EDU 599 Independent Study in Teacher Education
This course provides students the opportunity to pursue a project independently, planning and exploring an area of interest within the field of teacher education. Most independent study projects are library based; all are intellectually sound and reflect a high caliber of performance. Specific content and methods of evaluation are determined in conjunction with the instructor. An approved proposal is a necessary prerequisite to registration. Prerequisite: Matriculation into MTL program. Cr 3.

EDU 600 Research Methods and Techniques
This course studies the conceptual foundations, 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 critiques and research reviews 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 site-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 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 roles of teachers and administrators in testing and assessment. Participants will examine concepts such as curriculum alignment, opportunity to learn, equity, and fairness, and relate these concepts to classroom assessments and other common district and state standardized assessment procedures. 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 626, or EDU 597, 599; 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 curriculum in P-12 schools. The course offers opportunities to examine political, ideological, socio-economic, and cultural dimensions to curriculum 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. This course will not be offered in the 2010-2011 academic year.

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 each learner's deliberate 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.

EDU 612 Practicum/Seminar
This practicum/seminar, for experienced teachers in the teacher leadership program, is a two-semester, field-based project and concurrent seminar requiring a culminating activity in which the student utilizes the major learnings from the program in identifying and applying problem-solving strategies to a specific area of concern in a field setting. A written practicum report will be presented and discussed in an open forum. Cr 6 (3 credits each semester). This course will not be offered in the 2010-2011 academic year.

EDU 613 Professional Internship in Secondary Education
This course is a full-time, supervised internship experience in applying knowledge and skills to the practice of teaching. An intern completes a semester-long classroom internship in which she/he is assigned to a mentor teacher and classroom. The
a leadership project based on an issue of importance in special education at the school or district level. Each student is required to produce a written report on the leadership project and to present it at the conclusion of the course. Prerequisite: Instructor permission. Taken at the conclusion of a student's program. Cr 9.

**EDU 687 Internship in the Superintendency**

This two-semester, six-credit course (three credits each semester) is designed to immerse the student in the everyday tasks of the superintendent of schools providing an opportunity for the student to actually apply the skills and knowledge gained throughout the educational leadership program. This course, made up of field experiences in the school superintendency, is designed to meet certification requirements and to prepare individuals for the position. The internship is designed to encourage application of formal coursework to the leadership and management issues that face superintendents in the workplace. Out of the internship experience, students will develop a project, in which they will be expected to take a leadership role in designing, implementing, and assessing a project that addresses an important district-wide educational issue. Prerequisite: Instructor permission. Program capstone. Cr 6.

**EDU 688 Internship in Curriculum Administration**

This three-semester, nine-credit course (three credits each semester) serves as the capstone experience in the educational leadership program for aspiring curriculum coordinators. The internship is designed to immerse the student in the every day tasks of the curriculum coordinator, providing an opportunity for the student to actually apply the skills and knowledge gained throughout the program. The early focus of the course is on the internship in a district/local office setting designed jointly by the student, the internship supervisor, and a curriculum coordinator. Out of the internship activities, students complete a journal, develop a leadership platform (portfolio), conduct an investigation on an aspect of educational management related to special education and a study of community demographics and formulate a leadership project based on an issue of curriculum/instructional importance to the district/school. Each student is required to produce a written report on the leadership project and to present it at the conclusion of the course. Prerequisite: Instructor permission. Program capstone. Cr 9.

**EDU 690 Introduction to Athletic Administration**

The course will give students an overview of the roles and responsibilities of athletic administrators and the knowledge and skills necessary to become effective athletic program leaders. In addition, students will gain understandings of themselves and of their potential to function as effective leaders within federal, state, and local regulatory frameworks. Cr 3.

**EDU 691 Sports Law and Regulation Compliance**

The course will give students an overview of the roles and responsibilities of athletic administrators and the knowledge and skills necessary to become effective educational leaders. In addition, students will gain understandings of themselves and of their potential to function as effective leaders within federal, state, and local regulatory frameworks.

**EDU 697/SPY 698 Statistics I**

This course provides training in the knowledge and skills necessary to select and use a range of statistical methods for educational and psychological research. Students will learn and use basic parametric and non-parametric statistical procedures, including Chi Square, t-tests, and Analysis of Variance. Prerequisites: EDU 600 or equivalent and permission of instructor. Cr 3.

