person values, beliefs, and interpersonal style in the practice of couple and family therapy. Prerequisite: HCE 650, HCE 651, HCE 652, and HCE 653, permission of the instructor. Cr

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

**HCE 686 Internship in Counselor Education**
This course provides an opportunity for the student to integrate formal coursework with on-the-job experience in selected institutions. Prerequisite: HCE 690. Cr 1.

**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

**HCE 690 Individual Counseling Practicum**
This course is an intensive supervised experience in applying professional knowledge and skills the practice of counseling with individuals. Role playing, videotapes, audio tapes, and demonstrations are used in helping each student develop integrated counseling style. Prerequisites: HCE 68 (school counseling specialty only), HCE 620, HCE 621, HCE 622 (school counseling specialty only), and HCE 626. Cr

**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 supervising professor. Cr
HCE 692 Advanced Individual Practicum
This is the advanced course in counseling practice. In addition to building on the skills developed in HRD 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 a knowledge of community resources available to the counseling clientele. Pre-requisite: 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 develop an integrated therapy style. In addition, the course provides experience in conducting systemic interviews with individuals, couples, and families, making initial assessments, and learning to manage a professional practice. Prerequisites: HCE 650, HCE 651, HCE 652, HCE 653, and HCE 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. Prerequisites: 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. Prerequisites: HCE 621, HCE 622, HCE 623, HCE 624, and HCE 690. Cr. 3.

HRD 501 Strategies and Techniques in Classroom Management
This course consists 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 elder 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 are examined. Students 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 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 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. 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, expe-
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 HCE 640 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 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 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.

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 emphasizes 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 six weeks of the course include practical experiences, while the remaining 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 is conducted by University faculty and the field-based certified school psychologist/certified school psychological service provider. Prerequisites: HRD 677, HRD 678, HCE 603, and HRD 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 Diversity
This course focuses on developing multicultural awareness and understanding the cultural foundations of human growth and development. The theoretical and research emphasis focuses on the exploration of cultural values, traditions, and issues of diversity. 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
This course explores 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 provides an overview of the role of research and evaluation 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.
growth, development, and behavior changes of humans from conception through adulthood and aging. The interaction of biological and environmental factors is 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 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 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 solving. 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 practice in administration, scoring, interpretation, and reporting assessment results. Prerequisite: open to school psychology majors with permission of the instructor. 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 psychological examiner. Prerequisites: HRD 677, HRD 678, HRD 694, HRD 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 narrative 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
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 in grades 4-12.
Cr 3.

EDU 515 Teaching Writing: Middle/Secondary Levels
This course is designed for teachers of grades 5-12 in language arts and other content areas. Focus is on writing as a process. Topics include using writing for promoting content learning as well as testing knowledge.
Cr 3.

EDU 520 Reading Development and Instruction
This course traces the development of literacy and examines conditions which 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.
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 524 Supervised Practicum in Literacy
Working under supervision, students use selected assessment instruments with adults and children who have learning and reading difficulties. Instructor permission is required.
Cr 1-6

EDU 560 ESL Classroom Teaching Practices
This course explores current methods and practices of teaching second languages, including ESL, at various age and proficiency levels with an examination of the underlying assumptions about language and language learning; the role of the teacher; the role of learners; the nature of learning experiences; and the role of instructional materials. Emphasis is on evolving a thoughtful approach to meaningful ESL classroom instruction, as well as on the application of course content to other second language teaching contexts.
Cr 3.

EDU 561 Aspects of the English Language
This survey course examines the elements of English and their relevance to 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 cross-cultural communication and the effects on thinking and assumptions. Perception, stereotyping, prejudice, ethnocentrism, culture shock, and nonverbal communication are among the topics to be studied. Specific emphasis is on the relevance of cultural diversity in classroom interaction and learning.
Cr 3.

EDU 563 Language Testing and Assessment
This course examines the variety of test types, 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 564 Second Language Curriculum Design
This course focuses on curriculum design and implementation and syllabus construction based on needs assessment of the learner of English as a second language. There is an examination of language acquisition from the perspective of oral proficiency to literacy instruction and the considerations involved in the design of instructional materials. There is also an examination of commercially produced materials and methods by which teachers can prepare materials.
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 research proposals and reports 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,