

Course Descriptions

ART 510. Drawing. 1-4 Hour.

Experimentation and elaboration of drawing skills and techniques, both innovative and traditional. Emphasis on individual exploration. Repeatable to 10 credits. Prerequisite: Permission of instructor.

ART 511. Painting. 1-4 Hour.

Individual research and experimentation in painting. Repeatable to 10 credits. Prerequisite: Permission of instructor.

ART 512. Ceramics. 1-4 Hour.

Individual instruction and experimentation in ceramics. Repeatable to 10 credits. Prerequisite: Permission of instructor.

ART 513. Sculpture. 1-4 Hour.

Extensive work and study in three-dimensional form, media, and methods. Repeatable to 10 credits. Prerequisite: Permission of instructor.

ART 514. Graphic Design. 1-4 Hour.

Extensive work and study in Graphic Design media and methods. Repeatable to 10 credits. Prerequisite: Permission of instructor.

ART 515. Metalsmithing: Jewelry and Small Sculpture. 1-4 Hour.

Exploration of historical, traditional, and innovative jewelry and small sculpture techniques using non-ferrous metals, gems, and other materials. Repeatable to 10 credits. Prerequisite: Permission of instructor.

ART 516. Crafts. 1-4 Hour.

Extensive work and study in craft media and methods. Repeatable to 10 credits. Prerequisite: Permission of instructor.

ART 517. Photography. 1-4 Hour.

Individual research and experimentation in photography. Repeatable to 10 credits. Prerequisite: Permission of instructor.

ART 518. Printmaking. 1-4 Hour.

Individual research and experimentation in printmaking. Repeatable to 10 credits. Prerequisite: Permission of instructor.

ART 519. Computer Graphics. 1-4 Hour.

Individual research and experimentation in computer graphics. Repeatable to 10 credits. Prerequisite: Permission of instructor.

ART 520. Mixed Media. 1-4 Hour.

Individual research and experimentation in mixed media. Repeatable to 10 credits. Prerequisite: Permission of instructor.

ART 521. Multi-Media. 1-4 Hour.

Individual research and experimentation in multi-media. Repeatable to 10 credits. Prerequisite: Permission of instructor.

ART 525. Research in Art Education. 1-4 Hour.

Readings in the research, theory, and practice of teaching art. Focused study and practice in the implementation of research findings. Repeatable to 10 credits.

ART 540. Art History: Contemporary Trends and Theory. 2 Hours.

Presentation of contemporary trends in the visual arts from the 1960s forward and discussion of contemporary theory and criticism.

ART 550. Issues in Art: Graduate Seminar. 1 Hour.

Independent exploration of the theoretical basis for integrated concepts and methods of critical analysis in the visual arts. The course is intended to help students become aware of the major critical perspectives of the discipline and practical issues related to careers in the fine arts. Students in this course will complete methodological, critical, and professional projects. Repeatable to 10 credits.

ART 570. Workshop. 1-4 Hour.

Special emphasis and encouragement in the use of new materials. Primary course objectives are to be accomplished by bypassing traditional techniques and establishing new approaches to problem solving. Repeatable to 8 credits. Prerequisite: Permission of instructor.

ART 589. Continuing Enrollment. 0 Hours.

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled.

ART 590. Individual Research. 1-3 Hour.

Research and creative experiences within a specific area of interest in the Visual Arts and emphasis on the refinements of aesthetic applications of techniques and media. Repeatable to 22 credits. Prerequisite: Permission of instructor.

ART 598. Professional Exhibition. 2 Hours.

Artist statement preparation, design, installation, and catalog of solo show or special research in art education. Repeatable to 4 credits. Prerequisite: Permission of student's Graduate Committee.

ART 599. Thesis. 1 Hour.

Provides for individual research culminating in a thesis. Repeatable to 2 credits. Prerequisite: Permission of student's Graduate Committee.

BADM 525. Strategic Marketing. 3 Hours.

Investigates marketing from a managerial perspective, including the critical analysis of functions of marketing, opportunity assessment, marketing planning and programming, marketing leadership and organization, and implementing, evaluating, controlling, and adjusting the marketing effort. Focuses on the creative process involved in applying the knowledge and concepts of marketing to the development of marketing strategy. Integrates marketing decisions, ethics, strategies, and plans with other functional business areas.

BADM 535. Management Principles and Practices. 3 Hours.

Introduces principles and practices of managing corporate and organizational resources. Describes how managers plan, organize, lead, motivate, and control human and other resources. Introduces classical, behavioral, ethical, and quantitative approaches to management. Explores management challenges and problems as presented by individuals and groups.

BADM 537. Human Resource Management. 3 Hours.

Studies the contribution of the human resource management function to the strategic effectiveness of an organization, including job analysis, employment law, staffing, retention, human resource development, performance management, compensation, and negotiations.

BADM 538. Talent Management and People Analytics. 3 Hours.

This course introduces talent management strategies and people analytics. First, the course will introduce you to the concept of a performance culture, including motivational theories, managing attributions, and the importance of system strength. Second, the course provides hands-on applied sessions on managing performance and potential through selection, succession planning, compensation benchmarking, and incentivization strategies. This will also involve an individual project. Third, the course will expose you to talent management/people analytics and human resource information system implementation.

BADM 540. Organizational Leadership. 3 Hours.

In this course, students learn how leadership contributes to the creation and evolution of successful organizations. Students examine relevant readings, case studies, and emerging research - across a broad spectrum of organizations including nonprofit, publicly traded, and small main street businesses - to analyze how leadership contributes to organizational success. External and internal pressures on leadership, organizational effectiveness, and organizational success will be examined.

BADM 550. Applied Statistics for Managers. 3 Hours.

This course introduces and reinforces key steps in the decision-making process including problem formulation; discovery; organizing and analyzing data; and reporting results. Students will learn elementary statistics using common software packages readily available to managers. Although not required, students are encouraged to complete BIT 510 or take both classes simultaneously.

BADM 551. Spreadsheet Modeling and Decision Making. 3 Hours.

This course covers quantitative methods to support business decision making including problem formulation, decision modeling, analysis, reasoning, and conclusions. Topics include spreadsheet modeling and decision analysis. To facilitate the practical application of these management science techniques, spreadsheets and spreadsheet add-ins will be emphasized.

BADM 555. International Management. 3 Hours.

Provides an intensive study of managerial concepts and methods pertaining to international business with a focus on the special demands made on managers of international operations, due to differences in management styles and systems. Exposes students to cultural, behavioral, ethical, and strategic imperatives in a global business environment.

BADM 565. Strategic Management. 3 Hours.

Challenges the student to conceptualize, analyze, and plan the application and administration of strategies both from the executive level and from the organizational entrepreneurial level. Integrates the teachings of a variety of fields and depends heavily on case analysis. Prerequisite: BADM 535. Corequisite: FIN 545.

BADM 589. Continuing Enrollment. 0 Hours.

Required enrollment for students who have previously enrolled in BADM 598 or BADM 599 but have not completed the requirements for the course by the end of semester. Fee required.

BADM 592. Special Topics. 1-3 Hour.

Presents study of selected areas in management.

BADM 595. Capstone. 3 Hours.

BADM 595 is a Business Plan Capstone experience that challenges the student, working individually or as a member of a team, to conduct a comprehensive business planning exercise. The course's deliverables include business plan installments that draw on prior MSM coursework, and a complete, well-articulated, and feasible business plan. Prerequisites: BADM 535. Pre-corequisites: BADM 525, FIN 545.

BADM 596. Internship. 1-3 Hour.

Supervised internship that allows the student to combine an on-the-job learning experience with related academic coursework. Standards set by employer and faculty advisor must be met. May be repeated up to a total of three credits. Prerequisite: Departmental Approval.

BADM 598. Projects. 3 Hours.

This final experience involves the identification of an existing problem in a real-world setting and the application of learned skills and methods to develop a solution that addresses the problem directly. In some cases a capstone project will be geared toward research, while others are more oriented toward problem solving. Solutions are usually applied, meaning they are realistic and practical. Prerequisite: BIT 510. Pre or Corequisite: BADM 550 or BADM 551.

BADM 599. Thesis. 1-3 Hour.

Completing a master's thesis demonstrates research competencies, involves direct research experience, and strengthens one's potential application to Ph.D. programs. While completing a master's thesis, the student learns how to research published literature in a targeted field, how to write for a scholarly audience, and how to present one's work in writing and in public forum. In addition, the student will learn more about a select topic than one would learn in a classroom.

BIOL 592. Special Topics. 1-3 Hour.

Special topics in biology.

BIT 510. Leadership Communication. 3 Hours.

This course focuses on the core communication skills needed by leaders in all disciplines. Emphasis is placed on improving communication competence and leadership effectiveness through communication strategy, group and organizational communication and collaboration, and leadership in contemporary communication issues.

BIT 557. Foundations of Information Assurance and Security. 3 Hours.

The course surveys the broad field of information assurance and security including core concepts and methods used to secure enterprise systems, networks, and information. You will learn the foundations of business and information security in several contexts, including disruptive technologies, current threats, and security events.

BIT 559. Systems Analysis. 3 Hours.

This course provides an understanding and application of system analysis and modeling processes. Students evaluate and choose appropriate system development methodologies and analyze a system. Students learn the importance of effective communication and integration with users. The course emphasizes interpersonal skill development with clients, users, team members, and others associated with development, and operation of an information system.

