



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Graduate Degree Program

UNIVERSITY:	SDSU
PROPOSED GRADUATE PROGRAM:	Interdisciplinary Studies
EXISTING OR NEW MAJOR(S):	Existing
DEGREE:	Master of Science (M.S.)
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year
PROPOSED CIP CODE:	24.0101
SPECIALIZATIONS:¹	None
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	12/5/2018
UNIVERSITY DEPARTMENT:	Graduate School
UNIVERSITY DIVISION:	Graduate School

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

5/13/2019

Date

1. What is the nature/purpose of the proposed program?

South Dakota State University (SDSU) requests authorization for the M.S. in Interdisciplinary Studies. The proposed Interdisciplinary Studies program is an innovative, flexible, and highly individualized graduate program designed to meet students' academic and professional goals. The M.S. in Interdisciplinary Studies will share many features with similar programs nationwide. However, it will be structured intentionally to meet the specific needs of instructors at two- and four-year postsecondary schools, particularly tribal colleges and universities. The program gives students the opportunity to design a program of study tailored to their own needs and interests. This program will require students to take graduate-level coursework in at least two and possibly three disciplines, in accordance with a plan of study approved by the student's advisor and the Graduate School.

The University does not request new state resources. New course development is not anticipated; however, SDSU plans to offer a number of existing courses in the online format.

¹ If the proposed new program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board of Regents approval.

Currently, over 140 graduate courses are offered online not including Great Plains Interactive Distance Education Alliance (Great Plains IDEA) consortium courses. USDA-NIFA grant funding will provide support to develop online versions of existing classes in targeted disciplines.

2. How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?²

The statutory mission of South Dakota State University is provided by SDCL 13-58-1:
Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing, and pharmacy, and other courses or programs as the Board of Regents may determine.

The M.S. in Interdisciplinary Studies advances the University's goals by providing students a graduate program with a flexible curriculum. Students pursuing this master's degree will draw upon disciplines across the University. In line with SDSU's Imagine 2023 goals, this program will meet the needs of diverse students and market demands, as well as increase the number of programs utilizing distance delivery methods. Additionally, the M.S. in Interdisciplinary Studies would directly reinforce the goal of optimizing institutional efforts to support tribal communities and other underserved populations.

Goal 1 of the South Dakota Board of Regents Strategic Plan (Student Success) lists as an action step to "expand collaborations with Tribal Colleges." While the Interdisciplinary Studies degree will naturally attract students from elsewhere, its primary purpose is to address a demonstrated need for faculty and staff at TCUs.

3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota.

Two regional accrediting agencies for institutions of higher education require no fewer than 18 graduate credit hours in the teaching discipline for all instructors of undergraduate coursework. The Higher Learning Commission (HLC) recently clarified Assumed Practice B.2 (Faculty Roles and Qualifications) and the associated white paper³ states that faculty members teaching in a baccalaureate program must have completed a minimum of 18 credit hours of graduate coursework in their discipline of instruction. Some scope exists for faculty members to establish their qualifications by means of tested experience instead. It also states that a master's degree in education does not by itself qualify a faculty member to teach a particular discipline at the baccalaureate level. These standards for faculty qualifications also apply to courses that are transferable to four-year institutions even if they are taught in high schools (dual credit) or two-year schools. Additionally, the Southern Association of Colleges and Schools-Commission on Colleges has a similar rule where 18 credit hours are required to teach

² South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

³ Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices: Guidelines for Institutions and Reviewers. http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf

courses that are applied toward a bachelor's degree.⁴ Together, HLC and SACS-COC accredit no fewer than 1,700 institutions in 30 states, thus we anticipate a potentially large demand for this program.

These accreditation standards place a burden on faculty members at many institutions, but especially those at tribal colleges and universities (TCUs). South Dakota houses three TCUs: Oglala Lakota College, Sinte Gleska University, and Sisseton Wahpeton College. A fourth, Sitting Bull College, serves the Standing Rock reservation, which straddles North and South Dakota. Collectively, these institutions offer 91 baccalaureate programs; faculty members teaching in these programs are among those most directly affected by the "18-credit hour" rule.

