Masters of Education in Learning Design

Bowling Green State University
College of Technology, Architecture, and Applied Engineering
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Introduction: Learning Design:
The Masters of Education in Learning Design offered through the College of Technology, Architecture, and Applied Engineering (COTAAE) in association with the Graduate College at Bowling Green State University prepares students to assume learning leadership roles in diverse organizations. Students focus on performance through learning, interactive instructional design, learning theories and strategies, developing learning systems, leadership development, evaluating learning solutions and interventions, helping organizations adapt to continuous and sustainable change and improvement, applied research skills, and leveraging adaptive and immersive learning technologies. Course work in the Learning Design program emphasizes skills in needs analysis, instructional design, instructional strategies, curriculum development, evaluation, cost benefit analysis, interactive media, digital learning theories, new and emerging learning technologies and motivation. This program will prepare students for the following profit and nonprofit career environments: Education, Business & Industry, Military, Government, and Healthcare.

The Masters of Education Degree
Graduate study in Learning Design is designed to develop competencies in the creation, implementation, evaluation, and management of systems for instruction and training in the area of human performance and education.

Candidates may pursue the M.Ed. degree under one of two plans.

Plan I: Under this research-centered plan, students must take a minimum of 33 semester hours of graduate credit, write, and defend a thesis.

Plan II: Under this project-centered plan, students must take a minimum of 36 semester hours of graduate credit, create, and defend a major project.

*Students are encouraged to choose Plan II. Students wishing to complete a thesis under Plan I, should consult with their Faculty Advisor.

Important Dates
To graduate, degree candidates must meet several deadlines including proposal development, project/thesis development, project/thesis defense and graduation application. These specific dates change yearly, and students should consult the Graduate College website regularly to ensure that all deadlines are being met.

Minimum Grade Point and Course Requirements
Students must maintain at least a 3.0 grade point average and follow all graduate student policies and procedures to remain in good standing and to meet graduation requirements. The degree program requires a minimum of 33 semester hours for Plan I (Thesis) and 36 semester hours for Plan II (Major Project). The coursework is composed of three phases; the core phase (12 hours), the concentration phase (15-18 hours), and the synthesis phase (6 hours). Learning Design program offerings for the 2015-16 and 2016-2017 school years are available on the LRND Course Matrix found in Appendix B.
LRND Program Course Inventory

<table>
<thead>
<tr>
<th>Program Core Phase</th>
<th>Concentration Phase</th>
<th>Synthesis Phase</th>
</tr>
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<tbody>
<tr>
<td>12 Semester Hours</td>
<td>15-18 Semester Hours</td>
<td>6 Semester Hours</td>
</tr>
<tr>
<td>LRND 6010 Principles of Learning Design</td>
<td>LRND 6820 (6500) Instructional Design Systems</td>
<td>Plan I: Thesis</td>
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<tr>
<td>LRND 6030 Data Analysis and Decision Making</td>
<td>LRND 6600 Evaluation in Learning Design</td>
<td>LRND 6920 – Thesis</td>
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<tr>
<td>LRND 6800 (Capstone) Seminar in Learning Design: Must be taken during one of the two final semesters of the program</td>
<td>LRND 6720 Digital Game Based Learning</td>
<td>Research</td>
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<tr>
<td>LRND 6740 Digital Learning Theories</td>
<td>LRND 6750 Leadership Theory and Practice</td>
<td>Plan II: Major Project</td>
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<td>LRND 6820 (6500) Instructional Design Systems</td>
<td>LRND 6820 Topics in Learning Design</td>
<td>LRND 6920 Project</td>
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<td>LRND 6600 Evaluation in Learning Design</td>
<td>LRND 6850 Directed Readings in Learning Design</td>
<td>Proposal</td>
</tr>
<tr>
<td>LRND 6700 Principles of Multimedia Production and Courseware Design</td>
<td>LRND 6820 Topics in Learning Design</td>
<td>Research</td>
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<tr>
<td>LRND 6720 Digital Game Based Learning</td>
<td>LRND 6740 Digital Learning Theories</td>
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<tr>
<td>LRND 6750 Leadership Theory and Practice</td>
<td>No more than one independent study, one workshop, and one internship can be applied to the Concentration Phase. Concentration courses do not have to be taken in any specific order. Students who have questions about their courses should consult with their Faculty Advisor. Plan I: 15 Credit Hours Plan II: 18 Credit Hours</td>
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Substitutes:
EDFI 6410 Statistics in Education
EDFI 6420 Research in Education
*EDFI 6410 and EDFI 6420 may serve as substitutes for LRND 6030 and LRND 6790 respectively with advisor permission only.