BIT 560. Manage/Integrate IS Function. 3 Hours.

An integrative managerial perspective for aligning competitive strategy, core competencies, and information system functions along with technology. Development and implementation of policies and strategies to achieve organizational goals. Defining the systems that support the operational, administrative, and strategic needs of the organization, its business units, individual employees, and external business relationships. Includes global and international issues such as privacy, security, workforce restrictions, and collaboration.

BIT 561. IS Project Management. 3 Hours.

IS Project Management will introduce students to the concepts of managing projects within an organizational context, including the processes related to initiating, planning, executing, controlling, reporting, and closing a project; project integration, scope, time, cost, quality control, and risk management; software size and cost estimation; assigning work to programmer and other teams; monitoring progress; version control; and identifying project champions, working with user teams, training, and documentation.

BIT 562. Management Information Systems. 3 Hours.

Integrates fundamental concepts of systems and information with those of organizational structure and management. Performs the analysis of information flow in organizations and the operating context of the various computer-based subsystems of an organizational information system.

BIT 563. Database Systems and Application. 3 Hours.

Promotes an understanding of the issues in managing database systems as an essential organizational resource. Students learn the enterprise-data-architecture components, data storage configurations, and information retrieval methods. It expands from the relational model to the multidimensional model, object-relational techniques, and web accessed data. Corequisite: BIT 559.

BIT 565. Systems Design. 3 Hours.

This course provides an understanding and application of systems design, implementation, and maintenance methodologies. Students learn that systems design is not merely a 'technical' or 'computer' activity, but a 'business' activity. Prerequisites: BIT 559 and BIT 563.

BIT 566. Knowledge Management. 3 Hours.

Study of theory and application of the management of organizational knowledge for creating business value and generating a competitive advantage. Focus on how to implement a knowledge management strategy and knowledge management system in an organization. Includes infrastructure evaluation; KM system analysis, design, and development; and KM system deployment and assessment.

BIT 570. E-Business Strategy. 3 Hours.

This course covers the fundamental technologies associated with consumer-to-business and business-to-business interaction and delivery of content via the Internet.

BIT 575. Business Network Systems Management. 3 Hours.

Develops a managerial level of technical knowledge and terminology for data, voice, image, and video communications and computer networks to effectively communicate with technical, operational and management people in telecommunications. Students are expected to understand and apply data communications concepts to situations encountered in industry; learn general concepts and techniques of data communications; understand the technology of the Internet; and understand the regulatory environment.

BIT 581. Contemporary Methods Teaching Business. 3 Hours.

An online course designed to enhance awareness of teaching and learning; this course is designed for both continuing secondary and new post-secondary business educators. Topics include but are not limited to, current issues in business education, curriculum design, advanced technology usage, instructional techniques for the classroom, teaching an online environment, working with diverse learners, assessment of student learning, and professional opportunities.

BIT 589. Continuing Enrollment. 0 Hours.

Required enrollment for students previously enrolled in BIT 582 but have not completed the requirements for the course by the end of the summer semester. Fee Required.

BIT 592. Special Topics. 1-3 Hour.**BIT 595. MSIS Capstone Project. 3 Hours.**

In consultation with the MSIS Program Director, students will complete a project that integrates the concepts and techniques learned in the MSIS program to complete the degree. Taken during final semester.

BIT 598. Project. 1-3 Hour.

An extended individual research project culminating in a formal paper. Restricted to graduates.

CHEM 520. Physical Chemistry for Teachers. 3 Hours.

The topics covered will include thermodynamics, equilibria, kinetics, electrochemistry, solution properties, and phase equilibria. No previous knowledge of calculus is assumed.

CHEM 570. Frontiers in Chemistry. 3 Hours.

Developments in chemistry, including such subjects as environmental chemistry, use of computer models, and study of chemical reaction mechanisms.

CHEM 592. Special Topics. 1-3 Hour.

Special topics in chemistry.

CHEM 597. Independent Study. 1-3 Hour.

Individual study on topics as approved by the division chair.

CHEM 599. Thesis. 2 Hours.

Individual research culminating in a thesis.

CSCI 541. Exploring Computer Science Education. 3 Hours.

This course provides a comprehensive exploration of key aspects within the realm of Computer Science Education. Topics covered include the Active-Learning-Based Teaching Model, Research within the field of Computer Science Education, Effective Teaching Methods in Computer Science, and Practical Lab-Based Instruction.

CSCI 542. Exploring Problem Solving in Computer Science Education. 3 Hours.

This course delves into fundamental Computer Science concepts related to problem-solving by examining a variety of approaches. It offers an in-depth exploration of specific problem-solving techniques, including Sequential Logic, Decision Logic, Looping Logic, and widely-used data structures. Emphasis is placed on the development of algorithms and modeling strategies applicable to a range of programming languages. Corequisite: CSCI 541.

CSCI 543. Foundations of Computer Programming. 3 Hours.

This course serves as an introduction to the utilization of computer programming for problem solving. Students design, implement, test and debug programs for computational problems drawn from various fields. This course emphasizes program design process, object-oriented software development approach, and development of practical programming skills. Prerequisite: CSCI 542.

CSCI 544. Data Structures and Algorithms. 3 Hours.

In this course, students will be introduced to the principles of data structures and algorithms within a modern programming language. Topics covered include linear and hierarchical data structures such as arrays, linked lists, stacks, queues, and binary trees. Emphasis on the analysis of the performance characteristics of varied algorithmic approaches to solving problems. Prerequisite: CSCI 543.

CSCI 545. Foundations of Data Science. 3 Hours.

This course surveys the field of data science. Students will deepen their understanding of high-level programming languages, focusing on their applications in data science. The curriculum covers an introduction to data visualization, machine learning algorithms, and data mining techniques. Prerequisite: CSCI 543.

CSCI 557. Foundations of Information Assurance and Security. 3 Hours.

The course surveys the broad field of information assurance and security including core concepts and methods used to secure enterprise systems, networks, and information. You will learn the foundations of business and information security in several contexts, including disruptive technologies, current threats, and security events.

CSD 501. Introduction to Graduate Studies. 3 Hours.

Examines research design and methods most commonly used in communication disorders with emphasis on understanding and applying research to inform everyday clinical decisions.

CSD 502. Early Interdisciplinary Study. 2 Hours.

A course on interdisciplinary assessment and service delivery for children 0-3 years of age. This course will prepare students for early intervention with infants and toddlers at risk for or presenting with communication disorders.

CSD 503. Grad Seminar in Research. 1-3 Hour.

The seminar is available to any graduate student considering or actively pursuing a thesis in any area of communication disorders, with any advisor. Priority attention will be given to students who have actually started the thesis process. Students not actually into the thesis process will be expected to participate in problem solving, and other activities of critical thinking. Each student will provide a weekly update of research and writing activities. In this way, actual problems may be confronted as they occur. Students may rehearse thesis presentation and defense; ask and answer questions about research process and results; and prepare themselves for actual thesis committee meetings. The scientific process, methods for organization and analysis of data, manuscript content, ethical standards, and The Publication Manual of the American Psychological Association will be stressed.

CSD 512. Intermediate Clinical Practicum. 3 Hours.

Supervised practicum in a clinical setting both on- and off-campus. This course is part of the required clinical experiences for MS:SLP graduate students; therefore, students must earn a grade of "B" or better. Residential students must complete four semesters (3 SH/semester) of CSD512 to take part in a 9 SH externship (CSD 516 and/or CSD 517). Distance students must complete one semester (3 SH/semester) of CSD512 to take part in two 9 SH externships (CSD 516 AND CSD 517). All students must complete a minimum of 21 SH in clinical practicum/externship. Prerequisite: Techniques Course, 20 hours of supervised observation and Speech-Language Pathology Graduate Students Only.

CSD 516. Public School Practicum: Speech-Language-Pathology. 1-9 Hour.

Supervised external practicum in a school setting. Graduates who seek North Dakota Teacher Licensure must complete at least 100 hours of practicum in a school setting.

CSD 517. Adv External Practicum: Speech-Language-Pathology. 1-9 Hour.

Supervised external practicum at a medical, long-term care, private practice, or other non-MiSU clinical site.

CSD 520. Fluency Disorders. 3 Hours.

This course covers prevention, assessment, and treatment of both developmental and acquired fluency disorders. Specific attention is given to counseling and cultural/social aspects of the disorder, as well as associated myths, biases, and perceptions.

CSD 522. Neurogenic Communication Disorders. 3 Hours.

This course covers the prevention, assessment, and intervention of acquired communication disorders including: aphasia, cognitive-linguistic disorders, acquired brain injury, dementia, and communication related to psychological disorders.

CSD 524. Motor Speech Disorders. 2 Hours.

This course will investigate the clinical diagnosis and management of developmental and acquired neurologically-based motor speech disorders across the lifespan.

CSD 526. Applied Phonology. 3 Hours.

This course is designed to give students knowledge of theoretical positions influencing the development of a conceptual framework to understand, evaluate, and provide therapy for individuals with phonological disabilities. Application techniques for additional speech sound disorders will be presented.

CSD 528. Assessment in SLP. 3 Hours.

A review and critical analysis of tools and techniques used in diagnosis of speech and language disorders. The student must observe diagnostic procedures and be competent in the execution of diagnostic tools.

CSD 530. Cleft Palate. 1 Hour.

