

# Course Descriptions

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## **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. This course can be repeated up to twenty-two times, or for a maximum twenty-two credits, whichever limit is hit first. Prerequisite: Permission of instructor.

## **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. This course can be repeated up to three times, or for a maximum three credits, whichever limit is hit first. 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.

**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 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 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 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 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.

**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.

**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. 1-4 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. This course can be repeated up to four times, or for a maximum four credits, whichever limit is hit first.

**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 CSD 512 to take part in an externship (CSD 516 and/or CSD 517). Distance students must complete three semesters (3 SH/semester) of CSD 512 to take part in two externships (CSD 516 and/or CSD 517). All students must complete a minimum of 21 SH in clinical practicum/externship. Speech-Language Pathology Graduate Students Only. This course can be repeated up to five times, or for a maximum fifteen credits, whichever limit is hit first.

**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. This course can be repeated up to three times, or for a maximum 18 credits, whichever limit is hit first. Restricted to Speech-Language Pathology Graduate Students only.

**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. This course can be repeated up to three times, or for a maximum 18 credits, whichever limit is hit first.

**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. This course may be repeated up to three times.

**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. This course can be repeated up to three times, or for a maximum three credits, whichever limit is hit first.

**CYBR 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.

**CYBR 559. Systems Analysis for Risk Compliance and Security. 3 Hours.**

This course provides an understanding and application of system analysis and modeling processes. Students evaluate and select appropriate system development methodologies and analyze information systems with an emphasis on risk, compliance, and security requirements. Students learn the importance of effective communication and integration with users and other stakeholders. The course emphasizes interpersonal skill development with clients, users, team members, and others associated with the development, implementation, and operation of secure information systems.

**CYBR 560. Strategic Management of Information Systems. 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.

**CYBR 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.

**CYBR 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.

**CYBR 566. Knowledge and Change 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. Examines policy and governance frameworks, including updating and reviewing organizational policies to ensure compliance with regulatory requirements and industry standards. Emphasizes the critical role of governance structures in maintaining knowledge of integrity, security, and accessibility while supporting organizational change initiatives.

**CYBR 568. Security Management. 3 Hours.**

This course focuses on the management and governance of cybersecurity programs within public and private organizations. Students examine the strategic, operational, and organizational aspects of security management, including security governance, risk-based decision-making, resource allocation, incident response coordination, and security awareness programs. The course emphasizes leadership responsibilities, policy enforcement, metrics, and continuous improvement, and explores the role of security management in aligning cybersecurity initiatives with organizational goals, regulatory requirements, and risk tolerance.

**CYBR 575. Network Security Management. 3 Hours.**

This course develops a managerial level of technical knowledge and terminology related to cybersecurity and network defense across modern enterprise, cloud, and managed service environments. Students will gain a working understanding of how to secure data, voice, and digital communications through network configuration, endpoint protection, vulnerability assessment, and intrusion prevention. Emphasis is placed on protecting and managing diverse systems, including IoT devices, cloud services, and critical infrastructure, while ensuring regulatory compliance and business continuity.

**CYBR 584. Cyber Crime and Digital Forensics. 3 Hours.**

This course examines cybercrime through technical, legal, and investigative perspectives, emphasizing the identification and analysis of digital evidence. Students will study common cybercrimes, threat actors, and attack methods across diverse hardware, software, and operating systems. Importance will be placed on securely acquiring, preserving, examining, and documenting digital artifacts from computers, mobile devices, networks, and IoT systems. Using industry-standard forensic tools, students will perform analyses in simulated environments and apply their findings to real-world scenarios. The course also addresses legal and ethical considerations, chain of custody, and the role of digital forensics in incident response and criminal investigations.

**CYBR 585. Risk Analysis, Policy and Regulatory Compliance. 3 Hours.**

This course examines principles and practices of risk analysis, cybersecurity policy, and regulatory compliance within organizational and governmental contexts. Students analyze threats and vulnerabilities to information assets and apply qualitative and quantitative risk assessment methodologies to support decision-making. The course explores the development, implementation, and evaluation of security policies, standards, and governance frameworks, with emphasis on legal, ethical, and regulatory requirements affecting information systems. Students gain experience in interpreting and applying major cybersecurity laws, regulations, and compliance frameworks, and learn to align security controls with organizational strategy and risk tolerance.

