

Credits: 3. Offered every term. Same as EDLD 520. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. An understanding of basic quantitative and qualitative research methodology and terminology, particularly as they are used in studies presented in the professional literature.

Level: Graduate

C&I 521 - Found Environmental Educ

Credits: 3. Offered autumn. Prereq., graduate standing in environmental studies. Same as ENST 521. Problem-solving approach to environmental education; problem identification, research and design and implementation of an educational approach to selected environmental issues. Level: Graduate

C&I 523 - Early Childhood Spec. Ed.

Credits: 3. Focuses on the relationship between assessment and individualized educational planning young children who qualify for Special Education services. A variety of assessments and assessment techniques will be taught, with a strong emphasis on the use of ecologically valid assessment tools. Emphasis on instructional techniques for young children will be covered with particular attention to the DEC recommended practices. A field experience is required. Level: Graduate

C&I 524 - Family and Diversity Issues

Credits: 3. An overview of different approaches, current issues, and problems involved in working with and supporting families including families from diverse backgrounds. Emphasis is placed on how a child with disabilities affects and is affected by parents, siblings, the extended family, and the community. Strategies for effective communication for the purpose of information sharing and collaborative planning with families are provided. Level: Graduate

C&I 525 - Tchg Environmen Science

Credits: 1 TO 3. (R-6) Offered spring even-numbered years. Prereq., consent of instr. Same as ENST 525. Identification and examination of potential solutions to environmental problems and their impact on society. Major emphasis on teaching methods as they apply to environmental science. Level: Graduate

C&I 526 - Transition & Comm Support

Credits: 3. Focus on issues and strategies for preparing adolescents and young adults with disabilities for the transition from school to future careers. These issues are discussed within the context of more global efforts to create school-to-career programs in school settings for all students. Level: Graduate

C&I 527 - Discip Literacy Strat

Credits: 3. Offered autumn. Prereq., teaching experience. Advanced theories, models, instructional approaches for using reading/writing for learning in content fields. Emphasis on research, instructional practice, classroom assessment. Level: Graduate

C&I 530 - Trends & Rsch in Read and Writ

Credits: 3. Offered summer odd-numbered years. Survey of current research related to literacy practices in schools/communities. Theories, models, politics of literacy in K-12/Adult education. Level: Graduate

C&I 533 - Asmt & Inst for Div Lit Lrnrs

Credits: 3. Offered summer odd-numbered years. Reading specialist candidates will explore a range of research and current issues related to assessment; develop a framework for assessing students with diverse strengths

and learning needs; and practice leveraging information gained from assessments in the design of meaningful learning experiences. Level: Graduate

C&I 540 - Lang Arts Ped and Prac

Credits: 3. Offered summer even-numbered years. Prereq., teaching experience. Advanced theories and instructional approaches for teaching and assessing literacy. Level: Graduate

C&I 541 - Genre Studies

Credits: 3. Offered even summers. The purpose of this course is to explore, in depth, several literary genres and to move from a survey approach to an intense focus on the variety of books and poems written for children and young adults. Particular attention will be given to research, authors, and awards in each of the following genres: science fiction, historical fiction, contemporary fiction, modern fantasy, non-fiction, graphic novels and poetry

Level: Graduate

C&I 542 - Superv/Tchg Math

Credits: 3. Offered spring even-numbered years and summer odd-numbered years. Curriculum trends, instructional materials, research and supervisory techniques relevant to a modern school mathematics program.

Level: Graduate

C&I 545 - Social Studies Education

Credits: 3. Historical trends and curriculum issues related to social studies instruction. Emphasis on current research concerning social studies curriculum design, instructional practices, and use of resources. Level:

Graduate

C&I 548 - Super Tchg Envir Ed

Credits: 3. Offered spring. Prereq., ENST 521 or C&I 521. Design, selection, and evaluation of materials for the teaching of environmental education. Level: Graduate

C&I 552 - Models of PD Math/Sci

Credits: 3. Offered spring even years on-line. Exploration of various models of professional development and the development of implementation plans for workshops and in-service professional development in science and mathematics. Level: Graduate

C&I 555 - Workshop

Credits: 1 TO 6. (R-6) Offered intermittently. Special courses experimental in nature dealing with a relatively narrow, specialized topic of particular current interest. Credit not allowed toward a graduate degree. Level:

Graduate

C&I 556 - Methods Low Incidence Disabil

Credits: 3. Offered spring and odd summers. Focus on research-based methods of instruction for students with low incidence disabilities in basic communication, mobility, sensory, and social skills, as well as academic skills (especially literacy and general education curricular access). An introduction to augmentative and alternative communication and life quality today and in the future. An introduction to augmentative and alternative communication (AAC) and assistive technology (AT) is also addressed. A field experience is required. Level:

Graduate

C&I 557 - Graduate Literacy Practicum

Credits: 6. Offered intermittently in summer. Prereq., C&I 433 or 533. Based on readers' literacy strengths and needs, practitioners diagnose, devise, and implement instructional strategies for students in grades K-12. Level: Graduate

C&I 560 - Response to Intervention

Credits: 3. Prereq., C&I 458. Review of evidence-based assessment and instruction techniques in all basic academic areas. Advanced application of general outcome and curriculum-based measures and alignment of these assessments to interventions. Preparation in service as a leader for the implementation of school-wide prevention models. A practicum is required. Level: Graduate

C&I 570 - Instructional Technology Found

Credits: 3. Same as EDLD 570. General introduction to the field, theory, and profession of instructional technology. Definition of instructional technology; history of the field. Level: Graduate

C&I 571 - Educ Tech Media

Credits: 3. Same as EDLD 571. Principles and practices of instructional design for integration of educational technology. Emphasis on role of technology in contemporary teaching/learning/assessing theory and practice, including learning styles and multiple intelligences. Level: Graduate

C&I 580 - Dist Lrng Theory & Implem

Credits: 3. Same as EDLD 580. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Introduction to distance learning models and exploration of satellite and computer-mediated course development, implementation, and evaluation. Level: Graduate

C&I 581 - Plng & Mgt for Tech in Edu

Credits: 3. Same as EDLD 581. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Creating, implementing, maintaining, and evaluating technology plans for educational institutions, including budgets, facilities, and hardware planning. Level: Graduate

C&I 582 - Ed Tech Trends & Issues

Credits: 3. Same as EDLD 582. Exploration of trends and issues in the use of educational technology in a variety of settings. Level: Graduate

C&I 584 - Authentic App Inst Design

Credits: 3. Same as EDLD 584. Development of practical competencies in such components of instructional technology as development, production, materials evaluation, and project management and implementation. Level: Graduate

C&I 585 - Unit Crs in BITE

Credits: 1 TO 6. (R-6) Each unit course will carry a special title designating topic covered that is related to improvement of instruction. Level: Graduate

C&I 588 - Action Research in Classroom

Credits: 3. Readings in research in teaching/learning. Strategies to implement all components of an action research project in a classroom including planning/research design, action, reflection, and sharing. Level: Graduate

C&I 589 - Professional Project

Credits: 3. Culminating course in online master's program. Students demonstrate connections across content areas through a mini-thesis, research-based product that is shared with other professionals through a publication and/or presentation at a conference or workshop. Level: Graduate

C&I 590 - Supervised Internship

Credits: 1 TO 3. (R-9) Offered autumn and spring. Extended classroom experience which provides practical application of classroom learning during placements off campus. Level: Graduate