This course will review the types of oral-facial clefts and resulting speech and resonance disorders experienced by those with oral-facial clefts or other velopharyngeal incompetencies (VPI). Assessment and treatment of speech and resonance disorders secondary to clefting or other VPI will be addressed.

CSD 532. Voice Disorders. 3 Hours.

A course which primarily investigates the common etiologies and pathologies associated with laryngeal voice disorders. Included are techniques for both the perceptual and instrumental analysis of voice, acoustic, aerodynamic, and the evaluation of vocal fold movement patterns through videostroboscopy. Understanding these diagnostic procedures will lead to the initiation of a wide range of treatment procedures. In addition, this course will familiarize the student with the postoperative anatomy, physiology, and treatment of the laryngectomized patient. A review of the pertinent medical and clinical literature pertaining to both laryngeal and alaryngeal voice will be included as a course requirement.

CSD 534. Adolescent Language Disorders. 2 Hours.

Study of language disorders in adolescents including academic and real-world impacts. The course will cover the prevention, assessment, and intervention of receptive and expressive language disorders. Attention will be given to cognitive and social language aspects of communication.

CSD 535. Dysphagia. 3 Hours.

This course will cover normal and disordered neurology and physiology of swallowing across the lifespan with emphasis on prevention, assessment, and intervention. Topics will include screening, bedside swallow assessment, instrumental assessment, and multidisciplinary management of oral, pharyngeal, esophageal, and related functions for feeding and swallowing.

CSD 536. AAC: Multiple Disabilities. 3 Hours.

This course will address the communication needs of people with complex communication disorders. It covers assessment and intervention with emphasis on functional communication in natural environments. Various augmentative and alternative communication systems are reviewed. Practical application is emphasized.

CSD 538. Language and Literacy. 3 Hours.

This course examines the interplay of language and literacy in children ages 3 through 12. Focus will be given to the impacts of language deficits on literacy acquisition and academic performance. Principles and techniques of prevention, assessment, and curriculum-based intervention will be explored.

CSD 539. Audiology for the SLP. 2 Hours.

This course will cover the anatomy and physiology of the auditory system, underlying neurological systems, and behavior manifestations as related to hearing loss. Prevention, assessment, and intervention of hearing loss as it relates to language, learning, and academics will be addressed.

CSD 540. Professional Issues. 2 Hours.

This course is divided into two sections. The first section explores critical contemporary topics in speech-language pathology, including: professional, legal, ethical, employment, societal, culturally responsive practices, and supervisory issues. The second section focuses on counseling as it relates to managing the needs of persons with communication disorders and their families.

CSD 545. School-Aged Language Disorders. 3 Hours.

This graduate-level course will examine school-aged language disorders for children in pre-school through elementary school and the practice of speech-language pathology in the school setting. This course is designed to prepare students with the knowledge and skills for effective prevention, assessment, and intervention with elementary-level students who have communication disorders. Course content will also include legislative foundations, legal and ethical considerations, strategic learning models for school-aged students, and other contemporary issues relative to public school practice.

CSD 555. Hearing Loss and Communication. 1 Hour.

This course reviews readings related to hearing loss and communication. It provides techniques for communication habilitation and rehabilitation for people with hearing related speech-language-voice difficulties.

CSD 589. Continuing Enrollment. 0 Hours.

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Fee Required.

CSD 592. Special Topics. 1-3 Hour.

Opportunity is provided to read literature in Speech-Language Pathology or related professional disciplines on an individual basis to meet student needs and interests.

CSD 597. Independent Study. 1-3 Hour.

Student initiated study under the direction of a faculty member.

CSD 599. Thesis. 1-3 Hour.

Individual research culminating in a thesis.

ED 501. Designing and Interpreting Education Research/Quantitative. 3 Hours.

An examination of basic quantitative research techniques most commonly used in educational research, an evaluation of the strengths and weaknesses of these techniques, and analysis of appropriate applications to concrete examples.

ED 502. Designing and Interpreting Ed Research/Qualitative. 3 Hours.

An examination of basic qualitative research methods most commonly used in educational research, an evaluation of the strengths and weaknesses of these approaches, and analysis of appropriate applications.

ED 509. Historical Perspectives, Public Policy, and Programming Gifted Education. 3 Hours.

An analysis of origins and history of gifted education focusing on populations of gifted students. A review of local, state, and federal policies and practices; past, present, and future. An exploration of collaboration efforts between educational agencies, local learning communities, parents, and the larger community.

ED 510. Characteristics of Gifted Children and Teaching Strategies. 3 Hours.

Discuss descriptors of gifted children. Explore theories on nurturing the development of gifted children. Examine research on the behavioral characteristics of gifted children at home, in school, and in the community. Critically evaluate current methods, materials, and assessment strategies. Survey basic teaching strategies for teaching the gifted.

ED 511. Curriculum Models. 3 Hours.

Beyond activities and strategies, explore designs and operations of curriculum models for teaching gifted students. Examine the constructs and development of curriculums for gifted populations. Define the interrelationship of program objectives to identification processes. Examine the identification systems of history and those currently in use.

ED 512. Student Teaching. 2 Hours.

Supervised practicum with gifted and talented children at various grade levels.

ED 515. Individualizing Strategies. 2 Hours.

Determining programs and appropriate instructional approaches for elementary students.

ED 518. Educational Philosophy. 2 Hours.

Traditional and contemporary philosophical thoughts and their educational implications.

ED 519. Diversity in a Global Perspective. 3 Hours.

Provides students with a study of diverse cultures including Native American. Examines curriculum and pedagogy from the perspective that all students, regardless of the group to which they belong, such as those related to gender, social class, ethnicity, race, culture, religion, or exceptionality, should be ensured educational equity in school. Provides models for appropriate modification of curriculum and instruction.

ED 520. Supervision and Mentoring of Preservice and New Teachers. 3 Hours.

Methods, background, and techniques for working with and providing supervision and mentoring for preservice teachers and new teachers.

ED 521. Integrating Technology into Teaching and Learning. 3 Hours.

Current and emerging technologies and how they impact student learning. Will require a research foundation as well as a knowledge and skills base in current technology.

ED 522. Curriculum Design and Assessment. 3 Hours.

Current trends in curriculum design theory and assessment strategies and their application in teaching and learning.

ED 523. Linguistics for ELL/Bilingual Educators. 3 Hours.

This course will provide participants with basic understanding of analytic methods of several core subfields of linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics, as well as an introduction to the history of English, socio-linguistics, and bilingualism. Throughout the course there will be opportunities to analyze language data and discuss various language-related issues. No previous training in linguistics is required or assumed. This course will help participants to see language as both social and cognitive phenomenon.

ED 524. Intro to Bilingual and Multilingual Education. 3 Hours.

This course is an introduction to the social and educational aspects of both bilingualism and multilingualism. It offers an overview of the broad range of sociolinguistic and political issues surrounding both bilingualism and multilingualism. The course will also examine the language mixing behavior of both bilingual and multilingual speakers and explore the use of two or more languages in popular music, advertising, and online social spaces. It will also cover such key topics as language maintenance and shift attitudes toward bilingualism, multilingualism, bilingual identity, multilingual educational models and policies, and bilingual parenting.

ED 525. Methodology of Teaching English Language Learners and Materials. 3 Hours.

This course investigates traditional and modern approaches and techniques for teaching English Language Learners theories of second-language acquisition/learning; curriculum and materials design of ELL for academic, social/survival, and professional purposes.

ED 526. ELL Testing and Evaluation. 3 Hours.

This course will provide participants with the theory and methodology appropriate for ELL testing. Course content includes an investigation of literature containing theoretical foundations of and research for second-language testing. Course participants will be expected to use research findings in the practical application of test construction, administration, and evaluation.

ED 530. Development and Strategies for Educators. 3 Hours.

Development and Strategies for Educators is designed to (1) expand on the neuroscience behind what educators know about the cognitive, emotional, social, and physical changes that take place in students during upper elementary, middle school, and high school. The course (2) approaches these changes from the perspective of how adolescent academic and social behaviors stem from developmental changes in the brain and social needs for autonomy, belonging and status; with an emphasis on educator strategies that scaffold positive identity development, a mindset toward self-efficacy, and productive academic and social communication skills.

ED 535. Models of Teaching and Learning. 3 Hours.

Study of student learning with emphasis on cognitive development processes. Emphasis will be placed on current mind/brain research and examining why particular teaching models may better facilitate particular learning goals.

ED 540. Reading: Advance Diag and Remed. 2 Hours.

Study, diagnosis and treatment of reading problems.

ED 541. Clinical Practice Remedial Read. 2 Hours.

Supervised practice in working with reading disability cases in a clinical setting.

ED 544. Neurobiology of Communication. 3 Hours.

ED 544 is an advanced class covering the neurological processes of the brain and their relationship to speech, language, and hearing. Objectives of the class include (1) understanding the anatomy and physiology of the brain, (2) understanding the neurobiological factors required for communication, and (3) understanding the complexities of sensory, motor, and cognitive functions involved in communication. ED 544 will also cover the disorders of communication resulting from brain dysfunction.

ED 550. Dynamics of Managing Learning. 3 Hours.

Organizational and mind/brain-based approaches for creating positive learning environments; understanding and managing disruptive and counterproductive behaviors, strategies for building interactive involvement among learning partners. The course draws upon multi-disciplinary research bases in cognitive sciences and group dynamics.

ED 551. Second Language Acquisition. 3 Hours.

