GRADUATE PROGRAMS

Colleges of the University

The University of St. Francis is organized around four colleges: the College of Arts and Sciences, the College of Business & Health Administration, the College of Education, and the Cicely and John Leach College of Nursing. Additionally, the College of Education administers the Regional Education Academy for Leadership (REAL), which provides educational programs to regional educators.

College of Arts & Sciences

Physician Assistant Studies (M.S.)

The Physician Assistant program (PAMS) at the University of St. Francis in Albuquerque, New Mexico is a Master of Science graduate program that focuses on preparing students for practice as physician assistants (PA). Consistent with the mission of the University of St. Francis, physician assistant students are educated to provide health care to a variety of patient populations with a special emphasis on the underserved.

The University of St. Francis Physician Assistant program is a full-time 27-month professional medical education program. The program consists of 15 months of classroom and clinical skills laboratory instruction. This is followed by 12 months of supervised clinical learning with physicians and physician assistants. Students must complete the entire 27-month program at the University of St. Francis. Upon successful completion of the program, students are awarded a Master of Science in Physician Assistant Studies.

Physician Assistant Profession

The American Academy of Physician Assistants (AAPA) defines physician assistants “as health care professionals licensed to practice medicine with physician supervision”. As part of their comprehensive responsibilities physician assistants provide patients with services ranging from primary care medicine to specialized surgical care. PAs perform physical examinations, diagnose and treat illnesses, order and interpret lab tests, assist in surgical procedures and counsel patients on preventative health issues.

Physician Assistant Program Mission Goals and Objectives

The mission of the PA program is to educate highly qualified physician assistants preparing them to become competent, compassionate and comprehensive health care providers for practice in medically underserved areas. Our vision is that our graduates will be leaders in the health care community, continuously striving for excellence in their professional endeavors while providing for the health care needs of the medically underserved.

Our goals for the program include:

- identifying those individuals who have a strong interest in providing care for the medically underserved
- identifying for admission those individuals with the academic background, interpersonal skills, and maturity necessary to practice as physician assistants
- providing a coordinated, comprehensive didactic and clinical curriculum that will allow our graduates to deliver the highest quality of health care services
- promoting a didactic and clinical educational environment that embraces the concepts of continuous communication, cooperation and compassion
- instilling in our students the core values of the University of St. Francis that include: respect, integrity, compassion and service above self
- providing our students with the medical knowledge, clinical skills, and humanistic attitudes to practice as a physician assistant anywhere and within any type of clinical practice
- continuously promoting a comprehensive approach to health and disease by emphasizing health maintenance, disease prevention and lifelong learning
- developing in our students an appreciation of the dignity of the individual and that individuals right to a quality life
- promoting continued professional growth through research, study, and participation in lifelong learning activities
- striving for excellence while employing professional ethics as a member of the health care profession focusing on service to others.

Academic Standards for Promotion and Graduation

The USF Physician Assistant Studies program is designed to provide for the integration of classroom and clinical learning experiences considered necessary for competency as health care providers. To maintain good academic standing for progression in the program, the student must have a cumulative GPA of 3.00 or better. A minimum cumulative grade point average of B (3.00 GPA) is required for progression from the didactic year to the clinical learning year and for graduation from the program. Therefore, the failure of more than one course with a grade below a C (70%), elective or required, may
make the student liable for dismissal from the program. Students must have a cumulative GPA of 3.00 or better in order to be awarded the Master of Science degree and to receive a certificate of program completion.

Accreditation
The goals and objectives of the program are guided by the criteria set forth in the Standards and Guidelines for an Accredited Educational Program for the Physician Assistant as established by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). These guidelines state that the physician assistant is academically and clinically prepared to provide health care services with the direction and supervision of a licensed physician. The role of the physician assistant demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in communicating with patients, and a commitment to the patient’s welfare are essential attributes.

The University of St. Francis is regionally accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). As part of ensuring a quality educational experience, the University of St. Francis Physician Assistant Program sought program accreditation from ARC-PA. After a thorough and comprehensive review, ARC-PA has given full accreditation status to the USF PA Program. There are 164 Physician Assistant educational programs accredited by ARC-PA. The ARC-PA is recognized by the United States Department of Education as the official accrediting agency for Physician Assistant educational programs.

Commitment
The USF Physician Assistant Studies program is committed to excellence in education. As in any learning process, the content and methodology in our program reflect a mixture of objectivity, intuition and good faith. Our faculty and staff want to provide a creative environment for individual learning and growth, within a curriculum that by necessity is highly structured and intense. Viewing learning as a reciprocal, collaborative interaction between faculty and students, we endeavor to be responsive to perceived needs for change and welcome comments and suggestions from all who participate in the program for its ongoing evaluation and continued growth. The Physician Assistant Program is a particularly important program to USF as it is truly representative and in concert with the Franciscan mission and values of Respect, Compassion, Service and Integrity. We are proud to report at this time that over 98% percent of our graduates have passed the NCCPA Board Certification examination and are professionally practicing physician assistants, many providing service in medically underserved areas of our region.

2012-2014 ACADEMIC YEAR CALENDAR

Winter Quarter 2012

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<thead>
<tr>
<th>Didactic Students</th>
<th>January</th>
<th>Clinical Students</th>
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<tbody>
<tr>
<td>4-6</td>
<td>New Didactic Student Orientation</td>
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<td>9</td>
<td>5th Quarter Didactic Students Return</td>
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<tr>
<td>16</td>
<td>Dr. King Holiday - No Classes, Campus Closed</td>
<td>Clinical Rotation 7 Begins</td>
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<tr>
<th>February</th>
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<th>Clinical Students</th>
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<td>Final Exam Week</td>
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<td>28-31</td>
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### Spring Quarter 2012

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*MAY 26-31 40th Annual American of Physician Assistants (AAPA) PA Conference, Toronto, Canada*

### Summer Quarter 2012

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### Winter Quarter 2013

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### Spring Quarter 2013

**Didactic Students**

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**Clinical Students**

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**Didactic Students**

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<td>Classes Begin</td>
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**Clinical Students**

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<td>9</td>
<td>End of Rotation 3 Exam</td>
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### Summer Quarter 2013

**Didactic Students**

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<td>3-6</td>
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<td>Classes End</td>
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<td>Fall Break</td>
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**Clinical Students**

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### Fall Quarter 2013

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**Clinical Students**

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<td>18</td>
<td>Observation of Feast of St. Francis - Campus Closed</td>
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**Didactic Students**

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<td>25-29</td>
<td>Thanksgiving Break - No Classes</td>
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**Clinical Students**

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<td>Christmas Break Begins</td>
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<td>Faculty/Staff Winter Holiday Break - Campus Closed</td>
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### Winter Quarter 2014

#### Didactic Students

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**February**

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**April**

| 1   | Clinical Orientation (Class of 2015) |
| 2-6 | Spring Break (Class of 2015) |

#### Clinical Students

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**February**

| 14   | End of Rotation 7 Exam |
| 17-22| End of Clinical Year Summative Evaluation |
| 24   | Clinical Rotation 8 Begins |

**March**

| 4    | End of Rotation 8 Exam |
| 26   | Graduation |

### Spring Quarter 2014

#### Didactic Students

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**May**

| 26   | Memorial Day - No Classes, Campus Closed |

**June**

| 16-20 | Final Exam Week |
| 20    | Classes End |
| 23-27 | Summer Break |

**MAY 26-31**

42nd Annual American Academy of Physician Assistant (AAPA) PA Conference, TBD

#### Clinical Students

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**May**

| 16   | End of Rotation on Campus |
| 19   | Clinical Rotation 2 Begins |

**June**

| 27   | End of Rotation 2 Exam |

### Summer Quarter 2014

#### Didactic Students

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**July**

| 4    | Independence Day - No Classes, Campus Closed |

**August**

| 8    | End of Rotation 3 Exam |
| 11-12| End of Rotation on Campus |
| 13-17| Summer Break |
| 18   | Clinical Rotation 4 Begins |

**September**

| 26   | End of Rotation 4 Exam |

#### Clinical Students

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**July**

| 8    | End of Rotation 3 Exam |
| 11-12| End of Rotation on Campus |

**August**

| 13-17| Summer Break |
| 18   | Clinical Rotation 4 Begins |

**September**

| 26   | End of Rotation 4 Exam |

### Fall Quarter 2014

#### Didactic Students

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#### Clinical Students

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Curriculum – Effective January 2012
Year One - Classroom and Laboratory Based Instruction
The didactic curriculum* is 15 months in length (5 quarters) consisting of nearly 1,000 instructor contact hours.

Quarter I
PAMS 600 Introduction to the PA Profession 2
PAMS 601 Gross Anatomy 7
PAMS 608 Medical Physiology I, Syst Review 4
PAMS 621 Clinical Assessment I 7
PAMS 696 Research Foundation 2
Quarter II
PAMS 607 Clinical Nutrition 2
PAMS 609 Medical Physiology II 4
PAMS 610 Medical Genetics 2
PAMS 622 Clinical Assessment II 7
PAMS 654 Topics in Contemporary Medicine I 4
PAMS 697 Study of Medical Literature 2
Quarter III
PAMS 604 Pharmacotherapeutics I 4
PAMS 606 Clinical Laboratory Medicine 4
PAMS 612 Epidemiology/Public Health 4
Quarter IV
PAMS 623 Clinical Assessment III 7
PAMS 626 Essentials of Radiology 4
PAMS 698 Independent Study 2
Quarter V
PAMS 605 Pharmacotherapeutics II 4
PAMS 627 Clinical Pediatrics 4
PAMS 628 Clinical Geriatrics 4
PAMS 630 Diseases of Organ Systems I 4
PAMS 636 Obstetrics and Gynecology 4
PAMS 799 Capstone Research Project 2
Quarter VI
PAMS 611 Pharmacotherapeutics III 4
PAMS 614 Behavioral Medicine 4
PAMS 631 Diseases of Organ Systems II 4
PAMS 635 Fundamentals of Surgery 4
PAMS 660 Didactic Summary & Clinic Eval 4

Year Two - Clinical Rotations
The clinical phase* is 12 months in length with more than 2,000 hours of patient care. Eight clinical learning rotations, each six weeks in length, are conducted at a variety of clinical sites. Scheduling of clinical learning rotations will be subject to change.

PAMS 700 Internal Medicine 8
PAMS 705 General Surgery 8
PAMS 710 Primary Care 8
PAMS 715 Emergency Medicine 8
PAMS 720 Women’s Health 8
PAMS 725 Pediatrics 8
PAMS 735 Behavioral Aspects of Medicine 8
PAMS 750 Elective Rotation 8
PAMS 790 Comprehensive Clinical Review 2

*Note: Scheduling of classes is subject to change.
Master of Social Work (M.S.W.)

Social work is a profession concerned and involved with the interactions between people and the institutions of society that affect the ability of people to accomplish life tasks, realize aspirations and values, and alleviate distress. The professional social worker focuses on a variety of social systems and their effect on the person: individual, family, other groups, community, organizations, and society. The primary goals of the Social Work Program are: (1) to prepare students to be competitive in the job market with other MSW graduates due to a successful integration of academic and field practicum experiences; (2) to prepare students to successfully pass the State Licensing Exam (LCSW) to increase their competitive edge for advancement and promotion; (3) to prepare students for masters level social work education, the social work program at the University of St. Francis integrates Advanced Generalist Social Work Practice Principles and builds upon a liberal arts foundation which includes knowledge in language arts, humanities, social behavior and the natural sciences; and, (4) to prepare students for advanced professional social work practice as skilled practitioners who are committed to practice and provide service to at-risk urban populations, racial and ethnic minorities, the poor and oppressed.

The most essential activity of the Masters of Social Work major is the integration of knowledge, values, skills, and techniques in the service of the client system. The art and science of social work require that the student develop competencies in the knowledge of human behavior and the social environment, social policy and systems, research and direct practice. The curriculum is structured to achieve a balance in these areas.

The Program does not grant social work course credit for life or previous work experience.

Degree Requirements

The Master of Social Work degree requires students to complete 62 semester credit hours of course work. This includes specified credit hours per week of supervised field work in the first year, followed by specified credit hours per week of supervised field work in the second year, plus related integrated seminars. These practicum experiences will provide the required total hours of supervised practice experience in selected social service agencies. Two-year, full-time students can expect to complete the requirements for the degree over four continuous semesters. Advance standing students should anticipate one (1) academic year for completion. Change in status (from part-time to full-time or vice versa) is permitted. The maximum number of credit hours transferable is six.

Advanced Standing

Applicants with a bachelor’s degree in social work from a CSWE accredited program may be eligible for advanced standing. The advanced standing program currently consists of 32 credit hours of course work. Only select students are required to take 6 hours of bridging courses. The bridge courses are only required of advanced standing students with a G.P.A. of less than 2.75. There are also 4 semester hours of fieldwork per semester with related integrated seminars required. This program requires one academic year of study for advanced standing students and two years for students from non-accredited programs. Transfer students will not be admitted to advanced standing program.

Major Program (62 semester hours)

The first 30 credit hours of the 62 hour Master of Social Work (MSW) program constitute the Foundation of the MSW degree. The Foundation courses obtain content and learning experiences that all MSW graduates need for competent, generalist social work practice. The Foundation will be organized as follows:

First Semester Courses (15 semester hours) [offered every fall]

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 500</td>
<td>Social Work Generalist Practice I</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 501</td>
<td>Human Behavior in the Social Environment I</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 502</td>
<td>Social Policy I: Analysis and Practice</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 503</td>
<td>Social Work Research Methods I</td>
<td>3</td>
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<tr>
<td>SWRK 504</td>
<td>Field Practicum/Seminar I</td>
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</table>

Second Semester Courses (15 semester hours) [offered every spring]

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>SWRK 511</td>
<td>Social Work Generalist Practice II</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 512</td>
<td>Human Behavior in the Social Environment II</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 515</td>
<td>Field Practicum/Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 516</td>
<td>Social Policy II: Ethics in Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 517</td>
<td>Women’s Issues and Feminist Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

THE MSW CONCENTRATION CURRICULUM

Advanced Standing Bridging Courses [offered every summer]

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 611</td>
<td>Human Behavior and the Social Environment I &amp; II</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 612</td>
<td>Social Policy I &amp; II: Analysis and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>
Third Semester (16 semester hours) [offered every fall]

- SWRK 601 Social Work Advanced Generalist Practice I 3
- SWRK 603 Field Practicum/Integrative Seminar III 4
- SWRK 604 Ethical Issues in Contemporary Social Work 3
- SWRK 615 Cross-Cultural Practice Systems 3
- *Elective 3

Fourth Semester (16 semester hours) [offered every spring]

- SWRK 605 Comparative Theories/Object Relations in Social Work Practice 3
- SWRK 613 Advanced Research Methods 3
- SWRK 614 Field Practicum/Seminar IV 4
- SWRK 616 Cross-Cultural Practice Systems 3
- *Elective 3

*Electives Offered

- SWRK 650 Domestic Violence 3
- SWRK 651 Substance Abuse & Treatment 3
- SWRK 652 Practice & Policy Issues in Child Abuse and Neglect 3
- SWRK 653 Crisis Intervention 3
- SWRK 654 Spirituality & Franciscan Ideals 3
- SWRK 657 Social Work with the Elderly 3
- SWRK 661 Psychopathology 3
- SWRK 694 Topics 3
- SWRK 695 Independent Study 1-3

Post Master - Forensic Social Work Certificate (14 semester hours)

The Advanced Generalist Forensic Social Work Certificate Program ("AGFSW Certificate") is designed to meet the rapidly growing need throughout Illinois and the Midwest for graduate level trained social workers with a specific level of expertise and experience with law and the legal system. The program will address areas of practice that reflect the relationship between social work and the law, including: child welfare, domestic relations law; family violence; immigration; adult criminal and juvenile justice; public education, mental health; disabilities; and aging. The program is guided by the values and knowledge-base of the social work profession, governed by the University of St. Francis Master of Social Work mission statement, the program’s goals and objectives, and the National Organization of Forensic Social Work Code of Ethics.