C&I 594 - Seminar: Prof Portfolio

Credits: 1 TO 9. (R-9) Offered autumn and spring. Prereq., consent of instr. A review and discussion of current research. Topics vary. Level: Graduate

C&I 595 - Special Topics

Credits: 1 TO 9. (R-9) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Level: Graduate

C&I 596 - Independent Study

Credits: 1 TO 6. (R-18) Offered autumn and spring. Prereq., consent of instr. Course material appropriate to the needs and objectives of the individual student. Level: Graduate

C&I 597 - Research

Credits: 1 TO 9. (R-9) Offered every term. Prereq., consent of instr. Directed individual research and study appropriate to the back ground and objectives of the student. Level: Graduate

C&I 598 - Internship

Credits: 1 TO 9. (R-9) Offered every term. Prereq., consent of instr. Supervised field experience. Level: Graduate

C&I 618 - Educational Statistics

Credits: 3. Offered spring. Prereq., EDU 421 or equiv., or consent of instr. Same as EDLD 583. Same as EDLD 618. Advanced statistical methods and use of the mainframe computer and microcomputer for data analysis. Use of a recognized statistical package (e.g., SPSS-X) for research applications. Level: Graduate

C&I 620 - Qualitative Research

Credits: 3. Offered autumn. Prereq., C&I 520 or 618, or equiv. Same as EDLD 620. Same as EDLD 583. In-depth review of descriptive, experimental, historiographic, ethnographic, and other qualitative research methods, designs, and approaches. Includes the development of a research proposal. Level: Graduate

C&I 625 - Quantitative Research

Credits: 3. Offered spring. Prereq., C&I 520 and 486 or equiv. and coreq., C&I 618. Same as EDLD 583. Same as EDLD 625. Principles and techniques of quantitative research in educational settings. Students prepare a draft of a research proposal and experience an abbreviated dissertation proposal defense. Level: Graduate

C&I 630 - Spec Topics in Literacy

Credits: 1 TO 3. (R-3) Offered every term. Prereq., consent of instr. Should be taken in conjunction with or immediately prior to comprehensive examinations. In-depth coverage of selected topics in reading and writing related to current literacy issues and practices. Level: Graduate

C&I 652 - Issues Curr & Instr

Credits: 3. Offered autumn odd-numbered years. Prereq., C&I 501 or consent of instr. Curricular and instructional decision making and process, innovation and change, trends and reforms. Controversial issues in education and society related to K-12 curriculum and motivation. Level: Graduate

C&I 694 - Adv Sem Curr & Instr

Credits: 1 TO 9. (R-9) Offered intermittently. Prereq., consent of instr. A review and discussion of current research. Topics vary. Level: Graduate

C&I 697 - Adv Rsrch Curr & Instr

Credits: 1 TO 9. (R-9) Offered intermittently. Prereq., consent of instr. Directed individual research and study appropriate to the back ground and objectives of the student. Level: Graduate

C&I 699 - Thesis/Dissertation

Credits: 1 TO 10. (R-10) Offered every term. Preparation of a thesis or manuscript based on research for presentation and/or publication. Level: Graduate

Community Health

CHTH 355 - Theory Practicum Community Health Education

Credits: 3. Offered autumn. Prereq., KIN 205. History, philosophy, and theory related to community health education and health promotion. Includes the application of program development principles and health promotion strategies to community health programs.

CHTH 435 - Human Response To Stress

Credits: 3. Offered autumn and spring. Prereq., junior status. The study of psychosomatic and somatopsychic techniques for relaxation and self-enhancing strategies.

CHTH 445 - Program Plannig in Community Health

Credits: 3. Offered spring. Prereq., CHTH 355. Overview of the issues, approaches, and techniques community health educators and professionals utilize in planning and implementing programs to assist communities in improving health status and reducing risky behaviors and their determinants. This course co-convenes with HHP 541. Course Attributes: Co-Convened Course

CHTH 485 - Theories of Health Behaviors and Counseling

Credits: 3. Offered spring. Exploration of the helping role as it relates to health behavior, health assessment, problem-solving and referral skills. Application of theories to facilitation of healthy behavior changes.

CHTH 490 - Undergraduate Research

Credits: 1 TO 3. (R-6) Offered every term. Prereq., consent of instr. Directed individual research and study appropriate to the back ground and objectives of the student.

CHTH 492 - Independent Study

Credits: 1 TO 3. (R-6) Offered every term. Prereq., consent of instr. Course material appropriate to the needs and objectives of the individual student.

CHTH 498 - Internship

Credits: 2 TO 6. (R-6) Offered every term. Prereq. all HHP options minimum junior standing and ECP 120/121 (or equivalent). Prereqs per option. Exercise Science Applied: KIN 320/321. If internship is coaching or strength &

conditioning must also have completed KIN 410 and COA 405. Exercise Science Pre-Professional: KIN 320/321. If internship is cardiac rehab must also have completed KIN 460/483/484. Community Health: CHTH 355. Supervised field experiences with private businesses, public agencies, or institutions. 45 hours of internship site work = 1 credit. A maximum of 6 credits of Internship 498 may count toward graduation. Students should not be registered for more than 14 credits their internship semester. Course Attributes: Internship graduation limit 6

Coaching

COA 205 - Introduction to Coaching

Credits: 1 TO 2. (R-4) Offered intermittently. Covers a variety of activities to include coaching theories, competitive coaching strategies, training methods and techniques. Covers requirements for the bronze level of the American Sport Education Program (ASEP). Course Attributes: Coaching Course

COA 405 - Advanced Concepts in Coaching

Credits: 3. Offered spring. Prereq., junior or senior undergraduate status or graduate status. This class will introduce students to a solid foundation in coaching to include: coaching theories, competitive coaching strategies, training methods and techniques. This course will cover the requirements for the bronze level of the American Sport Education Program (ASEP). Course graded credit/no credit or for a letter grade. The class is appropriate for coaches at all levels but will focus on basic skills of coaching for youth through high school.

COA 494 - Workshop

Credits: 1 TO 6. (R-6) Offered intermittently. Special courses experimental in nature dealing with a relatively narrow, specialized topic of particular current interest. Credit not allowed toward a graduate degree.

Counselor Education

COUN 242S - Intimate Relationships

Credits: 3. Offered autumn and spring semester. This course covers the fascinating, multi-faceted world of intimate relationships and explores the topic from empirical and theoretical perspectives. The examination of intimate relationships in this course will look at the subject through cultural, biological, social and developmental lenses and will explore specific topics such as attraction, communication, friendship, sexuality, love, conflict, power and violence, loss, social cognition, and repairing relationships. Course Attributes: Social Sciences Course

COUN 395 - Special Topics

Credits: 1 TO 9. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

COUN 475 - Forgiveness & Reconciliation

Credits: 3. Offered spring. Survey of the theory and practice of healing fractured relationships at the individual and community levels, treating historical and personal issues from philosophical, psychological and religious perspectives drawn from several diverse cultures.

COUN 485 - Counseling Theories

Credits: 3. Offered autumn. Prereq., PSYX 100S. Same as PSYX 442 and SW 485. Introduction to the primary theories that constitute the intellectual foundation for common counseling and psychotherapy techniques, with a special focus on gender, interpersonal influence strategies, and diversity issues.