This course investigates traditional and modern approaches and techniques for teaching English Language Learners theories of second-language acquisition/learning; curriculum and materials design of ELL for academic, social/survival, and professional purposes.

ED 554. Teaching Reading in the Content Areas. 2 Hours.

Designed for middle and secondary level teachers. Stresses the development and utilization of reading and study skills through the content subjects.

ED 555. Middle School: Philosophy and Curriculum. 2 Hours.

The integration of adolescent development theory within the framework of middle school philosophy and curriculum.

ED 556. Middle School: Teaching Strategies. 3 Hours.

Organization of curriculum and instruction for middle school education including teaming, scheduling, integrating, and involving parents and the community.

ED 557. Readings in Cognitive Science. 1-3 Hour.

Contemporary neuroscience findings and their appropriate application to learning, behavior, and teaching are constantly evolving; currency of information requires study of first-source research in a specific area. Readings in Cognitive Science is an elective which meets that need for M.Ed candidates taking Cognitive Science as their concentration, and is also open to those in other M.Ed concentrations if requested by their Graduate Committee Chair. Up to 3 credits of targeted Readings in Cognitive Science may be used with a given concentration.

ED 558. Trauma Informed Practice for Teachers. 3 Hours.

This course is designed to increase awareness of the effects of trauma on students in classrooms. The course will introduce the participants to the Neurosequential Model in Education (NME), a systematic approach to healing and educating students who have suffered childhood trauma. Through discussion, research and application, participants will seek ways to accommodate students who need the well-ordered interventions and strategies that the trauma-informed classrooms should provide.

ED 570. Curriculum Theory. 3 Hours.

This course offers an overview regarding the historical influences of curriculum and how those influences affect curricular understandings today. Students will take a critical look at variety of arguments and theories about curriculum, including: Jane Addams, John Dewey, John Franklin Bobbitt, Maria Montessori, Ralph Tyler, James Popham, Elliot Eisner, E.D. Hirsch, Maxine Greene, and Nel Noddings. Students will also compare and contrast curricular ideals with educational realities in an effort to balance their beliefs with present curricular circumstances. This course will include practical application in the development of curricular materials.

ED 571. Assessment Theory. 3 Hours.

This course would offer an overview of the historical influences of assessment and how those influences affect our understandings. From common school public exhibitions, to the emergence of paper-pencil tests in the New England states, to the A Nation at Risk report and the standardized assessment movement, students will learn about how assessment has been used to measure learning and provide accountability. This course would also focus on modern assessment types as well as what is revealed and concealed in interpreting assessment results. This course would include practical application in the development of both formative and summative assessments.

ED 572. Data Driven Instruction. 3 Hours.

This course would focus on how to collect and interpret student data as a means to inform instructional practices. To this end, the course would take a critical look at the advantages and disadvantages of using standardized test data as rationale in heterogeneous ability grouping. This course would also offer alternative and complimentary approaches to inform pedagogy based on students-needs-such as formative assessment systems. This course would offer a practical application in collecting and responding to student data.

ED 573. Educational Leadership. 3 Hours.

This course would provide context and support for students as they prepare to take on leadership roles within their educational settings. This course would juxtapose competing interests from outside agencies with local voices within particular school systems, provoking students to consider how to balance the array of interests educational leaders regularly face. This course would have a practical application aspect in providing leadership opportunities and prompting reflection.

ED 580. ELL Practicum in Schools. 3 Hours.

This course is a student teaching internship for those seeking K-12 ELL certification. The primary purpose of this practicum is to provide those planning to teach ELL in public schools with an opportunity to observe and interact with ELL teachers and students in the classroom and gain an understanding of the real world of school; of the challenges confronting teachers, administrators, and students; and of the resources available to deal with these.

ED 581. Applied Methods and Practicum. 1-3 Hour.

This course gives M.Ed candidates opportunity to work with their specialty-area advisor to develop current pedagogical skills specific to that area. Practicum will include 30 hours of guided experience in a P-12 school at the appropriate level. Placements in school settings are approved by the Teacher Advisement and Field Placement Office and arranged in collaboration with the candidate's specialty-area advisor. M.Ed candidates who are already licensed to teach may take this course as an elective. For candidates seeking initial teaching licensure at the graduate level, this course may be taken as a prerequisite to, or co-requisite with ED 497 Mentored Clinical Practice; or as a prerequisite to ED 495 Student Teaching.

ED 589. Continuing Enrollment. 0 Hours.

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Fee Required.

ED 590. Seminar in Education. 1-3 Hour.

A special course of study related to specific problem or unique area of concentration relative to education, offered to any number of qualified graduate students upon request.

ED 592. Special Topics. 3 Hours.

Opportunity is provided to read literature on current brain research and exceptional children on an individual basis to meet student needs and interests.

ED 595. Capstone Project. 2-3 Hour.

Students will research and develop an innovation to improve their teaching or their students' learning. They will work with a faculty member to identify a problem, write a literature review, and devise a plan to implement the innovation. The project will culminate in a formal paper and presentation. Prerequisites: ED 501 and ED 502.

ED 597. Independent Study. 1-3 Hour.

Student initiated study under the direction of faculty advisor.

ED 598. Project and Report. 1-2 Hour.

An extended action research project conducted in the classroom with a report of the project. All projects will require approval by the Institutional Review Board (IRB). The project report must meet Graduate School guidelines and be approved by a graduate committee. Credits may be split 1 + 1, over 2 semesters.

ED 599. Thesis. 1-2 Hour.

Individual research culminating in a thesis. Credits may be split 1 + 1, over 2 semesters.

ELED 524. Current Trends: Science. 2 Hours.

Current research, learning principles, and teaching techniques in science theory and classroom instruction.

ELED 526. Current Trends: Social Science. 2 Hours.

Current research, learning principles, and teaching techniques in social science theory and classroom instruction.

ELED 528. Current Trends: Reading/Lang Art. 3 Hours.

Current research, learning principles, and teaching techniques in language arts and reading theory and classroom instruction.

ELED 530. Current Trends: Math. 2 Hours.

Current research, learning principles, and teaching techniques in math theory and classroom instruction.

ELED 545. Literature for Children. 2 Hours.

An examination of the range and quality of current children's literature including its potential for integration throughout the curriculum.

ELED 550. ECE Teaching Methods and Materials. 3 Hours.

The study of a variety of teaching methods and materials for teaching and assessing children and youth in the general education classroom.

ELED 551. Play Development in Children. 3 Hours.

Students will learn about the various stages of play in the socialization of young children and the teacher's role in facilitating social development through play. Students will learn to use a variety of observational techniques such as running, anecdotal, and developmental records, among others, and learn assessment strategies. Students will develop, plan, and teach lessons and units appropriate to gross and fine motor development in young children.

ELED 552. Theories of Early Childhood Curriculum. 3 Hours.

Students will learn theories of early childhood education as propounded by Piaget, Vygotsky, Erikson, and others. They will learn the history of early childhood education, from the philosophies of Comenius and Froebel, and on to Montessori and Reggio Emilia. Students will explore their roles as early childhood educators and discuss and engage in a variety of developmentally appropriate methodologies. They will learn about effective uses of technology in early childhood classrooms. A variety of observational and assessment strategies will be included in discussion of methodologies.

ELED 553. Symbolism: Reading and Child. 3 Hours.

Students will learn theories of language acquisition and study emergent literacy in young children. They will develop a project in which they analyze children's books as to appropriateness of genre, language, illustrations, and format. They will learn a variety of methods for observing and assessing the speech of young children.

ELED 592. Special Topics. 1-3 Hour.**ENGL 502. Graduate Writing Workshop. 3 Hours.**

In English 502, students from across the curriculum participate in a graduate writing workshop environment. Students workshop a major writing project that they research and develop, which could include a capstone, master's thesis, or other newly proposed research. During the term, students bring a portion of their writing to be reviewed by peers each week and to share feedback with other students. Formal assignments include in this class focus on the development of this major writing project. There is also a discussion and seminar component focusing on assigned student readings. These readings change each semester and focus on research topics from within the field of Rhetoric and Composition within English Studies.

ENGL 516. Research in Teaching Writing. 3 Hours.

Readings in the research, theory, and practice of teaching writing. Emphasis on constructing position papers which demonstrate synthesis, evaluation, and application of concepts from readings. Repeatable up to 6 credits.

ENGL 525. Topics in Language Arts Pedagogy. 3 Hours.

Focused study in recent theoretical developments in language arts pedagogy for the English classroom. Emphasis on weaving language study into student-centered classroom approaches. Topics vary for each offering. Repeatable up to 6 credits.

ENGL 534. Grant Writing. 3 Hours.

This course applies a rhetorical framework to researching and writing grants, proposals, and related professional documents. The experiential education and service-learning approach offer students the opportunity to work with real institutions on active local, government, and national grants. Students develop a portfolio of professionally designed and edited documents as well as the vocabulary of grant writing and research. A highly sought-after set of skills, grant writing experience enhances research and employment opportunities in any field.

ENGL 535. Topics in Teaching Literature. 3 Hours.

Focused study in teaching and using literature in the classroom. Topics vary for each offering. Repeatable up to 6 credits.

ENGL 536. Enrich Reading in Content Area. 3 Hours.

Reading in the research, theory, and practice of teaching and using reading in the classroom. Emphasis on constructing position papers which demonstrate synthesis, evaluation, and application of concepts from the readings. Repeatable up to 6 credits.

ENGL 540. Prof Issues and Methods In English. 3 Hours.