**Required Courses**

- SWRK 700 Orientation to Forensic Social Work 1
- SWRK 701 Legal and Ethical Issues in Social Work 3
- SWRK 705 Seminar in Criminal Law 3
- SWRK 710 Seminar in Family Law 3
- SWRK 711 Forensic Practice Skills Lab/Seminar 2
- SWRK 712 Capstone in Forensic Social Work 2

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**College of Business & Health Administration**

**Business Administration (M.B.A.)**

The Master of Business Administration (MBA) is designed to provide students with challenging course work, which will enhance the team building and interpersonal networking skills necessary in preparing for a position in upper-level management.

The MBA program provides students with a combination of theoretical and practical knowledge. Studying current theories, learning methods of problem solving and analysis, and engaging in active research contribute to the enhancement of a student’s professional career. Developing competent written and oral communication abilities is stressed throughout the program.

Master of Business Administration graduates have an awareness of the total business environment, including financial management and a focus on customers in the global market. In addition, the MBA program provides employers with top-level managers who have skills in communication, leadership, planning and development, technology integration, and decision-making with integrity and a sense of ethics.
The program is designed for the business professional. Classes meet one evening a week or on Saturdays in a traditional class setting, giving students and faculty an opportunity to interact in an exciting learning environment. All MBA courses are also available online through the University’s home page at www.stfrancis.edu.

Candidates will find the study of business administration to be an opportunity for both personal and professional growth. Completing a Master of Business Administration degree is a long-term investment that can provide such returns as entry into attractive career tracks, high salaries and valuable career mobility. It prepares individuals for the challenges of upper-level management by providing the practical skills to meet the demands of the rapidly changing business environment.

Mission and Outcomes
The mission of the program is to provide quality educational experiences for executives, managers, and supervisors who would like to develop leadership, communication, fiscal, and creative skills for upper management positions.

Graduates of the program will be able to:

- demonstrate an understanding of the theories of economics and their application to public policy management/business decisions and financial markets
- demonstrate an understanding of key concepts used by managers to understand and guide a firm’s financial performance including managerial/cost accounting, preparing a budget and analyzing variances, and using various financial tools/models to support managerial decision making
- demonstrate an understanding of key concepts used by managers to make investment decisions for a firm and how to use various financial models/tools to support these decisions
- demonstrate a breadth of knowledge in marketing theories and practice and be able to apply marketing in today's corporate environment
- demonstrate professional level skills, by assessing and selecting managerial and organizational behavioral practices appropriate to diverse organizational needs
- demonstrate knowledge and skills in the application of the theory and practice of basic research methods in today’s corporate environment
- demonstrate interpersonal and communication skills in presentations, written communications, and teamwork
- provide qualified persons with the skills needed to be professional administrators
- give a humanistic dimension to the education of business administrators
- develop knowledge and skills in particular managerial functions
- develop an awareness that effective ethical leadership requires empathetic understanding of the needs and motivations of individuals within an organization.

Curriculum
The Master of Business Administration requires 36 to 48 semester hours. These hours include:

- Foundation Courses (0-12 hours, depending on the student’s undergraduate preparation)
- MBA Core Courses (24 hours required)
- Concentration Courses (12 hours required)

Foundation Courses (0-12 semester hours)
Foundation courses serve the needs of MBA students with no previous formal education or experience in the business area. They can also serve as optional review courses for students with undergraduate business degrees. Students should consult with their academic advisor to determine what, if any, foundation courses they should take. Foundation courses are graded on a pass/fail basis. A “pass” indicates that the student has earned an “A” or “B” grade. Grades for the foundation courses are not calculated as part of the student’s graduate G.P.A.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 501</td>
<td>Survey of Management</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 506</td>
<td>Survey of Marketing</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 510</td>
<td>Survey of Quantitative Methods and Statistics</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 511</td>
<td>Survey of Economics</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 516</td>
<td>Survey of Finance</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 521</td>
<td>Survey of Financial Accounting</td>
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</table>

Major Program

MBA Core Courses (24 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>MBAD 606</td>
<td>Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 611</td>
<td>Managerial Economics</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 616</td>
<td>Managerial Finance</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 621</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 646</td>
<td>Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 651</td>
<td>Management and Organizational Behavior</td>
<td>4</td>
</tr>
</tbody>
</table>
Concentration Courses: Choose one of the following concentrations. (12 semester hours)

**Health Administration (select semester 12 hours from the following)**
- HSAD 607 Medical Sociology 4
- HSAD 623 Health Information and Quality Management 4
- HSAD 630 Financial Management of Health Services 4
- HSAD 637 Health Care Law 4
- HSAD 650 Health Care Ethics 4

**Logistics (select 12 semester hours from the following)**
- MBAD 625 Project Management 4
- MBAD 655 Business Logistics 4
- MBAD 656 Transportation Management & Economics 4
- MBAD 657 International Logistics Management 4

**Management (select 12 semester hours from the following)**
- MBAD 625 Project Management 4
- MBAD 626 Applied Business Research Methods 4
- MBAD 631 Strategic Business Management 4
- MBAD 641 Human Resource Management 4
- MBAD 650 International Business 4
- MBAD 655 Business Logistics 4
- MBAD 656 Transportation Management and Economics 4
- MBAD 657 International Logistics Management 4
- MBAD 671 Topics 1-4
- MBAD 695 Leadership Practicum 4

**Training and Development (12 semester hours)**
- TDEV 612 Adult Learning and Development 4
- TDEV 622 Needs Analysis, Instructional Design & Measurement 4
- TDEV 632 Program Development & Evaluation: Applied Research Methods 4

**National Honor Society**
The graduate business programs provide students with the opportunity to be a member of Delta Mu Delta, an international national honor society in business administration with a growing membership of 150,000 nationwide. For membership, students must have completed over half the requirements for the degree and be in the top 20% of their class with a minimum cumulative 3.6/4.0 G.P.A.

**BRIDGE PROGRAMS – Earning a MBA as a second USF graduate degree**
After completing a graduate program at the University of St. Francis, a student can often complete a second graduate degree with a reduced number of credit hours. Official admission into the Master of Business Administration (MBA) program is a prerequisite to beginning classes in any MBA bridge program.

A Master of Business Administration (MBA) degree provides managerial skills with a strategic focus on customers in a global market. It provides strength in the quantitative areas of economics, accounting, and financial management while emphasizing the qualitative areas of management, organizational behavior, and marketing. Students in the MBA program will gain skills in team building, written and oral communications, use of technology to solve business problems, and leading with integrity and a sense of ethics.

Candidates in a bridge program need to show proficiency in fundamental business skills in management, marketing, quantitative methods and statistics, economics, finance and financial accounting. This proficiency can be demonstrated through one of three methods: 1) work experience 2) previous course equivalent to the content required 3) completion of survey courses in the specific areas listed above.

If the student is required to complete survey courses, they should be taken as soon as possible because many of the courses are prerequisites for the core courses. Survey courses and core courses may be taken simultaneously, as long as the prerequisite has been completed for the course in which a student is enrolled.

**Master of Science in Health Administration (HA) to MBA**

**Foundation Courses (4 semester hours)**
- MBAD 521 Survey of Financial Accounting 2
- MBAD 510 Survey of Quantitative Methods of Statistics 2

Note: These requirements can also be met through undergraduate courses.
### MBA Core Courses (20 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>MBAD 606</td>
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<td>4</td>
</tr>
<tr>
<td>MBAD 611</td>
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<td>4</td>
</tr>
<tr>
<td>MBAD 616</td>
<td>Managerial Finance</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 621</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 631</td>
<td>Strategic Business Management</td>
<td>4</td>
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### Master of Science in Management (MSM) to MBA Foundation Courses (8 semester hours)

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<thead>
<tr>
<th>Course Code</th>
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<th>Hours</th>
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<tbody>
<tr>
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<tr>
<td>MBAD 510</td>
<td>Survey of Quantitative Methods of Statistics</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 511</td>
<td>Survey of Economics</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 521</td>
<td>Survey of Financial Accounting</td>
<td>2</td>
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</tbody>
</table>

Note: These requirements can also be met through undergraduate courses

### MBA Core Courses (20 semester hours)

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 606</td>
<td>Marketing Management</td>
<td>4</td>
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<td>MBAD 611</td>
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<td>4</td>
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<tr>
<td>MBAD 616</td>
<td>Managerial Finance</td>
<td>4</td>
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<tr>
<td>MBAD 621</td>
<td>Managerial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 646</td>
<td>Business Ethics</td>
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</table>

### Master of Science in Training and Development (TDEV) to MBA Foundation Courses (12 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 501</td>
<td>Survey of Management*</td>
<td>2</td>
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<tr>
<td>MBAD 506</td>
<td>Survey of Marketing</td>
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<td>MBAD 510</td>
<td>Survey of Quantitative Methods of Statistics</td>
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<td>MBAD 511</td>
<td>Survey of Economics</td>
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### MBA Core Courses (20-24 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MBAD 606</td>
<td>Marketing Management</td>
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<td>MBAD 611</td>
<td>Managerial Economics</td>
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<td>MBAD 616</td>
<td>Managerial Finance</td>
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<td>MBAD 621</td>
<td>Managerial Accounting</td>
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<tr>
<td>MBAD 646</td>
<td>Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 651</td>
<td>Management &amp; Organizational Behavior*</td>
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</tr>
</tbody>
</table>

*Students who took the Business Administration track do not need these courses

### Graduate Certificate Program in Logistics (16 semester hours)

The University of St. Francis Certificate in Logistics provides many opportunities in education, networking, researching, and communications. The overall goal for the Certificate in Logistics is to develop the next generation of supply chain management professionals.

Our students will achieve this goal by:
- Contributing to an organization's ability to compete in the global marketplace
- Being members of a workforce capable of executing supply chain management excellence

The Certificate in Logistics consists of 16 credit hours (4 courses) that can be applied toward a Master of Business Administration degree or Master of Science in Management degree at USF. Also, current students in these graduate degree programs can also take individual courses as electives for personal learning and development. This provides flexibility to the student wishing to grow without the commitment to earning a certificate.

### Required courses (16 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 625</td>
<td>Project Management</td>
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<td>MBAD 655</td>
<td>Business Logistics</td>
<td>4</td>
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<tr>
<td>MBAD 656</td>
<td>Transportation Management &amp; Economics</td>
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<tr>
<td>MBAD 657</td>
<td>International Logistics Management</td>
<td>4</td>
</tr>
</tbody>
</table>
Health Administration (M.H.A.)

Master of Health Administration (MHA) degree program prepares professionals for executive leadership positions in contemporary health organizations and systems. MHA graduates will be prepared to solve complex problems and meet organizational goals by combining their knowledge of the evolving health environment with their experience. In addition, students will be able to apply concepts and managerial skills in human resources, strategic planning, decision-making, finance, and marketing and information systems.

Curriculum (56 semester hours)

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 603</td>
<td>Organizational and Human Resource Management</td>
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<tr>
<td>HSAD 604</td>
<td>Entry Colloquium and Strategic Management</td>
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<tr>
<td>HSAD 607</td>
<td>Medical Sociology</td>
<td>4</td>
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<tr>
<td>HSAD 650</td>
<td>Health Care Ethics</td>
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<tr>
<td>HSAD 681</td>
<td>Methods of Research</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 615</td>
<td>Healthcare Quality Management</td>
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<tr>
<td>HSAD 610</td>
<td>Economics of Health Services</td>
<td>4</td>
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<td>HSAD 623</td>
<td>Health Information</td>
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<td>HSAD 630</td>
<td>Financial Management of Health Services</td>
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<td>HSAD 640</td>
<td>Health Services Marketing</td>
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<td>HSAD 660</td>
<td>Applied Management Project II</td>
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<td>HSAD 661</td>
<td>Social Action Project I</td>
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<td>HSAD 663</td>
<td>Social Action Project II</td>
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<tr>
<td>HSAD 699</td>
<td>Capstone Seminar</td>
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<tr>
<td>HSAD 671</td>
<td>Health Policy</td>
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</table>

Health Administration (M.S.)

The Master of Science in Health Administration (HA) degree from the University of St. Francis was initiated in 1980 to prepare health care professionals for management in the dynamic health care field. It is the institution’s goal to provide a quality program of challenging content to meet the ever-changing demands of the profession.

The program is designed for students who have knowledge and experience in specific areas of health care and are seeking a broader understanding of the field. While the program is offered in a convenient format, the content is rigorous. The curriculum includes both the theories of management and its practical application in the health care field. The graduate program emphasizes administration in general rather than a concentration within a specialty.

Each student in the program has a unique philosophy and career goal but shares with other students a common belief in the importance of possessing sound administrative skills. To this end, the resources of the University of St. Francis are available so that the student will be able to undertake a systematic, critical and open-minded investigation of literature and data for the solution of challenging problems.

A student entering a graduate program is preparing for an increasingly significant role in today’s society. With this realization, the HA program and its curriculum is based not only on professional technical competence but also on the professional’s ethic of service.

The typical student in this program has been employed in a health care organization for a number of years. The student is upwardly mobile and expects this education to enhance his or her abilities within the health services organization.

Mission and Outcomes

The mission of the program is to provide quality educational experiences for health care professionals in management and to develop a broad range of administrative knowledge and skills.

Graduates of the program will be able to demonstrate:

- the ability to communicate in verbal and written form
- an understanding of the theories and practices of management
- an understanding of the economic and policy environment in health care
- the ability to integrate a sociological and ethical dimension in the administration of health care organizations
- an understanding of the use of financial information in management processes
- an understanding of health care marketing theories and practices
- an understanding of the uses of research in health care management
- an understanding of the legal environment in health care
- team building and team problem solving skills in the administration of health care organizations
• a comprehensive knowledge and understanding of the health care delivery system.

The program is offered on a three-semester (year-round) basis and is designed to serve the health-care professional. Classes meet at times and locations convenient to adult students. Students taking three courses (12 semester hours) per year may complete the program in three years. The entire Health Administration program is also available online. In addition, courses include curricular emphasis in general management, the social sciences, and quantitative and analytical skills for the health care delivery system.

**Curriculum (36 semester hours)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HSAD 603</td>
<td>Organizational and Human Resource Management</td>
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<tr>
<td>HSAD 607</td>
<td>Medical Sociology</td>
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<tr>
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<td>Financial Management of Health Services</td>
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</tr>
<tr>
<td>HSAD 637</td>
<td>Health Care Law</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 640</td>
<td>Health Services Marketing</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 650</td>
<td>Health Care Ethics</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 681</td>
<td>Methods of Research</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 695</td>
<td>Health Administration Comprehensive Exam</td>
<td>0</td>
</tr>
</tbody>
</table>

**Management (M.S.)**

The Master of Science in Management program is appropriate for professionals who want to remain in their specialty field (such as social work, research and development, engineering, nursing, etc.) but who want to step into a managerial role or enhance their leadership abilities. The Master of Science in Management student will gain an understanding of the social, leadership, economic, environmental and organizational concepts that comprise the public and business fields. The program is designed for the business professional.

The study of leadership offers an opportunity for both personal and professional growth. Completing a Master of Science in Management degree is a long-term investment that can provide such returns as entry into attractive career tracks, higher salaries, and valuable career mobility. It prepares individuals for the challenges of upper-level management by providing the practical skills to meet the demands of the rapidly changing business environment.