**EDU 698/SPY 698 Statistics II**

This course provides training in advanced applications of statistical methods for educational and psychological research. Students will learn and use complex statistical procedures, such as Multiple Analysis of Variance, multiple regression, and structural equation modeling. Prerequisites: EDU 697 and permission of instructor. 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. Prerequisite: Permission of supervising instructor and the department chair. 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 697 Spirituality and Religion in Counseling**

This course will address, in an ecumenical and inclusive format, the growing renaissance in the psychotherapeutic community and in the larger American society of the integration of spirituality and religious values. Various aspects of spirituality and religion will be explored as they relate to the counseling process. The course will seek to increase the awareness of counselors to potential areas of client concern, including spiritual journeys, early religious training, search for meaning, personal relationship with the divine, and death and bereavement. Participants will explore various religious and spiritual practices, including, but not limited to, Islam, Buddhism, Native American beliefs, Hinduism, Christianity, and Judaism. Cr 3.

**HCE 510 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 514 Principles of Psychosocial Rehabilitation
This course provides a foundation of knowledge and skills useful in habilitation and rehabilitation work with persons who have psychiatric disabilities. A major emphasis of this course addresses skill development and attitudinal changes needed by the helper/counselor/caseworker in implementing a compensatory model vs. a medical model of treatment for persons with psychiatric disabilities. Text material, research articles, guest presentations, videos, community site visits, and "real play" through extensive dyad/small group student interaction are used to promote learning. This course is required for master's degree candidates in psychosocial rehabilitation. It is also open to persons interested in this innovative approach to mental illness. Cr 3.

HCE 604 Career Development
This course examines the ways in which counselors assist people of all ages in their life/career development. Emphasis 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, fundamental statistics for understanding, evaluating, and using tests, including selected aptitude, intelligence, achievement, interest, and personality tests. A variety of standardized and non-standardized evaluation measures will be reviewed. Cr 3.

HCE 606 Counseling Services for Students with Exceptional Needs
This course will meet the needs of graduate students who will be counseling in schools or agencies with children and adolescents who may have special needs. The course will provide an overview of exceptionalities. In addition to this overview, it will provide a basis for consultation, collaboration, and counseling in both individual and small groups. This course will meet the state requirement for certification for the professional school counselor. Prerequisites: Open to matriculated students in Counselor Education, Special Education and School Psychology or by permission of instructor. 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 assessment and advising, and responsive services to students. Prerequisites: HCE 609, matriculation 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 incorporate field experiences that promote reflective learning and skill building. Prerequisite: Open to matriculated students or by permission of instructor. 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 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 practice 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 Multicultural Counseling: Family and Disability Issues
This course provides an in depth analysis of the effects of developmental, mental, and physical disability on individuals and their families within the context of a pluralistic society. It will explore the experience of living with a disability and family dynamics in the context of the broader community and society. Students will study multicultural issues relative to disability, counseling, and rehabilitation. The course also examines the reactions, adjustments, and accommodations to disability as perceived by individuals with disabilities, their families, and rehabilitation counseling professionals. 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 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: Pre-requisite: Open only to matriculated graduate students; HCE 500 and HCE 621. 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 620 and HRD 688 (HRD 688 may be taken concurrently with 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 623 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 Practicum**
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.

**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 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. Cr 3.

**HCE 641 Mind/Body Techniques**
This course addresses the relationship between cognitive processes and physiology from a healing/personal wellness perspective. Various aspects of Eastern thought/religion, as well as Western behavioral medicine are explored in regard to physical health and emotional well-being. Research on the mind/body relationship is reviewed and discussed. Participants will be required to learn and practice meditative and mind/body techniques. Cr 3.