Phases and Graduation Plans

Core Phase
The core courses provide a foundation for the program. Included are courses in principles and theories, data analysis and decision making, research techniques, and an integrative seminar. With the exception of the seminar, the core courses are taken relatively early in the program. The seminar must be taken close to the end of the program to integrate and synthesize the experience.

Concentration Phase
This phase is designed to build specific competencies required of professional learning designers. Students may select courses from outside the COTAAE in order to meet specific career goals only after consulting with and receiving approval from their Faculty Advisor.
**Synthesis Phase**
During this final phase, students will complete a thesis or a major project.

**Synthesis Phase Plan I: Thesis**
Plan I involves 6 semester hours of research that include thesis preparation and research, and culminates in the successful defense of a thesis. Enrollment in LRND 6920 (3 credit hours) during the first semester of the process and LRND 6990 (3 credit hours) during the second semester of the process is necessary to complete the thesis. Research in Learning Design (LRND 6790), must be completed before registering for LRND 6920 or LRND 6990. No more than 6 credit hours related to the completion of the thesis may count toward the fulfillment of degree requirements. The thesis topic must be approved by student’s committee during the semester prior to the term in which the student intends to graduate.

**Synthesis Phase Plan II: Major Project**
Plan II involves 6 semester hours of research that includes project preparation and research, and culminates in the successful defense of a major project. Enrollment in LRND 6920 (3 credit hours) during the first semester of the process and LRND 6910 (3 credit hours) during the second semester of the process is necessary to complete the thesis. Research in Learning Design (LRND 6790), must be completed before registering for LRND 6920 or LRND 6910. No more than 6 credit hours related to the completion of the major project hours may count toward the fulfillment of degree requirements. The topic of the major project must be approved by the student’s committee during the semester prior to the term in which the student intends to graduate.

**CAUTION:** If a student decides to complete a project instead of a thesis AFTER registering for thesis credit hours, the student and the Faculty Advisor must be aware that the grade for thesis credit hours will change from IP (in progress) to NG (no grade).

**Administrative and Faculty Roles**

**Director of Graduate Studies**
The Director of Graduate Studies, or Graduate Coordinator, is responsible to the Dean of the COTAAE, serves the college departments and graduate faculty, and maintains a liaison with the Graduate College. The Director is also responsible for working with the department chairs and graduate faculty in assuring quality of offerings and student work.

**Faculty Advisor**
The Faculty Advisor is a faculty member assigned by the Director of Graduate Studies upon the recommendation of the Department Chair to serve the student throughout the student’s academic program. The Faculty Advisor is assigned after the student is accepted and has chosen a concentration. The Faculty Advisor approves all course registrations or changes, and may also serve as chair of the student’s Plan I (Thesis) or Plan II (Major Project) committee.

A student’s Faculty Advisor is carefully selected by the Director of Graduate Studies and the Department Chairs, and is entrusted with guiding the student through a degree program that has integrity and meets the needs of the student. All independent studies should be agreed upon between the Faculty Advisor and student prior to being processed through the college.
The thesis or major project is a mutually supported venture between the student and Faculty Advisor. They should have considerable interaction regarding tentative research ideas, and also perhaps with another faculty member who has a research interest in the student’s research area.

The Faculty Advisor should initial the thesis proposal sheet on the Graduate Director’s signature line prior to the thesis proposal meeting to confirm that appropriate interaction among the student, major advisor, and committee chair has occurred. The supervisor, thesis/project advisor, and Faculty Advisor may be the same person or each role may be served by a different person.

