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 6.

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 the course. Cr 6 (3 credits each semester).

EDU 687 Internship in Superintendency
This internship, made up of supervised field experiences in the school superintendency, is the capstone course for CAS students whose program focus has been certification and preparation in the superintendency. Prerequisite: permission of instructor. 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
This course will give students an overview of the codes of ethics and regulations related to the helping professions, explore areas of potential ethical violations within the counseling process, present
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 604 Career Development
This course examines the ways in which coun-
selees 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 interrelation-
ships among work, family, and other life roles, in-
cluding multicultural and gender issues, is also ad-
dressed. Cr 3.

HCE 605 Psychological Measurement and
Evaluation
This course focuses on group tests and related mea-
surement techniques. The course content includes
a review of the history of testing, current issues,
fundamental statistics for understanding, evaluat-
ing and using tests, including selected aptitude, in-
telligence, achievement, interest, and personality
tests. A variety of standardized and non-standard-
ized 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-
ices that are organized to meet educational, per-
sonal, and career needs of students. Prerequi-
site: matriculated graduate students in the coun-
selor education program or permission of the instruc-
tor. Cr 3.

HCE 609 The Practice of School Counseling
This course will provide students with an introduc-
tion to the practices of consultation and large group
guidance for counselors working within a develop-
mental model of school counseling. Assignments
will incorporate field experiences that promote re-

tective learning and skill building. Prerequisite:
matriculated student or by 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 psychologi-
cal 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 rehabilitation;
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-
ues surrounding medical and rehabilitation ser-
dices. 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 indepth 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 commu-
nity and society. Students study multicultural is-
uess 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 disabil-
ties. A major emphasis of this course addresses skill
development and attitudinal changes needed by the
helper/counselor/caseworker in implementing a

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compensatory model vs. a medical model of treatment for persons with psychiatric disabilities. Text material, research articles, guest presentations, videos, community site visits, and "real play" through extensive dyad/small group student interaction are used to promote learning. This course is required for master's degree candidates in psychosocial rehabilitation. It is also open to persons interested in this innovative approach to mental illness. Cr 3.

HCE 615 Vocational Counseling and Placement in Rehabilitation
This course encompasses the theoretical foundations of vocational counseling, the vocational implications of disability, the application of occupational and labor market data, and vocational choices with rehabilitation consumers. The use of job selection, analysis, 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. Prerequisite: 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 658, 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 622. 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 permission of instructor. Cr 3.

HCE 640 Professional Issues for Mental Health Counselors
Mental health clinics, hospitals, substance abuse facilities, and social service agencies are among the various organizations involved in helping people through mental health counseling. This course examines the mental health needs of people in rural and urban communities and the views of mental health counseling held by those organizations who serve these people. Students will examine problems organizations encounter in helping people and the
consequences of services that interfere with helping. Attention is given to interprofessional and interorganizational approaches to improving the quality of mental health counseling. Mental health counselor roles, functions, professional associations, credentialing and ethical standards will also be examined. A special emphasis of the course is to examine mental health counseling from a historical, ethical, legal, philosophical, and developmental perspective.

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.

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.

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.

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.

HCE 645 Diagnosis and Treatment Planning
This course focuses on the diagnostic systems and their use in counseling. The development of treatment plans and the use of related services are reviewed. The role of assessment, intake interviews, and reports are examined. Prerequisite: HCE 690 or permission of the instructor.

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.

HCE 651 Diagnosis and Assessment from a Systems Perspective
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. Prerequisite: HCE 650 or permission of instructor.

HCE 652 Classic Models of Family Therapy
This course familiarizes students with the classic models of family therapy with an emphasis on Bowen family systems and structural family therapy models. 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. Prerequisites: HCE 650 and HCE 651 or permission of instructor.

HCE 653 Postmodern Family Therapy Practices
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. Prerequisite: HCE 650 or permission of instructor.

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.