**HCE 642 Perspectives on Chemical Dependency**
This course focuses on the overall dynamics of chemical dependency and will serve as an introduction to understanding the various stages, processes, and effects of such addictions. Specific topics will include social and psychological dynamics of chemical dependency involving family, peers, and co-workers. The roles that professional educators, human service workers, and other helping professionals play in prevention, early intervention, and the various approaches to recovery and aftercare are considered in depth. Cr 3.
HCE 643 Psychopharmacology and Substance-Related Disorders
This course provides participants from non-scientific backgrounds with a basic understanding of the effects of licit and illicit drugs. The role of these drugs in distorting brain chemistry and promoting substance-related disorders is explored. Relationships between substance-related disorders and mental illnesses are outlined. Interactions among the biological, psychological/emotional, and behavioral aspects of substance abuse are examined in relation to symptom reduction and identification, intervention strategies, and the treatment of substance abusing clients. Cr 3.

HCE 644 Crisis Intervention
This course introduces students to the theory and practice of crisis intervention. A theoretical perspective is established, and short-term crisis counseling strategies are examined. Several different crisis situations will be discussed in relationship to agencies or persons responsible for interventions. Prerequisite: HCE 621 or by permission of the instructor. Cr 3.

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 interviews, and reports are examined. Prerequisite: HCE 621 or by permission of the instructor. Cr 3.

HCE 650 Basic Concepts in Couple and Family Counseling
This course will provide a historical context for the field of family therapy, as well as an exploration of the major theories that inform the current application of family therapy. Cr 3.

HCE 655 Human Sexuality for Counselors
This course provides information about human sexuality to heighten individual’s awareness of his/her 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. Prerequisite: HCE 621 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, matriculated Psy.D. students, or by permission of the instructor. 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 1-12.

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 Seminar
Through lecture, discussion, and group supervision students learn to apply professional knowledge and skills to the practice of counseling with individuals. Role playing, video and audio tapes, and demonstrations are used in helping students develop an integrated counseling style. This course is taken concurrently with HCE 691. Prerequisites: HCE 620, HCE 621, HCE 622 (school counseling specialty only), and HCE 626. Cr 3.

HCE 691 Individual Counseling Practicum Laboratory
This laboratory is an intensive experience in the direct application of counseling skills and techniques to individual clients within the context of counseling sessions. Audio and video tapes will be reviewed individually with a faculty supervisor. This course must be taken concurrently with HCE 690. Prerequisites: HCE 620, HCE 621, HCE 622 (school counseling specialty only), and HCE 626. Cr 3.

HCE 692 Advanced Individual Practicum
This is the advanced course in counseling practicum. In addition to building on the skills developed in HCE 690 (practicum), emphasis 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 knowledge of community resources available to the counseling clientele. Prerequisite: HCE 690. Cr 3.

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-supervision, 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.
HCE 696 Advanced Group Counseling Practicum
This course is an intensive supervised experience in applying professional knowledge and skills to the practice of counseling groups. Role-playing, video and 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 3.

HCE 699 Independent Study in Human Resource Development
This course provides students the opportunity to pursue a project independently, planning, and exploring a topic of interest within the field of human resource development. The project must be library-based, intellectually sound, and reflect a high caliber of performance. Specific content and methods of evaluation will be determined in collaboration with the instructor. An approved proposal is a necessary prerequisite to registration. Cr 1-6.

HRD 545 Gender and Learning
This course explores the multiple and complex relationships of gender and learning from diverse theoretical perspectives, including topics such as feminist theories and pedagogies, historical perspectives on gender and education, and identity development. Gender is analyzed from infancy through adulthood in connection with other aspects of identity that impact learning, including race, class, sexual orientation, disability, and ethnicity. Cr 3.

HRD 551 Spirituality in Adult and Higher Education
This course examines the role of spirituality in adult and higher education. Historical and contemporary perspectives on ways in which spiritual issues influence the lives of educators and learners are explored. Questions this course investigates include: What is spirituality? How are core practices in adult and higher education such as learning, facilitating, advising, training, and managing affected by spiritual principles? In what ways has spirituality influenced social change in adult education? How does understanding and practicing spiritual virtues influence the personal and professional lives of educators and learners? 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 Student Affairs
This summer institute is designed to provide students with a week-long immersion experience in a topic selected because of its significance to student affairs in higher education. Topics addressed are those that have been identified as timely by student affairs professional organizations and/ or highlighted in recent student affairs literature. The topics for the institute and the faculty to teach it will change each summer. Recent institutes have covered assessment in student affairs, legal issues in student affairs, and academic advising. The institute is required for students concentrating in student affairs as part of their adult education master’s program. Cr 3.