Introduction to graduate study in English pedagogy, including an overview of current professional issues and of methods for engaging in research and thesis processes. Repeatable up to 6 credits.

ENGL 543. Pract. Approach to Teach Writing. 3 Hours.

Practice in process-oriented approaches to writing. Emphasis on students' own personal and reflective writing in a workshop environment. This course is a component of the Northern Plains Writing Project Summer Institute. Repeatable up to 6 credits.

ENGL 545. Topics in Teaching Writing. 3 Hours.

Focused study in teaching and using writing in the classroom. Topics vary for each offering. Repeatable up to 6 credits.

ENGL 589. Continuing Enrollment. 0 Hours.

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Fee Required.

ENGL 592. Special Topics. 1-6 Hour.

Occasional and topical subjects.

ENGL 597. Independent Study. 1-3 Hour.

Independent study under the direction of a faculty advisor.

ENGL 599. Thesis. 1-6 Hour.

Individual research culminating in a thesis or significant work on the large research projects required for the MEd with the Concentration in English.

FIN 545. Financial Management and Accounting. 3 Hours.

Provides advanced study in corporate financial management and accounting to provide a conceptual framework for analyzing the major types of decisions made by financial executives. Focuses on the application of theory to topical areas, including the functional uses of accounting, financial analysis, financial planning and forecasting, budgeting, acquisition and management of capital, financial instruments and markets, capital structure, and corporate valuation.

FIN 550. Sports Finance and Budgeting. 3 Hours.

This course will introduce students to fundamental theories, concepts, and tools in sport finance. Students will learn the appropriate skills for budgeting and managing financial resources. They will analyze current sport industry financial trends, financial statements, funding options, and budgeting, and apply these skills to build financial strategy and make sound financial decisions. Current case studies covering a variety of sectors, sports, and countries will give students the opportunity to apply the concepts to practical scenarios, including administration of a real-world athletic department.

GEOL 550. Advanced Mineralogy and Petrograph. 3 Hours.**GEOL 570. Global Plate Tectonics. 3 Hours.****GEOL 592. Special Topics. 1-3 Hour.****KIN 505. Principles of Coaching. 3 Hours.**

This course will look at the principles of coaching; going through the national standards for quality coaching and how to apply them to your program. Topics may include (but are not limited to) vision, ethics, athlete development, movement/game analysis, teaching movement skills, planning, coaching environment, motivation, and personal reflection and development as a coach. The course is based in the science and theory of coaching with a strong emphasis on application in the student's setting.

KIN 510. Sports Leadership and Administration. 3 Hours.

Students will discuss the process of leadership and leadership development in sports organizations. Leadership styles, qualities, philosophies, and the ability to adapt to different situations are addressed. Information on recruiting, training, supervising, and evaluating personnel are examined as are current sporting issues and their impact on sport leadership. The philosophy of athletics and sport programs, communication and leadership skills, facilities and equipment management, budgeting, personnel management, risk management, public relations, and current issues will be explored.

KIN 540. Foundations of Sports and Exercise Psychology. 3 Hours.

The course is designed to provide athletic coaches, athletic administrators, physical education teachers, and fitness specialist's insight and skills in the psychology of communication, perception, learning, personality, motivation, and emotion. Emphasis will be placed on understanding participants, environments, group process, and enhancing performance, health, and well-being as they relate to sport and physical activity.

KIN 550. Research Methods and Analyses in Sports. 3 Hours.

The course introduces research concepts and methods in sport management. The course will provide an overview of research questions development, research design, data collection, and statistical and interpretative analysis. Students will practice different data collection and analysis techniques and professional presentation skills through the course project.

KIN 555. Sports Law. 3 Hours.

The course will introduce core substantive areas of law that affect the sporting industry at all levels-amateur, professional, and recreational. Topics include: constitutional law, torts, contracts, labor and employment law, Title IX, federal discrimination laws, antitrust, intellectual property, and law of private associations. Students will learn how state and federal law impacts the sporting industry, in addition to regulations from state high school athletic associations, the NCAA, and professional sports.

KIN 560. Sports Media and Event Planning. 3 Hours.

This course provides an analysis of sport media's changing landscape and the role it plays in political, social, and technological climates. Emphasis on intercollegiate sports and the implications of simultaneous production and consumption. Course will examine new information technologies, commercial pressures in sport media, and global sport media expansion. Course also provides student exposure to comprehensive event planning and management for sport and special events. Students will understand and create the operational plan for a sport event, which includes developing marketing and sponsorship strategies, media strategies; developing timelines, schedules and responsibilities for activities leading up to and through the event transportation and traffic flow, hospitality, personnel, registration, finances, restroom and waste facilities.

KIN 589. Continuing Enrollment. 0 Hours.

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Fee required.

KIN 592. Special Topics. 1-3 Hour.

Provides for students in specific areas of interest in Kinesiology.

KIN 595. Capstone Experience. 3 Hours.

A capstone course or capstone experience involves the identification of an existing problem in a real-world setting and the application of learned skills and methods to develop a solution that addresses the problem directly. In some cases, a capstone project will be geared toward research, while others are more oriented toward problem solving. Solutions are usually interactive, meaning they can be implemented and used.

LEAD 510. Leadership Communication. 3 Hours.

This course focuses on the core communication skills needed by leaders in all disciplines. Emphasis is placed on improving communication competence and leadership effectiveness through communication strategy, group and organizational communication and collaboration, and leadership in contemporary communication issues.

LEAD 537. Human Resource Management. 3 Hours.

Studies the contribution of the human resource management function to the strategic effectiveness of an organization, including job analysis, employment law, staffing, retention, human resource development, performance management, compensation, and negotiations.

LEAD 538. Talent Management and People Analytics. 3 Hours.

This course introduces talent management strategies and people analytics. First, the course will introduce you to the concept of a performance culture, including motivational theories, managing attributions, and the importance of system strength. Second, the course provides hands-on applied sessions on managing performance and potential through selection, succession planning, compensation benchmarking, and incentivization strategies. This will also involve an individual project. Third, the course will expose you to talent management/people analytics and human resource information system implementation.

LEAD 540. Organizational Leadership. 3 Hours.

In this course, students learn how leadership contributes to the creation and evolution of successful organizations. Students examine relevant readings, case studies, and emerging research - across a broad spectrum of organizations including nonprofit, publicly traded, and small main street businesses - to analyze how leadership contributes to organizational success. External and internal pressures on leadership, organizational effectiveness, and organizational success will be examined.

MATH 508. History and Philosophy of Mathematics for Teachers. 3 Hours.

Teachers will broaden and deepen their understanding of the historical context and overarching philosophies that underlie mathematics. While tracing the historical development of mathematics, students will be exposed to fundamental principles of mathematics, especially logic and proof, with an emphasis on heuristic models of problem-solving applied to a variety of mathematical topics. Content will include discrete mathematics topics, such as set theory, combinatorics, mathematical induction, and relations.

MATH 513. Precalculus for Teachers. 3 Hours.

Teachers will broaden and deepen their understanding of precalculus concepts and pedagogy to better engage high school students in the problem-solving processes and applications of precalculus. The course will cover functions (polynomial, rational, trigonometric, exponential, and logarithmic), including transformations and compositions; fitting models to data; sequences and series; number systems and proof; and vector spaces. The course will emphasize appropriate technology used to teach the content with the aim of achieving proficiency within related secondary school math standards.

MATH 514. Geometry for Teachers. 3 Hours.

Teachers will broaden and deepen their understanding of geometry concepts and pedagogy to better engage high school students in the problem-solving processes and applications of geometry. The course will cover axiomatic, planar Euclidean geometry, including the role of proof in geometry and appropriate technology used to teach the content with the aim of achieving proficiency within related secondary school math standards.

MATH 521. Probability and Statistics for Teachers. 3 Hours.

Teachers will broaden and deepen their understanding of probability and statistics concepts and pedagogy to better engage high school students in the problem-solving processes and applications of probability and statistics. The course will cover descriptive and inferential statistics, displaying data, probability, distributions, correlation, hypothesis tests, and appropriate technology used to teach the content with the aim of achieving proficiency within related secondary school math standards.

MATH 550. Technology for Teaching Math. 3 Hours.

Current and relevant technologies for K-16 mathematics education (e.g., software, curricular materials, calculators, interactive whiteboards) will be examined and explored. Issues related to the implementation of such technologies and their impact on teaching and learning of mathematics will be addressed.

MATH 565. Calculus for Teachers. 3 Hours.

Teachers will broaden and deepen their understanding of calculus concepts and pedagogy to better engage high school students in the problem-solving processes and applications of calculus. The course will cover differential and integral calculus topics, including appropriate technology used to teach the content with the aim of achieving proficiency within related secondary school and college-level calculus learning outcomes.

MATH 589. Continuing Enrollment. 0 Hours.

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Fee required.

MATH 590. Trends, Methods, and Technology in Mathematics Education. 3 Hours.

Teachers will explore, broaden, and deepen their understanding of concepts and pedagogy as it relates to current trends, methods, and technology in a high school math classroom designed to enhance teaching and learning. The course will focus on teacher preparation in anticipation of teaching dual credit math courses.

MATH 592. Special Topics. 1-4 Hour.

A special course of study related to a specific problem or unique area of concentration relative to mathematics, offered to any number of qualified graduate students upon request.

MATH 595. Capstone Project. 3 Hours.