Nationally, a large proportion of faculty members at TCUs lack the proper credentials required by regional accreditors. According to the American Indian Higher Education Council (AIHEC), faculty credentials for the 2015-2016 academic year were as follows:⁵

Table 1. Faculty Credential	Percentage of Faculty
No Degree – Expert in Field	7%
Associate's Degree	5%
Bachelor's Degree	23%
Master's Degree	50%
Doctoral Degree	13%
Other	2%

These data show that approximately 35% of faculty members at TCUs possess a bachelor's degree or less as their highest earned degree. This figure understates the true need for credentials because many of the master's-qualified faculty members hold degrees in education, leadership, or other fields outside their discipline of instruction.

The M.S. in Interdisciplinary Studies will serve this population by allowing students to complete graduate coursework in their discipline(s) of instruction while also achieving a master's degree. Postsecondary instructors who teach two different disciplines, a common practice at many institutions, can become properly-credentialed in each, which would not be possible in the context of a traditional discipline-specific graduate program. The interdisciplinary framework is therefore uniquely suited for meeting the needs of this segment of the educational labor force. The University will also market this program to those who already have a Master's degree, but need discipline specific courses to address accreditation requirements.

While the primary target market for this program comprises faculty members at South Dakota TCUs, the college believes that a broader regional and national market for this degree exists as well. SDSU intends to market this program to TCUs nationally, along with instructors at other postsecondary institutions and high school teachers who teach or wish to teach dual credit courses. The Bureau of Labor Statistics predicts that employment opportunities for postsecondary teachers will grow by 13% from 2014 to 2024, significantly faster than the labor market average of 7%.⁶ Given this rate of growth and the demands placed on faculty

⁴ SACS-COC Faculty Credentials Standard 6.2.a <http://sacscoc.org/pdf/081705/faculty%20credentials.pdf>

⁵ AIHEC. (2018). Unpublished raw data.

⁶ <http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm>

qualifications by HLC and other accrediting bodies, the college expects that the proposed master's degree will attract a national audience.

4. How will the proposed program benefit students?

Students from the target population (under-credentialed postsecondary instructors) will strengthen and/or preserve their employability as their institutions comply with regional accreditation guidelines.

Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale⁷

This is not a new degree.

B. What is the rationale for the curriculum?

SDSU will offer a 35 credit option, so that students will be able to complete credits in at least two or more distinct disciplines. The program will allow students to take up to 12 credits in each of two disciplines or 9 credits in each of three disciplines, so that they can be properly-credentialed to teach at regionally-accredited colleges and universities. The program includes a flexible plan that does not require a research methods course for the coursework-only option.

SDSU's program will be tailored toward addressing a particular need among postsecondary educators. The SDSU program will also focus primarily on areas where the University has graduate level expertise.

Each plan of study is developed individually according to the student's interests. The requirements of the M.S. in Interdisciplinary Studies program are as follows:

1. Course work must be selected from two (2) or three (3) distinct academic areas, excluding pedagogy. If two academic areas are selected, the student must complete no fewer than twelve (12) credit hours in each area and no less than one (1) credit hour of capstone experience. If three academic areas are selected, the student must complete no fewer than nine (9) credit hours and no less than one (1) credit hour of capstone experience. An "academic area" is defined by courses taught under the same prefix (e.g. BIOL, MICRO, NRM, PE, OM etc.). As per standard protocol, the Graduate School will approve all exceptions to the Plan of Study on a case-by-case basis.
2. Master's programs require completion of a capstone component. The capstone component must be developed by the student, approved by program officials, and conducted under the supervision of no fewer than two graduate faculty. We anticipate much of the need of this student clientele will be centered on education, thus we have prepared a series of courses centered on pedagogy and related areas which can serve as a capstone component. See Table A for a brief list of graduate courses which emphasize pedagogy.

⁷ "New Degree" means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

3. Option C students (course-work only) must complete no fewer than 35 graduate credits.
Option B students (research paper, non-thesis) must complete no fewer than 32 graduate credits.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards. *Complete the tables below and explain any unusual aspects of the proposed curriculum?*

There are not any national standards or accrediting agencies for this program.