COUN 495 - Special Topics

Credits: 1 TO 9. (R-9) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

COUN 510 - Intro to Counseling

Credits: 1. Course is designed to prepare school and mental health counselors-in-training gain an understanding of the counseling field and begin developing professional identity. Much of the material introduced in this course will be developed in greater detail in later courses. This course is an overview that prepares the student for his or her professional identity and activities. Level: Graduate

COUN 511 - Theories & Tech of Counseling

Credits: 3. Offered autumn. Examination of historic and current theories of counseling. Overview of techniques associated with each theory. Basic introduction to ethical concerns with each theory. Level: Graduate

COUN 512 - Counseling Fundamentals

Credits: 3. Offered autumn. Prereq., COUN 511. Overview of approaches to counseling, including common factors. Includes meta-theoretical considerations and guided dyadic practice. Level: Graduate

COUN 520 - Group Coun & Guidance

Credits: 3. Offered spring. Prereq., COUN 511. Theories, approaches, and methods for group counseling and guidance. Level: Graduate

COUN 530 - Applied Counseling Skills

Credits: 3. Offered autumn and spring. Prereq., COUN 511, 512 and consent of instr. Review and application of counseling theories and techniques to client issues. Intensive supervision including ethics, professional practice and diagnostic considerations. Lecture and class presentation with a focus on professional counseling development. Level: Graduate

COUN 540 - Individual Appraisal

Credits: 3. Offered spring. Prereq., C&I 517 or consent of instr. Overview of appraisal techniques utilized in counseling, including interviewing, observation, and psychological/educational testing. The processes of selection, administration, scoring, interpretation, and reporting information from appraisal techniques are examined in relation to practical, legal, and ethical considerations. Level: Graduate

COUN 550 - Intro Family Counseling

Credits: 3. Offered summer only. Prereq., admission to Counselor Education program or consent of instr. An introduction to the major theories, techniques, and diagnostic tools of family counseling. Course includes a family systems emphasis. Level: Graduate

COUN 560 - Lifespan Developmentl Coun

Credits: 3. Offered spring. Overview of counseling from the framework of lifespan developmental theory. Normal and abnormal development in the environmental context of family, school, society and culture emphasized. Level: Graduate

COUN 565 - Coun, Prog Dev, & Superv

Credits: 3. Offered spring. Prereq., graduate standing or consent of instr. Examination of counseling techniques and approaches relevant to prevention and remediation of behavioral, social, emotional and academic problems for students P-12. Overview of school counseling program development and administration. Level: Graduate
COUN 566 - Coun Child & Adol

Credits: 3. Offered every spring. Prereq., COUN 511, 512, 565 or consent of instr. Review and application of counseling concerns and approaches with children and adolescents in school and related educational settings, including classroom and psychoeducational strategies. Level: Graduate
COUN 570 - Career Coun Theory & Tech

Credits: 3. Offered summer only. Examination of theories of career choice and development; information sources for career counseling; techniques and approaches of career counseling with clients at different stages of career and life development and from diverse populations. Level: Graduate
COUN 575 - Multicultural Coun

Credits: 3. Offered spring. Prereq., graduate standing or consent of instr. An introduction to the field of multicultural counseling. Issues and practical considerations in counseling five population groups; definition of terms and concepts. Level: Graduate
COUN 580 - Addictions Counseling

Credits: 3. Offered summer. Pre-req., admission to the Counselor Education program or consent of instr. Understanding of addictions with a focus on chemical dependency and its treatment including community and school-based prevention. Course includes Motivational Interviewing approach. Level: Graduate
COUN 585 - Coun Meth: School & Agency

Credits: 1 TO 9. Offered every term. Prereq., COUN 511, 512. Supervised counseling methods and theories as applied in mental health agencies and schools. Review of the principles of counseling as these apply to various settings and client issues. Level: Graduate
COUN 589 - Comprehensive Project

Credits: 1. Offered autumn and spring. Integration of professional experience and academic research in a comprehensive paper or applied project. Students may elect to have an oral examination covering the eight CACREP core areas of counseling. Level: Graduate
COUN 594 - Seminar

Credits: 1 TO 9. (R-9) Offered intermittently. Prereq., consent of instr. Group analysis of problems in specific areas of professional counseling. Level: Graduate
COUN 595 - Special Topics

Credits: 1 TO 9. (R-9) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Level: Graduate
COUN 596 - Independent Study

Credits: 1 TO 6. (R-6) Offered intermittently. Prereq., consent of instr. Course material appropriate to the needs and objectives of the individual student. Level: Graduate
COUN 597 - Research

Credits: 1 TO 9. (R-9) Offered autumn and spring. Prereq., consent of instr. Directed individual research and study appropriate to the background and objectives of the student. Level: Graduate

COUN 610 - Profess Ethics/Orient

Credits: 3. Offered spring. Prereq., COUN 530 or consent of instr. The public and institutional roles and responsibilities of counseling professionals including ethical and legal responsibilities. Level: Graduate

COUN 615 - Diag/Treat Plan in Coun

Credits: 3. Offered spring. Prereq., COUN 512. Overview of diagnosis, treatment planning and case documentation in counseling. Level: Graduate

COUN 625 - Intro Mental Health Systems

Credits: 3. Prereq., acceptance into Counselor Education program mental health track. Essential knowledge for professional identity, understanding of public policy, and community assessment procedures. Includes brief lectures, guest speakers, discussion, and student presentations. Level: Graduate

COUN 685 - Advanced Counseling Method

Credits: 1 TO 9. (R-9) Offered every term. Prereq., COUN 585. Supervised advanced counseling methods and approaches as applied to mental health agencies and schools. Level: Graduate

COUN 699 - Thesis/Profess Paper

Credits: 2 TO 10. (R-10) Offered intermittently. Prereq., EDLD 620 or 625. Preparation of a thesis, professional paper, or manuscript based on research for presentation and/or publication. Level: Graduate

Communicative Sci & Disorders

CSD 110 - The Field of CSD

Credits: 3. Offered autumn. Introduction to the scientific study of human communication and its disorders and to the professions of Speech-Language Pathology and Audiology. Overview of biological systems of speech, language, and hearing and the nature and treatment of communication disorders.

CSD 131 - American Sign Language I

Credits: 3. Offered autumn. Introduces the fundamentals of American Sign Language (ASL) used by the Deaf Community, including basic vocabulary, syntax, fingerspelling, and grammatical non-manual signals. Focuses on basic expressive and receptive competence. In addition, the course provides a survey of various issues raised by examining ASL and the Deaf community. Course Attributes: Foreign Language Requirement

CSD 132 - American Sign Language II

Credits: 3. Offered spring. Prereq., CSD 131. ASL II emphasizes further development of receptive and expressive skills; use of signing space; further use of non-manual components of ASL grammar including facial expression and body postures, and introduction to conversational regulators. Discussion of regional and ethnic sign variations, and social, political and educational institutions of the Deaf community. Interaction with members of the Deaf community in both directed and non-directed activities will be featured. Course Attributes: Foreign Language Requirement

CSD 210 - Speech & Lang Devel

Credits: 3. Offered autumn. Sophomore standing or greater. Topics include typical speech and language development, phonology, semantic, morphological, syntax, and pragmatics, along with individual differences, second language acquisition and literacy.

CSD 221N - Fundamentals of Acoustics

Credits: 3. Offered spring. Provides students with a basic and working knowledge of acoustics and the physics of sound. Provides the basis for measurement and description of speech stimuli. Direct application to Speech Hearing and Language intervention as well as application into communicative sciences. Course Attributes: Natural Science Course

CSD 222 - Intro to Audiology

Credits: 3. Offered autumn. Introduction to principles of acoustics as a basis for understanding hearing assessment. Development of ability to interpret audiograms as well as the results from a hearing evaluation. Includes pure tone and speech audiometry, acoustic immittance and reflex testing. Hearing screening procedures are also included.