At times, work that a student is pursuing as part of a research assistantship begins a line of research that may lead to an independent study or can become a thesis or project. This development is an accepted university model. However, such activity must be approved by the Faculty Advisor.

**Thesis/Project Committee Chair and Members**
The thesis committee is comprised of three or more members. Members include an expert in the student’s field of study and an expert in the student’s area of concentration, either of which could be named chair. The third committee member should have expertise or interest in the field. The project committee may consist of only two committee members; one of which can serve as a chair.

The chair’s specific responsibilities are:
- To assist the student in developing a thesis/project topic.
- To check with the Faculty Advisor regarding specific requirements for the thesis, or project.
- To solicit suggestions from other committee members regarding the topic.
- To keep the student accountable for maintaining contact with committee members and notifying them of changes and progression.

**Graduate Faculty: Department of Visual Communication and Technology Education**
Donna K. Trautman, PhD  
Chair, Department of Visual Communications & Technology Education  
Associate Professor, Visual Communication Technology

Gary M. Benjamin, PhD  
Program Leader  
Lecturer

Fei Gao, PhD  
Assistant Professor

Jerry Schnepp, PhD  
Assistant Professor

Paul Cesarini, PhD  
Professor

Shelley Waltonen Moore, PhD  
Lecturer
Appendix A

Plan I - Thesis Procedure

The responsibility of meeting all deadlines and specifications of the Graduate College and COTAAE rests with the student. Students who follow the process outlined below should achieve success with minimum frustration.

1. After completing 12 semester hours of substantive course work but before 24 semester hours are completed, the student should formulate in writing some tentative research ideas to discuss with his/her Faculty Advisor.

2. The student should review the names of graduate faculty and, in consultation with the Faculty Advisor, tentatively select the thesis committee chair.

3. Once the student and the committee chair discuss and agree upon the tentative topic. At least one additional committee member should be selected on the basis of their ability to contribute to the research.

4. The student should then write a thesis proposal. The proposal should include the first three chapters from the suggested thesis guidelines. Chapter I (Introduction) must be complete. Chapter II (Review of Literature) should be complete but may be a partial review supplemented with an outline at the discretion of the chair and committee. Chapter III (Methodology) should also be complete. A timeline for completion of the research should also be part of the proposal. The proposal may be revised in response to input from the committee.

5. Upon completion of the proposal and with the committee chair’s approval, arrangements should be made for an oral presentation of the proposal to the entire committee. A copy of the proposal should be given to each committee member at least one week in advance of this meeting. The time and place of the presentation should then be confirmed with the committee members by memorandum and/or e-mail.

6. At this time, forms for the Human Subjects Review Board (HSRB) are completed and submitted, if applicable. The thesis committee chair should sign the necessary forms.

7. Most committees provide feedback at the end of the oral presentation with a detailed report including analysis, critique, suggestions, and expectations based on prior review and interactions. The student should make every attempt to comply with the recommendations of the committee in completing the research and inform the chair of any deviations from the committee’s recommendations.

8. Upon approval of the completed proposal, the committee members will sign a copy of the Application/Reports form. The form is then submitted to the Director of Graduate Studies along with a copy of the proposal including the timeline. The Director will review the materials and, upon approval, will sign and forward one copy of the Application/Reports form to the Graduate College. A copy is kept by the Office of Graduate Studies for sign off at the final defense. When the Applications/Reports form is signed by the Graduate College, the Dean of the Graduate College will notify the student and formally recognize the committee members.

9. The student should proceed with the research and writing activities, maintaining a continuing dialogue with the committee chair and, when appropriate, the other committee members. The student should revise his/her work based on their suggestions.

10. The student will complete all research and write subsequent chapters of the thesis. The final draft of the thesis will be submitted to the thesis committee chair for feedback.
11. A date for the thesis defense should be set at least two weeks prior to the Office of Graduate Studies and Graduate College deadlines.

12. The student will submit a copy of the final draft of the completed thesis to each committee member no less than ten days in advance of the date of the defense.