HCE 657 Treating Children and Adolescents in Structural Family Therapy
This course examines the treatment of child-focused problems within the context of structural family therapy. A family therapy framework is compared to and contrasted with an individual, psychodynamic framework. The integration of play therapy into structural family therapy is explored. Family therapy strategies for a variety of child problems will be studied. Additionally, students will learn about theories of child development as applied to family therapy practice. Prerequisite: HCE 650, 651, 652, or permission of instructor. Cr 3.

HCE 658 Community-Based Models of Family Treatment
Counselors are increasingly called upon to provide services to families in the form of case management, crisis responses, and in-home behavioral support or therapy. They may work as members of interdisciplinary teams in schools. This course examines the range of community-based services for families and the strategies that make them successful. Grounded in structural family therapy concepts, the course investigates the use of a comprehensive, multi-systemic approach to complex family problems. It describes interventions that include community outreach to support groups, peers, schools, church, and extended family. The course prepares clinicians for out-of-office work that is sensitive to the needs of diverse populations. Prerequisite: HCE 650 or permission of instructor. Cr 3.

HCE 659 Therapy for the Contemporary Couple
This course examines the pressures that impact the formation, development, and maintenance of couple relationships from both heterosexual and homosexual orientations. Couples today cope with a wide range of stresses that test their ability to form and maintain functional, satisfying relationships. The course will outline the major clinical approaches to couples work. The course will introduce effective techniques for treating couples in clinical practice, including an exploration of multicultural patterns related to intimacy, sexuality, and parenting styles. Cultural differences in couple behavior as well as gender patterns that impact role behavior will be a major focus. Prerequisite: HCE 650 or permission of instructor. Cr 3.

HCE 660 The Contemporary Family Life Cycle
This course focuses on the developmental stages of the family and explores the individual life cycle from a family systems perspective. It introduces the multicultural context for examining family values and development and explores the impact of changing political and economic systems on development. The course investigates contemporary family structure and its evolving new cultural rites, rituals, and meanings. It focuses on the unique experiences of women, men, and children in contemporary families as well as the impact of stressors such as migration, loss, divorce, and differing sexual orientations.

HCE 661 The Impact of Trauma in the Family
This course examines the many forms of trauma in families and describes the impact of trauma on individual and family functioning and development. The course explores the intergenerational and structural impact of traumatic events on successive generations in families. It will include trauma topics, such as family violence, sexual abuse, substance abuse, mental illness, loss, chronic illness, and forms of external trauma such as refugee resettlement, migration, natural disaster, and war. The course investigates resiliency factors that help families adapt to trauma and identifies treatment approaches that foster resilience and heighten coping strategies. Prerequisite: HCE 650 or permission of instructor. Cr 3.

HCE 662 Divorce and Remarriage
This course provides a basic understanding of the issues involved in divorce, single parenting, and remarriage. It will prepare students to choose appropriate techniques for interventions with divorcing or divorced families. Various political and sociological debates about the impact of divorce on children will be examined, as well as the gender issues related to the changing roles of men and women in families that serve as a context for divorce. Concepts such as the "blended family," the "good divorce," and the arguments for and against more stringent legal mandates regarding divorce will be discussed, as well as the impact of "divorce" on gay and lesbian families. Prerequisite: HCE 650 or permission of instructor. Cr 3.

HCE 663 Professional Seminar in Couple and Family Therapy
This seminar examines licensing and accreditation requirements for the study of research, ethical practice, and evaluation procedures in the field of marriage and family therapy. It will explore the major venues for publication of research in marriage and family therapy theory and practice and will provide an overview of tools and approaches for evaluating the validity and scope of published research. The course will identify ethical standards for practicing marriage and family therapy both independently and within agencies, and it will compare and contrast instruments for assessment and evaluation that may be useful in therapeutic practice. Designed for students who wish to complete the CAS in Couple and Family Therapy. Cr 3.
HCE 664 Advanced Topics in Structural Family Therapy
This course explores in-depth the principles and techniques of structural family therapy. Concepts such as boundaries, subsystems, hierarchy, triangles, detouring, parentification, isomorphism, and complementarity will be studied. Structural assessment and intervention techniques such as mapping, blocking, joining, challenging, restructuring, and unbalancing will also be explored. Adaptation of the model to the treatment of couples as well as families, and to a variety of presenting problems will be discussed. The model's application to a culturally diverse population will also be examined. Prerequisite: HCE 652 or permission of instructor. Cr 3.