CSD 320 - Phono Devel & Phonetics

Credits: 3. Offered autumn. Prereq., CSD 210. Exploration of the sounds and sound structure of American English and some of its dialects. Introduction to the theory and practice of phonetic and phonological analysis and trained in the transcription of speech into the International Phonetic Alphabet.

CSD 345 - Developmental Speech & Language Disorders

Credits: 3. Offered spring. Prereq., CSD 210, CSD 320. Nature of developmental speech and language disorders and basic understanding of principles underlying assessment and treatment of these disorders.

CSD 365 - Acquired Speech and Language Disorders

Credits: 3. Offered spring. Prereq., CSD 210, CSD 320. Identification, assessment, and intervention for a variety of acquired speech and language disorders. Other topics include secondary conditions, potential psychosocial and educational concerns, multicultural considerations, and family roles.

CSD 392 - Independent Study

Credits: 1 TO 6. (R-6) Offered every term. Prereq., consent of instr. Course material appropriate to the needs and objectives of the individual student.

CSD 405 - The Clinical Process

Credits: 3. Offered spring. Prereq., CSD 210, CSD 222, CSD 320, CSD 340, CSD 360. The underlying principles of clinical methods and practice including: the observation of human behavior and clinical processes, assessment of communication differences, clinical management of these differences, delays and disorders, behavior, interviewing/counseling, lesson planning, and writing skills.

CSD 411 - Neuroanatomy & Physiology

Credits: 3. Offered spring. Prereq., BIOH 330. Focused study on the anatomy of the nervous system and how the nervous system supports behaviors inherent to communication. Students will be introduced to anatomical terms, structures, and functions. Clinical implications will be discussed as well.

CSD 420 - Speech Science

Credits: 3. Offered spring. Prereq., CSD 222, CSD 320, BIOH 330. Physiologic, neurologic, and acoustic aspects of human communication, theoretical framework for speech science, and principles of acoustics applied to speech pathology.

CSD 430 - Senior Capstone

Credits: 3. Offered autumn. Prereq., senior status. Part one of a two course sequence where the student completes an independent project. Students will prepare a literature review, and ethics application, and a proposal in preparation for a major research project of their design. Course Attributes: Writing Course-Advanced
CSD 450 - Intro to Aural Rehabilitation

Credits: 3. Offered spring. Prereq., CSD 210, CSD 222, CSD 340, & CSD 360 or graduate standing. Fundamental skills in speech reading, various types of hearing aids, and the tools necessary to assess and implement auditory training. Management of the client with hearing impairment including psycho-social development and educational intervention. Both children and adults are included.

CSD 470 - Clinical Observation

Credits: 2. Offered spring. Prereq., CSD 320, CSD 330, CSD 340, CSD 360. Complete clinical observation guides to fulfill ASHA Standard IV-C by viewing live and recorded treatment and diagnostic sessions under the guidance of speech-language pathologist who holds the certificate of clinical competence.

CSD 480 - Multicultural Issues

Credits: 3. Offered autumn. Prereq., CSD 210, CSD 222, CSD 320, CSD 340, CSD 360. Topics include: dynamics of community and culture; strategies to communicate with people from a variety of backgrounds; learning English as a second language; phonological and linguistic analysis of differences between Standard English speakers and culturally diverse populations and international differences in service delivery.

CSD 490 - Undergrad Clin Practicum

Credits: 1 TO 3. 1-3 cr. (per semester). Prereq., lower division CSD courses and consent of CSD Clinical Director. A maximum of 5 credits of clinical practicum may count toward graduation. Allows the advanced student an opportunity to pursue independent or small group clinical practicum. Students will be directly supervised by a certified speech and language pathologist or audiologist. Course Attributes: Internships/Practicums

CSD 491 - Special Topics

Credits: 1 TO 3. (R-6) Offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

CSD 498 - Independent Research

Credits: 1 TO 3. (R-6) Offered Autumn, Spring. Prereq., consent of the instructor. Participation in independent or instructor associated research activities. Course Attributes: Internships/Practicums

CSD 520 - Artic & Phono Disorders

Credits: 3. Offered Autumn. Prereq., Graduate standing and CSD 320, CSD 330, CSD 340 or equivalent course work. Theoretical perspectives on phonological and articulation disorders with emphasis on application to clinical management including evaluation, assessment techniques, and intervention strategies. Level: Graduate

CSD 525 - Prof. Iss. in Speech-Lang Path

Credits: 3. Offered Spring. Prereq., Graduate standing, CSD 520, CSD 550, CSD 565. Discussion of contemporary issues in the field of speech-language pathology including assessment, intervention, prevention, and service delivery models. Level: Graduate

CSD 526 - Autism

Credits: 3. Offered intermittently. Prereq. Graduate standing. Introduction to the disorder of autism through the lifespan as it impacts the scope and practice of speech and language pathologists. Course topics include:

characteristics of ASD, screening and diagnostics tools and procedures, program planning/service delivery models, transition and advocacy, and recent research in speech-language pathology. Level: Graduate

CSD 530 - Voice & Motor Speech Disorders

Credits: 4. Prereq., Graduate standing, CSD 330, 340, and 411, or equivalent course work. Study of anatomy, physiology, and pathology of voice. Diagnosis and management of voice and resonance disorders. Neural bases of normal and disordered speech motor control. Assessment and treatment of motor speech disorders. Level: Graduate

CSD 540 - Fluency Disorders

Credits: 3. Offered Autumn. Prerequisites: Graduate standing and CSD 340 or equivalent course work.

Theoretical, etiological, and developmental perspectives of fluency disorders. Principles of assessment and intervention, including integration of fluency shaping and stuttering modification techniques. Level: Graduate

CSD 545 - Augmentative & Alt. Comm.

Credits: 3. Offered variable terms. Prereqs., graduate standing. Topics include: AAC terminology, design and use of multiple AAC devices (high and light tech), and implementation of treatment programs for individuals and communication partners. Level: Graduate

CSD 550 - Lang/Learn Dis.Yng Chld SERV

Credits: 3. Offered autumn. Prereq., Graduate standing and CSD 210 and CSD 360 or equivalent course work.

Theoretical perspectives, research, and clinical issues concerning disorders of language in infants, toddlers and preschoolers considering contributing factors, special populations and basic assessment and intervention principles. Level: Graduate Course Attributes: Service Learning

CSD 560 - Lang/Learn Dis.Schl Age SERV

Credits: 3. Offered spring. Prereq., graduate standing and CSD 210 and CSD 360 or equivalent course work.