13. The thesis committee chair may schedule a separate meeting with the student to outline the procedures and expectations of the committee for the defense, including elements of the presentation and emphasis.

14. The student is expected to defend the thesis. Depending on the type and nature of revisions that will be required, the committee is encouraged to provide a written critique. The entire committee must sign the Application/Reports form in order for a final copy of the thesis to be ready for submission. The thesis chair will withhold signature until all corrections and final revisions are complete.

15. After all committee signatures are obtained, the student should submit the final copy of the thesis and the completed Application/Reports form. The Director of Graduate Studies will review and may return the thesis for formatting, reference or editing issues along with a deadline for resubmission. This deadline must be met for graduation during that semester. The Director’s signature signifies concurrence with the committee. The final copy must meet all university specifications and will be published on OhioLink.

16. The student is obligated to provide a hard bound, spine lettered copy or an electronic copy of the thesis to the committee chair and committee members. COTAAE requires a hardbound copy and an electronic copy for archive purposes.

17. Detailed instructions for submitting these copies will be mailed to the student as soon as final approval has been given.
Thesis Organization and Format

The graduate faculty of the program has adopted content, procedure, and style recommendations from the latest Publication Manual of the American Psychological Association (APA). The organization may be modified depending upon the type of research undertaken. The format, title page, abstract, margins, and other format issues must follow the Graduate College’s Thesis and Dissertation Handbook.

Preliminary Materials
- Title page
- Preface and acknowledgments
- Table of contents
- List of tables
- List of figures

Body of the paper

Chapter I (Introduction)
- Context of the problem
- Statement of the problem
- Objectives of the study
- Significance of the study
- Assumptions/Limitations
- Definition of terms

Chapter II (Review of the Literature)
- Historical context
- Relevant theory
- Current literature

Chapter III (Method)
- Restatement of the problem
- Research design
- General characteristics of the study population
- Data collection instrument, Validity and reliability
- Pretesting the data collection instrument
- Procedures of data analysis
- Protection of human subjects
- Timeline

Chapter IV (Findings)
- Return rates
- Results

Chapter V (Summary and Discussion)
- Summary
- Conclusions
- Implications/Recommendations

Reference Materials
- References
- Appendix
**Plan II - Major Project Procedure**

A student must prepare and defend a project centered on practical issues or problems. A proposal, defense and report written at the same level of quality and standards of a thesis are required.

The responsibility of meeting all deadlines and specifications of the Graduate College and COTAAE rests with the student. Students who follow the process outlined achieve success with minimum frustration.

1. After completion of 12 semester hours of substantive course work, but before 24 semester hours, the student should formulate in writing some tentative research ideas to discuss with his/her Faculty Advisor.

2. The student should review the names of graduate faculty and, in consultation with the Faculty Advisor, tentatively select the project committee chair.

3. Once the student and the committee chair discuss and agree upon the tentative topic, at least one additional committee member should be selected on the basis of their ability to contribute to the research.

4. The proposal should include two sections. Section I (Background and Goals) should provide a general statement of the project and background information that forms the rationale for the project. Objectives should be clearly stated and described. Section II (Procedures) should identify the investigation and/or development procedures, provide a timeline or schedule of activities, and demonstrate the methodology to be used. The chair may choose to use the format identified in the Thesis option if the project is best served through that format.

5. Upon completion of the proposal and with the committee chair’s approval, arrangements should be made for an oral presentation to the entire committee. A copy of the proposal should be given to each committee member at least one week in advance of this meeting. The time and place of the presentation should then be confirmed with committee members by memorandum/e-mail.

6. Most committees provide feedback at the end of the oral presentation with a detailed report including analysis, critique, suggestions, and expectations based on prior reviews and interactions. The student should make every attempt to comply with the recommendations of the committee in completing the research and inform the chair of any deviation from the committee’s recommendations.

7. Upon approval of the proposal, the committee members will sign the Project Approval form. The form and a copy of the proposal are submitted to The Director of Graduate Studies. This form is internal to the College and will be held on file until the final defense. The Director will review the proposal and send a memo regarding the decision to the student and chair.

