gies which facilitate the appraisal of administrators, teachers, and supporting staff. Attention is directed to how personnel evaluation affects program evaluation.

Cr 3.

EDU 680 Professional Learning in Schools
This course is designed for students in administration and teacher leadership and examines the theory and practice of staff development in schools and other human service settings. Building on current research on adult development, organizational analysis, and school improvement, students develop an understanding about the structure and process of staff development planning, programming, implementation, and evaluation. A final project applying class learnings to a work setting is required.

Cr 3.

EDU 683 School Finance
This course provides a working knowledge and understanding of Maine state law and of school system finances and the funding process. An historical perspective is explored as well as current issues and problems on a statewide and national level. Specific emphasis is given to revenue generation and distribution, state and federal influences, local tax issues, budget development, budget management, and budget administration and control.

Cr 3.

EDU 685 Internship 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 goal of the course is to develop an 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.

Cr 3.

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 also explore an overview of the
HCE 604 Career Development
This course examines the ways in which counselors assist people of all ages in their life/career development. Emphasis will be on understanding theories, information systems, materials, activities, and techniques for fostering career awareness exploration, decision making, and preparation. The interrelationships among work, family, and other life roles, including multicultural and gender issues, will also be addressed. Cr 3.

HCE 605 Psychological Measurement and Evaluation
This course focuses on group tests and related measurement techniques. The course content includes a review of the history of testing, current issues, and statistics for understanding, evaluating, and using tests, including selected aptitude, intelligence, achievement, interest, and personality tests. A variety of standardized and non-standardized evaluation measures will be reviewed. Cr 3.

HCE 606 Counseling Services for Students with Exceptional Needs
This course focuses on the role of the counselor in working with students who have special learning needs. Content 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, 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: open to matriculated graduate students in the counselor education program or by permission of the instructor. Cr 3.

HCE 609 The Practice of School Counseling
This course will provide students with an introduction to the practices of consultation and large group guidance for counselors working within a developmental model of school counseling. Assignments will focus on active learning and skill building. Prerequisite: open to matriculated students or by permission of instructor. Cr 3.

HCE 610 Introduction to Rehabilitation Counseling and Services
This course will provide an orientation to the counseling profession, focusing on rehabilitation concepts, services, and settings. Included will be: history, trends, and related legislation; critical components of the rehabilitation process; contemporary counselor roles and functions; professional education, associations, standards, and credentials; ethical and legal issues; technology issues and practices; and rehabilitation agencies and services. Field visits and the examination of rehabilitation services from various participant perspectives will be required. Cr 3.

HCE 611 Medical and Psychological Aspects of Disability and Rehabilitation
This course explores the medical and psychological issues surrounding the concepts of disability and rehabilitation. Particular emphasis will be given to examining: a) the medical model as an organizing framework for viewing disability and rehabilitation; b) the diagnoses and treatment of various physical, developmental, sensory, and emotional conditions; c) the perspectives and responses of people with disabilities toward their diagnosed conditions and prescribed treatments; d) the principles and practices of functional assessment; and e) the ethical issues surrounding medical and rehabilitation services. Also examined will be psychological explanations of disability, their applications, and their implications for rehabilitation practice. A primary focus throughout the course will be on highlighting the perspectives that people with disabilities hold toward their life situations as well as the medical and rehabilitation settings and professionals they encounter. Cr 3.

HCE 612 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, their families, 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 attitudinal changes needed by the
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 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, ex-patient movement, legal rights and protections, medications, alternative treatments, trauma, and ethical issues in service delivery. Students also will explore their own values and motives for entering the field and examine the strengths and liabilities they may bring to their work. Cr 3.

HCE 620 Fundamentals of Counseling Theories
This course is for those who are or will be engaged in counseling in an educational or mental health setting. Selected theories and related techniques are closely examined. Research literature that has a bearing on the effectiveness and noneffectiveness of counseling is reviewed. Cr 3.

HCE 621 Fundamentals of Counseling Skills
This course emphasizes the development of fundamental counseling skills, such as attending behavior, listening, reflection of feeling, paraphrasing, and questioning. The course examines the process and content of the counseling interview as well as verbal and nonverbal factors that influence the interactions within the counseling relationship. The primary focus is to help the student develop greater self-knowledge and skills in interpersonal communication within the counseling relationship. Prerequisite: open to matriculated graduate students. Cr 3.