The Master of Science in Management provides employers with leaders and managers who are strategic thinkers. These leaders will have skills in interpersonal and group processes, written and oral communication, leading change initiatives, and managing diversity. All of these skills will be accentuated while using the global marketplace as the learning environment. They will be able to use information technology strategically and most importantly, will have the knowledge to lead with integrity and a sense of ethics.

**Mission and Outcomes**

The mission of the program is to provide quality educational experiences for professionals with strong preparation in their specialty or technical discipline and who would like to develop leadership, communication, creative and fiscal skills to move into management or enhance their leadership ability.

Graduates from this program will be able to demonstrate:

- professional development in personal and organizational leadership skills
- professional level skills, by assessing and selecting managerial and organizational behavioral practices appropriate to lead diverse organizational needs and change
- an understanding of the continuous improvement process including major methodologies such as TQM and Six Sigma
- an understanding of the concepts used by firms to measure financial performance and professional development in financial management skills such as budgeting
- interpersonal and communication skills such as presentation skills, written communication, and teamwork.

**Curriculum (36 semester hours)**

The Master of Science in Management requires 36 semester hours. These hours include:

- Management Core Courses (24 semester hours required)
- Concentration Courses (12 semester hours required)
# Major Program

## Management Core (24 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 617</td>
<td>Developing Personal Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 629</td>
<td>Organization and Team Leadership</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 630</td>
<td>Leading in a Diverse and Changing Economy</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 642</td>
<td>Performance Measurement and Financial Management</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 645</td>
<td>Leading Continuous Improvement</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 695</td>
<td>Leadership Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

## Concentration Courses (12 semester hours) choose one of the following concentrations

### Health Administration (select 12 semester hours from the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 607</td>
<td>Medical Sociology</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 623</td>
<td>Health Information and Quality Management</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 630</td>
<td>Financial Management of Health Services</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 637</td>
<td>Health Care Law</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 650</td>
<td>Health Care Ethics</td>
<td>4</td>
</tr>
</tbody>
</table>

### Logistics (select 12 semester hours from the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 625</td>
<td>Project Management</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 655</td>
<td>Business Logistics</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 656</td>
<td>Transportation Management &amp; Economics</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 657</td>
<td>International Logistics Management</td>
<td>4</td>
</tr>
</tbody>
</table>

### Management (select 12 semester hours from the following)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 625</td>
<td>Project Management</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 641</td>
<td>Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 646</td>
<td>Business Ethics</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 650</td>
<td>International Business</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 655</td>
<td>Business Logistics</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 656</td>
<td>Transportation Management and Economics</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 657</td>
<td>International Logistics Management</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 671</td>
<td>Topics</td>
<td>1-4</td>
</tr>
</tbody>
</table>

### Training and Development (12 semester hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TDEV 612</td>
<td>Adult Learning Development</td>
<td>4</td>
</tr>
<tr>
<td>TDEV 622</td>
<td>Needs Analysis, Instructional Design &amp; Measurement</td>
<td>4</td>
</tr>
<tr>
<td>TDEV 632</td>
<td>Program Development &amp; Evaluation: Applied Research Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

## National Honor Society

The graduate business programs provide students with the opportunity to be a member of Delta Mu Delta, an international national honor society in business administration with a growing membership of 150,000 nationwide. For membership, students must have completed over half the requirements for the degree and be in the top 20% of their class with a minimum cumulative 3.6/4.0 G.P.A.

### Training and Development (M.S.)

The Training and Development program offers diverse employment possibilities such as a manager or director of training or education, a manager of human resources development or organizational learning, a director or dean of continuing education, a director of adult or community education, a human performance consultant, an instructional designer, a learning technologist, or an e-learning manager.

Students will find both personal and professional growth in the study of training and development. In this program, students have the opportunity to complete assignments that they can apply to their work place. They will gain hands-on experience with effective ways of planning, delivering, and evaluating continuing education, training, and professional development in their areas of expertise. The Training and Development program will support students if they want to move up in their current organization, secure a position in another organization, or make a career change.

The Training and Development program will provide employers with professionals who have expertise in the teaching and learning of adults. They will understand how continuing education and training leads to improved performance in the workplace, and they will have an awareness of internal and external environments that will enable them to position education and training effectively within their organizations.
Mission and Outcomes
The Master of Science in Training and Development program provides quality educational experiences in an applied curriculum for professionals who design, deliver, and evaluate learning programs for adults.

The core courses will educate graduates to be able to:

- design, deliver and assess educational and training programs uniquely suited to adults
- apply an instructional design system to the development and delivery of meaningful instruction
- develop and apply standards of measurement and evaluation criteria appropriate for the project and the organization
- apply adult learning and development theory to create motivational strategies to increase performance of individuals, teams, and organizations
- practice skills in negotiation, collaboration, and gaining buy-in
- effectively communicate in the workplace and in the classroom
- engage in practical research, needs assessment, and evaluation through the use of systematic data collection and analysis
- develop a basic understanding of the application of learning technologies
- develop awareness and self-reflection on the influence of their learning philosophies on their professional practice
- demonstrate excellent computer literacy skills
- demonstrate verbal, written and presentation skills
- provide an ethical and humanistic basis for the education and training of adults.

Management of Training and Development Concentration graduates will be able to:

- analyze and apply management theories and principles to create effective and efficient teams.
- practice a consultant-based approach with skills in influence, collaboration and negotiation
- adopt a marketing approach and processes for both internal and external learning services
- contribute to the strategic planning of the organization as well as to the education or training unit
- collaborate with the financial personnel of the organization to prepare and manage budgets
- champion effective and appropriate learning for individual and organizational change.

Health Administration Concentration graduates will be able to:

- apply the design, delivery, and evaluation of learning programs for adults to health care settings
- gain experience in working with and understanding professionals who are in health care positions.

Business Administration Concentration graduates will be able to:

- apply the design, delivery, and evaluation of learning programs for adults in business settings
- gain experience in working with and understanding professionals who are in business management positions.

Curriculum (36 semester hours)
The Training and Development program requires 36 graduate credit hours. These hours include:

- Training and Development Core Courses (24 hours)
- Concentration Courses (12 hours)

Training and Development Core (24 semester hours)
TDEV 612 Adult Learning and Development 4
TDEV 622 Needs Analysis, Instructional Design & Measurement 4
TDEV 632 Program Development & Evaluation: Applied Research Methods 4
TDEV 642 eLearning: Evolving Theory and Practice 4
TDEV 662 Interpersonal and Group Communication 4
TDEV 690 Comprehensive Project 4

Students must pick one of the following concentrations:

Business Administration concentration (12 semester hours)*
MBAD 625 Project Management 4
MBAD 641 Human Resource Management 4
MBAD 651 Management and Organizational Behavior 4

*Students must meet the Survey of Management prerequisite (see MBA requirements).

Health Administration Concentration (12 semester hours)
HSAD 603 Organizational and Human Resource Management 4

Choose two classes from the following
HSAD 607 Medical Sociology 4
HSAD 610 Economics of Health Services 4
HSAD 637 Legal Aspects of Health Administration 4
HSAD 640 Health Services Marketing 4
Management of Training and Development (12 semester hours)

TDEV 624 Management of Training & Development 4
TDEV 634 Marketing of Continuing Education and Training 4
TDEV 652 Strategic Planning and Budgeting 4

Self-Design Concentration (12 semester hours)

Concentration courses are selected with the approval of the Academic Advisor and may include TDEV 692 Internship in Training and Development (1-6).

Graduate Certificates

Management of Training and Development Certificate (16 semester hours)

TDEV 624 Management of Training & Development 4
TDEV 632 Program Development & Evaluation: Applied Research Methods 4
TDEV 634 Marketing of Continuing Education and Training 4
TDEV 652 Strategic Planning and Budgeting 4

Training Specialist Certificate (12 semester hours)

TDEV 612 Adult Learning and Development 4
TDEV 622 Needs Analysis, Instructional Design & Measurement 4
TDEV 662 Interpersonal and Group Communication 4

Dual Program Options

Health Administration to Training and Development (24 semester hours)

A graduate of the University’s Master of Science in Health Administration program can complete the requirements for Training and Development major. The second major will be posted to the transcript, but a second degree will not be awarded. Twenty-four (24) additional hours are required for the major.

TDEV 612 Adult Learning and Development 4
TDEV 622 Needs Analysis, Instructional Design & Measurement 4
TDEV 632 Program Development & Evaluation: Applied Research Methods 4
TDEV 642 eLearning: Evolving Theory and Practice 4
TDEV 662 Interpersonal and Group Communication 4
TDEV 690 Comprehensive Project 4

Master of Business Administration (MBA) to Training and Development (24 semester hours)

A graduate of the University’s Master of Business Administration program can complete the requirements for Training and Development major. The second major will be posted to the transcript, but a second degree will not be awarded. Twenty-four (24) additional hours are required for the major.

TDEV 612 Adult Learning and Development 4
TDEV 622 Needs Analysis, Instructional Design & Measurement 4
TDEV 632 Program Development & Evaluation: Applied Research Methods 4
TDEV 642 eLearning: Evolving Theory and Practice 4
TDEV 662 Interpersonal and Group Communication 4
TDEV 690 Comprehensive Project 4

College of Education

The College of Education offers graduate programs for both in-service teachers and students seeking initial certification. All programs emphasize the integration of theory, research-based best practices, and meaningful applications. Consistent with the College of Education’s mission and conceptual framework, students are expected to develop and expand professional knowledge, skills, and dispositions and assume leadership roles within the professional community upon completing graduate programs.

Inquiry is a central component in all of the graduate programs and students are expected to contribute both knowledge and service to the community. All graduate courses that are part of a degree program in the College of Education are required to have an empirical, action, or applied research component. Empirical research is quantitative or qualitative research that involves the firsthand collection of data. Some examples of empirical research include case studies, surveys, single-subject
experiments, documentary research, systematic observations and analyses, ethnography (including interviews), or correlation studies.

All graduate students are required to complete a synthesizing project prior to graduation. The project may take many forms (e.g., portfolios, research projects, professional presentations, publications, or comprehensive examinations) and is determined by the specific program.

**Doctor of Education in Educational Leadership (Ed.D.)**

This program is approved by the Illinois State Board of Education (ISBE) and the Higher Learning Commission (HLC). Key features include:

- Focus on Servant Leadership as viewed through a Catholic/Franciscan lens.
- Dissertation work begins shortly after the research methods courses.
- Course content is based upon the Educational Leadership Constituent Council (ELCC) and Interstate School Leader Licensure Consortium (ISLLC) standards.
- Dissertation research is field-based and has a direct and meaningful impact on the lives of the students within the candidates’ school districts.
- Courses will be delivered in a blended format consisting of a combination of site-based, online and writers’ workshops.
- Candidates belong to a cohort which offers:
  - Networking opportunities
  - Guaranteed course offerings
  - A defined program sequence
  - A genuine learning community

**Doctor of Education in Educational Leadership Admission Requirements**

Post graduate students will be considered for admission to the University of St. Francis after completing the following admission requirements. All admission requirements are subject to final approval by the dean of the college.

- Letter of application
- Official transcripts documenting the appropriate graduate degree from a regionally accredited institution
- Verification of a graduate G.P.A. of 3.0 on a 4.0 scale
- ISBE Type 75 certification or equivalent from another state
- Supervisor recommendation
- Interview and submission of professional portfolio
- Documented administrative experience preferred
- Application

**Program Goals**

Upon completion of the doctoral program, candidates will have demonstrated the ability to:

- Serve as a school district leader in various capacities including the superintendency
- Exercise servant leadership as viewed through a Catholic/Franciscan lens resulting in quality education based on respect, integrity, service, and compassion.
- Implement ethical leadership that promotes respect for the dignity and diversity of each student.
- Demonstrate professional disposition consistent with the Illinois Superintendent’s Certification Endorsement:

**STANDARD 1 – Facilitating a Vision of Educational Excellence**

- The competent school superintendent is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.

**STANDARD 2 – Learning Environment and Instructional Program**

- The competent school superintendent is an educational leader who promotes the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development, learning and teaching theory, and professional development.
STANDARD 3 - Management
- The competent school superintendent is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

STANDARD 4 – Collaboration with Families and Communities
- The competent school superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

STANDARD 5 – Knowledge of Laws, Regulations and Professional Ethics
- The competent school superintendent is an educational leader who promotes the success of all students by understanding and applying knowledge of laws, regulations, and professional ethics related to schools and children.

Curriculum twenty courses (60 post-masters semester hours)
Required courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 800</td>
<td>Dynamics of Organizational and Change Theories</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 820</td>
<td>School Evaluation, Assessment and Accountability</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 809</td>
<td>Quantitative &amp; Qualitative Research I</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 811</td>
<td>An Overview of the Superintendency</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 810</td>
<td>Quantitative &amp; Qualitative Research II</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 830</td>
<td>Administration and Management of Education Facilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 812</td>
<td>Dissertation Experience I: Review of the Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 825</td>
<td>The Superintendency: Policy &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 813</td>
<td>Dissertation Experience II: Design of the Study</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 835</td>
<td>School District Finance &amp; Business Management</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 814</td>
<td>Dissertation Experience III: Collection &amp; Analysis of the Data</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 840</td>
<td>Advanced Legal Issues for School Districts</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 816</td>
<td>Dissertation Experience IV Summary and Interpretations of the Study</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 845</td>
<td>Human Resource Administration and Collective Bargaining</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 870</td>
<td>The Superintendency Internship I</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 850</td>
<td>The Instructional Program with a Focus on Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 855</td>
<td>Servant Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 860</td>
<td>Governance of the School District</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 871</td>
<td>The Superintendency Internship II</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 817</td>
<td>Preparation of the Dissertation for Presentation &amp; Publication</td>
<td>3</td>
</tr>
</tbody>
</table>

OPTIONAL IF NEEDED

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 818</td>
<td>Dissertation Experience: Advanced</td>
<td>3</td>
</tr>
</tbody>
</table>

This course may be taken and repeated as needed to complete the dissertation.

Master of Education with Teacher Certification (M.Ed.)
The Master of Education with Certification (M.Ed.) degree is designed to provide students the opportunity to earn a master’s degree and an initial certification in elementary (K-9), secondary (6-12), visual arts (K-12) or special education (K-12) teaching. Theory and practice are integrated through professional coursework in education with a strong liberal arts foundation and a specific major while field experiences are completed in a variety of school settings. These experiences provide opportunities for aspiring teachers to observe experienced teachers, practice newly emerging teaching skills and apply the knowledge gained from university coursework to the elementary, middle, and secondary schools. The certification program culminates in an advanced field experience (student teaching) during which the students synthesize the knowledge skills and dispositions required in the teaching profession. Upon successful completion of a teacher certification program, the teacher candidate will be prepared in (Illinois Professional Teaching Standards):

Understanding Students
- Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.
- Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy.
The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

- **Planning for Differentiated Instruction** – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

- **Learning Environment** – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

- **Instructional Delivery** – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

- **Reading, Writing, and Oral Communication** – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

- **Assessment** – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

**Serving the Community**
- **Collaborative Relationships** – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

**Finding Our Professional Selves**
- **Professionalism, Leadership, and Advocacy** – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocate for students, parents or guardians, and the profession.

Master of Education programs provide students the opportunity to earn initial certification in elementary (K-9), secondary (6-12), visual arts (K-12) or special education teaching (K-12). Secondary certification is offered in the subject areas of science: biology, English language arts, social science: history, and mathematics. The program meets the education and initial certification needs of individuals seeking a career in teaching. The Master of Education with Certification is for individuals who have earned a bachelor’s degree in another field and are seeking certification.