Students will research and develop an innovation to improve their teaching or their students' learning. They will work with a faculty member to identify a problem, write a literature review, and devise a plan to implement the innovation. The project will culminate in a formal paper and presentation. Prerequisites: ED 501 and ED 502 or MATH 521 and ED 502.

MATH 597. Independent Study. 1-4 Hour.

Student initiated study under the direction of a faculty advisor.

MATH 598. Action Research Project. 1-3 Hour.

With guidance from faculty, students conduct action research addressing problems in the context of their classrooms, schools, or districts which impinge on student achievement in mathematics. Students work with their faculty advisors to implement interventions, collect, and analyze data resulting from the interventions, and summarize results. The project culminates in a formal paper for publication, presentation, and defense. Prerequisites: ED 501 and ED 502 or MATH 521 and ED 502.

MATH 599. Thesis. 1-3 Hour.

Individual research culminating in a thesis. Prerequisites: ED 501 and ED 502 or MATH 521 and ED 502.

MUSC 501. Research in Music Education. 3 Hours.

This course will allow students to apply quantitative, qualitative, and action research methods acquired throughout the Master of Education Degree Program to music education specific scenarios, situations, and research problems. Throughout this course students will learn of various research tools available to music educators, explore research topics of interest, synthesize related literature into a literature review, and create both a proposal and viable research plan for completing their Master's Thesis Project.

MUSC 510. Graduate Music History. 3 Hours.

Study of music history through its distinctive literature, musical style, and commonly associated performance practices.

MUSC 520. Critical Issues in Music Educ.. 3 Hours.

This course is designed to introduce students to ongoing concerns, problems, practices, and trends in the field of music education. All course topics are firmly rooted in historical contexts and will help students to better understand how the music education profession has evolved (for better-or-worse) over time. Students will also be exposed to prevalent philosophies in the field of music education and will use course content to begin establishing a music education philosophy that will guide subsequent work, research, and projects throughout the Master of Education Degree Program and beyond.

MUSC 521. Foundations in Music Education. 3 Hours.

The course will engage the student in critical thinking and discussion of all aspects of historical, philosophical, psychological, and sociological concerning music education and how it relates to life and the music profession. Students will logically analyze music values and demonstrate the ability to synthesize the values and ideas that are related to the foundations of music education.

MUSC 522. Psychology of Music. 3 Hours.

The course will investigate psychological responses to music including the role of memory, rhythmic and melodic organization, affective responses, musical talent, learning and reading music. Students will engage in discussions about important research findings in psychology of music and draw on practical applications of research in this field. Critical thinking will also allow the student to relate musical skills to various social, affective, cognitive, and psychomotor behavior. Finally, students will be acquainted with some important psychological theories applicable to music and music teaching.

MUSC 523. Private Conducting. 1 Hour.

Individual study encompassing technical development, musical refinement and rehearsal skills. All private study must be approved through a pre-program assessment. Repeatable with departmental approval.

MUSC 524. Private Lessons-Percussion. 1 Hour.

Individual study encompassing technical development, musical refinement and solo performance ability. All private study must be approved through a pre-program assessment. Repeatable with departmental approval.

MUSC 525. Private Lessons-Piano. 1 Hour.

Individual study encompassing technical development, musical refinement and solo performance ability. All private study must be approved through a pre-program assessment. Repeatable for credit. Departmental approval required.

MUSC 526. Private Lessons-Voice. 1 Hour.

Individual study encompassing technical development, musical refinement and solo performance ability. All private study must be approved through a pre-program assessment. Repeatable for credit. Departmental approval required.

MUSC 527. Private Lessons-Strings. 1 Hour.

Individual study encompassing technical development, musical refinement and solo performance ability. All private study must be approved through a pre-program assessment. Repeatable for credit. Department approval required.

MUSC 528. Private Lessons-Brass. 1 Hour.

Individual study encompassing technical development, musical refinement and solo performance ability. All private study must be approved through a pre-program assessment. Repeatable for credit. Departmental approval required.

MUSC 529. Private Lessons-Woodwinds. 1 Hour.

Individual study encompassing technical development, musical refinement and solo performance ability. All private study must be approved through a pre-program assessment. Repeatable for credit. Departmental approval required.

MUSC 599. Capstone Project. 1-4 Hour.

Individual research project guided by a graduate faculty member designed to serve as the culminating experience of the master of music education degree.

PHYS 501. Research Methods. 3 Hours.

Introduction to skills needed to carry out scientific research, including library, computer, communication, data management, and analysis skills. Students will propose a scientific research project.

PHYS 505. Biogeochemical Cycles. 3 Hours.

Interdisciplinary study of global biogeochemical cycles and their impact on the environment.

PHYS 510. Survey Science Curricula. 3 Hours.

Historical survey of science curricula with an emphasis on recent issues and trends and their application to current teaching practice.

PHYS 592. Special Topics. 1-3 Hour.

Special topics in science.

PHYS 597. Independent Study. 1-3 Hour.

Individual study on topics as approved by the division chair.

PSY 503. Statistics I. 4 Hours.

This course examines principles of univariate and non-parametric statistics, including inferential tests, correlations, and regression models with a focus on the use of statistics in psychology.

PSY 510. Cognitive Science. 3 Hours.

A survey of topics in biopsychology, sensation and perception, and cognitive science designed to expand educators' understanding of mind/brain function and how learning occurs.

PSY 511. Human Growth and Development. 3 Hours.

This course explores theories of the typical development of children and adolescents. The interaction of the biological and environmental factors influencing growth and development are discussed. Emphasis is placed on the exploration of diversity and cultural impact on development.

PSY 512. Research Design and Measurement. 4 Hours.

A variety of research methodologies, as pertains to school psychology, will be examined, as well as the advantages and disadvantages of their use. Nature and type of measurement and the construction of measuring devices will be discussed.

PSY 513. School Psychology Research Seminar. 2 Hours.

Practicum in research design and implementation. Students will design a research project relevant to issues in school psychology. Students will select and meet with an advisor regarding preparation of the project, meet with and have project proposal approved by their graduate committee.

PSY 514. Individual Cognitive Assessment. 4 Hours.

This course provides a theoretical knowledge base in cognitive assessment and cognitive assessment administration skill development. Emphasis is placed on administration and interpretation of cognitive assessments. The analysis and synthesis of data are stressed through a data-based decision-making model.

PSY 515. Academic Assessment. 4 Hours.

This course will prepare students with the skills necessary to properly administer and interpret the most commonly used measures of academic achievement in schools settings. Particular emphasis will be placed on the Woodcock-Johnson Tests of Achievement, Wechsler Scales of Achievement, and other diagnostic reading, writing, and mathematic assessments. Students will also learn how to translate assessment results into meaningful evidenced-based interventions. Comprehensive psychoeducational report writing is also emphasized.

PSY 518. Psychopathology of Children. 3 Hours.

Includes an overview of the characteristics, classification, and developmental course of the disorders of childhood and adolescence. Focusing on an integrative approach including a focus on DSM diagnostic criteria. Biological, familial, social, cultural contexts, and individual differences are explored.

PSY 525. Role and Function of School Psychologist. 3 Hours.

Current issues facing school psychology and the multifaceted roles of the school psychologist are explored. Focus is given to the legal and ethical issues associated with being a school psychologist. A brief overview of prevention, consultation, and intervention is covered.

PSY 533. Social and Behavioral Interventions in School. 3 Hours.

Focus is placed on behavioral theory and techniques and their applied use in school settings. This course is designed to prepare school psychologists to conduct research-based interventions, functional assessments, create behavior intervention plans, and evaluate interventions within the multitiered system of support. Discussion of interventions and practices at the individual, classroom, school, and systems level are discussed.

PSY 550. Issues in School Psychology. 3 Hours.

This course provides an integrated seminar setting for instruction and discussion of developments in School Psychology. Prerequisites: CSD 521, 539, and PSY 516.

PSY 583. Diversity in the Schools. 3 Hours.

Self assessment of knowledge, personal bias, and attitudes towards diverse populations (including - race, ethnicity, language, gender, socioeconomic status, sexual orientation, gender identity, spirituality, ability, and language). Review of cross-cultural research, theories, and interventions. Focus on legal and ethical issues, societal oppression, privilege, cross-cultural dynamics, poverty, social justice, and other factors impacting access to and delivery of mental health services in K12 schools. School Psychology course. Students from other majors can be admitted with instructor permission.

PSY 584. School Psychology Practicum I. 3 Hours.

The practicum series provides students with an opportunity for field-based supervised applied practice. Students complete 150 hours of supervised field-based learning under the supervision of a field-based supervisor and University supervisor. Experiences are tailored to program and student needs.

PSY 585. School Psychology Practicum II. 3 Hours.

The practicum series provides students with an opportunity for field-based supervised applied practice. Students complete 150 hours of supervised field-based learning under the supervision of a field-based supervisor and university supervisor. Experiences are tailored to program and student needs.

PSY 586. Clinical Experience. 3 Hours.

Emphasis is placed on cognitive behavioral therapy and development of basic counseling skills. An overview of other therapies and interventions utilized with children and adolescents is also covered. This course has applied clinical counseling individual and group components. Prerequisites: PSY 525 and PSY 590.

PSY 589. Continuing Enrollment. 0 Hours.

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Fee required.

PSY 590. Counseling Skills. 3 Hours.

Emphasis is placed on cognitive behavioral therapy and development of basic counseling skills. An overview of other therapies and interventions utilized with children and adolescents is also covered.