Theoretical perspectives, research, and clinical issues concerning disorders of language, literacy, and learning in the school-age population (elementary through high school) considering contributing factors, special populations and basic assessment and intervention principles. Level: Graduate Course Attributes: Service Learning

CSD 563 - Schools

Credits: 3. Offered intermittently. Prereq., Graduate standing. Historical and current trends for speech-language services in the schools for clients birth to 21 years of age including: state and federal laws, the therapeutic needs of special populations, and the pre-referral, referral, assessment, and service delivery process. Level: Graduate

CSD 565 - Aphasia & Acquired Apraxia of Speech

Credits: 3. Offered autumn. Prereq., CSD 210, CSD 330, CSD 360, and CSD 411 or equivalent course work and graduate standing. Neural bases and medical etiologies of acquired apraxia of speech and acquired cognitive-linguistic disorders in adults. Evaluation and treatment of aphasia and apraxia of speech in persons with acquired neurologic disorders across successive stages of recovery. Incorporates models of rehabilitation across prevention, assessment, and treatment, with a focus on the WHO ICF and aspects of disability across diverse populations. Level: Graduate

CSD 566 - Acquired Cog-Com Disorders

Credits: 3. Offered intermittently. Prereq., Graduate standing, CSD 565 or equivalent course work. Assessment, treatment, and prevention of acquired cognitive-communication disorders including pediatric and adult traumatic

brain injury (TBI) and mild traumatic brain injury (MTBI), right hemisphere syndrome (RHS), and dementia. Emphasis on neurobiological principles of rehabilitations, differential diagnosis and theories, and evidence-based research pertaining to clinical management. Level: Graduate

CSD 570 - Clinical Procedures I

Credits: 1. Offered autumn, summer; on campus only. Prereq., graduate standing, permission of clinical director. Co-convened with CSD 571. Study of professional and clinical issues with application to clinical practicum. Discussions, demonstrations, and student presentations. Mandatory weekly meeting. Level: Graduate Course
Attributes: Co-Convened Course

CSD 571 - Applied Clinic I

Credits: 1. Offered autumn, summer; on campus only. Prereq., graduate standing, permission of clinical director. Co-convened with CSD 570. Application of professional skills in the UM RiteCare Clinic. Assignment of cases and area of specialization will vary with the clients needs and availability. Level: Graduate Course
Attributes: Co-Convened Course

CSD 575 - Clinical Procedures II

Credits: 1. (R-9) Offered autumn, spring, summer. Prereq., CSD 570. Co-convened with CSD 576. Advanced study of professional and clinical issues with application to clinical practicum. Discussions, demonstrations, and student presentations. Mandatory synchronous weekly class meeting. Out of state placement by approval of clinical director. Level: Graduate Course
Attributes: Co-Convened Course

CSD 576 - Applied Clinic II

Credits: 2. (R-9) Offered autumn, spring, summer. Prereq., CSD 570. Co-convened with CSD 575. Advanced application of professional skills in the UM RiteCare Clinic or off-campus. Assignment of cases and area of specialization will vary with the clients needs and availability. Out of state placement by approval of clinical director. Level: Graduate. Course
Attributes: Co-Convened Course

CSD 580 - Diagnostics

Credits: 2. Offered every term. Prereq., Graduate Standing and CSD 570. Students will accrue clinical clock hours with pediatric and adult populations while developing the following skills: using case history information to form a diagnostic plan; administering various standardized and non-standardized diagnostic tools; interpreting assessment results; writing diagnostic reports; and sharing diagnostic results with clients, caregivers and other professionals. Mandatory weekly class meetings. Level: Graduate

CSD 594 - Graduate Seminar

Credits: 1 TO 12. (R-3) Offered intermittently. Prereq., consent of instr. A review and discussion of current research. Topics vary. Level: Graduate

CSD 595 - Special Topics

Credits: 1 TO 12. Offered intermittently. Prereq., consent of instr. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offering of current topics. Level: Graduate

CSD 600 - Research Methods

Credits: 3. Offered spring. Prereq., graduate standing. Research methodologies appropriate for quantitative and qualitative studies in communication sciences and disorders. Focuses on critical reading of research papers, design, and implementation of experiments. Level: Graduate

CSD 610 - Counseling

Credits: 3. Offered intermittently. Prereq., CSD 520, CSD 540, CSD 550, CSD 560, CSD 565. Introduction to counseling clients and caregivers regarding speech and hearing disorders across the lifespan. Topics include adjustment to injury, the grief process, specific counseling approaches, advocacy and identifying community resources. Level: Graduate

CSD 640 - Swallowing Disorders

Credits: 3. Prereq, Graduate standing and CSD 330, CSD 340, and CSD 411, or equivalent course work. Study of anatomy, physiology, and pathology of swallowing. Diagnosis and treatment of swallowing disorders. Level: Graduate

CSD 675 - Clinical Externship

Credits: 6. Offered every term. Prereq., permissions of Clinic Director and completion of at least 4 credits of CSD 575 clinical course work. The course is an externship typically completed during a student's final semester of graduate school. The externship requires a commitment of 30-40 hours a week in a school, clinic, or medical site across Montana or out of state that is approved by The University of Montana. Online case study is also required to fulfill requirements. Level: Graduate

CSD 688 - CSD Master of Science Capstone

Credits: 3. Offered spring and autumn. Prereq., CSD 600, Graduate standing and consent of instructor. In depth literature review of a particular field of study related to speech-language pathology. Level: Graduate

CSD 696 - Independent Study

Credits: 1 TO 5. Prereq. Consent of instr. Course material appropriate to the needs and objectives of the individual student. Level: Graduate

CSD 699 - Thesis

Credits: 1 TO 6. (R-9) Offered autumn, spring, summer. Prereq., CSD 600, Graduate standing and consent of instructor. The primary purpose of the thesis is to allow a student to conduct a research project in a particular field of study related to speech and language pathology. Level: Graduate

Emergency Care Provider

ECP 100 - First Aid and CPR

Credits: 1. Offered spring. Instruction will cover CPR, use of an automated external defibrillator (AED) and relief of foreign-body airway obstruction (FBAO). The First Aid component will cover general principles as well as medical, injury and environmental emergencies. Students will receive AHA Heartsaver CPR and First Aid certification. This class does not meet First Aid requirements for HHP majors.

ECP 101 - Pediatric First Aid and CPR

Credits: 1. Offered intermittently. Within the guidelines of the American Heart Association, this course is designed to provide students with the basic knowledge and certification in: CPR for victims of all ages, use of an automated external defibrillator (AED) relief of foreign body airway obstruction (FBAO) and basic first aid procedures (medical, trauma and environmental emergencies) with a focus on the pediatric patient. Upon

successful completion of this course students will receive American Heart Association Heartsaver Pediatric First Aid/CPR certification.

ECP 102 - Wilderness First Aid

Credits: 1 TO 6. (R-6) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

ECP 120 - Emergency Medical Responder Lecture

Credits: 2. Offered every term. Coreq., ECP 121. Development of knowledge of emergency care and CPR/AED techniques. In conjunction with HHP 289 provides certifications by the American Academy of Orthopedic Surgeons and the American Heart Association upon successful completion.

ECP 121 - Emergency Medical Responder Lab

Credits: 1. Offered every term. Coreq., ECP 120. Development of knowledge of emergency care and CPR/AED techniques. In conjunction with HHP 288 provides certification by the American Academy of Orthopedic Surgeons and the American Heart Association upon successful completion.

ECP 122 - Wilderness First Responder

Credits: 2. Offered intermittently. Instruction in the prevention, recognition, and treatment of backcountry illness and injury. Successful students receive an Aerie Wilderness First Responder certification and an American Heart Association Heartsaver CPR certification. This course meets HHP department First Aid requirement but does not meet the CPR requirement.

ECP 191 - Special Topics

Credits: 1 TO 6. (R-6) Offered intermittently. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

ECP 331 - Wilderness EMT

Credits: 3. Offered intermittently. EMT-Basic curriculum with significantly more detail concerning care for patients in remote settings. Students must be 18 year old and never been convicted of a felony to qualify for certification. This course meets HHP department First Aid and CPR graduation requirements.