**CYBR 589. Continuing Enrollment. 0 Hours.**

Required enrollment for students previously enrolled in thesis or project credits but have not completed the requirements for the course by the end of the summer semester. Fee Required. This course can be repeated up to twelve times.

**CYBR 592. Special Topics. 1-3 Hour.****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. Students must completed ED 523 and ED 524 before enrolling in this course.

**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. Prerequisites: Students must complete ED 523 and ED 524 before enrolling in this course.

**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. Prerequisites: Students must completed ED 523 and ED 524 before enrolling in this course.

**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. This course can be repeated up to three times, or for a maximum three credits, whichever limit is hit first.

**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. Restricted to Admission to MEd program.

**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. Restricted to Admission to MEd program.

**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. Students must complete ED 523 and ED 524 before enrolling in this course.

**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. This course can be repeated up to three times, or for a maximum three credits, whichever limit is hit first.

**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. This course can be repeated up to ten times.

**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. This course can be repeated up to two times, or for a maximum two credits, whichever limit is hit first.

**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. This course can be repeated up to two times for a maximum six credits.

**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. This course can be repeated up to two times for a maximum six 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. This course can be repeated up to two times for a maximum six 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. This course can be repeated up to two times for a maximum six 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. This course can be repeated up to two times for a maximum six 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. This course can be repeated up to two times for six 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. This course can be repeated up to two times for six credits.

**ENGL 545. Topics in Teaching Writing. 3 Hours.**

Focused study in teaching and using writing in the classroom. Topics vary for each offering. This course can be repeated up to two times for a maximum six 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. This course can be repeated up to six times, or for a maximum six credits, whichever limit is hit first.

**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. This course can be repeated up to six times, or for a maximum six credits, whichever limit is hit first.

**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.

**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. This course can be repeated up to three times. Fee required.

**KIN 592. Special Topics. 1-3 Hour.**

Provides for students in specific areas of interest in Kinesiology. This course can be repeated up to three times, or for a maximum three credits, whichever limit is hit first.

**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 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. This course can be repeated up to ten times.

**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. This course can be repeated up to four times, or for a maximum sixteen credits, whichever limit is hit first.

**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. This course can be repeated up to three times, or for a maximum three credits, whichever limit is hit first.

**MATH 599. Thesis. 1-3 Hour.**

Individual research culminating in a thesis. Prerequisites: ED 501 and ED 502 or MATH 521 and ED 502. This course can be repeated up to three times, or for a maximum three credits, whichever limit is hit first.

**MHA 510. Introduction to the Counseling Profession. 3 Hours.**

This course provides an orientation to the counseling profession. Areas covered include an understanding of all aspects of professional functioning, such as the history of the profession, roles and responsibilities of mental health and addiction counselors, professional organizations, credentialing, and legal and ethical considerations.

**MHA 511. Human Growth and Development. 3 Hours.**

This course examines theories and research related to human growth, development, and wellness from conception through the lifespan. Students will explore biological, neurological, cognitive, emotional, social, moral, and spiritual development across the lifespan, with emphasis on how these processes influence counseling practice in mental health and addiction settings. The course integrates multicultural perspectives, trauma-informed care, and recovery-oriented considerations while preparing students to apply developmental theories to diverse and co-occurring client populations.

**MHA 512. Counseling Theories. 3 Hours.**

This course explores foundational perspectives and conceptual frameworks that shape mental health and addiction counseling professions. Students will examine key counseling theories, including their historical origins, views of human development, and practical techniques. Emphasis is placed on applying these theories across diverse client populations, incorporating multicultural responsiveness, trauma-informed care, and recovery-oriented practices. Students will explore how theoretical frameworks inform counseling with individuals experiencing substance use and co-occurring disorders, while considering ethical and professional issues relevant to practice in varied clinical settings.