HCE 665 Current Concepts in Narrative Therapy
This course examines in-depth the principles and techniques of narrative therapy, as formulated by Michael White and David Epston. The two principle metaphors of narrative practice will be explored: the narrative metaphor, about people's stories and their meanings, and the metaphor of social construction, which examines the influence of society and culture on the meanings of people's lives. The curriculum will include and elevate to primary importance the voice of the consumer in the treatment process, and to challenge many of the accepted practices of conventional psychotherapy. Prerequisite: HCE 653 or permission of instructor. Cr 3.

HCE 666 Advanced Practice in Couples and Sex Therapy
This course will examine theory and practice at a more advanced level in couples treatment, and in addition, explore both traditional and more contemporary models of sex therapy. Advanced treatment topics will include working with same sex couples, domestic violence in couples, substance abuse, couples with a history of childhood sexual abuse, extramarital affairs, and cultural differences between partners. This course will encourage students to explore their own values and attitudes regarding sex, marriage, and other controversial themes critical to work with couples. Prerequisite: HCE 655 and HCE 659 or permission of instructor. Cr 3.

HCE 681 Clinical Supervision
This course introduces students to the practice of clinical supervision within the counseling profession. The course focuses on such topics as the history of supervision, supervision models, tasks and functions of supervision, relationships in supervision, supervisory responsibilities, administration, cultural differences, and ethical standards. An organizing principle of this course is to examine these topics from three perspectives: theoretical knowledge, skill development, and self-awareness. Prerequisite: master's degree in counseling 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 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, 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 as-
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**
This course will introduce students to the contemporary workplace which is made up of diverse workers and in a constant state of change; and the role and function of human resource development in that workplace. The course asks the question: how can HRD be both a strategic partner to management and a supporter of employees; be both a compliance officer and a resource to help the organization and employees grow and develop? The course explores a variety of principles and practices that HRD professionals use to carry out this very complex role. Cr 3.

**HRD 643 Multicultural Adult Development**
This course examines adult cognitive and psychosocial developmental theory and practice from a multicultural perspective. It considers multiple identities within different social and cultural populations (gender, ethnicity, sexuality, disability, socioeconomic class), and presents an overview of the multicultural adult development literature intended for masters students preparing to work with young or middle-aged adults in educational, training, or supervisory settings. Cr 3.

**HRD 646 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**
This course examines research techniques appropriate for educational and clinical settings. The research techniques covered in the course emphasize a problem-solving assessment methodology with a particular focus on measuring progress toward reduction or elimination of problem behaviors. The research methods taught in the course are utilized by students to conduct a pilot study of a specific individual target behavior of concern, including academic, social-emotional, or social skill problems. Using a single-subject research design, students design, implement, and monitor the efficacy of an applied intervention. Cr 3.

**HRD 664 Culture, Tradition, and Diversity**
This course focuses on developing multicultural awareness, understanding the role of culture and tradition in the life cycle, examining issues of diversity in human interactions, and on exploring the attitudes and perceptions of diverse populations. The course surveys world views, values, and beliefs of specific groups to better understand and appreciate diversity as they relate to professional applications. This course includes a field experience. 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 communities. Techniques in survey development and evaluation strategies are emphasized. A number of methodologies is presented, such as: the normal group, the Delphi technique, assessment centers, performance appraisal, interviews and observation. Cr 3.