HCE 622 Counseling Children and Adolescents
This course examines selected theories, related techniques, and skills for counseling children and adolescents. Attention is given to examining personal philosophies about working with children and adolescents and to the exploration of possible interventions for various counseling situations with these populations. Counselor effectiveness literature is reviewed. Prerequisites: matriculation in counselor education or school psychology and HRD 668, or by permission of the instructor. Cr 3.

HCE 623 Theories and Applications of Play Therapy: Summer Institute
This intensive, one-week summer institute presents an overview of the various theories of play therapy and examines them in the social, cultural, and economic contexts in which they were first implemented. Applications of the theories to special settings and with special populations are explored. The course is an introductory course and is one of the required courses for becoming a registered play therapist. Prerequisite: none. Cr 3.

HCE 624 Child-Centered Play Therapy
This course is intended for students who wish to use a child-centered theory of play therapy in counseling children. It presents the theoretical framework of a child-centered approach to working with children and begins the necessary training for skill development in using this theory. Prerequisites: HCE 621 and HCE 622. Cr 3.

HCE 625 Adlerian Play Therapy
This course will examine Adlerian theory as it applies to clinical work with children and adolescents. Topics will include an overview of Adlerian theory and of play therapy, consultation with parents and teachers, encouragement, setting limits, understanding the goals of discouraged children, phases of therapy, and ethical and legal implications. Classes will include brief lectures, skill building exercises, discussion, and reflection. Prerequisite: graduate-level status. Cr 3.

HCE 626 Group Process and Procedures
This course focuses on basic principles of group development and on dynamics of group interaction. The improvement of facilitative skills is emphasized. Open to matriculated graduate students only. Cr 3.

HCE 627 Group Counseling
This course focuses on the development of concepts, attitudes, and skills necessary to lead counseling groups effectively in a variety of settings. Integration of group dynamics with counseling theory and group techniques is emphasized. Additionally, the behavior of the leader and participants is analyzed to promote a deeper understanding of group roles and functions. Prerequisites: HCE 621 and HCE 626 or by permission of the instructor. Cr 3.
HEALTH COUNSELING
Mental health clinics, hospitals, substance abuse facilities, and social service agencies are among the various organizations involved in helping people through mental health counseling. This course examines the mental health needs of people in rural and urban communities and the views of mental health counseling held by those organizations who serve these people. Students will examine problems that organizations encounter in helping people and the consequences of services that interfere with helping. Attention is given to interprofessional and interorganizational approaches to improving the quality of mental health counseling. Mental health counselor roles, functions, professional associations, credentialing, and ethical standards will also be examined. A special emphasis of the course is on examining mental health counseling from an historical, ethical, legal, philosophical, and developmental perspective.

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 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 chemical dependency 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 altering environment 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 counseling and crisis intervention. Emphasis is placed on short-term crisis counseling strategies. Students will be introduced to the theoretical foundations of the crisis intervention model and gain an understanding of the principles and techniques associated with crisis intervention. The course also covers the assessment, diagnosis, and intervention strategies used in crisis counseling. Students will develop crisis intervention plans based on theoretical models and practice them in simulated crises.

HCE 645 Diagnosis and Treatment Planning
This course focuses on the diagnostic systems and their use in counseling. The development of treatment plans and the use of related services are reviewed. The roles of assessment, intake interview, and reports are examined. Prerequisite: HCE 641 or permission of the instructor.

HCE 650 Basic Concepts of Systems Theory and Family Therapy
This course provides students with an introduction to systems theory and family therapy. Participants are introduced to the basic concepts and principles of systems theory and how they apply to family therapy. The course also covers the role of systems in understanding family dynamics and the development of effective intervention strategies. Students will learn how to assess and treat families using systems-based techniques.

HCE 651 Diagnosis and Assessment from a Systems Perspective
This course provides students with an introduction to systems thinking and how it applies to assessment. Students learn to apply systems concepts to the assessment process and understand the importance of context in assessment. The course also covers the use of tools and techniques for assessing family systems.