**MHA 513. Substance Use Survey Course. 3 Hours.**

This course provides a comprehensive overview of substance use and addictive disorders for counselors-in-training. Students will examine the history, theories, and current research on the development, progression, and treatment of substance-related and process addictions. Emphasis is placed on understanding the biopsychosocial, cultural, and systemic factors that influence the onset and maintenance of addictive behaviors, as well as the impact of addiction on individuals, families, and communities. The historical and current legislation impacting the delivery of addiction services will be addressed. Students will trace the emergence of the addiction profession, including key milestones in policy, advocacy, and therapeutic practice.

**MHA 514. Ethics in Counseling. 3 Hours.**

This course provides an in-depth exploration of ethical, legal, and professional issues in mental health and addiction counseling. Students will examine the complex relationships among moral reasoning, ethical principles, and legal mandates as they apply to clinical practice across diverse populations and settings. Students will review and apply ethical decision-making models using the ACA Code of Ethics, the NAADAC ethics code, and relevant NASW provisions for interdisciplinary collaboration. Through the analysis of professional dilemmas, students will explore legal decisions and policies that influence counseling ethics and practice. By applying multiple professional codes of ethics, students will strengthen their ability to navigate ethical challenges in both mental health and addiction treatment contexts, including confidentiality regulations under HIPAA and 42 CFR Part 2, telehealth considerations, relevant state laws, and professional boundaries.

**MHA 515. Research, Statistics, and Program Evaluation. 5 Hours.**

This course provides graduate students with foundational knowledge of research methods, statistical analyses, and program evaluation essential to the counseling and addiction professions. Students will engage with both quantitative and qualitative approaches to research, developing the skills needed to critically evaluate existing studies, design basic research projects, and assess program effectiveness. Emphasis is placed on research literacy as a core competency for evidence-based practice, including the ability to translate findings into meaningful clinical and organizational decision-making. Ethical and legal considerations, cultural responsiveness, and the assumptions underlying various research methodologies will be explored to ensure that students can evaluate and apply research in ways that honor client diversity and promote professional integrity.

**MHA 516. Appraisal and Assessment in Treatment. 3 Hours.**

This course provides an in-depth exploration of assessment and introduces students to the principles and practices of assessment in clinical mental health and addiction counseling. Students will develop skills in selecting, administering, scoring, and interpreting a variety of commonly used standardized and non-standardized assessments related to mental health and substance use disorders. Emphasis is placed on understanding reliability, validity, fairness, and cultural responsiveness in assessment, as well as the appropriate use of tools with diverse populations. The course also highlights the role of assessment in diagnosis, treatment planning, and supporting recovery-oriented care for individuals with mental health, substance use, and co-occurring disorders.

**MHA 517. Multicultural Diversity. 3 Hours.**

This course examines the impact of cultural identity, social position, and systemic inequities on the counseling process across diverse populations and settings. Students will explore theoretical foundations of multicultural counseling, develop self-awareness of their own cultural worldviews and biases, and acquire the skills necessary to provide culturally responsive and trauma-informed counseling services. Emphasis is placed on applying multicultural and social justice competencies in both mental health and addiction treatment contexts, including working with historically marginalized groups and integrating culturally relevant approaches for clients with substance use and co-occurring disorders.

**MHA 518. Counseling Methods. 4 Hours.**

This experiential course introduces students to core counseling skills while bridging theory and practice. The course emphasizes the development of self-awareness, interpersonal effectiveness, and foundational techniques essential to the helping relationship. Students will engage in hands-on learning to build competence in the early stages of mental health and addiction counseling, integrating multicultural responsiveness, social justice principles, trauma-informed care, and ethical considerations. The course provides opportunities to apply skills with diverse client presentations, including individuals experiencing substance use and co-occurring disorders, while exploring how theoretical concepts inform culturally relevant and recovery-oriented practices in mental health and addiction counseling. A distinctive feature of this course is the intensive residency experience, in which students engage in structured, face-to-face practice of counseling methods. During the residency, students participate in mock counseling sessions, rotating through the roles of counselor, client, and observer. This immersive setting allows students to apply core counseling skills in real time, receive immediate supervision and feedback, and deepen their self-awareness as developing counselors. The residency provides an opportunity to practice establishing rapport, demonstrating empathy, responding to diverse client needs, and integrating ethical and culturally responsive approaches into counseling practice. Prerequisite: MHA 512.