ECP 332 - EMT and Incident Management

Credits: 5. This course follows the DOT's National Registry of EMTs (NREMT) curriculum and is approved by the NREMT and the State of Montana Board of Medical Examiners. Incident management training includes mass-casualty incidents, extended rescue and evacuation scenarios. Clinical experience includes a two day health clinic in Costa Rica, ambulance and hospital emergency department clinical observations in Montana. Co-requisite courses PTRM 391 Wilderness Rescue and Survival Skills; PTRM 391 Wilderness Medicine and Risk Management.

Early Childhood Education

EDEC 408 - Early Childhood Principles and Practices

Credits: 3. Offered spring odd numbered years. This course is an overview of principles and practices in early childhood education (ages birth through eight). The main topics to be covered will include: the sociological, professional, and theoretical perspectives of early childhood education with a focus on developmentally

appropriate practice (DAP); the skills and dispositions needed in planning and implementing early care and education programs for all children; and education models in early childhood. Students must plan for a minimum of 45 hours in an early childhood setting to meet requirements for the application of course content. Co-convened course with EDEC 508. Course Attributes: Co-Convened Course

EDEC 410 - Families, Communities, Culture

Credits: 3. Offered Spring even numbered years. This on-line course explores the dynamics of working together with families of young children (birth - 8) in early childhood programs using a family-centered approach that places the child in the context of family and community. Students will explore developmental relationship building, communication, needs-based assessment and cultural diversity through readings, online discussion groups, an independent service-learning project and field-work. Co-convened with EDEC 510. Course Attributes: Co-Convened Course

EDEC 420 - Meeting Standards Through Play-Based Environments

Credits: 3. Offered fall odd numbered years. This course features an in-depth examination of how early learning standards in all content areas (math, science, literacy, technology, physical education, and the arts) can be met through the design and facilitated use of play-based environments. Also examined will be the role of the teacher as environmental designer and facilitator of learning. Students must plan for a minimum of 45 hours in an early childhood setting to meet requirements for the application of course content. This course is co-convened with EDEC 520. Course Attributes: Co-Convened Course

EDEC 430 - SocEmot Dvlpmnt in Yng Child

Credits: 3. Offered autumn even numbered years. This on-line course examines the development, components, and influences of social competence in the early childhood years (birth – 8). Positive guidance techniques that enhance children's self-esteem and pro-social skills will be taught. Students will examine developmental theories, current literature, researched-based teaching strategies and assessment tools. Students must plan for a minimum of 45 hours in an early childhood setting to meet requirements for the application of course content. Co-convened with EDEC 530. Course Attributes: Co-Convened Course

EDEC 495 - EC Fieldwork/Practicum

Credits: 3. Offered every semester. This course provides students the opportunity to participate in planning and facilitating learning activities in a multi-age early childhood program while also participating in an on-line seminar. Students will observe and facilitate learning in a model early childhood setting and participate in on-going written and verbal reflection to explore key teaching and learning issues. The course will focus on promoting student knowledge, skills, and dispositions in the areas of child observation and assessment, curriculum planning, child guidance, and integration of curriculum using a broad repertoire of teaching strategies. Students are required to be based in an approved licensed and/or accredited early childhood program for a minimum of 8 hours/week. Co-convened with EDEC 595. Course Attributes: Co-Convened Course

EDEC 508 - Early Childhood Principles and Practices

Credits: 3. Offered spring odd numbered years. This on-line course presents the foundation principles and practices of early childhood education (ages birth through eight). The main topics to be covered will include: the sociological, professional, and theoretical perspectives of early childhood education with a focus on developmentally appropriate practice (DAP); the skills and dispositions needed in planning and implementing

early care and education programs for all children; and education models in early childhood. Students will assume a leadership role in this co-convened course (EDEC 408) to include class presentations of research papers. Level: Graduate Course Attributes: Co-Convened Course

EDEC 510 - Families, Communities, Culture

Credits: 3. Offered Spring even numbered years. This on-line course explores the dynamics of working together with families of young children (birth - 8) in early childhood programs using a family-centered approach that places the child in the context of family and community. Through readings, online discussion groups, an independent service-learning project, field-work, and creation of a term paper of publishable quality, students will explore developmental relationship building, communication, needs-based assessment and cultural diversity. Co-convened with EDEC 410. Level: Graduate Course Attributes: Co-Convened Course

EDEC 515 - Early Childhood Professional Working with Families Experiencing Adversity

Credits: 3. Offered spring even numbered years. In this course, students will become familiar with the major theories and research regarding family crisis, resiliency, protective factors, and coping skills with an emphasis on the risk factors of poverty, addiction, violence, and disabilities. These will be examined through an early childhood lens and will include the impact of family adversity on early development and learning, the role of early childhood programs in supporting families facing adversity, and an in-depth examination of how the NAEYC Code of Ethics provides guidance in meeting the needs of children and families facing adversity. Students will select and implement an evidence-based family strengthening intervention and evaluate the effectiveness. Level: Graduate

EDEC 520 - Meeting Standards Through Play-Based Environments

Credits: 3. This course features an in-depth examination of how early learning standards in all content areas (math, science, literacy, technology, physical education, and the arts) can be met through the design and facilitated use of play-based environments. Also examined will be the role of the teacher as environmental designer and facilitator of learning. This course is co-convened with EDEC 420. In addition to advanced outcomes and assessment, students enrolled in EDEC 520 will develop and present information at an early childhood conference. Level: Graduate Course Attributes: Co-Convened Course

EDEC 530 - Social and Emotional Development in Young Children

Credits: 3. Offered fall even numbered years. This on-line course examines the development, components, and influences of social competence in the early childhood years (birth – 8). Positive guidance techniques that enhance children's self-esteem and pro-social skills will be taught. Students will examine and critique developmental theories, current literature, researched-based teaching strategies and assessment tools. Activities will focus on providing students opportunity to discuss, debate, analyze, and practice key foundations and skills. Students must plan for a minimum of 45 hours in an early childhood setting as well as planning and presenting a training session for parents/families. Co-convened with EDEC 430. Level: Graduate Course Attributes: Co-Convened Course

EDEC 540 - Neuroscience and Its Impact on Child Development

Credits: 3. Offered spring odd years. This course is an overview of research and methods in developmental cognitive neuroscience, including examination of typical and atypical brain development in the early childhood years. The role of experience, the range of plasticity, and influences such as early intervention will be some of the topics explored specific to early childhood teachers and professionals. Also examined will be neuroscientific

claims and whether research supports, contradicts, or does not provide enough evidence to determine the accuracy of the claim. Level: Graduate

EDEC 550 - EC Curriculum Analysis, Design, and Assessment

Credits: 3. Offered fall even years. Prereq., C&I 514, C&I 518. This course will examine the underlying principles of curriculum design, implementation, and assessment. Students will complete an in-depth critique of a published early childhood curriculum, determining if the curriculum is evidence based, developmentally and culturally appropriate, comprehensive, aligned with appropriate early learning standards, and if the curriculum can easily be modified to meet the needs of all learners including those who may have special needs. Additionally, students will use a backward design model to create, implement, and assess a curriculum for young children including those who are culturally, linguistically, and ability diverse. Level: Graduate

EDEC 560 - Public Policy, Advocacy, and Leadership in ECE

Credits: 3. Offered fall semester odd numbered years. Participants in this course will critically examine key policy issues facing early childhood and determine ways to engage in and lead others in informed, effective advocacy. The theories, research, and approaches to early care and education advocacy, leadership, and change will be studied and applied through the implementation of an advocacy project. Level: Graduate

EDEC 595 - Early Childhood Fieldwork/Practicum

Credits: 3. Offered every semester. This course provides students the opportunity to participate in planning, facilitating, and evaluating learning activities in an early childhood setting. Through the fieldwork and on-line seminar, course activities will focus on promoting student inquiry and analysis in the areas of child observation and assessment, curriculum planning, child guidance, and integration of curriculum using a broad repertoire of teaching strategies. Students are required to be based in an approved, accredited early childhood program for a minimum of 8 hours/week where they will video and present a teaching presentation in class. Co-convened with EDEC 495. Level: Graduate Course Attributes: Co-Convened Course

Educational Leadership

EDLD 295 - Special Topics in Ed Amin

Credits: 1 TO 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

EDLD 495 - Special Topics

Credits: 1 TO 9. (R-9) Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics.