The graduate curriculum includes all state required professional education course work and school based field experiences. The student is responsible for completing deficiencies in any program related general education and subject area course work. Such course work may be completed at the undergraduate level. A College of Education advisor will provide students with assistance in selecting the courses needed to fulfill certification requirements that are not part of the graduate component. Undergraduate certification courses may be utilized, in part, to meet state certification requirements. However, additional graduate courses must be taken to complete the necessary hours of graduate coursework required for the degree.

The program is designed for the working professional. In general, classes meet once a week in the evening in the fall and spring semesters and twice a week in the evening in the summer semesters. Field experiences that accompany courses must be completed in a school setting during the regular school day. The semester of student teaching must be completed during the day on a full-time basis. Student teachers attend a professional growth seminar on campus during the student teaching semester. Special education candidates take an additional course on campus in the evening during the student teaching semester. Students who work full-time must design a plan in which they will complete the required field experience hours as well as the program requirements.

**Program Requirements**

Forty to forty-four semester hours of graduate level courses are required to earn certification. Methods of Educational Research (four semester hours) is required for the M.Ed. degree. Maintenance of at least a “B” average (3.0 on a 4.0 scale) is necessary for advancement to candidacy and graduation.
Important Initial Teacher Certification Notes:

- Teacher candidates progress through five assessment levels with requirements that include minimum overall and major grade point averages and successfully passing required Illinois State Board of Education tests. Candidates should see their advisors and refer to the Handbook for Teacher Candidate Advisement, located in the portal, for specific requirements.
- All certification requirements are subject to change as directed by State of Illinois legislation and the Illinois State Teacher Certification Board and as interpreted by the College of Education.
- Individuals applying for a certificate must pass the required Illinois certification tests. Registration information is available in the College of Education Office. Testing requirements in Illinois are subject to change. A major requirement for admission to the teacher education program (Assessment Level 2) is passing the Test of Academic Proficiency (formerly Basic Skills Test).

Master of Education with Certification (40 – 44 semester hours)

**Curriculum**

**Core Courses (17-23 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDU 610</td>
<td>Methods of Educational Research*</td>
<td>4</td>
</tr>
<tr>
<td>MEDU 625</td>
<td>Instructional Technology**</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 665</td>
<td>Teaching in a Diverse Society</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 670</td>
<td>Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 671</td>
<td>Beginning Field Experience</td>
<td>0</td>
</tr>
<tr>
<td>MEDU 674</td>
<td>Classroom Assessment</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 675</td>
<td>Survey of the Exceptional Person</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 684</td>
<td>Classroom Management**</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 699</td>
<td>Professional Growth Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

* This course is taken after completion of all certification requirements
** These courses are not required for the Special Education Certification.

Choose from one of the following certifications:

**Elementary Certification (K-9) (17 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDU 680</td>
<td>Methods of Teaching Reading/Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 681</td>
<td>Elementary (K-6) Intermediate Field Experience</td>
<td>0</td>
</tr>
<tr>
<td>MEDU 683</td>
<td>Methods of Teaching Math</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 685</td>
<td>Methods of Teaching Science/Social Science</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 690</td>
<td>Elementary Advanced Field Experience (Student Teaching)</td>
<td>8</td>
</tr>
</tbody>
</table>

**Secondary Certification (6-12) (17 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDU 682</td>
<td>Secondary (6-12) Intermediate Field Experience</td>
<td>0</td>
</tr>
<tr>
<td>MEDU 687</td>
<td>Middle School Philosophy, Curriculum and Instruction</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 689</td>
<td>Reading and Writing in the Content Areas</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 695</td>
<td>Secondary Advanced Field Experience (Student Teaching)</td>
<td>8</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDU 691</td>
<td>Secondary Methods in Biology</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 692</td>
<td>Secondary Methods in English</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 693</td>
<td>Secondary Methods in History</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 694</td>
<td>Secondary Methods in Mathematics</td>
<td>3</td>
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</table>

**Special Education Certification (27-28 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDU 640</td>
<td>Development and Characteristics of Individuals with Special Needs</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 641</td>
<td>Legal and Historical Foundations in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 642</td>
<td>Assessment and Diagnosis in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 643</td>
<td>Methods of Instruction for General and Special Education</td>
<td>4</td>
</tr>
<tr>
<td>MEDU 644</td>
<td>Specialized Curriculum and Methods in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 645</td>
<td>Consultation, Collaboration and Transition in Special Education</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 679</td>
<td>Special Education (K-12) Intermediate Field Experience</td>
<td>0-1</td>
</tr>
<tr>
<td>MEDU 697</td>
<td>Special Education (K-12) Advanced Field Exp. (Student Teaching)</td>
<td>8</td>
</tr>
</tbody>
</table>

**Visual Arts Education Certification (K-12) (23 - 24 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEDU 655</td>
<td>Methods of Teaching Elementary (K-5) Visual Arts</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 656</td>
<td>Methods of Teaching Middle School/ High School (6-12) Visual Arts</td>
<td>3</td>
</tr>
</tbody>
</table>
MEDU 657  Fine Arts (K-12) Intermediate Field Experience  0-1
MEDU 658  Fine Arts (K-12) Advanced Field Experience (Student Teaching)  8
MEDU 687  Middle School Philosophy, Curriculum & Instruction  3

**Endorsement Areas**
Teacher candidates are able to add endorsements to their ISBE Type 03, 09, and 10 teaching certificates upon the completion of specified courses and required ISBE exams. The following endorsements are available:

**English as a Second Language (ESL)**
- MSED 631  Theoretical Foundations of Teaching ESL  4
- MSED 632  Methods and Materials for Teaching ESL  4
- MSED 633  Assessment of the Bilingual Student  3
- MSED 634  Cross Cultural Studies for Teaching Limited-English Proficient Student  3
- MSED 636  Linguistics  4

**Middle School**
- MEDU 630  Psychology & Development of the Middle School Child  3
- MEDU 687  Middle School Philosophy, Curriculum & Instruction  3

*A middle school endorsement may be earned in the following content areas: Language Arts, Math, General Science, Social Science, Art and Music. An additional 18 hours are required within the endorsement content area. Contact your advisor for further information and specific requirements.

**Special Education**
- MEDU 640  Development & Characteristics of Individuals with Special Needs  3
- MEDU 642  Assessment & Diagnosis in Special Education  3
- MEDU 644  Specialized Curriculum & Methods in Special Education  3
- MEDU 675  Survey of the Exceptional Person  3

**Master of Science in Education (M.S.)**
The Master of Science in Education degree programs are designed to provide in-service teachers with relevant coursework that will increase their understanding of current educational theories, research and practice. The programs emphasize the application of learning theory in instruction, curriculum development, and educational leadership. Various concentrations are available to provide challenging content designed to meet the demands of the changing teaching profession. This flexibility allows an individual, particular cohort of professionals, school or building to customize the graduate curriculum to meet specific needs.

There are three majors available within the Master of Science in Education degree. The first major, *Educational Leadership*, is designed for educators who want to assume a principal or assistant principal roles in the schools. The program culminates with students earning a Master of Science in Education degree and a P-12 Educational Endorsement. The purpose and intent of the Educational Leadership Program is to prepare educators to become ethical decision-makers and leaders who can articulate a clear vision and sense of identity and purpose within a community.

The second major, *Reading*, is designed for educators who want to assume Reading Specialist roles in the schools. The program culminates with candidates earning a Master of Science degree and a State of Illinois Reading Special Type 10 Certificate. The purpose and intent of the Reading Program is to prepare educators to become ethical decision-makers and leaders who can provide literacy-based services within an educational community.

The third major, *Teaching and Learning*, provides the opportunity for a school district or a cohort of teachers to select a concentration of courses designed to meet specific areas of interests and academic needs. The 12-14 hours of core courses provide course work in advanced learning theory, instructional improvement and educational research. The remaining 18-24 hours of course work is determined by the individual, school, or district need. The program assists teachers and administrators to address the myriad of issues and needs which school communities face in a climate of evolving standards, curriculum change, school improvement and strategic planning efforts. The purpose and intent of the Teaching and Learning Program is to help teachers discover ways to improve the academic achievement of students and develop professional school leadership.

Upon successful completion of a Master of Science in Education degree program, students will be able to:
- develop leadership skills needed to assume prominent roles in the field of education
- contribute knowledge and service to the professional education community
- develop and apply research and communication skills to support the role of the educational leader and scholar
- develop the skills of reflective and critical thinking to explore the larger purposes of education to the individual and society
• develop awareness of varied educational needs of students and apply current research-based strategies and methodologies that meet the needs of diverse students
• analyze ongoing issues, theories and trends with a focus on applications in classroom settings that can improve P-12 student learning
• provide a context to improve the quality of education, and ensure equal opportunities and the dignity of each student in a democratic society
• demonstrate professional dispositions consistent with the Illinois Professional Standards and the College of Education’s Code of Professional Conduct.

**Educational Leadership Major (33-36 semester hours)**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSED 603 Instructional Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MSED 610 Methods of Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>MSED 645 Organization and Development of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>MSED 655 Supervisory Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MSED 661 School and Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>MSED 662 School Finance</td>
<td>3</td>
</tr>
<tr>
<td>MSED 663 School Law</td>
<td>3</td>
</tr>
<tr>
<td>MSED 664 Educational Organization and Administration</td>
<td>3</td>
</tr>
<tr>
<td>MSED 670 Serving Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>MSED 671 Principal Internship I</td>
<td>2-3</td>
</tr>
<tr>
<td>MSED 672 Principal Internship II</td>
<td>2-3</td>
</tr>
<tr>
<td>MSED 673 Principal Internship III</td>
<td>2-3</td>
</tr>
</tbody>
</table>

**Reading Specialist Major (34 semester hours)**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSED 610 Methods of Educational Research</td>
<td>4</td>
</tr>
<tr>
<td>MSED 641 Survey of Reading Fundamentals</td>
<td>3</td>
</tr>
<tr>
<td>MSED 642 Assessment Procedures and Diagnosis of Reading Disabilities</td>
<td>4</td>
</tr>
<tr>
<td>MSED 643 Diagnostic Teaching Techniques and Materials</td>
<td>4</td>
</tr>
<tr>
<td>MSED 644 Literature for Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>MSED 646 Reading Specialist Practicum</td>
<td>4</td>
</tr>
<tr>
<td>MSED 647 Literacy and Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>MEDU 648 Methods of Teaching Writing</td>
<td>3</td>
</tr>
<tr>
<td>MSED 649 Coordinating the K-12 Reading Program</td>
<td>3</td>
</tr>
<tr>
<td>MSED 689 Content Area Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Teaching and Learning Major (32-33 semester hours)**

<table>
<thead>
<tr>
<th>Core Courses (12 hours)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSED 610 Methods of Educational Research</td>
<td>4</td>
</tr>
<tr>
<td>MSED 615 Learning Theory: Advanced Educational Psychology</td>
<td>4</td>
</tr>
<tr>
<td>MSED 650 Improvement of Instruction and Instructional Programs</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Electives (2 hours)*</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSED 608 Cultural Awareness</td>
<td>1</td>
</tr>
<tr>
<td>MSED 609 Service Learning</td>
<td>1</td>
</tr>
</tbody>
</table>

*Upon approval of the academic advisor, the above listed electives may be substituted with other selected courses. Students that chose the Reading or Special Education Concentrations may not be required to take the above listed electives.

**Teaching & Learning Required Concentration (18 – 24 semester hours)**

Students must choose one of the following concentrations:

**Differentiated Instruction Concentration (18 semester hours)**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSED 602 Survey of Gifted Education</td>
<td>3</td>
</tr>
<tr>
<td>MSED 613 Differentiated Instruction</td>
<td>3</td>
</tr>
<tr>
<td>MSED 614 Behavior Strategies for the Heterogeneous Classroom</td>
<td>4</td>
</tr>
<tr>
<td>MSED 620 Assessment, Measurement, and Evaluation of Instruction</td>
<td>4</td>
</tr>
<tr>
<td>MSED 686 Development &amp; Characteristics of Individuals with Special Needs</td>
<td>4</td>
</tr>
</tbody>
</table>
English as a Second Language Concentration (ESL) (18 semester hours)

Required Courses
- MSED 631 Theoretical Foundations of Teaching ESL 4
- MSED 632 Methods and Materials for Teaching ESL 4
- MSED 633 Assessment of the Bilingual Student 3
- MSED 634 Cross Cultural Studies for Teaching Limited-English Proficient Students 3
- MSED 636 Linguistics 4

Reading Concentration (24 Semester hours)

Required Courses
- REND 641 Survey of Reading Fundamentals 3
- REND 642 Assessment Procedures and Diagnosis of Reading Disabilities 3
- REND 643 Diagnostic Teaching Techniques and Materials 3
- REND 644 Children’s and Adolescent Literature 3
- REND 646 Reading Practicum 3
- REND 647 Literacy and Diverse Learners 3
- REND 648 Methods of Teaching Writing 3
- REND 689 Content Area Literacy 3

Special Education Concentration (18-22 semester hours)

Required Courses
- SPED 640 Development & Characteristics of Individuals with Special Needs 3
- SPED 641 Legal and Historical Foundations in Special Education 3
- SPED 642 Assessment and Diagnosis in Special Education 3
- SPED 643 Methods of Instruction for General and Special Education 2
- SPED 644 Specialized Curriculum and Methods in Special Education 3
- SPED 645 Consultation, Collaboration and Transition in Special Education 3
- MEDU 696 Subsequent Certification Field Experience 1-5

Technology Concentration (18 semester hours)

Required Courses
- MSED 622 The Digital Classroom 3
- MSED 623 Instructional Strategies and Design 4
- MSED 624 Digital Authoring and Learning 4
- MSED 626 Facilitating Staff Development 3
- MSED 627 Informational Literacy and Online Learning 4

Best Practices Concentration (18 semester hours)

Working in conjunction with your academic advisor, the College of Education can customize a concentration to meet the specific needs of an individual, particular cohort of professionals, school, or building.
- EDLS Selected TCL courses from the following: EDLS 642, 706-711 and 713-718
- EEND Selected Endorsement courses from the following: EEND 606, 607, 630-634, 636, 637, 640, 642, 644, and 687
- EPLS All EPLS courses
- MSED Selected MSED courses from the following: MSED 602, 608, 609, 613, 614, 620, 622-627 and 686
- REAL Selected National Board Courses from the following: REAL 630 – 634 and 688
- RECT Selected courses from the following: RECT 600, 621, 622 and 661
- REND Selected Endorsement courses from the following: REND 641-644, 646-648 and 689
- SPED Selected Special Education courses from the following: SPED 640-646

College of Nursing

Doctor of Nursing Practice (D.N.P.)

The Doctor of Nursing Practice (DNP) program at the University of St. Francis is a post-MSN program that will prepare you, an advanced practice or advanced role nurse, for greater leadership in health care delivery, administration, and education. Doctorally prepared nurses are influencing the direction and nature of health care delivery nationwide. See what the American Academy of Nursing (AAN) says about opportunities available to you as a Doctorally prepared nursing leader, on our DNP program website. Our own St. Francis Health Clinic was designated an Edge Runner by the AAN for its innovative model of advanced practice nurse managed healthcare.
The University Of St. Francis Cecily and John Leach College of Nursing has taken another leadership role in advancing evidence-based graduate nursing education, advanced nursing practice and healthcare delivery. USF’s DNP program was the fourth such program established in the State of Illinois. The DNP degree will prepare graduates to provide the most advanced level of nursing care for individuals and communities based on evidence-based, medical and nursing research and practice guidelines.