HCE 652 Classic Models of Family Therapy
This course familiarizes students with the classic models of family therapy. Students will be introduced to the basic concepts and techniques of these models and learn how they can be applied to family therapy. The course also covers the role of theory in family therapy and the importance of understanding the theoretical underpinnings of each model.

HCE 653 Postmodern Family Therapy Practices
This course provides students with an introduction to postmodern family therapy. Students learn about the theoretical foundations of postmodern approaches and how they can be applied to family therapy. The course also covers the role of narrative therapy, collaborative language systems, and solution-focused therapy in family therapy.

Prerequisites: HCE 641 or permission of the instructor.
emphasizes the theoretical principles of these models as well as the basic technical skills associated with each. Prerequisite: HCE 650 or by permission of the instructor. Cr 3.

HCE 655 Human Sexuality for Counselors
This course provides information about human sexuality to heighten students’ awareness of their own sexuality and sexual issues and to integrate this knowledge to improve the overall effectiveness of counseling skills. The course explores a wide spectrum of sexual behaviors and examines the relationships between sexuality, self-esteem, sex roles, and life styles. Emphasis is placed on developing an awareness of personal values associated with human sexuality. Cr 3.

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 by permission of the instructor. Cr 3.

HCE 658 Community-Based Models of Family Treatment
This course examines the range of community-based services for families and the strategies that make them successful. Successful work with families often requires teams of professionals and paraprofessionals who may provide school- or home-based treatment, case management services, or provide practical support services that empower families to navigate the demands of multiple agencies and needs. 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 by permission of the 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 multigenerational 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 by permission of the 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 a 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 evolution 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 stresses such as migration, loss, divorce, and differing sexual orientation. Cr 3.

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 includes trauma topics, such as family violence, sexual abuse, substance abuse, mental illness, loss, chronic illness, and forms of external trauma, such as the impact of being a refugee, family, 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 by permission of the 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 prepares 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 will 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 by permission of the 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 explores the major venues for publication of research in marriage and family therapy theory and practice and provides an overview of tools and approaches for evaluating the
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 by permission of the 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 principal 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 challenge many of the accepted practices of traditional psychotherapy. The course will introduce students to the use of reflecting team methodologies. Prerequisite: HCE 653 or by permission of the 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 therapy, 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, and family therapy both independently and within agencies, and it compares and contrasts 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 686 Internship in Counselor Education
This course provides an opportunity for students to integrate formal coursework with on-the-job experience in selected institutions. Prerequisite: HCE 690. Cr 1-4

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 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 621, HCE 622 (school counseling specialty only), and HCE 626. Cr

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

HCE 692 Advanced Individual Practicum
This is the advanced course in counseling practice. In addition to building on the skills developed in HCE 690 (practicum), emphasis is placed on the structural analysis of typical client problems and the use of appropriate strategies for intervention. Other emphases include the staff of actual cases and knowledge of community resources available to the counseling clientele. Prerequisite: HCE 690. Cr

HCE 693 Practicum in Couple and Family Therapy
This course is an intensive supervised experience in applying professional knowledge and skills to the practice of couple and family therapy. Role-playing, video and audio tapes, live supervision, and demonstrations are used in assisting each student to develop an integrated therapy style. In addition, the course provides experience in conducting systemi
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 by 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 the CAS program. Cr 3.

HCE 695 Practicum in Play Therapy
This course is an intensive supervised experience, applying professional knowledge and skills in the practice of counseling children using play therapy techniques. Role-playing, video tapes, and demonstrations are used in helping each student develop an integrated counseling style. Prerequisites: HCE 621, HCE 622, HCE 623, HCE 624, and HCE 690. Cr 3.

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 basis and practical experience for dealing with classroom and school-related issues. Cr 3.

HRD 555 Introduction to Student Affairs in Higher Education
This course provides students with an overview of student affairs in colleges and universities. Particular attention will be given to historical developments as rooted in the emergence of the unique model of higher education in the U.S., to models of student development, to evaluation of the various models of student affairs organizations, and to emerging issues in managing student affairs programs. The intent is to provide students with the information and skills necessary to understand and evaluate the field as well as to assess their own interest and commitment to student affairs. Cr 3.