EDLD 502 - Philosophy of Education

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Same as C&I 502. Major philosophical schools of thought and leading proponents of each. Concepts of society, the educative process, and the role of education. Level: Graduate

EDLD 512 - Educational Futures

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Predicting and projecting the near and more distant future of education. The changing place and nature of education and leadership in tomorrow's society. Level: Graduate

EDLD 519 - Analysis of Ed Data

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Explanation and practice in measurement and statistical analysis of educational data. Preparation in measurement and statistical analysis for educational research. Level: Graduate

EDLD 520 - Educational Research

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Same as C&I and HHP 520. An understanding of basic quantitative and qualitative research methodology and terminology, particularly as they are used in studies presented in the professional literature. Level: Graduate

EDLD 540 - Higher Education Finance

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Overview of how colleges and universities make financial and budgetary decisions; current trends in state and federal policy related to finance; contemporary problems in finance of education. Level: Graduate

EDLD 542 - The College Student

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Survey of today's college student including discussion of demographics, student development theories, learning theories, and contemporary issues on college campuses related to college students. Level: Graduate

EDLD 544 - The College Curriculum

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Historical and contemporary development of college and university curriculum. Includes overview of pedagogical strategies, assessment, evaluation, and curricular change. Level: Graduate

EDLD 546 - Fed & State Higher Ed Pol

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Overview of policies at the local, state, and national levels that affect the conduct of higher education; current trends in higher education policy; changes in educational policy; how policies affect different institutional types. Level: Graduate

EDLD 550 - Found Educational Leadersh

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Basic functions of K-12 administration and supervision and how contemporary views have evolved; models of leadership style and practice compared; responsibilities and relationships of school boards and chief school officers. Level: Graduate

EDLD 551 - Found Curric Leadership

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. The history and theoretical bases of current K-12 curriculum and instructional leadership. Level:

Graduate

EDLD 552 - Sup Eval Pub Sch Educators

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Conflicting views and models of supervision; supervision in relation to administration and evaluation. Development of instruments for the formative and summative evaluation of teaching and their use in simulated cases. Level: Graduate

EDLD 554 - School Law

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Key Montana and national legislation regarding public education. Landmark cases of the U.S. Supreme Court and other federal, regional, and state courts as they affect the operation of public schools and the rights of school board members, administrators, teachers, students, and parents. Level: Graduate

EDLD 556 - Finance of Publ Education

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Revenue sources for K-12 public schools; proper expenditures; Montana's foundation program and related legislation; major court cases and how they have affected ways of funding schools; developing effective school and district budgets. Level: Graduate

EDLD 559 - School Pub Rel-Prins

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Investigation of the appropriate leadership and management roles of the modern school principal as they relate to public relations. Understanding of political theory as it relates to developing and maintaining relationships with internal and external publics. Level: Graduate

EDLD 567 - K-12 Leadership

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Examination of the roles responsibilities, and relationships of educators relative to management and leadership considerations at all levels of the educational organization (elementary, middle, secondary, and central office). Level: Graduate

EDLD 568 - K-12 Curriculum

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Major aspects of curriculum related to the duties and responsibilities of school administrators. Issues related to the development, review and evaluation o curriculum. Exploration of issues related to selected instructional models and practices; school improvement. Level: Graduate

EDLD 581 - PIng & Mgmt For Tech In Edu

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Same as C&I 581. Creating, implementing, maintaining, and evaluating technology plans for educational institutions, including budgets, facilities, and hardware planning. Level: Graduate

EDLD 583 - Strategic PIng For Tech

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Same as C&I 583. Leadership and strategic planning processes for technology integration within schools. Level: Graduate

EDLD 585 - Fieldwork Ed Admin & Super

Credits: 2 TO 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Fieldwork at the school level (when the student is not completing an internship), with the cooperation of the principal and under the guidance of a University of Montana professor. Level: Graduate
EDLD 594 - Seminar

Credits: 1 TO 9. (R-9) Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Group analysis of problems in specific areas of education. Level: Graduate
EDLD 595 - Special Topics

Credits: 1 TO 9. (R-9) Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Experimental offerings of visiting professors, experimental offerings of new courses, or one-time offerings of current topics. Level: Graduate

EDLD 596 - Independent Study

Credits: 1 TO 6. (R-9) Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Consent of instructor. Course material appropriate to the needs and objectives of the individual student. Level: Graduate

EDLD 597 - Research

Credits: 1 TO 9. (R-10) Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Consent of instructor. Directed individual research and study appropriate to the back ground and objectives of the student. Level: Graduate

EDLD 598 - Internship

Credits: 1 TO 12. (R-10) Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Consent of instructor. Extended classroom experience which provides practical application of classroom learning during placements off campus. Level: Graduate

EDLD 599 - Professional Paper

Credits: 1 TO 9. (R-9) Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Consent of instructor. Preparation of a professional paper appropriate to the needs and objectives of the individual student. Level: Graduate

EDLD 618 - Educational Statistics

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Same as C&I 618. Advanced statistical methods and use of the mainframe computer and microcomputer for data analysis. Use of a recognized statistical package for research applications. Level: Graduate

EDLD 620 - Qualitative Research

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Same as C&I 620. In-depth review of qualitative research methods, designs, and approaches. The development of a research proposal. Level: Graduate

EDLD 625 - Quantitative Research

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Same as C&I 625. Principles and technique of quantitative research in educational settings. Students prepare a draft of a research proposal and experience an abbreviated dissertation proposal defense. Level: Graduate

EDLD 653 - School Personnel Admin

Credits: 3. Prereq., consent of instructor required. Administration of classified and certificated school employees; personnel-related laws, functions, and decisions; unions, bargaining contracts, grievances, etc.