Students in USF’s DNP program are advanced practice and advanced role nurses of the highest caliber. Upon graduation, they will be fully prepared as health care providers to practice in health care settings that serve our most vulnerable citizens, including the poor, elderly, working families, the marginalized, and the uninsured. A special education concentration is also available to prepare students to educate tomorrow’s nurses. The DNP program is a natural outgrowth of the university’s highly acclaimed graduate nursing programs that have sustained a 100 percent pass rate on certification exams over the past three years.

The DNP program is delivered online, and is accessible to graduate nursing students nationwide. Be ready to learn the newest and latest clinical guidelines, protocols, translational research needs, and policy initiatives. DNP nursing faculty members, several of them Edge Runners themselves, bring cutting edge technology, professional service, and practice to your learning experience.

The DNP student will provide or direct primary health care to individual patients and families, promote the public’s health, manage vulnerable populations who experience health disparities, manage and direct provider services, and influence health care policy. The elderly, patients with chronic physical and mental illnesses, families at-risk, and women and children in violence shelters are proposed emphases of study, and students are encouraged to specialize in vulnerable populations they plan to work with upon graduation.

Curriculum (40 – 45 semester hours)*

**Major Program (40 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 810</td>
<td>Professional and Organizational Communication</td>
<td>4</td>
</tr>
<tr>
<td>NURS 812</td>
<td>Information Management in Advanced Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 814</td>
<td>Healthcare Policy, Politics and Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 816</td>
<td>Diversity and Social Justice Issues in a Global Society</td>
<td>4</td>
</tr>
<tr>
<td>NURS 910</td>
<td>Advanced Quantitative and Qualitative Research</td>
<td>4</td>
</tr>
<tr>
<td>NURS 914</td>
<td>Healthcare Finance and Practice Management</td>
<td>4</td>
</tr>
<tr>
<td>NURS 916</td>
<td>Advanced Practice Role Selective (200 clock hours)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 980</td>
<td>Translational Research Scholarly Initiative: Development (50 clock hours)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 990</td>
<td>Translational Research Scholarly Initiative: Completion and Dissemination (50 clock hours)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 998</td>
<td>Advanced Practice Role Fellowship (200 clock hours)</td>
<td>4</td>
</tr>
</tbody>
</table>

**With Optional Education Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 643</td>
<td>Teaching in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 644</td>
<td>Nursing Education Methods and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>NURS 645</td>
<td>Nursing Education Practicum (200 clock hours)</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students choosing to complete the optional Education Concentration will take NURS 645 in place of NURS 916, for a total of 45 semester hours.

**Nursing (M.S.N.)**

The master’s graduate of the Cecily and John Leach College of Nursing is an advanced nurse who functions in a nurse practitioner, nurse educator, or nurse administrator role. The advanced nurse assumes a leadership role in the profession and in health care delivery. The graduate incorporates education and research into a practice that is reflective of the dynamic needs of a diverse population. Through the advanced role the graduate becomes instrumental in ensuring health promotion, health maintenance, and health restoration for society. Through scientific inquiry and collaborative relationships the advanced practice nurse continually augments and refines the science of nursing.

**Graduate Program Outcomes**

The College of Nursing MSN program was developed to provide an educational program that will prepare the graduate nurse to:

- Incorporate advanced practice role concepts into nursing practice
- Function in an advanced role in a variety of settings and with diverse populations
- Demonstrate practica expertise in advanced practice roles
• Demonstrate leadership and management strategies for advanced roles
• Participate in the development and refinement of nursing science
• Engage in research activities that promote the advancement of healthcare
• Analyze the individual and societal issues that influence healthcare
• Demonstrate the ability to engage in collaborative relationships in an advanced role
• Pursue post graduate lifelong learning

Learning Objectives
Upon completion of the MSN nursing program, the graduate will have the competencies to:

• Synthesize theoretical concepts from nursing and related disciplines as a basis for advanced nursing roles
• Implement an advanced nursing role in the healthcare delivery system
• Exemplify leadership roles within the healthcare system to promote patient centered care
• Utilize scientific inquiry to validate and refine nursing knowledge
• Demonstrate evidence-based practice in advanced roles
• Provide care for diverse patients, families, and communities in a culturally competent manner
• Engage in interdisciplinary relationships in practice settings

Program Options (all programs are online)
• Family Nurse Practitioner (Albuquerque Campus and Online)
• Nursing Administration
• Nursing Education
• R.N.-B.S.-M.S.N. Option (M.S.N. for R.N.’s with a non-nursing baccalaureate degree)
  o Family Nurse Practitioner

Certificate Options
• Family Nurse Practitioner - Post Master’s
• Teaching in Nursing Certificate

Master of Science in Nursing - Family Nurse Practitioner (47-56 semester hours)

Graduate Core (16 semester hours)
NURS 610  Advance Practice Nursing: Roles & Issues  4
NURS 611  Biostatistics & Nursing Research  4
NURS 612  Population Health  4
NURS 613  Evidence-Based Health Care  4

Advanced Practice Core (12 semester hours)
NURS 620  Advanced Pathophysiology  4
NURS 621  Advanced Pharmacology  4
NURS 622  Advanced Health Assessment  4

Practica Courses (19 semester hours)
NURS 670  Family Nurse Practitioner Theoretical Principles and Clinical Management I  5
NURS 671  Family Nurse Practitioner Theoretical Principles and Clinical Management II  5
NURS 672  Family Nurse Practitioner Theoretical Principles and Clinical Management III  5
NURS 698  Clinical Residency  4

Optional Education Courses (9 semester hours)
NURS 643  Teaching in Nursing  3
NURS 644  Nursing Education Methods & Measurement  3
NURS 645  Nursing Education Practicum  3
Master of Science in Nursing - Nursing Administration (36-45 semester hours)

Graduate Core (16 semester hours)
- NURS 610 Advanced Practice Nursing: Roles and Issues (4)
- NURS 611 Biostatistics and Nursing Research (4)
- NURS 612 Population Health (4)
- NURS 613 Evidence-Based Healthcare (4)

Advanced Core for Administration (20 semester hours)
- HSAD 603 Management & Human Resources of Health Care Organizations (4)
- HSAD 630 Financial Management of Health Services (4)
- HSAD 637 Legal Aspects of Health Services Administration (4)
- HSAD 650 Health Care Ethics (4)
- NURS 690 Nursing Administration Practicum: Planning & Implementing a Quality Improvement Initiative (last course) (4)

Optional Education Courses (9 semester hours)
- NURS 643 Teaching in Nursing (3)
- NURS 644 Nursing Education Methods & Measurement (3)
- NURS 645 Nursing Education Practicum (3)

A minimum of 27 hours, including the Practicum course must be taken at the University of St. Francis to receive the degree. MS in Health Administration graduates will be granted 12 semester hours of credit toward the MSN. They will need to complete HSAD 612 Issues in Health Administration for 4 semester hours as part of the MSN program.

Master of Science in Nursing – Nursing Education (37 semester hours)

Graduate Core (16 semester hours)
- NURS 610 Advance Practice Nursing: Roles & Issues (4)
- NURS 611 Biostatistics & Nursing Research (4)
- NURS 612 Population Health (4)
- NURS 613 Evidence-Based Health Care (4)

Advanced Practice Core: (12 semester hours)
- NURS 620 Advanced Pathophysiology (4)
- NURS 621 Advanced Pharmacology (4)
- NURS 622 Advanced Health Assessment (4)

Nursing Education (9 semester hours)
- NURS 643 Teaching in Nursing (3)
- NURS 644 Nursing Education Methods & Measurement (3)
- NURS 645 Nursing Education Practicum (3)

Master of Science in Nursing - R.N.-B.S.-M.S.N.

Family Nurse Practitioner Concentration (62-71 semester hours)

Undergraduate Prerequisites (15 semester hours)
- MATH 105 Introduction to Statistics (3)
- NURS 365 Physical Assessment (3)
- NURS 412 Nursing Research (3)
- NURS 413 Health, Policy, Finance and Information (3)
- NURS 471 Community Health Nursing (4)

Graduate Core: (16 semester hours)
- NURS 610 Advanced Practice Nursing: Roles & Issues (4)
- NURS 611 Biostatistics & Research (4)
- NURS 612 Population Health (4)
- NURS 613 Evidence-Based Health Care (4)

Advanced Practice Core: (12 semester hours)
- NURS 620 Advanced Pathophysiology (4)
- NURS 621 Advanced Pharmacology (4)
- NURS 622 Advanced Health Assessment (4)
**Practica Courses (19 semester hours)**

- NURS 670  Family Nurse Practitioner Theoretical Principles and Clinical Management I  5
- NURS 671  Family Nurse Practitioner Theoretical Principles and Clinical Management II  5
- NURS 672  Family Nurse Practitioner Theoretical Principles and Clinical Management III  5
- NURS 698  Clinical Residency  4

**Optional Support Courses: (9 semester hours)**

- NURS 643  Teaching in Nursing  3
- NURS 644  Nursing Education Methods and Measurements  3
- NURS 645  Nursing Education Practicum  3

**Certificates**

Admitted M.S.N. students complete the advanced practice core (12 semester hours) and the clinical practicum courses (17 semester hours). Nursing education support courses are optional.

**Family Nurse Practitioner - Post Master’s Certificate (29-38 semester hours)**

**Advanced Practice Core: (12 semester hours)**

- NURS 620  Advanced Pathophysiology  4
- NURS 621  Advanced Pharmacology  4
- NURS 622  Advanced Health Assessment  4

**Specialty Curriculum: (17 semester hours)**

- NURS 670  Family Nurse Practitioner Theoretical Principles and Clinical Management I  5
- NURS 671  Family Nurse Practitioners Theoretical Principles and Clinical Management II  5
- NURS 672  Family Nurse Practitioner Theoretical Principles and Clinical Management III  5
- NURS 698  Clinical Residency  2

**Optional Support Courses: (9 semester hours)**

- NURS 643  Teaching in Nursing  3
- NURS 644  Nursing Education Methods and Measurements  3
- NURS 645  Nursing Education Practicum  3

**Teaching in Nursing Certificate (9 semester hours)**

This certificate is designed for post-baccalaureate RNs seeking or currently in staff development, patient education or academic nursing faculty roles. Students who complete this certificate are eligible to sit for NLN certification examination for nurse educators after two years in an academic setting.

- NURS 643  Teaching in Nursing  3
- NURS 644  Nursing Education Methods & Measurement  3
- NURS 645  Nursing Education Practicum  3
Graduate Course Descriptions

College of Arts & Sciences

Physician Assistant Studies (PAMS) Courses

(All Physician Assistant courses are in quarter hours not semester hours)

PAMS 600 INTRODUCTION TO THE PHYSICIAN ASSISTANT PROFESSION (2) - provides an overview of the history of the Physician Assistant (PA) profession, practice regulations and demographics. Issues related to health care management including: reimbursement systems, managed care, principles of quality assurance and risk management are also discussed. Emphasis is placed on the various roles of the PA in health care delivery and on the exploration of ethical and cultural issues related to the practice of medicine.

PAMS 601 GROSS ANATOMY (7) - provides a comprehensive study of human gross anatomy. A regional approach is used to study the structures and organ systems of the thorax, upper extremity, back, abdomen, pelvis, lower extremity, head and neck. The clinical significance of topographical and radiological anatomical features is emphasized. Lectures are complemented by the laboratory study of prospected cadavers, anatomic models and computer dissection.

PAMS 604 PHARMACOTHERAPEUTICS I (4) - is the first in a three-course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attention given to individual drugs, their uses, side effects, similarities, and differences. Emphasis is placed on the most frequently prescribed agents for treatment of common diseases. Prescription writing, dosing and calculations, autonomic pharmacology, pharmacogenomics, pharmacokinetics, toxicology, pain management, fluid/electrolytes, hemostasis/thrombosis and herbs are discussed in this first course.

PAMS 605 PHARMACOTHERAPEUTICS II (4) - is the second in a three-quarter course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attention given to individual drugs, their uses, side effects, similarities, and differences. Emphasis is placed on the most frequently prescribed agents for treatment of common diseases. Specific disorders and their associated pharmacotherapeutic treatments covered in this course include the treatment and/or diagnosis of cardiovascular issues, i.e., hypertension, heart failure, ischemic heart disease, arrhythmias etc. Additionally, endocrine disorders, neurological disorders, and psychiatric disorders are discussed.

PAMS 606 ESSENTIALS OF CLINICAL LABORATORY MEDICINE (4) - introduces the student to clinical laboratory diagnostic tests. The basic theory, selection and interpretation of procedures most commonly used in a primary care setting are studied. Students will learn techniques used to obtain, preserve and handle laboratory specimens as well as use clinical laboratory results to screen, diagnose, evaluate and monitor patients. Students will be familiarized with the Clinical Laboratory Improvement Amendments (CLIA) and their implications for laboratory medicine. Integration of lecture material will be enhanced by the use of case studies.

PAMS 607 CLINICAL NUTRITION (2) - examines nutrition for health maintenance and in specific clinical situations. Nutritional needs throughout the life cycle are discussed as well as topics related to specialized nutritional support and clinical conditions.

PAMS 608 MEDICAL PHYSIOLOGY I (4) - all systems review, is the first in a two-course sequence designed to give students a detailed overview of human physiology and pathophysiology. Students will attain knowledge of the normal functions of the human body that is essential for clinical medicine. Emphasis is placed on homeostasis and the integration among body systems. This basic foundation of concepts will enable the student to create a framework for the understanding of disease processes and the signs, symptoms and lab findings that they produce. Specific topics covered in this course include immunology, neurophysiology, cardiovascular, muscle, and integumentary systems.

PAMS 609 MEDICAL PHYSIOLOGY II (4) - all systems review, is the second in a two-course sequence designed to give students a detailed overview of human physiology and pathophysiology. Students will attain knowledge of the normal functions of the human body that is essential for clinical medicine. Emphasis is placed on homeostasis and the integration among body systems. This basic foundation of concepts will enable the student to create a framework for the understanding of disease processes and the signs, symptoms and lab findings that they produce. Specific topics covered in this course include cardiovascular (cont.), kidney, respiratory, gastrointestinal, endocrine, and reproductive systems.

PAMS 610 MEDICAL GENETICS (2) - is designed to give the student up-to-date genetics information. Topics include structure and function of genes and chromosomes, genetic variation, autosomal dominant and recessive inheritance, sex-linked and mitochondrial inheritance, clinical cytogenetics, biochemical basis of human disease, immunogenetics, developmental genetics and cancer genetics. In addition, degeneration, aging, death and causes of disease and illness will be discussed.

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PAMS 611 PHARMACOTHERAPEUTICS III (4) – is the third in a three-course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attentions given to individual drugs, their uses, side effects, similarities, and differences. Emphasis is placed on the most frequently prescribed agents for the treatment of common diseases. Specific pharmacotherapeutic agents and disorders covered in this course include antimicrobial agents, chemotherapy agents, GI, bone and joint disorders, asthma, ophthalmic disorders including glaucoma, and male/female issues.

PAMS 612 EPIDEMIOLOGY AND PUBLIC HEALTH (4) - Medicine and Public Health are complementary professions. Purposefully, this course provides PAs with a common understanding of population health, population health approaches and the synergistic collaborations necessary for applying a population perspective to medical practice and/or taking advantage of the opportunities inherent in medical practice to achieve community-wide goals of public health.

PAMS 614 BEHAVIORAL MEDICINE (4) - provides students with an overview of behavioral medicine, broadly defined as an interdisciplinary field that aims to integrate the biological and psychosocial perspectives on human behavior and apply them to the evaluation, prevention, and treatment of physical disease or physiological dysfunction. The integration of mental disorders and behavioral problems into primary care medicine will be addressed.