D. Summary of the degree program:

Table 2. M.S. in Interdisciplinary Studies - Option B	Credit Hours	Percent
Academic Area “1”§	12	38%
Academic Area “2”	12	38%
Capstone	1	3%
Electives	7	22%
Total Required for the Degree Total	32	

§“Academic areas” are areas of distinct academic interest which are each taught within a single prefix. Exceptions to this definition will be made on case-by-case basis

Table 3. M.S. in Interdisciplinary Studies - Option B	Credit Hours	Percent
Academic Area “1”§	9	28%
Academic Area “2”	9	28%
Academic Area “3”	9	28%
Capstone	1	3%
Electives	4	13%
Total Required for the Degree Total	32	

Table 4. M.S. in Interdisciplinary Studies - Option C	Credit Hours	Percent
Academic Area “1”	12	34%
Academic Area “2”	12	34%
Capstone	1	3%
Electives	10	29%
Total Required for the Degree Total	35	

Table 5. M.S. in Interdisciplinary Studies - Option C	Credit Hours	Percent
Academic Area “1”	9	26%
Academic Area “2”	9	26%
Academic Area “3”	9	26%
Capstone	1	3%
Electives	7	20%
Total Required for the Degree Total	35	

Required Courses

Due to the necessity to adapt course offerings to the needs of the student, specific required courses are not requested. To do so would add unnecessary credits to the Plan of Study. However, the student is required to take 9 or 12 credits within a prefix, depending upon whether the students wishes to study three or two academic areas, respectively.

Elective Courses

Elective courses of four to 10 credit hours are available depending upon which of the research/design paper or course work only options are chosen. Additionally, the choice of either the two or three academic area options will affect the number of elective credit hours available. Elective credits are necessary, as some students may choose an expanded capstone experience; for example, some students may desire more than one credit in pedagogy instruction for their capstone experience. See Table A for choices of pedagogy courses.

5. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates.*
Complete Appendix A – Outcomes using the system form. *Outcomes discussed below should be the same as those in Appendix A.*

Students will:

- demonstrate an understanding of the relationship between the various disciplines incorporated into their plan of study;
- identify and apply relevant theoretical frameworks;
- have fundamental knowledge of their disciplines and specific knowledge of their particular area of study;
- demonstrate mastery of subject matter on their plan of study

Students who undertake a project will be able to:

- develop a plan for the project or develop a plan for a scholarly or creative work;
- locate, retrieve and utilize appropriate information;
- read, understand, and critically review the primary literature or previous creative works;
- utilize appropriate methodologies to conduct an applied study, implement a project, or utilize appropriate skills to produce a creative work;
- analyze results using qualitative or quantitative techniques when appropriate;
- compare their results to previous studies when appropriate;
- explain the contribution of their work to the broader field of existing knowledge or to previously created works; and
- communicate the originality of, as well as the independent thinking and rationale for their work, in oral or written format.

Students who undertake the course completion option will be able to:

- undertake scholarly or creative work as demonstrated in specific class assignments;
- locate, retrieve and utilize appropriate information;

- read, understand, and critically review the primary literature or previous creative works;
- analyze results using qualitative or quantitative techniques when appropriate;
- compare their results to previous studies when appropriate;
- explain the contribution of their work to the broader field of existing knowledge or to previously created works; and
- communicate the originality of, as well as the independent thinking and rationale for their work, in written or oral format.

Due to the range of courses and disciplines that may be selected for the M.S. in Interdisciplinary Studies, a curriculum map aligning the SLO's has not been attached as Appendix A.

B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

No national instruments are available to measure individual student achievement in interdisciplinary studies. There may be discipline specific instruments based on the selected student's plan of study.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.⁸ What are the consequences for students who do not demonstrate mastery?

Mastery will be demonstrated through traditional assessment of assigning grades within a course. Mastery will be demonstrated by written tests, written papers, oral presentations, and other projects required within these courses. SDSU policy requires students complete graduate programs with no less than a 3.0 grade point average of courses included on the Plan of Study. Furthermore, a capstone experience, designed for each student individually, is required where the student must demonstrate an integrated understanding of the disciplinary coursework. Students will be allowed to re-take courses per Board of Regents policy.

6. What instructional approaches and technologies will instructors use to teach courses in the program? This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.

Standard outcome-oriented techniques will be used for instruction including lecture, videos, and project-based instruction. The SDBOR learning management system, Desire2Learn, will be used for most, if not all, courses.

7. Did the University engage any developmental consultants to assist with the development of the curriculum?⁹ Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

⁸ What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

⁹ Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

This degree program was developed in response to conversations with the First Americans Land-Grant Consortium (FALCON), American Indian College Fund, SD tribal college leaders, and others who want to see options increased for non-traditional and underrepresented groups, particularly in Indian Country, who need both an advanced degree and credits meeting federal accreditation requirements to teach in higher education institutions.