**MHA 519. Psychopharmacology. 3 Hours.**

This course provides graduate counseling students with foundational knowledge of psychopharmacology relevant to clinical practice in mental health and addiction treatment. Students will examine the major classes of psychiatric medications, medical assisted treatments for substance use disorders, and drugs of abuse. Students will learn the therapeutic applications, mechanisms of action, side effects, symptoms of intoxication and withdrawal, and potential for misuse. Emphasis is placed on understanding how psychopharmacological interventions interact with counseling processes, as well as the ethical boundaries of the counselor's role in medication-related discussions.

**MHA 520. Diagnosis and Treatment of Mental Health and Substance Use Disorders. 3 Hours.**

This course provides an in-depth study of diagnostic processes, including the ASAM levels of care and treatment planning for clients presenting with mental health, substance use, and co-occurring disorders. Students will develop proficiency in using the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR) to conceptualize client concerns within a biopsychosocial and developmental framework, while considering how psychological, physical, relational, and vocational domains interact in the diagnostic process. Emphasis is placed on cultural, developmental, and systemic influences, as well as the ethical and professional responsibilities associated with diagnosis and treatment.

**MHA 521. Career Counseling. 1 Hour.**

This course provides an overview of the major theories and models of career development, career decision-making, and vocational behavior across the lifespan. Students will learn to apply career counseling strategies to help clients address a variety of career-related issues, including career choice, vocational rehabilitation, career transitions, retirement planning, mid-life career changes, and the integration of work, leisure, and life balance. Emphasis is placed on using culturally responsive approaches and relevant resources to meet the diverse needs of individuals across different background and life stages. Prerequisites: MHA 512 and MHA 518.

**MHA 522. Supervision. 1 Hour.**

This course introduces students to the purpose, process, and practice of clinical supervision in mental health and addiction counseling. Emphasis is placed on the role of supervision in professional development, counselor identity, and the provision of effective services to clients in both mental health and addiction treatment settings. Students will learn about the major models of supervision, the supervisory relationship, and their responsibilities as supervisees, while exploring ethical, multicultural, and evidence-based practices that support professional growth and client care.

**MHA 523. Clinical Care in Underserved and Marginalized Communities. 3 Hours.**

The course prepares counseling students to provide culturally responsive, trauma-informed, and evidence-based care to underserved populations. Students examine systemic, cultural, and environmental factors impacting mental health outcomes, with a focus on Indigenous communities, rural and farming populations, and individuals involved in correctional and reentry systems. Grounded in a historical trauma framework and guided by culturally responsive counseling models, students learn to integrate evidence-based practices with diverse ways of knowing while applying principles of cultural humility, advocacy, and collaborative care. Throughout the course, students explore trauma-informed care, co-occurring disorders, and substance use integration across diverse contexts to build competence in serving complex client needs.

**MHA 524. Family Counseling. 3 Hours.**

This graduate-level course introduces students to family systems theory, relational dynamics, and evidence-based counseling practices for working with families and couples within diverse mental health contexts. Students will learn to integrate assessment, treatment planning, and family-focused interventions while developing culturally responsive, trauma-informed skills to support wellness and resilience across the family life cycle. The course prepares students to work effectively with families where substance use or co-occurring concerns are present, emphasizing professional counseling identity, collaborative care, and the application of evidence-based counseling practices in family contexts. Prerequisites: MHA 512 and MHA 518.

**MHA 525. Treatment Planning for Mental Health and Substance Use Counseling. 1 Hour.**

This course will engage students in advanced treatment planning, including case conceptualization and integration of evidence-based interventions for mental health and substance use disorders. Students will apply assessment tools, including the ASAM levels of care into treatment planning and application. Students will develop the skills necessary to document progress, and conduct discharge planning.