PSY 592. Special Topics. 1-3 Hour.

This course is intended to provide a seminar format for discussion and instruction of topic areas in School Psychology.

PSY 593. School Safety, Crisis Preparation, and Crisis Response. 3 Hours.

This course is designed to promote knowledge related to preventing school crises and responding appropriately if a school crisis occurs. It emphasizes current research to help inform school psychological practices and promotes recovery efforts to regain school stability. In addition, it examines risk and resilient factors necessary for safe and healthy schools.

PSY 594. Consultation and Collaboration. 3 Hours.

This course is designed to promote knowledge of various consultation and collaboration methods utilized by school psychologists. It emphasizes that ability to consult and collaborate with school personnel, families, and communities to design, implement, and evaluate specific programs and interventions.

PSY 597. Thesis. 1-6 Hour.

Individual research culminating in a thesis.

PSY 598. Internship. 3-6 Hour.

The internship year is a capstone experience where the student is required to spend 600 hours in a school setting as a practicing preprofessional school psychologist with supervision. This is an integrative experience where the student will demonstrate competencies in assessment, programming, consultation, and counseling and will meet requirements in all NASP Domains of Practice.

PSY 599. Internship. 3-6 Hour.

The internship year is a capstone experience where the student is required to spend 600 hours in a school setting as a practicing preprofessional school psychologist with supervision. This is an integrative experience where the student will demonstrate competencies in assessment, programming, consultation, and counseling and will meet requirements in all NASP Domains of Practice.

SCI 589. Continuing Enrollment. 0 Hours.

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled. Fee required.

SCI 599. Thesis. 2 Hours.

Individual research culminating in a thesis.

SPED 501. Intro to Graduate Studies. 3 Hours.

This core course provides an overview of the components and process of ethical educational research. It includes an examination of the research techniques most commonly used in the field of special education. Graduate candidates will explore the thesis process and begin the process of reviewing the literature related to a chosen topic and developing sound research questions.

SPED 503. Research Design and Methodology. 3 Hours.

This course is part of the special education research core and provides students with a comprehensive foundation in quantitative and qualitative methods for conducting meaningful inquiry and research. The purpose of this course is to help students write a clear description of the methodology section of their Master's thesis. They will gain a deeper understanding of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical methods. Prerequisites: Students must complete SPED 501 and 531 before enrolling in this course.

SPED 504. Introduction to Services for Young Exceptional Children. 3 Hours.

Students in this course receive an overview of service delivery models for young children who have or are suspected of having developmental delays and their families. Definitions, characteristics, legislative issues, family support, and educational impacts are described.

SPED 505. Interdisciplinary Collaboration in Special Education. 3 Hours.

Students in this course study the various organizational models for special education services. It includes examination of consultant models throughout the processes of referral, appraisal, placement, implementation, and evaluation. An emphasis on leading and facilitating interdisciplinary collaboration is included.

SPED 506. Introduction to Exceptional Children. 3 Hours.

A survey course examining exceptionalities of learning with a focus on understanding current social and educational responsibilities.

SPED 508. Law, Regulation, and Policy in Disability Services. 3 Hours.

This course provides an opportunity to study the substantive civil and criminal law in major areas affecting the lives of individuals with disabilities. It focuses on the unique interactions between law and disability. The course also addresses human rights, social policy, and practical reasons for the law's involvement. Students will learn skills and knowledge to enhance their professionalism and advocacy.

SPED 509. Infant/Toddler Development. 3 Hours.

Infant Development is designed to provide the learner with a thorough analysis of typical and atypical infant/toddler development. The course includes the observation and study of typical and atypical development in children from birth through 36 months. Criterion for monitoring development across domains is discussed. An overview of basic service delivery definitions and concepts in early intervention is also provided.

SPED 510. Law and Policy in Special Education. 3 Hours.

This course is designed to provide educators an in-depth study of the federal and state laws concerning provision of educational services and supports to students with disabilities in the public schools. Graduate candidates will increase their knowledge of advocacy and leadership skills in order to advance quality service provision for individuals with disabilities.

SPED 511. Early Level Transition Point. 0 Hours.

Initial licensure candidates will complete program pre-assessment activities, reflect on their purpose for graduate study and set goals for mid-level clinical activities.

SPED 512. Foundations of Deaf/Hard of Hearing Education. 2 Hours.

This course provides a foundational overview of the history, current issues, and trends in the field of deaf/hard of hearing education. It is designed for prospective educators and other (pre) professionals who are preparing to serve students with hearing loss.

SPED 513. Deaf Studies. 3 Hours.

This course presents a comprehensive study of the Deaf community. Topics include history, culture, language, literature, art, society and social networks, customs, traditions, and identity.

SPED 514. Mid-level Transition Point. 0 Hours.

Candidates will reflect on early and mid-level clinical experiences and set goals for final practicum and beginning career entry.

SPED 515. Practicum. 1-4 Hour.

Designed to provide specific field experiences by program; typically, a culminating requirement with a minimum of 120 hours. Prerequisite: Completion of all graduate course requirements in the area of specialization with a minimum GPA of 3.00 or permission of department chair.

SPED 516. Diagnostic Practicum. 4-8 Hour.

This course provides practicum in all aspects of the Team Evaluation process from administration to diagnosis, report writing, and program planning. Prerequisite: Completion of all graduate course requirements or permission of the program director.

SPED 517. Methods for Mild Disabilities. 3 Hours.

This advanced methods course studies the strategies, methods, and materials for educational programming necessary when teaching students with mild disabilities. This course focuses on academics, social functioning, vocational training, and life skills instruction for individuals with Developmental Disabilities, Learning Disabilities, and Emotional Disabilities requiring less intensive levels of support. This course addresses teaching methods across specific content areas as well as the roles of educators in integrated settings to successfully collaborate to enhance opportunities for individuals with exceptionalities.

SPED 519. Final Practicum. 4 Hours.

A supervised final practicum experience of at least 10 weeks in a K-12 special education setting.

SPED 521. Comm Support for Individuals with Behavior Disorders. 2 Hours.

This course provides an analysis of the major service system (education, human/social services, mental health, juvenile justice) for individuals with emotional or behavior disorders.

SPED 522. Guidance and Counseling for Behavior Disorders. 3 Hours.

This course will review best practices in servicing students who have emotional or behavioral disorders. It will cover techniques for teaching students alternative behaviors in one-on-one and small group settings.

SPED 524. High-Intensity Support Methods. 3 Hours.

This course provides in depth study of the knowledge and skills needed to plan and deliver effective instruction in a variety of school and community-based settings to students with high-intensity support needs.

SPED 525. Intro to Severe Disabilities. 3 Hours.

This is an introduction to the study of persons with severe disabilities and the services they receive. Instructors will cover basic concepts in services in severe disabilities as well as characteristics of individuals and of service. This course should be taken before or simultaneously with other Severe Disabilities courses.

SPED 526. Observation of Student Learning. 1 Hour.

This course is designed to teach students how to conduct observations of student learning. This course is geared specifically to address issues related to working with students with severe disabilities. Strategies for conducting observations in the classroom, using observations to gather assessment data, using data collected to make educational decisions for students will be discussed.

SPED 527. Basic Skills for Teaching. 1 Hour.

This course is designed to provide an overview of curriculum development, instructional strategies, and additional "best practice" procedures for students with severe disabilities. Emphasis is on utilization of an activity-based and ecological inventory approach to curriculum design and programming for skill acquisition, generalization, and maintenance. Elements of classroom management, integrated related services, and family participation are also introduced.

SPED 528. Managing Daily Activities. 1 Hour.

This class introduces learners to the practical aspects of managing daily activities for people with severe/multiple disabilities. The course focuses on how to set up and organize a program. Topics include understanding related best practices, standards, developing activities and daily schedules, teacher/provider and para-professional roles and responsibilities, daily communication with families and related service personnel, managing personal care routines, and training and evaluating staff in response to a program evaluation of the daily activities.

SPED 529. Assistive Technology. 2 Hours.

Provides an introduction to the use of assistive technology to support students who have disabilities. Introductory material is presented related to technology that may be used to aid communication, mobility, learning, and independence. Issues regarding assessment of student technology needs and funding assistive technologies are also covered.

SPED 530. Physical and Medical Needs of Persons with Severe Disabilities. 3 Hours.

This course is an introduction to physically handicapping conditions and related educational practices. Etiological considerations with educational implications are stressed in at least the following areas: cerebral palsy, spina bifida, muscular dystrophy, epilepsy, and skeletal deformities. Review of methods for physical and health management is provided.

SPED 531. Psychoeducational Aspects of Exceptional Children. 3 Hours.

This course takes an advanced educational psychology approach to examining psychological and sociological factors influencing the development and learning of exceptional children. The goal is to deepen graduate candidates' understanding of matching learner characteristics with support approaches for students with or at risk for disabilities.

SPED 532. Communication Development and Interventions. 3 Hours.

This course addresses the critical importance of language and communication as a foundation for all learning. Typical and atypical development of speech and language is explored as well as intervention strategies for all children and specific populations. Collaborative practices amongst professionals and families to support communication is covered.

SPED 533. Clinical Practice in Assessment. 1-4 Hour.

This course provides a practicum in the assessment of students with disabilities.

SPED 534. Managing Behaviors. 1 Hour.

This course is designed to teach management of student behaviors in the classroom and is geared to specifically address issues related to working with students with severe disabilities. Common behavior issues and their function will be discussed, as well as strategies for managing these excess behaviors.