- 8. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*)? If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.**

Nearly all students will be new to the University, as this is a unique program to specifically assist university and college instructors who are likely not enrolled in a graduate program. A small number of students have been identified who are currently taking courses for the explicit purpose to become qualified to teach at institutions of higher education. Most of these students are not enrolled in an academic program but may desire this program. Few, if any students, will switch out of existing programs into this program. Through the first five years, SDSU expects to enroll at least 2 students from TCUs and 2 additional students (e.g. instructors at non-TCU institutions, high school dual credit teachers, etc.) per year. It is expected that this level of enrollment will be sustained after the first five years because of the national demand for credentialing will not diminish. This estimate is based on discussions with academic leaders at SD TCUs, presentations by participants at the annual meeting of the First Americans Land-Grant Consortium (FALCON), and the data on current faculty credentials provided by AIHEC described in item (2).

As the demand for scientists with experience in interdisciplinary or transdisciplinary research and learning environments expands, a small number of existing or new on-campus students may use this program to design a Master's degree that addresses specific career opportunities, i.e. spatial analysis and public health; sociology and communications studies students interested in social media.

Estimates	Fiscal Years*			
	1st	2nd	3rd	4th
Students new to the university	2	3	4	5
Students from other university programs	2	1	1	1
Continuing students	0	2	3	4
=Total students in the program (fall)	4	6	8	10
Program credit hours (major courses)**	24	36	45	66
Graduates***	0	0	1	4

*Do not include current fiscal year.

**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

*** These estimates are based on students attending SDSU as part-time students.

9. Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University's plans concerning the accreditation of this program.

Not available.

**10. Does the University request any exceptions to any Board policy for this program?
Explain any requests for exceptions to Board Policy**

None.

11. Delivery Location¹⁰

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	Intended Start Date
On campus	Yes	2019-2020 Academic Year

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods¹¹	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online	2019-2020 Academic Year

SDSU plans to provide this degree program nearly entirely online; for a few courses limited amounts of on-campus activities may be required. Faculty members at higher education institutions are usually place-bound and may be located great distances away from the Brookings campus. Online delivery is therefore necessary for SDSU to reach its primary audience. The proposed program will not detract from the USD offerings online as, in most cases, SDSU is targeting different disciplines. SDSU's program will be structured intentionally to meet the specific needs of instructors at two- and four-year postsecondary schools, particularly tribal colleges and universities. However, face-to-face courses will be allowed to meet degree requirements.

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)?¹²

Yes/No	If Yes, identify delivery methods	Intended Start Date

¹⁰ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

¹¹ Delivery methods are defined in [AAC Guideline 5.5](#).

¹² This question responds to HLC definitions for distance delivery.

Distance Delivery (online/other distance delivery methods)	No		
---	----	--	--

100% of the M.S. in Interdisciplinary Studies will be offered online.

- 12. Cost, Budget, and Resources:** Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed major. Address off-campus or distance delivery separately. Complete Appendix B – Budget and briefly summarize to support Board staff analysis.

The University does not request new state resources. The M.S. in Interdisciplinary Studies will draw nearly entirely upon existing courses in units that already offer graduate degrees, and therefore can be offered at minimal cost. SDSU was recently awarded a USDA-NIFA higher education challenge grant, which helps fund the development of additional online graduate courses in core subject areas. SDSU plans to sustain these efforts by seeking external funding to continue to expand graduate-level coursework in high-demand disciplines among postsecondary instructors. SDSU faculty can also apply for Wokini funds or USDA Higher Education Challenge funds to increase offerings and expand the program.

- 13. Board Policy 2:1 states:** “Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director.” Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.

The requirement for an outside reviewer was waived for this request.

- 14. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (place an “X” in the appropriate box)? If yes, explain.**

<input type="checkbox"/>	<input checked="" type="checkbox"/> X
Yes	No

Explanation (if applicable):

The M.S. in Interdisciplinary Studies program will not be supported from program fees. Existing course fees would be billed if applicable.

- 15. New Course Approval:** New courses required to implement the new graduate program may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement:

<input type="checkbox"/>	YES,
--------------------------	------

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.

NO,

the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

16. Additional Information:

Admission Requirements

University-level admission requirements will apply. Students will apply using the online application form and pay the \$35 fee. All successful applicants must have completed a bachelor's degree as verified by original transcripts or equivalent. Also for students whose first language is not English, 71 internet-based TOEFL or 5.5 IELTS scores are required. Additionally, it will be recommended that applicants submit a personal statement indicating their interdisciplinary interests and how they see the degree addressing their personal and career goals.