Level: Graduate

EDLD 656 - The Economics of Education

Credits: 3. Prereq., consent of instructor required. School finance from a national perspective; alternative budgeting and school-revenue models; equity considerations. Level: Graduate

EDLD 657 - Facil Plng/Schl Bus Func

Credits: 3. Prereq., consent of instructor required. Working with architects, school personnel, and others on educationally and financially sound plans for new and remodeled facilities; the school business official's responsibilities regarding buildings and grounds, maintenance and custodial services, transportation, food services, and the administration of classified personnel. Level: Graduate

EDLD 658 - School Pub Rel-Supts

Credits: 3. Prereq., consent of instructor required. Enhancing site- and district-level internal and external relations; conducting needs assessments, inservice workshops, and funding campaigns; improving administrators' writing, listening, and speaking skills; composing press releases and newsletters; working with the media. Level: Graduate

EDLD 660 - Adult Continuing Education

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Adult learning theory and the special needs and motivations of adult learners in postsecondary institutions; principles and practices of administering postsecondary continuing education programs. Level: Graduate

EDLD 662 - History of Higher Educ

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Survey of the historical roots of higher education from world and comparative perspectives; examination of the historic and contemporary missions, organizational structures, governance, and administration of various types of postsecondary and higher education institutions in America and abroad. Level: Graduate

EDLD 664 - The Community College

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. The organization and administration of American postsecondary education in two-year collegiate institutions; current trends in governance, finance, curriculum, faculty and students. Level: Graduate

EDLD 667 - American College Professor

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Investigation of the prevailing curriculum and instruction in American undergraduate and graduate education and consideration of reform reports. Level: Graduate

EDLD 668 - College & University Admin

Credits: 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Administration of college and university programs, departments, and schools; the roles of program

director or coordinator, department chairperson, dean, vice president, provost, president, chancellor, and commissioner. Level: Graduate

EDLD 670 - Best Practices in IPL

Credits: 3. Students explore the field of International Programs at the college or university level and seek current best practices. This course is designed to give students an understanding of the leadership and management activities required of leaders in the field of international programs. Level: Graduate

EDLD 672 - Intl Prog Dev

Credits: 3. This course prepares professionals with the knowledge and practical skills needed to develop programs, seek external funding, and write proposals to support student and professional exchanges, study abroad, ESL and intensive language programs, internships, student services, partnership agreements, and other education and training activities in the international field. Level: Graduate

EDLD 673 - Lead./Cultures

Credits: 3. The course introduces a methodology to support the emerging field of international and comparative educational leadership and management and is instrumental for students of educational leadership and management. Level: Graduate

EDLD 674 - Internship in College Tchg

Credits: 1 TO 3. Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Provides an opportunity for guided and supervised teaching at the college level and assistance to the aspiring college teacher in meeting the needs of a diverse student population; assistance provided in methods of teaching at the college level, theories of learning, use of technology, and evaluation and assessment techniques. Level: Graduate

EDLD 676 - Internship Higher Ed Admin

Credits: 1 TO 3. (R-6) Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Supervised and guided work in an administrative unit/department at the college/university level. Level: Graduate

EDLD 677 - Globalization in Education

Credits: 3. Course explores globalization of education from the perspective of International Programs at the post-secondary level. This course is designed to prepare students for leadership positions in the field of International Programs and other related fields. Level: Graduate

EDLD 678 - Cultural Proficiency

Credits: 3. Course explores the area of cultural proficiency through a variety of lenses. Students use interviews and self-reflection to develop a framework for understanding cultural issues and ethical approaches cultural issues. Level: Graduate

EDLD 679 - Linguistic Diversity

Credits: 3. Course explores policy issues related to linguistic diversity. This course is designed to help students develop a framework of global issues as they relate to, and are impacted by, linguistic diversity. Level: Graduate

EDLD 680 - Pol./Int.l Ed.

Credits: 3. Course explores political issues related to International Programs. This course is designed to prepare students for the dynamic nature of political arena surrounding the development and implementation of postsecondary International Programs. Level: Graduate

EDLD 681 - Comp. Int.l Ed.

Credits: 3. Course explores the field of international programs at the college or university level through a study of comparative education. This course is designed to familiarize students with the similarities and differences between educational systems across the globe. Level: Graduate

EDLD 682 - Cross-Cultural Competence

Credits: 3. Blending both the practical and theoretical, this course offers you the requisite knowledge, the appropriate motivations, and the relevant skills to function competently with culturally-different others. Level: Graduate

EDLD 683 - Int.l Persp.

Credits: 3. This course primarily focuses on international students sharing their perspectives (including international academics and experienced practitioners). Topics include adaptation challenges, and the role that international students and faculty play in broader internationalization and diversity agendas within US higher education. Level: Graduate

EDLD 694 - Adv Sem: Ed Admin/Superv

Credits: 1 TO 9. (R-9) Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. A review and discussion of current research. Topics vary. Level: Graduate

EDLD 697 - Adv Research Ed Ad Super

Credits: 1 TO 9. (R-9) Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. Directed individual research and study appropriate to the back ground and objectives of the student. Level: Graduate

EDLD 699 - Prof Sem/Dissertation

Credits: 1 TO 12. (R-12) Open to graduate level students in Education Leadership, Counseling or Curriculum and Instruction majors. A review and discussion of current research. Topics vary. Level: Graduate

Education K-12: Special Education

EDSP 401 - Intro Early Intervention

Credits: 3. Offered autumn odd-numbered years. Restricted to Curriculum & Instruction and Certification majors. This course covers issues relevant to serving very young children and their families. Topics include: ecological systems theory, typical and atypical development, family and child advocacy, naturalist environments, policies and procedures, models of intervention, transdisciplinary service delivery, Individual family service plans, and transition to preschool services. This course requires a 45-hour practicum.

EDSP 403 - Curric/Mthds Early Spec Educ

Credits: 3. Offered autumn even-numbered years. Principles in selecting and adapting early childhood curriculum materials for young children with disabilities; development, implementation and evaluation of individualized

education programs; and appropriate teaching strategies for the early childhood special education classroom. Includes a practicum.

EDSP 405 - Assess of Students with Excep

Credits: 3. Focus on a variety of assessment procedures for students who qualify for Special Education services. A variety of assessments and assessment techniques will be taught, with a strong emphasis on the use of ecologically valid assessment tools. Specific measurement skills will be taught including observation skills. Field experience is required.

EDSP 426 - Intro Transition & Community

Credits: 3. Introduction to issues and strategies for preparing adolescents and young adults with disabilities for the transition from school to future careers, post-secondary education, and other post-school environments. These issues are discussed within the context of more global efforts to create school-to-career programs in school settings for all students. A field experience is required.

EDSP 454 - Adv Academic Interventions

Credits: 3. Evidence-based assessment and instruction techniques in all basic academic areas. Particular focus on general outcome and curriculum-based measures and the alignment of these and other assessments to interventions. A field experience is required.

EDSP 456 - Intro Mthds Low Incidence Dis

Credits: 3. Offered spring and odd summers. Introduction to research-based methods of instruction for students with low incidence disabilities in basic communication, mobility, sensory, and social skills, as well as academic skills (especially literacy and general education curricular access). An introduction to augmentative and alternative communication (AAC) and assistive technology (AT) is also addressed. A field experience is required.

EDSP 461 - Positive Behavior Supports

Credits: 3. Offered spring and odd-numbered summers. In-depth study of the principles and procedures for managing problem behaviors with an emphasis on prevention and classroom management. A field experience is required.

EDSP 462 - Spec Ed Law, Policy, Practice

Credits: 3. Offered autumn and even-numbered summers. Historic and current perspectives on laws, policies and practices of the special education and related fields. Coverage of all aspects of the special education process including collaborative practices.

EDSP 495 - Student Teaching: Special Educ

Credits: 1 TO 10. Offered autumn and spring. Prereq., completion of all courses in the special education minor with a grade of B or higher and consent of advisor and Director of Field Experiences. Supervised field experience in special education.

Education-K-12

EDU 162 - NCAA Student-Athlete Exp.

Credits: 1. This course is designed to assist students in the development of necessary skills to be a successful college student-athlete. Topics will include a wide variety of areas including study skills, an introduction to