PAMS 621 CLINICAL ASSESSMENT I (7) - is the first in a sequence of three courses designed to develop the clinical skills and professional behaviors necessary for practice as a physician assistant in primary care. In this course the student learns how to obtain a medical history from patients, emphasizing sensitivity to age, gender and cultural diversity, as well as how to perform a comprehensive physical exam of an adult patient. Clinical Assessment I lecture covers the topics of general survey, vital signs, skin, eye, ear, nose, mouth, throat and neck exam. Additionally, three-hour laboratory sessions will be utilized weekly to instruct in procedural competencies necessary to perform an extensive HEENT examination. CPSS will be used on a weekly basis in a small group format so that the student can explore “real-life” clinical case scenarios in order to develop critical thinking skills and problem-solving techniques. Instructional techniques to evaluate the progression of student physical exam and documentation skills will include practical experiences with other PA students and patient models, as well as small group observation and critique of physical examination skills by faculty preceptors.

PAMS 622 CLINICAL ASSESSMENT II (7) - is the second in a sequence of three courses designed to develop the clinical skills and professional performance necessary for practice as a physician assistant in primary care. During this course the student learns how to perform a comprehensive physical exam of an adult patient. Clinical Assessment II topics include thorax, pulmonary, cardiovascular, peripheral vascular, abdomen and musculoskeletal exams. Additionally, three-hour laboratory sessions will be utilized weekly to instruct in procedural competencies necessary to perform an extensive lung, cardiac, abdomen and musculoskeletal examination. CPSS will be used on a weekly basis in a small group format so that the student can explore “real-life” clinical case scenarios in order to develop critical thinking skills and problem-solving techniques. Instructional techniques to evaluate the progression of student physical exam and documentation skills will include practical experiences with other PA students and patient models, as well as small group observation and critique of physical examination skills by faculty preceptors.

PAMS 623 CLINICAL ASSESSMENT III (7) - is the final in a sequence of three courses designed to explore the techniques for performing a complete and competent physical examination, understanding the pathophysiology presented by the patient, and organizing and reporting the findings in both a written and oral format. Synthesis of medical historical and physical presentations for an accurate evaluation of the patient will continue to be emphasized. Clinical assessment of mental status, nervous system, male and female genitourinary system, anus and rectum, and physical exam of infants and children are emphasized in this section. Instructional techniques will include practical experiences with other PA students and patient models, as well as small group observation and critique of physical examination skills by faculty preceptors. CPSS will be used on a weekly basis in a small group format so that the student can explore “real-life” clinical case scenarios in order to develop critical thinking skills and problem-solving techniques.

PAMS 626 ESSENTIALS OF RADIOLOGY (4) - course provides students with a systematic method of interpreting common imaging studies seen in the primary care and emergency setting. Students will learn to appropriately select, and correctly interpret imaging modalities including radiography, computerized tomography, ultrasonography, magnetic resonance imaging and nuclear medicine imaging.

PAMS 627 CLINICAL PEDIATRICS (4) - provides an introduction to the fundamentals of pediatric medicine, covering the age span from neonate through adolescence. Childhood growth and development, preventative care, anticipatory guidance, and diagnosis and management of common pediatric illnesses encountered in clinical practice will be discussed.

PAMS 628 CLINICAL GERIATRICS (4) - introduces the student to the principles of geriatric medicine with an emphasis on the physiology of aging, the psychosocial aspects of aging and geriatric assessment. Students will learn to appropriately evaluate, diagnose, monitor, treat, counsel and refer elderly patients. In addition, students will discuss issues related to aging and long-term care from psychological, social, cultural and spiritual perspectives.
PAMS 630 DISEASES OF ORGAN SYSTEMS I (4) - is the first in a two-course sequence that uses a systems-oriented approach to focus on the etiology, pathophysiology, diagnosis, treatment and prognosis for cardiovascular, respiratory, gastrointestinal, and renal disorders, including, metabolic and infectious processes.

PAMS 631 DISEASES OF ORGAN SYSTEMS II (4) - is the second in a two-course sequence that uses a systems-oriented approach to focus on the etiology, pathophysiology, diagnosis, treatment and prognosis for nervous, endocrine, reproductive, hematology, and musculoskeletal disorders, including metabolic and infectious processes.

PAMS 635 FUNDAMENTALS OF SURGERY (4) - is designed to give an introduction and overview to the discipline of surgery, as well as principles of pre- and post-operative management of surgical patients. The course covers management of acute surgical problems, critical illness, malignancy and elective surgical procedures. Additionally, specific technical skills and bedside procedures will be taught, including suturing, sterile technique, universal precautions, nasogastric intubation, urinary catheterization and chest tube placement.

PAMS 636 OBSTETRICS AND GYNECOLOGY (4) - provides an introduction to women’s health issues, including maternal and fetal well-being, and the diagnosis, management, and treatment of common acute and chronic medical problems commonly encountered in obstetrics and gynecology.

PAMS 654 TOPICS IN CONTEMPORARY MEDICINE (4) - the focus of this course will be to introduce biomedical ethics, including personal and professional values, the history of ethics, philosophical underpinnings, and a beginning exploration of approaches for working through moral dilemmas.

PAMS 660 DIDACTIC SUMMARY AND CLINICAL EVALUATIONS (5) - this lecture/laboratory course prepares the students for clinical rotations by providing up-to-date information in the areas of pediatrics, pharmacology and dermatology as well as hands-on procedural experience in the laboratory. The laboratory sessions are designed to perfect the techniques for performing a complete history and physical examination, understanding the pathophysiology presented by the patient, and organizing and reporting the findings in both a written and oral format. Instructional techniques include practical experiences with patient models and critique of physical examination skills by faculty preceptors (OSCEs). Additionally, the laboratory sessions will be utilized to enhance the student’s ability to interpret radiological studies of chest, abdomen, and long bone x-rays. Additionally, laboratory time will be devoted to casting and splinting techniques, ear and eye evaluation techniques, as well as ECG interpretation and BLS and ACLS training and certification.

PAMS 669 RESEARCH FOUNDATION (2) - provides a basis for future work. Time and attention will be given to research methodologies, inquiry, reliability and validity, and statistics. The student will also learn about scientific writing, hypotheses, proposals, human volunteers, and animal rights oversight committees.

PAMS 677 STUDY OF MEDICAL LITERATURE (2) - is dedicated to the study and understanding of the medical literature. The student will read and discuss qualitative, single subject and experimental literature. A crucial component of this course is evidence-based medicine. A focus will be the transformation from the critical appraisals of evidence into direct clinical action. Practice in searching the medical databases will provide the student with confidence for their future medical work.

PAMS 698 INDEPENDENT STUDY (2) - provides an opportunity to work independently with the research track course instructor(s) and the student advisor to decide, define, and write a research proposal.

PAMS 700 INTERNAL MEDICINE (8) - provides the PAMS student with the opportunity to diagnose, manage and treat patients in a wide range of acute and chronic medical problems encountered in internal medicine. Exposure is provided at the level of a primary care physician assistant.

PAMS 705 GENERAL SURGERY (8) - provides the PAMS student with the opportunity to be involved in the direct care of patients undergoing surgery including both pre-operative evaluation and post-operative maintenance. If possible, the rotation will emphasize surgical conditions and disease entities commonly encountered in the rural primary care setting.

PAMS 710 PRIMARY CARE (8) - provides the PAMS student with experience in a primary care setting and focuses on medical problems and aspects of disease prevention most commonly encountered by the primary care provider. All disciplines of healthcare are represented; however, emphasis is placed on their application to the primary care setting with awareness of the individual’s psychosocial needs.

PAMS 715 EMERGENCY MEDICINE (8) - provides the PAMS student with exposure to the diagnosis and treatment of patients presenting to the emergency department. Emphasis is placed on developing skills in recognizing signs and symptoms of common emergencies; taking appropriate action to sustain life; collecting relevant data; and providing accurate assessment and management of a variety of acute and life threatening medical, surgical and psychiatric illnesses and injuries.

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PAMS 720 WOMEN'S HEALTH (8) - provides the PAMS student with exposure to the spectrum of women’s health care. A primary care emphasis is given to the evaluation and treatment of common ambulatory gynecological problems, family planning, recognition and treatment of sexually-transmitted diseases, cancer screening, routine care options for the older female patient, and the care of the pregnant patient including, pre-, intra-, and postpartum care.

PAMS 725 PEDIATRICS (8) - provides the PAMS student with exposure to the care of the pediatric patient in health and disease from birth to adolescence. A primary care emphasis is given to normal child development and the recognition and management of common childhood illness, as well as well-child care, immunization updates and patient education.

PAMS 735 BEHAVIORAL ASPECTS OF MEDICINE (8) - introduces the PAMS student to the practice of Behavioral Medicine in a comprehensive health delivery system. The rotation will provide the student with an understanding of the variety of emotional states, basic psychopathology and pharmacotherapeutics. The student will develop the skills to make a psychiatric assessment. Emphasis will be placed on developing the skills and knowledge that will be useful in a primary care setting.

PAMS 750 ELECTIVE ROTATION (8) - can be conducted in such areas as dermatology, cardiology, geriatrics, orthopedics, or rural medicine. Other elective rotations may be developed by the clinical coordinator and/or upon student request and as approved by the program director.

PAMS 790 COMPREHENSIVE CLINICAL REVIEW (2) - provides a final review and assessment of the student’s knowledge of core competencies. Lectures in grand round format will occur on days 1-3. The assessment phase will involve student participation in an OSCE + oral presentation and prescription writing, dermatology identification, interpretation of EKGs, radiographs and lab values, and suturing skills. A comprehensive written examination will provide for the review and assessment of students’ knowledge of day-to-day clinical problems that present in clinical practice. Students will also take the current Physician Assistant Clinical Knowledge and Assessment Tool (PACKRAT). This comprehensive examination is representative of the knowledge base that a graduate Physician Assistant should possess and offers a way to specifically identify areas of strength and weaknesses through a detailed process.

PAMS 799 CAPSTONE RESEARCH PROJECT (2) - is a synthesis of problem solving, research methodologies, evidence-based critical thinking and hard work. The students will collaborate with the research tract course instructor(s) and faculty advisors for their project. This clinically based project can take the form of a literature review, case study, a scientific experiment or other suggested forms with the approval of the course instructor.

Social Work (SWRK) Courses

SWRK 500 SOCIAL WORK GENERALIST PRACTICE I (3) [offered every fall] - is the first foundation practice course within the practice sequence. This course focuses on student acquisition of knowledge, skills, and values as they relate to the social work practice skills such as: exploration, data collection; case assessment; intervention; evaluations; and termination with client systems of individuals, and families. This course will introduce students to the generalist perspective from advanced treatment and social work practice perspectives through the presentation of problem solving treatment models within an ecosystems framework. Special emphasis will be placed on the analysis of general client characteristics such as: biological; psychological; and socioeconomic factors as well as characteristics of class, gender and sexual orientation as they interact with elements of the environment, and form consideration for effective levels of interventions. This course sets part of the foundation on which the MSW curriculum builds an advanced generalist practice, which utilizes a variety of social work roles and multiple levels of interventions across all clients systems.

SWRK 501 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I (3) [offered every fall] - is the first in a sequence of two courses devoted to understanding Human Behavior and the Social Environment. Together these courses study a significant component of the foundation of Social Work Practice. HBSE I underscores the need to understand people in their environment and the social forces that shape their behavior. HBSE I will introduce the concepts of: social systems in order to identify the major systems in our culture and how they impact individuals and families; community diversity to explore the sources of both tension and growth in society; and the significant development of diverse family life style in our contemporary society. This foundation will help students as they begin to develop intervention strategies and provide services to people in a variety of social service settings. The framework for exploring these concepts will be values and ethics of the NASW Code of Ethics.

SWRK 502 SOCIAL POLICY I: ANALYSIS AND PRACTICE (3) [offered every fall] - is designed to give the student a strong understanding of the relationships between policy and professional practice options. The course will identify and discuss broad national forces, especially those of a political and value-related nature, and complement this with an appreciation of how social workers operate and practice within local organizations. Because of the connections between national and organizational forces, the importance of decision making at the practice and, especially, the program levels are emphasized.
SWRK 503 SOCIAL WORK RESEARCH METHODS I (3) [offered every fall] - introduces the student to the application of research methods and principles to case and program level evaluations in an applied social work setting. It is intended to equip social work students with the necessary understanding of qualitative and quantitative methods and the critical thinking skills to provide leadership through research. This includes the design, conduct, and analysis of data to competently evaluate social work services at micro, mezzo or macro levels of practice, to successfully use research published in the field, and to evaluate their own practice work in the field. A major focus will be the preparation by each student of a research proposal including a review of the literature and problem statement with design and data protocol. Students will also demonstrate leadership to the profession and their agency by presenting findings from their research.

SWRK 504 FIELD PRACTICUM/SEMINAR I (3) [offered every fall] - offers students the opportunity to observe, enact, and develop critical thinking practice skills that support the generalist practice model and conceptual material presented in the foundation courses. While the emphasis in the seminar is on enacting practice concepts and processes, there is planned overlap between the understanding of theories and approaches in the foundation practice courses and mastery of social work practice skills in the seminar. The seminar objectives are achieved largely through experiential learning formats. The course provides content on practice with persons who are subject to discrimination, economic deprivation and oppression including women, elderly persons, people of color, and gay and lesbian persons. It also emphasizes understanding and appreciation of human diversity across the life span with the goal of helping students to work competently with diverse population.

SWRK 511 SOCIAL WORK GENERALIST PRACTICE II (3) [offered every spring] - focuses on the use of various group methodologies to create planned change, intervention approaches for utilizing community strengths and creating community change, and change efforts within organizations. Throughout these activities an emphasis is placed on urban, multicultural community practice with large or small size systems that utilizing evidence-based practice models that espouse an appreciation for diverse populations from a strengths-based, system-focused, capacity-building, and ecological perspective. Prerequisite: SWRK 500

SWRK 512 HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II (3) [offered every spring] - is part two of a two course sequence which seeks to examine the reciprocal relationships between human behavior and social environments. In this course, we will examine human behavior across the lifespan from an ecological and biopsychosocial perspective. Traditional and alternative theories, which seek to explain biological, psychological, cognitive, spiritual and social functioning will be presented. This material will include theories relating to individual development as well as research and theories that discuss the influence of cultural and socio-political forces and larger systems on human functioning. In particular, the effects of oppression and poverty on human functioning and development will be highlighted. Prerequisite: SWRK 501

SWRK 515 FIELD PRACTICUM/SEMINAR II (3) [offered every spring] - provides students continued structure learning opportunities at the foundation level that enhance their acquired knowledge in Field Practicum I. And also expands knowledge beyond the scope of their practicum setting and examines the values and ethics of social work practice. It serves as an additional opportunity to examine selected social work practice theories, such as the problem solving approach, and to improve upon social work practice skills and relationships characterized by collaboration and respect for the client system. It also gives students the opportunity to monitor their effectiveness with their clients. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation and oppression including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations. Prerequisite: SWRK 504

SWRK 516 SOCIAL POLICY II: ETHICS IN SOCIAL WELFARE (3) [offered every spring] - students evaluate contemporary social policies affecting poor and disenfranchised groups in the U.S. Students are introduced to the processes of policy development and policy change, and the ethical dilemmas in service delivery. Building on Social Work 502, this course analyzes contemporary social policies in the U.S., particularly those affecting multicultural, poor, vulnerable and oppressed groups, and those facing multiple life challenges. In the course, students analyze a range of governmental policies affecting these groups and trace the impact of these policies on their daily practice in social work. Students are introduced to the processes of policy development, policy change, and social work values and ethics. Prerequisite: SWRK 502

SWRK 517 WOMEN’S ISSUES AND FEMINIST PRACTICE (3) [offered every spring] - is designed to expand the graduate student’s knowledge of changing psychosocial, social, economic, and political roles of women in contemporary society. This is an advanced exploration of the distinct differences in the roles of men and women. It also offers significant points of reference for examining the historical, political impact of society on women from a multicultural perspective.