8. The student should proceed with the research and writing activities, maintaining a continuing dialogue with the committee chair and, when appropriate, the other committee members. The student should be prepared to revise his/her work based on their suggestions. Remember that HSRB approval must be documented before utilizing humans in the research.

9. The student should complete the project and write the project report. The final draft of the project should be submitted to the project committee chair for feedback.

10. A date for the project defense should be set at least two weeks prior to the Office of Graduate Studies and Graduate College deadline.

11. The student should submit a copy of the final draft of the complete project report to each committee member no less than ten days in advance of the defense.
12. The project committee chair may schedule a separate meeting with the student to outline the procedures and expectations of the committee for the defense, including elements of the presentation and emphasis.

13. The student is expected to orally defend the project. The entire committee must sign the Project Reports form in order for a final copy of the project to be ready for submission. The thesis chair will withhold signature until all corrections and final revisions are complete.

14. After the entire committee has reviewed the changes to signatures are obtained, the student will submit the final copy to the Director of Graduate Studies. The Director will review and may return the project for formatting, reference or editing issues along with a deadline for resubmission. This deadline must be met for graduation during that semester. The Director’s signature signifies concurrence with the committee by signing the Graduate College Reports form.

15. The student is obligated to provide a hard bound, spine lettered copy or electronic copy of the project to the committee chair and committee members. The COTAAE requires a hardbound and an electronic copy for archiving.

Major Project Organization & Format

The proposal as well as the final report may or may not have features in common with a thesis. The project demonstrates comprehension of the degree program and is a culminating experience. The final report is a formally written document of the experience. The graduate faculty of the program have adopted content, procedure and style recommendations from the latest Publication Manual of the American Psychological Association (APA). A suggested organization is shown below. The organization may be modified by the chair depending upon the project activity. The format, title page, table of contents, abstract, margins, and other format issues must follow the Graduate College’s Thesis and Dissertation Handbook.

Proposal Organization

Section I (Background and Goals)
- General statement of the project and background information
- Proposed objectives
- Identification and description of resources
- Literature review

Section II (Procedures)
- Investigation (Development) procedure
- Anticipated timeline or schedule of activities
- Method to be used for evaluating whether or not the objectives have been attained
- References

Final Project Report Organization

Section I – Background: This section is the same as the proposal except that past tense is used.

Section II – Procedures: This section is the same as the proposal except that past tense is used wherever appropriate.

Section III - Description/Methodology/Development: This section comprehensively explains what the project was and how it was conducted.

Section IV - Results/Evaluation/Recommendations: An explanation about the results of the project should be carefully delineated.

Reference Materials - A reference listing and appendices
Appendix B
Directed Readings (Independent Study)
The purpose of an independent study (LRND 6850 Directed Readings in Learning Design) is to allow students to pursue intensive individual study, or research. Students work with a faculty member who is qualified to interact on the topic. The independent study may culminate in a formal research report, a technical report, or any other project that best represents the solution or competencies being pursued. The “end product” and the date of completion should be clearly agreed upon between the graduate faculty member and student before registering for credit and put on record in the Office of Graduate Studies.

Recommended Procedure for Arranging an Independent Study
1. Before registering, the student should inform his/her Faculty Advisor of the intention to pursue an independent study the following semester.
2. The student should identify the graduate faculty member most qualified for the problem.
3. The student should prepare and present that graduate faculty member with a one page abstracted proposal of the anticipated topic and consult with the faculty member to elicit cooperation and approval of the topic.
4. Once approved by the graduate faculty member, a copy of the Independent Study Form should be submitted to the Faculty Advisor. The student should then register for LRND 6850 and obtain a section number from the Office of Graduate Studies Secretary.
5. The student should meet with his/her independent study graduate faculty member early in the first week of the semester.
6. The student should refine the proposal with the graduate faculty member.
7. Throughout the semester the student should pursue the independent study topic and interact with the advisor on the problem.
8. The final report should be submitted to the independent study graduate faculty member and to the Faculty Advisor on the date communicated above. (If the final report is a formal paper, it must conform to APA.)