**MHA 526. Group Counseling. 4 Hours.**

This course provides an overview of the theory, dynamics, and practice of group counseling, with emphasis on both mental health and addiction counseling contexts. Students will examine models of group development, leadership styles, and facilitation techniques while learning to design, lead, and evaluate groups for diverse populations and presenting concerns. The course integrates multicultural responsiveness, trauma-informed care, and ethical considerations, and prepares students to adapt group interventions for individuals experiencing mental health, substance use, and co-occurring disorders. A distinctive feature of this course is the intensive residency experience, in which students participate in and facilitate group counseling sessions in a structured, immersive setting. The residency provides an opportunity for students to deepen their self-awareness, practice leadership and membership roles, and develop skills in responding to group dynamics in real time. Prerequisites: MHA 512 and MHA 518.

**MHA 527. Practicum. 3 Hours.**

The Counseling Practicum provides students with their initial supervised field experience in professional counseling. This course combines individual and group supervision with external on-site placement to support the integration of knowledge, skills, and professional dispositions acquired throughout the program. Students are required to complete a minimum of 100 hours of field experience in an approved counseling setting over the course of a full academic term, including at least 40 hours of direct client contact. Emphasis is placed on applying counseling skills, developing professional identity, engaging in reflective practice, and adhering to ethical and legal standards in clinical work. Students may gain experience working with diverse populations, including individuals experiencing co-occurring disorders, while integrating multicultural responsiveness, trauma-informed care, and recovery-oriented practices into their developing counseling approach.

**MHA 594. Internship I. 8 Hours.**

Internship I provides students with a structured, supervised clinical experience designed to reflect the comprehensive work of a professional counselor in the student's chosen program area. This advanced field experience builds upon the Counseling Practicum and emphasizes the integration of classroom learning with applied counseling practice. Students are required to complete a minimum of 600 clock hours, with at least 240 hours of direct client service. Internship I represents the first segment of this experience and is conducted in an approved counseling setting under the supervision of a qualified site supervisor who provides a minimum of one hour of weekly, face-to-face supervision. In addition, students engage in a weekly university-based supervisory seminar led by a counselor educator, focusing on professional skill development, ethical practice, and work with diverse client populations, including individuals experiencing substance use and co-occurring disorders.

**MHA 596. Internship II. 8 Hours.**

Internship II provides students with continued, advanced supervised clinical experience in professional counseling. Building upon Practicum and Internship I, this course emphasizes increasing independence, refinement of advanced counseling skills, and integration of professional identity in the student's program area of concentration. Students are required to complete a minimum of 600 total internship hours, including at least 240 hours of direct client service across the internship sequence. Internship II represents the second segment of this experience and is conducted in an approved counseling setting under the supervision of a qualified site supervisor who provides a minimum of one hour of weekly, face-to-face supervision. In addition, students participate in a weekly university-based supervisory seminar led by a counselor educator.

**MHA 599. Thesis. 3 Hours.**

Individual research culminating in a thesis. This course can be repeated up to two times for a maximum six credits.

**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 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. This course can be repeated up to three times.

**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. This course can be repeated up to three times, or for a maximum nine credits, whichever limit is hit first.

**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. This course can be repeated up to two times, or for a maximum six credits, whichever limit is hit first.

**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. This course can be repeated up to three times, or for a maximum six credits, whichever limit is hit first.

**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.

**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 a 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. Prerequisite: SPED 501.

**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. This course can be repeated up to four times, or for a maximum four credits, whichever limit is hit first.

**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 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 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. This course can be repeated up to eight times, or for a maximum twenty credits, whichever limit is hit first.

**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 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. This course can be repeated up to twenty-one times.

**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. This course can be repeated up to two times, or for a maximum six credits, whichever limit is hit first.

**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. This course can be repeated up to three times, or for a maximum nine credits, whichever limit is hit first.

**SPED 595. Capstone Project. 2 Hours.**

A culminating scholarly experience in which graduate candidates build on knowledge and skills acquired throughout the program. Guided by their committee, students design, develop, and present a practical research project addressing a significant issue in the field of special education. The capstone emphasizes integration of theory, research, and practice, and requires demonstration of professional competencies through independent inquiry and evidence-based analysis. Prerequisites: SPED 501 and SPED 503.

**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.). This course can be repeated up to three times, or for a maximum three credits, whichever limit is hit first.

**SPED 599. Thesis. 1-3 Hour.**

This course provides individual research culminating in a thesis. This course can be repeated up to three times, or for a maximum three credits, whichever limit is hit first.