SWRK 601 SOCIAL WORK ADVANCED GENERALIST PRACTICE I (3) [offered every fall] - offers students the opportunity to observe, enact, and develop advanced practice skills that support the conceptual material presented in the foundation courses. While the emphasis in the course is an enacting practice concepts and processes, there is planned overlap between the understanding of child welfare policy, approaches in the foundation practice courses and mastery of social work practice skills in the multicultural communities. This lab is designed so that students have intensive opportunities to begin practicing relationship-building and intervention skills with individuals, families, and treatment groups. The course outlines the change process model, from establishing relationships, through exploration of issues and problem-solving, to termination.
Students also examine unique issues associated with social work intervention with family and intervention groups. Prerequisite: SWRK 500.

SWRK 603 FIELD PRACTICUM/INTEGRATIVE SEMINAR III (4) [offered every fall] - this advanced seminar provides students structured learning opportunities that emphasize and enhance the integration of knowledge acquired from their previous practice experiences. Students are entering a higher level of their professional growth and will become well versed with the Advanced Generalist Model of social work practice, the professional values and the Code of Ethics. The seminar also serves as an opportunity to examine selected social work practice theories, such as the problem solving approach, and to improve upon social work practice skills and relationships characterized by collaboration and respect for the client system. Students will examine how their agency serves persons who are subject to discrimination, economic deprivation and oppression including women, elderly persons, people of color, and gay and lesbian persons. Student will explore how their agency prepares them to work competently with diverse populations. Prerequisite: SWRK 504

SWRK 604 ETHICAL ISSUES IN CONTEMPORARY SOCIAL WORK (3) [offered every fall] - is designed to introduce MSW students to wide-ranging ethical issues that impact practitioners in various settings. Specifically with multicultural individuals or families. The NASW Code of Ethics forms the backbone of this course, which covers a variety of ethics and boundary issues for social workers. The course examines these issues relative to diverse practice settings and for direct practice, supervisory, and administrative roles. Because many of students are in their field practicum concurrently with this class, there are also numerous opportunities to assist students in identifying and resolving ethical and boundary concerns as they arise.

SWRK 605 COMPARATIVE THEORIES/OBJECT RELATIONS IN SOCIAL WORK PRACTICE (3) [offered every spring] - will focus on comparative theories in direct practice. The course will have a primary focus on the role of the therapeutic relationship as the unifying theme of object relations. The breadth and depth of direct practice will be viewed form the following theoretical frameworks; object relations, self-psychology, women’s development and the Stone Center, Cognitive and Behavior Therapy, Narrative Therapy, and Solution Focused Therapy. The course will demonstrate the various theoretical models and the implications and limitations of each theory. This course will assist students in defining an object relation as a model for clinical work through comparative theories that best fit each individual student. This course will build upon the Generalist Social Work Practice course and the knowledge, values, and skills foundation for strength-based culturally competent, practice. Likewise, this course will build upon the Human Behavior and the Social Environment course integrating appropriate knowledge to theoretical models of practice. The course will expand upon various clinical theoretical models and their application in direct practice.

SWRK 611 BRIDGE COURSE IN HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT I & II (3) [offered every summer] - is an overview of two courses devoted to understanding Human Behavior and the Social Environment. Together these courses provide a significant understanding of the component of the foundation of Social Work Practice. HBSE I underscores the need to understand people in their environment and HBSE II will provide the social forces that shape their behavior. HBSE I & II introduces the concepts of: social systems in order to identify the major systems in our culture and how they impact individuals and families; community diversity to explore the sources of both tension and growth in society; and the significant development of diverse family life styles our contemporary society. These foundation courses will help students as they begin to develop intervention strategies and provide services to people in a variety of social service settings. The framework for exploring these concepts will be values and ethics of the NASW Code of Ethics.

SWRK 612 BRIDGE COURSE IN SOCIAL POLICY I & II: ANALYSIS AND PRACTICE/ETHICS (3) [offered every summer] - is designed to give the student an overview and understanding of the relationships between policy, professional practice options, and ethical dilemmas in practice. The course will identify and discuss broad national forces, especially those of a political and value-related nature, and complement this with an appreciation of how social workers operate and practice with the NASW values of social work procedures. Because of the connections between national and organizational forces, the importance of ethical decision making at the practice and, especially, the program levels are emphasized.

SWRK 613 ADVANCED RESEARCH METHODS (3) [offered every spring] - a major goal of this course is to demonstrate the link between the design and conduct of practice-relevant research and program evaluation. By exposing the student to a wide array of evaluation strategies, including community needs assessments, the designing of program and practice research and executing a research project, the student will learn the interaction between program management and measuring outcomes. Students will have the opportunity to demonstrate leadership skills by involving field agencies as project sites and how to conduct evaluations that have impacts on social policies, individuals and communities in diverse populations. This course provides the student with the opportunity to design an evaluation and present the findings to a broad community audience.

SWRK 614 FIELD PRACTICUM/SEMINAR IV (4) [offered every spring] - this second advanced seminar provides students continued structured learning opportunities that emphasize the integration of theory and practice. It is a culmination of the scope of their practicum setting and examines the values and ethics of social work practice. The seminar also serves as a capstone experience to implement selected social work practice theories, such as the problem solving approach, and to
enhance their social work practice skills and relationships within the client system and their environment. Students will advocate for persons who are subject to discrimination, economic deprivation and oppression including women, elderly persons, people of color, and gay and lesbian persons. Students will explore how their agency prepares them to work competently with diverse populations.

**SWRK 615 CROSS-CULTURAL PRACTICE SYSTEMS (3) [offered every fall]** - social work advanced practice course on working families from diverse groups and communities. Ethical and proficient social work practice require that program graduates be able to “practice without discrimination and with respect, knowledge, and skills related to client’s age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation”. This course contributes to the development of such proficiency for advanced level MSW students. The course focuses on a broad range of oppressed groups and relevant intervention strategies and approaches adapted to meet the needs of such groups and their families.

**SWRK 616 SOCIAL WORK ADVANCED GENERALIST PRACTICE II (3) [offered every spring]** - promotes masters’ level development of skills necessary to practice social work with diverse groups and within organizations and communities. Advanced Generalist Social Work Practice II specifically focuses on the use of various group methodologies to create planned change, intervention approaches for utilizing community strengths and creating community change, and change efforts within organizations. Throughout these activities an emphasis is placed on rural-based social work practice with larger size systems utilizing evidence-based practice models that espouse an appreciation for diverse populations from a strengths-based, system-focused, capacity-building, and ecological perspective.

**SWRK 650 DOMESTIC VIOLENCE (3)** – provides an ecological approach to understanding and intervening with clients impacted by various types of family violence: physical, psychological, and sexual abuse of children, women, and elders, from a practice & policy perspective. Special emphasis in the course will be on conceptualizing and developing interventions relevant to the poor, and the oppressed, racial and ethnic minorities, other at-risk urban populations, with a cultural sensitive approach to clients regarding sexual orientation and the violence with its culture.

**SWRK 651 SUBSTANCE ABUSE & TREATMENT (3)** – focuses upon understanding issues faced by individuals and families with members with histories of substance abuse and treatment and the social problems they historically experience. Different theories or approaches are used to understand the nature of chemical dependency. Particular issues and areas of need experienced by individuals having different types of dependency (alcoholism, drugs, poly-substance abuse) from highly vulnerable groups will be explored. It will consider the consequences and dynamics of systematic barriers that threatened compromise or excluded the participation of these individuals in social economic and political process. This course also provides information on the disease concept and process, major medical, and psychological implications.

**SWRK 652 PRACTICE & POLICY ISSUES IN CHILD ABUSE AND NEGLECT (3)** – will feature a seminar approach to presenting current child abuse and neglect policy, practice, and research issues. The class will host a variety of speakers who are working on cutting-edge issues in child abuse and neglect. Students will gain exposure to various child protection welfare agencies in Illinois and have the opportunity to discuss and debate the many issues facing child protection practitioners today. This course is open to all social work majors and is a must for anyone who is pursuing a career in child welfare. This course goes beyond Child Welfare I and II (social Work) to explore and examine current practice, policy, and research issues in more depth. The content of social work 653 is also considered continued preparation for students currently working in social work and in child welfare agencies.

**SWRK 653 CRISIS INTERVENTION (3)** – is designed for students in social work, education, psychology, law enforcement, and others, who, in collaboration with other specialists in crisis management, will serve others according to the Mission Statement of the University. This multi-discipline course includes and required principles and techniques for helping oneself and others in crisis. The course’s focus will be to (a) assess and understand the person or family in crisis, (b) prevent escalation of crises resulting in possible injury to self and/or others, and (c) to implement a crisis management plan, including the referral and follow-up process. There will be formal presentations, problem solving through small group discussion utilizing case material, and role-playing: all emphasizing community linkage networks in crisis situations.

**SWRK 654 SPIRITUALITY & FRANCISCAN IDEALS (3)** – will focus on the emerging themes of spirituality, empowerment and consumer-driven services. Three time periods will be explored: Institutional, Professional, and Person-directed/full participation in community. Moral, legal, and ethical issues will provide the stimuli for encouraging the student to understand the plethora of issues facing spirituality in individuals daily. The first half of the semester will focus on the history leading to the emerging issues and views of spirituality. The second half will concentrate on applying this information to social work practice. The course explores differing perspectives of spiritual beliefs, access to employment and supports, and changing societal attitudes.

**SWRK 657 SOCIAL WORK WITH THE ELDERLY (3)** – is designed to provide a comprehensive introduction to elder abuse and neglect from a social work perspective. Social workers in all professional work settings must know how to identify adult maltreatment and domestic violence. Students will explore the family dynamics and indicators of maltreatment and effective interventions on the micro and macro level. Additionally, students will learn the extent of the problem, effects on the
family unit, treatment issues, the social worker’s role in a multidisciplinary team approach, and how to advocate for individuals and families. This course is designed as a requirement for geriatric social work. Students will learn about various practice skills and treatment intervention related to social work with abused/neglected adults, their children and families.

SWRK 661 PSYCHOPATHOLOGY (3) – examines mental health and mental illness from a strength-based social work perspective. Cultural and community factors defining these issues are addressed. This course seeks to provide a direct practice understanding of treatment concepts necessary for clinical work. It will prepare students to make critical judgments about individual and family systems for appropriate assessment, treatment modalities, interdisciplinary coordination, documentation, and advocacy; and provide a common language and theoretical base for understanding interdisciplinary practice.

SWRK 694 Topics (3) – provides for course of study of selected topics in social work not included in the regular curriculum. This course is designed to provide graduate students with specialized courses of interest to the community. It is also designed to make students more aware of current issues and trends in graduate social work practice. Examples of Topics courses are Military Social Work, Social Work with the Elderly, Psychopathology, Crisis Intervention, Practice and Policy Issues in Child Abuse and Neglect, Substance Abuse and Treatment, Domestic Violence, Spirituality and Franciscan Ideals and Forensic Social Work. Prerequisites: Variable, dependent on the nature of the Topic offered.

SWRK 695 Independent Study (1-3) - this course provides an opportunity for graduate level social work majors to explore advanced generalist social work practice from a research practice and policy perspective. Advanced generalist social work practice is explored from its historical fundamental concepts, values, and principles using current research and practice skills to enhance the student’s understanding of the relevance of research to effective practice skills with all levels of intervention. The research assignments are geared to developing a broader knowledge of specific social work practice that can enhance resources and service delivery to multicultural populations. Prerequisites: SWRK 601, 613, & 616.

Forensic Social Work (SWRK) Courses

SWRK 700 Orientation to Forensic Social Work (1) - is a course that addresses the range of introductory topics and issues critical for successful completion of the certification program and target academic objectives, including the: Purpose, function and roles of social workers in legal settings; Interdisciplinary cultural factors inherent to working with lawyers and legal professionals; Dynamics of working within a “host setting” i.e. the legal arena; General laws, policies and practices associated with forensic social work practice. Students will be provided with guidelines and success strategies for the program, including resources for achieving academic objectives and career advising. The course content forms the foundation for the program and culminates in the requirements for the 2 credit hour Capstone (SWRK 712).

SWRK 701 Legal & Ethical Issues in Social Work (3) - this course focuses on basic legal and ethical concepts as they apply to social work policies and practices with vulnerable populations. Students will be introduced to: (1) a historical overview of the relationship between law and social work and the role of ethics; (2) the role of the US Constitution, federal laws, and case law developments as they have impacted human services delivery; (3) issues pertaining to confidentiality, due process, agency/worker liability and malpractice issues; (4) legal regulation of social work; (5) case record keeping; (6) preparing for and testifying in court; (7) sexual harassment, and other forms of discrimination. The course reflects the school's commitment to issues of social justice and human dignity, diversity and self-determination by examining the evolution of clients' rights and examining how laws and other legal mandates have been used as measures of social control and oppression. The law, lawyers, and legal settings are frequent sources of both problems and solutions for social workers, our clients, and the agencies in which we work. Understanding the processes and content of law and of law's settings and actors is important for effective social work practice. Moreover, in this litigious society, social workers are increasingly subject to various forms of legal scrutiny and situations requiring balancing important ethical considerations. The course seeks to introduce students to concepts and processes as well as help them gain certain knowledge and skills that call for accountable and ethical practice.

SWRK 705 Seminar in Criminal Law (3) - this is an intensive 5 week course. Readings, assignments, presenters and activities support student competencies in the following areas toward the successful completion of course requirements: (1) Fundamental constitutional concepts and principles - Due Process of the law - Equal protection; (2) Prosecution and punishment of adult offenders - Crime: elements, classifications & defenses - From chard through trial and sentencing; (3) Adjudication and treatment of juvenile offenders - Delinquency and custody - Adjudication process. Overarching sociological factors impacting the American criminal justice system are addressed along with victims and victim rights issues.

SWRK 710 Seminar in Family Law (3) - this is an intensive 5 week course. Readings, assignments, presenters and activities support student competencies in the following areas toward the successful completion of course requirements: (1) Fundamental concepts and principles for the family law system: - Constitutional and federal statuses governing family law - State law; (2) Laws, concepts and principles involving children: Child protection, rights and obligations of parents - Legal aspects of out-of-home placement; (3) Legal constructs of "Marriage" and "Family": Marriage as compared to or contrasted with co-habitation - Termination of marriage, dissolution issues; (4) Elder law: Guardianship - who, how, and other alternatives - Competency (elders and others with physical or mental disabilities). Pre-requisite: SWRK 700.
SWRK 711 Forensic Practice Skills Lab/Seminar (2) - combines didactic material with extensive opportunities for experiential learning under highly supervised conditions. Course content is synchronized with the Field Practicum in Advanced Generalist Forensic Social Work and the course emphasizes preparations for the application of FSW skills in practice settings. Readings, assignments, and activities support student competencies in the following area: Performance-Based Competencies (1) Preparation for legal proceedings/Pre-trial: Importance of context (employment setting, private practice) and social work role - Interviewing - Mediation and negotiation skills; (2) Documentation and documentary evidence: Clinical records - Interoffice documents - Court records; (3) Testifying and expert testimony: Contracting services - Oral testimony on direct and cross-examination - Depositions, hearings, or other proceedings; (4) Responding to claims against the practitioner: Responding to subpoenas - Malpractice claims. Pre-requisite: SWRK 700.