SPED 535. Inclusion Strategies. 1 Hour.

The focus of this course is on the introduction of the philosophical, theoretical, and practical aspects of providing inclusive education and includes the following: developing support for inclusion in school settings; facilitating transitions from special education into regular education classrooms; encouraging professional collaboration; developing regular education curriculum; designing adaptations and modifications; building social relationships and acceptance; and addressing typical challenges and barriers to inclusion.

SPED 536. Managing Physical Movement. 1 Hour.**SPED 537. Facilitating Team Collaboration. 1 Hour.****SPED 538. Final Practicum in Disability Human Services. 4 Hours.**

This is a supervised, culminating practicum that provides candidates with opportunities for advanced application of knowledge and skills in the Disability Human Services field. Prerequisite: Completion of all graduate course requirements in the DHS with a minimum GPA of 3.0 or permission of the department chairperson.

SPED 539. Clinical Practice in Human Services Program Assessment. 3 Hours.

This course provides advanced preparation in best practices for developing a community program assessment protocol and selecting appropriate assessment tools. Students will practice administration of common assessment tools for program assessment, as well as assessment data analysis and translating data into recommendations for program improvements. Strategies for presenting recommendations to stakeholders will also be addressed.

SPED 540. Appraisal Development Disability. 3 Hours.

A methods course in educational appraisal of learners with severe or multiple handicaps, birth through 21 years. Competencies in screening, formal assessment, informal diagnostic techniques, interdisciplinary team evaluation, and evaluating program variables emphasized. The focus is on connecting appraisal strategies to educational program planning.

SPED 543. Assessment & Methods of Teaching ECSE. 3 Hours.

A methods course in instruction of children from birth through age five that emphasizes best practices in instruction, curriculum development and implementation with ongoing assessment of children's progress.

SPED 547. Methods for High Incidence Disabilities. 3 Hours.

Students will have knowledge of theories and research that form the basis for curriculum development and instructional practice for students identified as having high incidence disabilities. Students will develop and select instructional content with resources and strategies for students described as needing intermittent or limited levels of support. Students will learn to make responsive adjustments to lesson planning and instructional pedagogy based on assessment and data-based decision making. Students will develop and implement comprehensive individualized education programs in collaboration with various team members.

SPED 548. Introduction to Intellectual Disability and Autism Spectrum Disorder. 3 Hours.

In this survey course, students will explore definitions and issues related to individuals with intellectual disability (ID) and autism spectrum disorder (ASD). In addition, trends and practices will be discussed in the areas of developmental disabilities. Students will understand the impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

SPED 550. Special Education Assessment. 2-4 Hour.

This course provides a description of processes of assessment for screening special education, eligibility, program planning, and evaluation. Legal requirements, professional roles and responsibilities, and terminology are covered.

SPED 551. Inclusive Practices. 3 Hours.

Students will learn methods for differentiating instruction to meet the needs of a diverse range of learners in inclusive settings. Concepts of the shared model of Response to Intervention (RTI) and Universal Design for Learning (UDL) will be emphasized. A variety of co-teaching practices will be modeled within this course. In addition, collaborative partnerships with school personnel and community members for integrating individuals with exceptional learning needs will be demonstrated.

SPED 552. Introduction to American Sign Language. 3 Hours.

This course is designed to introduce graduate students to American Sign Language. Students develop basic vocabulary and conversation skills. Fundamental aspects of Deaf Culture are incorporated.

SPED 555. Explicit Academic Instruction. 3 Hours.

This course provides advanced, evidence-based intervention strategies to support academic learning for students with high incidence disabilities. Candidates will apply systematic, explicit teaching methods in literacy, math, and other academic subjects.

SPED 556. Introduction to Learning and Emotional/Behavioral Disabilities. 3 Hours.

Students will understand the characteristics of individuals with specific learning disabilities, emotional/behavior disorders, and other common conditions such as ADD/ADHD. Students will understand prevalence, etiology, and diagnostic criteria of these disabilities as well as gain awareness of evidence-based practices to support these learners.

SPED 561. Classroom Management and Positive Behavior Support. 3 Hours.

This is an exploratory course in the application of effective and practical positive behavior support principles for special education teachers and pre-service school psychologists. Principles and strategies introduced in this course are derived from an extensive research base in positive behavior supports and effective teaching with learners who have special needs and with those who are typically developing learners.

SPED 563. Family and Community Systems in Early Intervention. 3 Hours.

This course identifies and validates ecological variables that impact early intervention services. Emphasis is placed on a family-centered approach as it impacts service delivery formats, related service, support services, parent involvement, inter-agency collaboration, and program design. Family structure and dynamics are emphasized.

SPED 564. Strategic Leadership in Learning Organizations. 3 Hours.

This course is designed to prepare disability human services professionals with the knowledge and skills necessary to strategically create and nurture the environment and culture of learning in a human services agency. The course will cover the philosophical and practical features of developing or transforming a human services organization into a learning organization. In addition, strategic leadership principles will be introduced.

SPED 565. Early Intervention: Deaf/HH. 3 Hours.

The focus of this course is on a family-centered approach to providing support and services to deaf and hard of hearing children and their families. Additional emphasis is placed on the effectiveness of early intervention on the language, social, and academic development of young children. Students are exposed to assessment strategies, effective program development, and language intervention approaches which help young children acquire fluent language and communication skills.

SPED 566. Methods for Behavior Support & Programming. 3 Hours.

This course addresses behavior-based strategies to establish, strengthen, and weaken target behaviors. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based practices that utilize basic principles of behavior to write skill acquisition and behavior reduction plans.

SPED 567. Behavior Assessment & Measurement. 3 Hours.

This course addresses the process of identifying behaviors targeted for change and the use of behavioral assessment techniques to identify, measure, and analyze behavior-environment relations for the purpose of developing functionally-based intervention strategies/plans. The assessments include screening tools, functional behavior assessment, functional analysis, ecological, social-emotional, adaptive behavior, and preference/reinforcers. A diagnostic report and behavior intervention plan are written.

SPED 568. Behavior Ethics, Supervision, & Consultation. 3 Hours.

This course addresses strategies to assist in designing, implementing, and evaluating interventions to decrease challenging behaviors and increase appropriate behaviors. Candidates learn how to design and apply system approaches to support appropriate social behaviors, reduce the need for seclusion/restraint and other disciplinary practices, and integrate systems of care. Additionally, candidates will learn about ethic codes, scope of practice, and areas of competencies for behavioral practitioners in schools. Skills to be an effective supervisor and consultant are acquired to support school professionals.

SPED 581. Financial Administration in Special Education. 3 Hours.

Teachers will build an understanding of the principles of special education finance. Exploration of policies, practices, and issues related to special education finance at the local, state, and federal levels, including sources, legal mandates, and budgeting is included.

SPED 583. Strategies to Support Listening and Spoken Language. 3 Hours.

This course focuses on the development of the audition and speech for children who are deaf/hard of hearing. The speech perception-production cycle is discussed with emphasis on specific teaching strategies for facilitating learning to listen and talk in children who are deaf/hard of hearing.

SPED 584. Teaching Language to Deaf/HH. 3 Hours.

This empirically based course explores the effects of hearing loss on language acquisition and development, assessment techniques, instructional strategies and communication methods and philosophies. The emphasis is on best practices.

SPED 585. Advanced Audiology for Educators of the Deaf/Hard of Hearing. 3 Hours.

This course is an advanced look into the audiology centered knowledge necessary to working with children who have hearing loss. The course will cover several concepts that are important to the understanding of hearing and hearing disorders, such as basic acoustics, anatomy and physiology of the auditory system and audiometry specifically designed for the pediatric patient. Different types and degrees of hearing loss in addition to the different amplification devices recommended for those with hearing loss will be addressed. A collaborative approach to service provision for children who are deaf/hard of hearing is stressed.

SPED 586. Teaching Reading/Academics to DHH. 4 Hours.

This course presents assessment and methods of teaching reading, math, social studies, and science to students who are deaf or hard of hearing. The emphasis is on effective and empirically proven instructional approaches and stresses the development of language across all content areas.

SPED 589. Continuing Enrollment. 0 Hours.

Required enrollment for students previously enrolled in thesis or project credits who have not completed the credits by the end of the semester enrolled.

SPED 590. Seminar in Special Education. 1-6 Hour.

This course provides a special course of study related to a specific problem or unique area of concentration relative to special education, offered to any number of qualified graduate students upon request.

SPED 592. Special Topics. 1-3 Hour.

Through this course, opportunity is provided to read research literature in special education on an individual basis to meet student needs and interests.

SPED 595. Capstone Seminar. 3 Hours.

Taken near the end of the program, the capstone seminar provides initial licensure candidates with summary knowledge and skill application opportunities in preparation for the final practicum.

SPED 597. Independent Study. 1-3 Hour.

This course provides student-initiated study under the direction of a faculty advisor.

SPED 598. Research Project. 1-3 Hour.

An applied/action research project tends to be more practical seeking solutions to immediate problems or issues. The project is more organizationally focused and findings are usually kept private with the results used internally to make decisions and establish strategy. The results are primarily shared through internal reports with those who need the results; may also be shared more broadly through professional conferences and trade/industry publications (e.g., case studies, articles, etc.).

SPED 599. Thesis. 1-3 Hour.

This course provides individual research culminating in a thesis.