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

HRD 558 Aging and Life Review
This course examines the process of life review and its role in human aging. The phenomena of memory, imagination, and identity in later age are examined. Students develop practical methods of facilitating life review of themselves and older clients. Cr 3.

HRD 559 Aging, Death, and Bereavement
This course examines the phenomenon of death in modern society, with a special emphasis on implications for older persons. Issues such as the meaning of death, the dying process, survivorship, and suicide are treated. Special attention is paid to the role of the professional in death education. Cr 3.

HRD 600 History and Philosophy of Adult Education
This course examines historical and philosophical foundations of adult education. Key trends and theoretical frameworks are explored. Students will be introduced to a range of adult education practice domains in Maine and elsewhere. Creating a “community of learners” and modeling other adult education practices is a central goal of this course. Cr 3.

HRD 601 Marketing Training and Adult Education
This course acquaints the student with the purpose, organization, function, methods, tools, and techniques of marketing within the setting of adult education, continuing education, and training programs. Attention is given to the development of a customized marketing plan, focusing on the research and planning phases of the plan. This is an applied course in which students spend a significant amount of time participating in hands-on learning experiences, working in teams. Cr 3.

HRD 604 Self-Directed Education: Orientation
This is the first of three, one-credit core courses that establish the foundational concepts and skills of self-directed education. This course introduces students to the adult education program, emphasizing educational planning, key ideas and themes,
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. Prerequisite: Open to matriculated students. Cr 3.

HRD 653 Consulting: Fundamentals and Practice
This course provides students with an overview of consulting theory and practice. Particular attention is given to understanding
a collaborative framework for establishing a consulting practice. Additionally, consulting is explored from a process
perspective. This intent is to provide students with the background and skills to work more effectively as clients and as internal
consultants. This is an applied course and students will work in teams doing a hands-on consulting project. 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 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. Cr 3.

HRD 667 Action Research and Evaluation 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 699 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 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. Prerequisite: open to graduate
students accepted into the CAS in Adult Learning who have completed twenty-four credit hours. Cr 3.

HRD 687 Internship in Adult Education and Human Resource Development
Designed to provide professional experience in the student's selected area of concern. A plan for the internship is presented for
approval to the student's advisor. On approval, the intern completes his/her planned program under the supervision and
evaluation of a responsible person for the internship assignment. Prerequisite: Open to matriculated graduate students who
have taken HRD 605 and with permission of the instructor. Cr 1-9.

HRD 693 Life Stories, Personal Mythmaking, and Spiritual Development
Life stories offer a subjective, developmental frame of reference for understanding and integrating life experiences, and can
serve as tools for personal transformation and healing. This course examines a pattern of growth shared by the mythic journey
of the hero and the mystic journey of the soul that might be viewed as a framework for understanding psycho- spiritual
development. It views classic myth as enduring truth, personal mythmaking as sacred storytelling, and spiritual development as
a conscious, practical, everyday path and practice for achieving optimal growth across the life cycle. The course provides a
theoretical and methodological foundation for the in-depth study of individual lives within the context of world mythology and
world religions. It serves as a reflective, self-exploration component of master's level programs, using a workshop approach in
a seminar format, and suggests practical tools for educational and clinical applications. Cr 3.

HRD 698 Directed Study in Adult Education and Human Resource Development
This course provides students the opportunity to pursue a project independently, planning, and exploring an area of interest
within the field of human resource development. The project must be field-based, intellectually sound, and reflect a high
caliber of performance. Specific content and methods of evaluation are determined in conjunction with the faculty supervisor.
An approved proposal is a necessary prerequisite to registration. Prerequisite: Open to matriculated graduate students who
have taken HRD 605 and with permission of instructor. Cr 1-6.

HRD 699 Independent Study in Human Resource Development
This course provides students the opportunity to pursue a project independently, planning, and exploring a topic of interest
within the field of human resource development. The project must be field-based, intellectually sound, and reflect a high
caliber of performance. Specific content and methods of evaluation will be determined in collaboration with the instructor. An
approved proposal is a necessary prerequisite to registration. Cr 1-6.