HRD 556 Summer Institute in Special Topics
This summer institute is designed to provide students with a week-long immersion experience in a topic selected because of its significance to student affairs in higher education. Topics addressed are those that have been identified as timely by student affairs professional organizations and/ or highlighted in recent student affairs literature. The topics for the institute and the faculty to teach it will change each summer. Recent institutes have covered assessment in student affairs, legal issues in student affairs, and academic advising. The institute is required for students concentrating in student affairs as part of their adult education master's program. Cr 3.

HRD 557 Gerontology for Educators
This introductory course examines key issues such as demographic trends, theories of aging, problems and opportunities in later-life learning, productive retirement, and educational opportunities for elders. A major goal of the course is to invite professional educators to explore human aging with an eye toward improving teaching and/or program development with elder populations. Cr 3.

HRD 558 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 other 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. 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 603 Consultation in School Psychology
This course examines how school psychologists can provide consultation services in school and clinical settings. A review of research which outlines a variety of consultation roles and procedures is incorporated with case studies and opportunities to explore the use of consultation as part of a problem-solving, data-based approach to school psychology. Cr 3.

HRD 604 Self-Directed Education: Orientation
This is the first of three one-credit core courses that establish the foundational concepts and skills of self-directed education. This course introduces students
a community. It measures well-being by the extent to which people have the opportunity to learn all they need to survive and flourish. It is a philosophy, a movement, an approach to school organization, and a mode of community development. Community education is examined in such forms for relevance to improved practice of educators and other community human resource developers. The course begins with social trends bearing upon the quality of community life as context for analysis of community and community change; then, moves to community education process, program, and skills of delivery as studied in specific community settings.

HRD 639 The Heart of Teaching
This course explores the elements of fostering and supporting fundamental changes in adult learners through the process of teaching. Transformational learning theory is examined and applications to teaching are explored through exercises and discussion.

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 is 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.

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, socio-economic 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.

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.

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.

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.

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.

HRD 664 Culture, Tradition, and Diversity
This course focuses on developing multicultural awareness, understanding the role of culture and tradition in the life cycle, examining issues of diversity in human interactions, and exploring the attitudes and perceptions of diverse populations. The course surveys world views, values, and beliefs of specific groups to better understand and appreciate diversity as it relates to professional applications. This course includes a field experience.

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 special programs for individuals. It is not intended to produce skills in test administration. Prerequisites: HCE 605 and EDU 600 or equivalents.
Methodologies
This course provides an overview of the role of action research within organizations and community settings. Techniques in survey development and evaluation strategies are emphasized. A number of methodologies is presented, such as: the normal group, the Delphi technique, assessment centers, performance appraisal, interviews and observation. Cr 3.

HRD 668 Human Development
This course examines the processes underlying growth and development across the life span from conception through childhood, adolescence, adulthood, and aging to death. The interaction of biological, cultural, and environmental factors will be considered in studying physical, cognitive, and psychosocial changes throughout the stages of life. This course includes a field experience. Cr 3.

HRD 669 Adolescent Development
This course introduces developmental theory and research as it relates to adolescence. A multi-disciplinary view of adolescent development is taken to examine the processes underlying growth, development, and behavioral changes during adolescence. The interaction of biological and environmental factors is considered in studying the physical, cognitive, social, affective, and moral aspects of adolescent development. The primary focus is on the adolescent as a learner. Note: This course is intended for students matriculated in the Extended Teacher Education Program and middle level education program. Cr 3.

HRD 671 Physical Bases of Behavior
This course examines neural, endocrine, and response systems that are related to attention, motivation, emotion, memory, and psychological and/or learning disorders. It includes consideration of typical and atypical patterns of development and neurological and health problems of children and adolescents. Cr 3.

HRD 673 Social Skills Assessment and Training
This course prepares the student to conduct assessment and intervention for social skills problems among school-age children. The course will include a discussion of the importance of social skills and provide a rationale for promoting and teaching prosocial 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. Cr 3.

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 psychological behaviors, behavior problems in children as indicated by pathological cases, and the prediction of psychopathology in adolescence and adulthood are also considered. The course takes a developmental orientation to psychopathology and discusses specific disorders in terms of symptoms, age considerations and family and sociocultural dynamics. Cr 3.