Appendix A

Example Plans of Study

Summary of Requirements - Option B: Research/Design Paper with Two Academic Areas

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		Academic Area 1		
ENGL	538	English Victorian Literature	3	No
ENGL	560	Contemporary American Literature	3	No
ENGL	705	Seminar in Teaching Composition	3	No
ENGL	742	Seminar in American Indian Literature	3	No
		Academic Area 2		
MCOM	653	Mass Communication Teaching Methods	3	No
MCOM	705	Intro to Master of Mass Communication	3	No
MCOM	710	Cross-Platform Storytelling	3	No
MCOM	787	Research Methods	3	No
		Electives		
SPCM	510	Organizational Communication	3	No
SPCM	540	Health Communication	3	No
SPCM	592	Topics	1	No
		Capstone		
SPCM	788	Research Paper/Project	1	No
		Total	32	

Summary of Requirements – Option C: Coursework only with Three Academic Areas

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		Academic Area 1		
MCOM	653	Mass Communication Teaching Methods	3	No
MCOM	705	Intro to Master of Mass Communication	3	No
MCOM	710	Cross-Platform Storytelling	3	No
		Academic Area 2		
SPCM	510	Organizational Communication	3	No
SPCM	541	Health Communication Campaigns	3	No
SPCM	591	Independent Study	3	No
		Academic Area 3		
ENGL	560	Contemporary American Literature	3	No
ENGL	583	Advanced Creative Writing	3	No
ENGL	705	Seminar in Teaching Composition	3	No

South Dakota State University
New Graduate Degree Program: M.S. in Interdisciplinary Studies

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		Electives		
ENGL	723	Seminar in English Literature to 1660	3	No
ENGL	742	Seminar in American Indian Literature	3	No
		Capstone		
ENGL	792	Topics	3	No
		Subtotal	36	

Table A. SDSU graduate courses which would satisfy the Capstone Requirement (non-exhaustive)				
Course Number – Name	Cr Hr	Description	Department	Delivery Mode
Chem 777 Action Research in the Secondary Classroom	2	This course will engage science instructors in processes used to assess the efficacy of using specific strategies for teaching in the classroom. The methodology for conducting educational research in the classroom will be the initial focus. One outcome of the course will be the inception of a project that could be implemented by the science instructor to investigate the use of a new teaching strategy in the classroom.	Chemistry and Biochemistry	online
Chem 778 Chemistry Teaching Strategies	3	This course will focus on pedagogical and curricular strategies and the educational research which supports using these methods. The incorporation of pedagogical methods into science classrooms as modifications for or enhancement of traditional instruction will be the goal for participants. Additionally the development of integrated curricula which use a multiple content areas will be discussed. Pedagogical and curricular strategies developed during the course will be peer-evaluated and tested in individual classrooms.	Chemistry and Biochemistry	online
Chem 788 Research Problems in the Chemistry Classroom	1-2	This capstone course will involve the application of the project conceived of during CHEM 616. Students will be expected to design, implement and the assess the outcomes of the project in their classroom. Results from this works will be summarized and defended in an oral exam format.	Chemistry and Biochemistry	Online/ Face to Face
EDER 711 Educational Assessment	3	Examines the theory and principles of educational assessment.	Teaching, Learning & Leadership	online
EDFN 750 Educational Technology	3	This course provides an advanced grounding in the educational uses of computing and communications technology. It includes integration of technology into the classroom, distance education, multimedia production, and school management systems.	Teaching, Learning & Leadership	online
EDFN 745 Effective Teaching: Theory In Practice	3	Approaches instruction from the perspective of Effective Teaching Research integrated with a focus on thinking skills. Students study various instructional models, focus on selection and implementation of appropriate strategies and consider other classroom issues related to effective teaching.	Teaching, Learning & Leadership	online
ESPY 740 Advanced Educational Psychology	3	A study of theories. The goal of the course is for each student to gain insight into their own beliefs about how learning occurs.	Teaching, Learning & Leadership	online
SPCM 700 Instructional Methods in Communication	3	Problems and issues in teaching the basic communication course, development of communication courses, and issues relevant to communication education	School of Communication and Journalism	Face to Face
MCOM 653 Mass Communication Teaching Methods	1-4	Techniques, materials and resources for teaching mass communication in the classroom and supervising student media. For secondary School or college instructors and publication advisors.	School of Communication and Journalism	online