**HRD 668 Human Development**
This course examines the processes underlying growth and development across the life span from conception through childhood, adolescence, adulthood and aging to death. The interaction of bio-
logical, cultural, and environmental factors will be considered in studying physical, cognitive, and psychosocial changes throughout the stages of life. This course includes a field experience.

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

HRD 673 Social Skills Assessment and Training
The course will include a discussion of the importance of social skills and provide a rationale for promoting and teaching pro-social behavior. Students will review and learn how to administer and score both screening-level and evaluation-level social skills assessment instruments. In addition, students will review a variety of interventions and develop social skills interventions based on assessment information.

HRD 674 Child and Adolescent Psychopathology
This course acquaints the student with definitions of and development of normal versus abnormal behavior from infancy through adulthood as well as presents common classification systems for psychopathology. Continuity from normal to abnormal behaviors, behavior problems in children as indices of pathology, and the prediction of psychopathology in adolescence and adulthood are also considered. The course takes a developmental orientation to psychopathology and discusses specific disorders in terms of symptoms, age considerations, and family and sociocultural dynamics.

HRD 676 Psychological Principles of Learning
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 neural bases of learning and cognition as well as consideration of the acquisition and loss of habit patterns.

HRD 677 Cognitive and Psychoeducational Assessment
This course is an examination of the historical and theoretical bases of individual differences and intellectual and psychoeducational testing. It includes supervised 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.

HRD 678 Behavioral Assessment
This course examines a variety of behavioral assessment methods addressing social-emotional behavior issues. Assessment techniques covered in the course emphasize a functional behavior assessment methodology including interviews, observations, behavior rating scales, and adaptive behavior assessment. This course includes practical experiences in which students are supervised in the administration, scoring, and interpretation of assessment procedures.

HRD 679 Seminar in Psychological Assessment
This course examines and integrates a variety of cognitive, educational, and behavioral assessment procedures in the context of an individual's overall psychological functioning. The course requires knowledge of psychopathology in children and adolescents. Assessment models covered in the course emphasize the integration of a multi-method, multi-informant, and multi-setting, problem-solving model. This course includes internship experiences in which students are supervised in the administration, scoring, and interpretation of assessment procedures.

HRD 685 CAS Completion Project in Adult Learning
Students will undertake a major project of their own design as a final requirement for completion of the certificate of advanced study in adult learning. Students will participate in a support seminar and will make a formal presentation to an audience of program peers, faculty, colleagues, family, and friends. There are four options for projects: (1) field-based study, (2) public policy initiative, (3) publishable theory paper, or (4) personal learning curriculum for adults.

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. Upon approval, the intern completes his/her planned program under the supervision and evaluation of a responsible person for the internship assignment.

HRD 688 Internship in School Psychology
The internship is a 1,500-hour field experience in school psychology under a qualified supervisor in
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 structures 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 assessments, formats, and procedures for evaluating ESL proficiency in the classroom. Participants develop appropriate approaches to testing and evaluation as an integral part of the language teaching and learning process.
Cr 3.

EDU 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 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, students learn the assumptions underlying field research and develop the ability to read qualitative/naturalistic studies critically and to do small scale-based research projects. Prerequisite: EDU 600 or permission of instructor.
Cr 3.

EDU 603 Analysis of Teaching
This course provides an opportunity to view teaching from the perspective of selected conceptual frameworks and research findings in the theory and practice of teaching. Analysis of individual teaching behavior is an important aspect of this course.
Cr 3.

EDU 604 Curriculum Development
This course provides students with an understanding of curriculum and curriculum development. Using a collaborative approach, teachers and administrators plan the design of a curriculum consistent with personal ideals and a given context. Students analyze the curriculum in terms of knowledge, skills, learning processes, and affective dimensions. Special emphasis is given to the processes of curriculum implementation and curriculum evaluation.
Cr 3.

EDU 605 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.
Cr 3.

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 510, EDU 520. Prerequisites for teachers who are non-matriculated students may be waived by the instructor.
Cr 3.