COTAAE: Learning Design Graduate Courses
Courses must be selected in consultation with and approval of your Faculty Advisor prior to enrollment.

- LRND 6010 Principles of Learning Design
  This course will focus on the development of a framework for the Learning Design program that supports pedagogical diversity and innovation for formal and informal learning in the public and private sectors with a focus on new media.

- LRND 6030 Data Analysis and Decision Making
  Concepts of data analysis, distribution and probability, variance, and inference, data and their uses, and other statistical analysis techniques, with learning design applications in both business and education. EDFI 6410 may serve as substitute with advisor permission only.
- **LRND 6600 Evaluation in Learning Design**  
  Principles and procedures in measuring and evaluating programs, courses, student, and teacher behavior in career and technology education.

- **LRND 6700 Principles of Multimedia and Courseware Design**  
  This course is a survey of instructional design and digital multimedia development and evaluation techniques for dissemination of content through the World Wide Web using various software applications.

- **LRND 6720 Digital Game-Based Learning**  
  The course is an introductory inquiry into the systematic design and development of instructional digital frame-based learning (or serious gaming as it is often called); use of game theory and principles applied to training and learning problems; and an overview of game-based instructional design and development tools.

- **LRND 6740 Digital Learning Theories**  
  This course will focus on theories and research regarding how people learn and think. This will involve explorations from a variety of different fields, including psychology, cognitive science, education, and (of course) technology. Students will investigate concepts such as personal learning environments, human perceptions of the world around them, memory formation, student motivations to engage in learning activities, the impact of individual differences upon learning, social views of learning, community influence on thinking and learning, and information technologies that can help to solve complex problems.

- **LRND 6750 Leadership Theory and Practice**  
  This course provides an overview of established Leadership Theories and how selected theories can be applied to Learning Organizations so as to maximize productivity. The application of leadership practices in learning environments is the primary focus of this course. The unique impact of gender and culture on leadership will be examined.

- **LRND 6790 Research in Learning Design**  
  Identification of problem areas and specific problems in learning design. Within current theories, research design and techniques, individual student problems are defined and developed. EDFI 6240 may serve as substitute with advisor permission only.

- **LRND 6800 Seminar in Learning Design**  
  Directed study, investigation, and research in selected fields in Learning Design.

- **LRND 6820 Topics in Learning Design (Graded A/F)**  
  On demand. This course will address selected topics such as regulations, legislation, curriculum, instructional technology, or personnel issues. May be repeated on approval of advisor.

- **LRND 6850 Directed Readings in Learning Design (Graded S/U)**  
  Supervised study, selected problems, and/or tailored readings. Proposed program of study must be approved by instructor prior to registration. May be repeated to six hours.
• **LRND 6910 Directed Research in Learning Design** (Graded S/U)
  Supervised independent research on delimited topic. Generation of new knowledge as contrasted with a private reading course. Proposal for directed research must be approved by instructor/major advisor prior to registration. Prerequisite: LRND 6790.

• **LRND 6920 Research Proposal Development**
  Supervised independent research on delimited topic. Generation of new knowledge as contrasted with a private reading course. Proposal for directed research must be approved by instructor/major advisor prior to registration. Prerequisite: LRND 6790.

• **LRND 6970 Supervised Practicum in Learning Design** (Graded S/U)
  Supervised practical field application or clinical experience offered on an individualized basis. May be repeated to six hours.

• **LRND 6990 Thesis Research** (Graded S/U)
  Credit for thesis study. A student may register for unlimited thesis credits with a maximum of six credits allowable toward degree requirements. The minimum acceptable total is three credit hours. Prerequisite: LRND 6790.

• **TECH 6950 Workshop in Technology**
  Study of a particular topic in an intensive format. Topics vary. (1-4 credit hours)
## LRND PROGRAM COURSE MATRIX

<table>
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<tr>
<th>COURSE</th>
<th>Fall '15/1</th>
<th>Fall '15/2</th>
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* X indicates a course that is being offered.

* Students can enter the LRND Program at the beginning of any 8-week session.

** Thesis and Project Completion Courses are offered as needed.

** View a sample course sequence [here](#).