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 solving. The course includes the neural base of learning and cognition as well as considerations of the acquisition or loss of habit patterns. Cr 3.

HRD 677 Cognitive and Psychoeducational Assessment
This course is an examination of the historical and theoretical bases of individual differences and in intellectual and psychoeducational testing. It includes supervised practice in administration, scoring, interpretation, and reporting assessment results. Prerequisite: open to psychology majors with permission of the instructor. Offered in a two-semester sequence, three credits each semester. Cr 3.

HRD 678 Behavioral Assessment
This course examines a variety of behavior assessment methods addressing social-emotional behavior issues. Assessment techniques covered in this course emphasize a functional behavior assessment methodology including interviews, observations of behavior rating scales, and adaptive behavior assessment. This course includes practical experience in which students are supervised in the administration, scoring, and interpretation of assessment procedures. Cr 3.

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 is a culminating experience of previous courses in assessment and practice as well as knowledge of psychopathology in children and adolescents. Assessment model covered in the course emphasizes the integration of a multi-method, multi-informant, and multi-setting problem-solving model. This course includes in-classroom experiences in which students are supervised in the administration, scoring, and interpretation of assessment procedures. Cr 3.

HRD 685 CAS Completion Project in Adult Learning
Students will undertake a major project of their own design as a final requirement for completion of the certificate of advanced study in adult learning. Students will participate in a support seminar and will make a formal presentation to an audience of peers, faculty, colleagues, family, and friends.
EDU 562 Linguistic and Cultural Diversity in the Classroom
This course examines second language and cross-cultural communication and their role in the classroom. Second language acquisition principles and challenges, sociolinguistics, and multicultural education are among the topics to be studied. Specific emphasis is on how language and cultural diversity impact teaching and learning.
Cr 3.

EDU 563 ESL Testing and Assessment
This course examines the variety of assessments, formats, and procedures for evaluating ESL proficiency in the classroom. Participants develop appropriate approaches to testing and evaluation as an integral part of the language teaching and learning process.
Cr 3.

EDU 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 608 Teaching, Learning, and Assessment
This course develops students' knowledge of testing and assessment and provides opportunities for students to apply that knowledge to instruction and curriculum issues. Students will review the critical aspects of curriculum development, including curriculum alignment, opportunity to learn, equity, and fairness, and relate these concepts to classroom assessments and other common district and statewide standardized assessments. Participants will address issues such as validity, reliability, and standard setting in the context of diverse perspectives about the construction, production, and interpretation of knowledge.
Cr 3.

EDU 607 Teacher Research in Literacy
This course enables students to become generators of new knowledge through their own classroom-based research and inquiry. Students learn the history and current policies of responsible conduct of research with human subjects. They analyze the methodology of published classroom research studies and learn and practice techniques of data collection and analysis. During the semester each student selects a problem, designs a pilot study using qualitative methodology, collects and analyzes sample data, and summarizes findings. Working in collaborative groups, students reflect upon and critique their work as it proceeds. Prerequisites: EDU 520, EDU 526. Open to matriculated students only.
Cr 3.

EDU 608 Curricular Contexts for Teaching in a Democratic Society
This is a required course for the professional teacher in a democratic society strand of the educational leadership program. This course will explore the historical roots of and the contemporary influences on curricula in P-12 schools. The course offers opportunities to examine political, ideological, socio-economic, and cultural dimensions to curricular design, enactment, and effectiveness—all in light of democratic aims for education. Moreover, students examine carefully the teacher's role and responsibility in making curricular choices that serve the best interests of their students.
Cr 3.

EDU 610 The Professional Teacher in a Democratic Society
This is an introductory experience for the professional teacher in a democratic society strand of the educational leadership program. This course will focus on the teacher's deliberative consideration on issues regarding teaching in light of educational aims in a democratic society. Guided reading, intensive class discussions, focused writing, and critical dialogue with public school stakeholders provide a structure upon which each student is expected to craft a personal platform to guide her or his professional efforts and further development. Students consider teaching choices and practices through moral, social, philosophical, political, and cultural lenses. Students also consider historic and contemporary pressures on curriculum and on teaching, including the standards movement, the press for accountability, culturally responsive teaching in a pluralistic society, governance structures, and financial support (or lack thereof) for schooling.
Cr 3.