EDU 680 Staff Development
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 and Applied Research Project
This two-semester course combines the 120-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 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 this course. Cr 6 (3 credits each semester).

EDU 686 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 this course. Cr 6.

EDU 689 Peer and Clinical Supervision
This course focuses upon skills and techniques for observing classroom teaching and providing constructive and collaborative consultation for the improvement of teaching. Self-evaluation and approaches for promoting it are emphasized. 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. Permission of supervising instructor and the department chair is required. 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 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 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 service professionals in promoting and understanding these concepts. Cr 3.

HCE 505 Ethical Issues in the Helping Professions
models for ethical decision making, and examine
the relationship between ethical and legal issues in
counseling. A major focus will be on ethical con-
cerns and questions that emerge as part of the on-
going relationship between counselor and client.
Recognizing and handling unethical situations
will be examined in depth. 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 be-
havioral observation, organizational development,
relating to staff people as a consultant, and com-
municating the results of a consultation. Prerequi-
site: matriculated graduate student or permission
of the professor. Cr 3.

HCE 604 Career Development
This course examines the ways in which counse-
lors assist people of all ages in their life/career
development. Emphasis is on understanding theories,
information systems, materials, activities and tech-
niques for fostering career awareness, exploration,
decision making, and preparation. The interrela-
tionships among work, family, and other life roles,
including multicultural and gender issues, is also ad-
dressed. Cr 3.

HCE 605 Psychological Measurement and
Evaluation
This course focuses on tests and related measure-
ment techniques. The course content includes a re-
view of the history of testing, current issues, fun-
damental 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 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 histori-
cal development of special education laws and regu-
lations, methods for assessing and identifying stu-
dents with exceptional needs, guidance and coun-
seling interventions and responsibilities, and par-
ent 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 guid-
ance and counseling practices in elementary and
secondary schools. Major areas of focus include
program management, guidance curricula, indi-
vidual planning and advising, and responsive ser-
vice that are organized to meet the educational,
personal, and career needs of students. Prerequi-
site: matriculated graduate students in the counse-
lor education program or permission of the instruc-
tor. Cr 3.

HCE 609 The Practice of School Counseling
This course is an introduction to the school coun-
seling profession and current issues in the field.
Assignments incorporate field experiences that pro-
mote reflective learning and skill building. Prerequi-
site: matriculated student or permission of instruc-
tor. Cr 3.

HCE 610 Introduction to Rehabilitation
Counseling and Services
This course will provide an orientation to the coun-
seling profession, focusing on rehabilitation con-
cepts, services, and settings. Included will be: his-
tory, trends, and related legislation; critical com-
ponents of the rehabilitation process; contemporary
counselor roles and functions; professional educa-
tion, associations, standards, and credentials; ethi-
cal and legal issues; technology issues and prac-
tices; and rehabilitation agencies and services. Field
visits and the examination of rehabilitation services
from various participant perspectives will be re-
quired. 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 ex-
amining: a) the medical model as an organizing
framework for viewing disability and rehabilita-
tion; b) the diagnosis 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 prac-
tice of functional assessment; and e) the ethical is-
issues surrounding medical and rehabilitation ser-
ices. Also examined are psychological explana-
tions of disability, their applications, and their im-
lications for rehabilitation practice. A primary fo-
cus is on highlighting the perspectives that people
with disabilities hold toward their life situations,
and the medical and rehabilitation settings and pro-
fessionals they encounter. Cr 3.

HCE 612 Disability-and-Family-in-a
Multicultural Society
This course provides an in-depth analysis of the ef-
fects of disability on individuals and their families
within the context of a pluralistic society. It explores
the experience of living with a disability and fam-
ily dynamics in the context of the broader com-
munity and society. Students study multicultural is-
ues relative to disability and rehabilitation. The
course also examines the reactions, adjustments,
and accommodations to disability as perceived by
individuals with disabilities and rehabilitation pro-
fessionals. 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 masters' 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, 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 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 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. Prerequisites: open to matriculated graduate students only. 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 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 these 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 622. Cr 3.

HCE 626 Group Process and Procedures
This course focuses on basic principles of group development and group 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 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 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. A special emphasis of the course is to examine mental health counseling from a historical, 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 counsel- ing 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. Prerequisite: HCE 690 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 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, 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 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 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 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, 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 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.

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 provides skills in conducting systemic interviews with individuals, couples, and families, making initial assessments, and learning to manage a professional practice. In addition, the course focuses on the role of personal values, beliefs, and interpersonal style in the practice of couple and family therapy. Prerequisites: HCE 650, HCE 651, HCE 652, and HCE 653, 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 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 the course is 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 provides 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 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
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 (school counseling specialty only), HCE 620, HCE 621, HCE 622 (school counseling specialty only), and HCE 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 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. 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 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 supervisors 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 in 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.

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.  

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.  

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.  

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.  

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.  

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.  

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.  

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.  

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 carry out explorations of resources that can enhance their professional knowledge and practice. Prerequisite: To be taken the semester before

HRD 606 Self-Directed Education: Comprehensive Exam
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 examination and future learning and work.  

HRD 687, HRD 698, or HRD 699.  

HRD 606 Self-Directed Education: Comprehensive Exam
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 examination and future learning and work.  

HRD 606 Self-Directed Education: Comprehensive Exam
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 examination and future learning and work.
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 skills to problems of current interest in the field of adult education.

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).

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.

HRD 664 Culture, Tradition, and Diversity
This course focuses on developing multicultural awareness and on 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.

HRD 666 Individual Assessment: A Holistic Approach
This course explores the principles, purposes, and application of individual assessment. The course

course 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.

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 are presented, such as: the normal group, the Delphi technique, assessment centers, performance appraisal, interviews and observation.

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 is considered in studying physical, cognitive, and psychosocial development during the stages of the life span.

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.

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.

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.
ence; 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.

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.

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.

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.

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.

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.

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.

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.

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.

EDU 605 Testing and Assessment
This course develops students' knowledge of testing and assessment and provides opportunities for students to apply that knowledge. Topics include methods of assessment (standardized tests and selected response assessments, essays, performance assessment, and student-teacher communication and attitudes), as well as targets of assessment (knowledge, reasoning, skills, products, and attitudes). Students will 1) increase their understanding of the purposes of testing and assessment (for example, monitoring student progress, making instructional decisions, evaluating students' achievement, and evaluating programs); 2) demonstrate their understanding of the connections among assessment, curriculum, and teaching and learning standards; and 3) be able to effectively communicate their knowledge of testing and assessment to a variety of audiences.

EDU 607 Teacher Research in Literacy
This course is designed to enable students to become both knowledgeable consumers of the research of others and generators of new knowledge through their own classroom-based research and inquiry. Students are exposed to various research paradigms, and learn and practice techniques of data collection and analysis. During the semester each student selects a problem, designs an action research study or piece of naturalistic inquiry, collects and analyzes sample data, and summarizes findings. In addition, they reflect upon and critique their study. Prerequisites: EDU 620, EDU 510. Prerequisites for teachers who are non-matriculated students may be waived by the instructor.