SWRK 712 Capstone in Forensic Social Work (2) - this course is a directed study that engages student collaborations with social work, law faculty or community expert and involves two (2) core projects through which students demonstrate an advanced understanding of forensic social work theory and knowledge base and their applications for clients and professional development. These projects include: (1) Publication quality paper (can be co-authored with faculty) - students learn from and contribute to the fields by researching an approved topic of interest and writing on this area, (2) Professional portfolio - student summarize and highlight their specific professional and program accomplishments in an evaluated and critiques "hard copy" or digital document. Pre-requisite: SWRK 700.

College of Business & Health Administration

Health Administration (HSAD) Courses

HSAD 603 ORGANIZATIONAL AND HUMAN RESOURCE MANAGEMENT (4) - examines major management and behavioral theories as they apply to health service organizations and major issues in human resource management.

HSAD 604 ENTRY COLLOQUIUM AND STRATEGIC MANAGEMENT (4) – provides orientation to MHA program policies, procedures, and requirements. Students will receive the guidelines, policies, and requirements of the Applied Management Project and begin planning their project.

HSAD 607 MEDICAL SOCIOLOGY (4) - provides a broad overview of the health services delivery system as viewed by the social scientist. The course addresses the influence of values and cultures on health and illness, on delivery systems and on professional roles.

HSAD 610 ECONOMICS OF HEALTH SERVICES (4) - examines health care from an economic perspective. Economics will be used to understand the allocation of human and other resources within the health care industry.

HSAD 612 ISSUES IN HEALTH ADMINISTRATION (1-6) - examines current issues in health administration using the case study method. This course provides flexibility both in terms of issues addressed (based on student needs and interest) and semester hours of credit (1-6 semester hours). Permission of academic advisor required.

HSAD 615 HEALTHCARE QUALITY MANAGEMENT (4) – designed for those who will be involved in quality management in healthcare organizations. Through lectures and class discussions, students will develop a basic understanding of the quality management principles and will learn an inventory of tools necessary in carrying out quality management initiatives.

HSAD 623 HEALTH INFORMATION AND QUALITY MANAGEMENT (4) - explores the unique characteristics of health services organizations and the management of such organizations.

HSAD 630 FINANCIAL MANAGEMENT OF HEALTH SERVICES (4) - studies financial management theories as they relate to middle and upper level management in health care organizations. Particular emphasis will be placed on understanding how program goals should be integrated into financial planning, budget preparation and financial control systems.

HSAD 637 HEALTH CARE LAW (4) - designed to identify and examine those major areas of law that influence the operation of health care facilities.

HSAD 640 HEALTH SERVICES MARKETING (4) - emphasizes the necessity for internal and external planning, strategic planning and marketing. Methods of assessing community need and data analysis in relation to organizational purposes are areas of emphasis.

HSAD 650 HEALTH CARE ETHICS (4) – explores ethical issues for the health care professional with three major components: personal ethical decision making, bioethics, and ethics in health care management. The course will cover some basic ethical theories/perspectives and focus on their application to various current issues in the health care context.
**HSAD 660 APPLIED MANAGEMENT PROJECT II (2)** – provides opportunities for participation and practical application of administrative and management skills in the institutional setting. Departmental approval is required to register for the course.

**HSAD 661 SOCIAL ACTION PROJECT I (2)** – focuses on providing opportunities for engagement, participation and practical application of executive management skills in a healthcare institutional setting. The social action project is designed to allow students an opportunity to practice the theories and skills they have studied in the classroom. Advisor approval is required to register for the course.

**HSAD 663 SOCIAL ACTION PROJECT II (2)** – students will research, plan and interview for their executive management experience in this course and will implement the plan.

**HSAD 671 HEALTH POLICY (4)** – takes participants through various political, legislative and regulatory forces in the healthcare industry. The role of government in healthcare will be examined as well as social and economic factors in shaping health care policy.

**HSAD 681 METHODS OF RESEARCH (4)** - designed to provide students with the knowledge to manage, interpret, and analyze research data. Students will also examine basic research methodologies most often used in health service administration research.

**HSAD 685 TOPICS IN HEALTH SERVICES (4)** - addresses specific health care topics which can be of varying importance depending upon location. Topics in health services administration is meant to allow for the integration of current health care trends/issues into the curriculum.

**HSAD 695 HEALTH ADMINISTRATION COMPREHENSIVE EXAM (0)** – is a summary document of learning acquired during the full course of study. Health Administration majors must pass all portions of the comprehensive exam within one year of completing their last course in order to graduate. Students who do not pass the examination may retake it only upon consultation with the faculty. Prerequisite: 32 semester hours of credit completed or enrollment in final semester of coursework and at least a 3.0 grade point average in the program.

**HSAD 699 CAPSTONE SEMINAR (2)** – designed to provide a culminating experience in the MHA program. It will provide an opportunity for students to demonstrate that they have achieved the learning goals of the program. Includes knowledge and skills derived from prior coursework and serves as a bridge between the academic experience and the workplace.

**Business Administration (MBAD) Courses**

**MBAD 501 SURVEY OF MANAGEMENT (2)** – equivalent to a 3-credit hour undergraduate course in management. Graded on a pass-fail basis. Provides an overview of management principles and theories. Emphasis is given to the functions of management: planning, staffing, motivating, and controlling. This course analyzes the process that managers must understand in order to form, organize, and run today’s businesses. This requirement can also be met through an undergraduate course in management or a waiver from the academic advisor.

**MBAD 506 SURVEY OF MARKETING (2)** – equivalent to a 3-credit hour undergraduate course in marketing. Grades on a pass-fail basis. Covers marketing as a process of planning and executing product development, pricing, promotion, and distribution of ideas, goods, and services to accomplish organized objectives. Some of the topics include the marketing processes, research, consumer behavior, distribution channels, industrial marketing, pricing, promotion, and international marketing. This requirement can also be met through an undergraduate course in marketing or a waiver from the academic advisor.

**MBAD 510 SURVEY OF QUANTITATIVE METHODS AND STATISTICS (2)** – equivalent to an intensive 3-credit hour undergraduate course in business statistics. Graded on a pass-fail basis. The course includes both descriptive statistics and inferential statistics. Presents an overview of the data-collection process. Surveys methods for describing data numerically and graphically. Covers various summary measures and measurements of dispersion. Covers basic probability theory and probability distributions needed for understanding statistical inference. Inferential techniques such as confidence interval estimation and various hypotheses tests will be explored. Explores relationships between quantitative variables using correlation and ordinary least-squares (OLS) simple and multiple regression. Also covered is an examination of the regression results including an interpretation of the coefficient of determination, p-values, the f-test. This requirement can also be met through an undergraduate course in statistics or a waiver from the academic advisor.

**MBAD 511 SURVEY OF ECONOMICS (2)** – equivalent to a 3-credit hour undergraduate course in economics. Grades on a pass-fail basis. Surveys the field of economics with special emphasis on pricing policy. Topics include: supply and demand, fiscal and monetary policy, market pricing, resource pricing, regulation of the market, and international trade. This requirement can also be met through an undergraduate course in macroeconomics or microeconomics or a waiver from the academic advisor.
MBAD 516 SURVEY OF FINANCE (2) – equivalent to a 3-credit hour undergraduate course in finance. Graded on a pass-fail basis. Covers the key concepts of finance with emphasis on evaluating a firm’s wealth as measured by an increase in stock value. Attention is also given to financial statement analysis, risk and return, cost of capital and capital budgeting. This requirement can also be met through an undergraduate course in finance or a waiver from the academic advisor.

MBAD 521 SURVEY OF FINANCIAL ACCOUNTING (2) – equivalent to a 3-credit hour undergraduate course in financial accounting. Graded on a pass-fail basis. Concentrates on principles of financial accounting in order to provide a foundation for the study of managerial accounting. Presents accounting as an information system that produces financial statements, primarily for users external to a business or other enterprise. The forms of business organizations and the common transactions entered into the businesses are addressed. The emphasis is on understanding and applying basic accounting principles and concepts guide the reporting of the effect of transactions and other economic events on the financial condition and operation results of a business. Analysis and interpretation of financial statements, as well as their limitations for making forward-looking decisions is included. This requirement can also be met through an undergraduate course in accounting or a waiver from the academic advisor.

MBAD 606 MARKETING MANAGEMENT (4) - examines the conceptual foundations and ethical practices of contemporary marketing management as well as the planning, implementation and control of the marketing function. Topics include situation analysis, marketing objectives, target market selection, and strategies for product, pricing, promotion and physical distribution in foreign and domestic markets. Contributions from the various schools of marketing will be studied, analyzed and applied to today’s managerial decision-making process. Prerequisite: MBAD 506 or competency in Marketing.

MBAD 611 MANAGERIAL ECONOMICS (4) - uses the tools and techniques of economic analysis including computerized analysis, to examine and solve business problems, bridging the gap between theoretical economics and business administration decision making. Managerial Economics clarifies the vital role business plays in the international economy. Prerequisite: MBAD 511 or competency in Economics.

MBAD 616 MANAGERIAL FINANCE (4) - covers two significant areas of financial decisions for managers: how to best invest/deploy the firm’s financial resources such as decisions to invest in new equipment or new products; and how to best fund the corporation using the various forms of debt and equity capital available. The course builds a quick foundation in the vocabulary and concepts of financial markets and financial valuation (cash flows, net present value), presents a fulsome examination of various financial tools/models used to support managerial decisions on capital and strategic investments, and includes a complete review of options managers have to fund their firm and the process by which they do so. Prerequisite: MBAD 516 or competency in Finance.

MBAD 621 MANAGERIAL ACCOUNTING (4) - covers key concepts used by managers to understand and manage a firm’s financial performance. The course builds a quick foundation in the vocabulary and concepts of cost accounting, presents a fulsome process for budgeting including variance analysis, and provides an overview of various financial tools/models used to support managerial decision making such as product pricing, capital expenditures, and performance compensation. Prerequisite: MBAD 521 or competency in Financial Accounting.

MBAD 625 PROJECT MANAGEMENT (4) - provides an overview of professional project management practices. It equips the student with the skills to assess the degree to which organizations apply these practices at the individual, team, and organization levels. It also helps them contribute as productive members of cross-functional project teams and understand project management as a dynamic learning process. Prerequisite: MBAD 501 or competency in management.

MBAD 626 APPLIED BUSINESS RESEARCH METHODS (4) - introduces the conceptual and technological tools used to conduct business research. Emphasis is placed on the application of research methods to specific business problems and managerial decision-making. Prerequisite: MBAD 510 or competency in Statistics.

MBAD 631 STRATEGIC BUSINESS MANAGEMENT (4) - is designed as a capstone course in which students learn and apply various models and tools to formulate a business strategy. The student will learn and apply the process of situational analysis including the macro-environment, industry environment and internal situation of the firm. This analysis will be used to create alternative strategies and determine the optimal strategy to be implemented. The course also examines the processes and issues to implement the selected strategy. Prerequisites: MBAD 501 or competency in management, MBAD 611, MBAD 616, and MBAD 621.

MBAD 641 HUMAN RESOURCE MANAGEMENT (4) - provides a critical review of theory, research and practice related to the human factor of the production of goods and services. It examines the basic concepts of individual and social behavior as they apply to the modern international organization, and it explores contemporary social and ethical issues as they apply to the work place. Prerequisite: MBAD 501 or competency in Management.

MBAD 646 BUSINESS ETHICS (4) - explores the role of the corporation in modern society and its responsibilities to government and to the economic and social well-being of the nation. Theories of ethics will be surveyed and an ethical decision-making model will be developed and applied to various business situations. Prerequisite: MBAD 501 or competency in Management.

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MBAD 650 INTERNATIONAL BUSINESS (4) - introduces the student to the world of international business transactions. International trade, finance and investment, and economics are presented from the working business-world perspective. The impact of culture, politics, and public policy on the business entity is brought to light. This course is multi-disciplinary in its approach to business and the international environment. Prerequisite: MBAD 501 or competency in Management.

MBAD 651 MANAGEMENT AND ORGANIZATIONAL BEHAVIOR (4) - provides an overview of the management skills and principles used in today’s business environment. It also examines the impact that groups, individuals, and hierarchical structures have on behavior within organizations. Presented are organizational structures, successful strategies for leadership and decision-making, motivation, interpersonal communications, and group structure and process. Prerequisite: MBAD 501 or competency in Management.

MBAD 655 BUSINESS LOGISTICS (4) – introduces the concepts of logistics and supply chain management. Topics include procurement, customer service, order processing (distribution) management, transportation, warehousing, inventory control, and information technology. Emphasis will be placed on analyzing the interrelationships among these topics in designing a successful logistics strategy. Assumes student has knowledge of fundamental business courses and logistics management concepts. Prerequisite: MBAD 501 or competency in management.

MBAD 656 TRANSPORTATION MANAGEMENT & ECONOMICS (4) – provides a broad survey of transportation issues, methods and strategies in policy studies, business, trade or transportation. Analysis and discussion from various perspectives including motor carrier, shipper and third party providers. Other topics include modes of transportation, logistics and freight pricing, relationship of logistics operations to transportation decisions, effects of compliance laws on transportation and transportation economics. Prerequisite: MBAD 501 or competency in management.

MBAD 657 INTERNATIONAL LOGISTICS MANAGEMENT (4) – focuses on international logistics operations and the legal infrastructure in which it operates to move goods in a global economy. Extensive discussions regarding export/import procedures, multinational logistics strategy, international payment processes, review/selection of transportation modes, and risk management. The effects of government trade and public policies on global logistics operations will also be analyzed. Prerequisite: MBAD 501 or competency in management.

MBAD 658 MANAGEMENT AND RISK MANAGEMENT (4) – provides an overview of the management of risk in business, public and non-profit organizations. The course focuses on risk assessment, risk control, and risk communication. Emphasis will be placed on analyses of risk and risk management from various perspectives including business, governmental, and non-profit. Prerequisite: MBAD 501 or competency in Management.

MBAD 659 INTERNATIONAL BUSINESS (4) – provides an overview of the management of international business. Emphasis will be placed on analyses of the environment in which international business is conducted. A variety of case studies will be explored. Prerequisite: MBAD 501 or competency in Management.

MBAD 661 ENTREPRENEURSHIP (4) – introduces students to the principles and practices of entrepreneurial thinking and action. Students will develop their own entrepreneurial ventures using the idea generation process, product and service development, market analysis, planning and implementation. Prerequisite: MBAD 501 or competency in Management.

MBAD 662 STRATEGIC MANAGEMENT (4) – covers key concepts used by managers to understand and manage a firm’s strategic objectives. The course builds a foundation in the vocabulary and concepts of strategic management. Prerequisite: MBAD 501 or competency in Management.

MBAD 663 BUSINESS IN A GLOBAL CONTEXT (4) – introduces students to the skills and management concepts necessary to work in a multi-cultural environment. Emphasis will be placed on the role of international trade, finance and investment, and economics in the global business environment. Prerequisite: MBAD 501 or competency in Management.

MBAD 664 BUSINESS ETHICS (4) – introduces students to the ethical principles and management concepts necessary to work in a multi-cultural environment. Emphasis will be placed on the role of international trade, finance and investment, and economics in the global business environment. Prerequisite: MBAD 501 or competency in Management.

MBAD 665 BUSINESS ETHICS (4) – introduces the concepts of business ethics and social responsibility. Topics include ethical decision-making, organizational ethics, and social responsibility. Emphasis will be placed on analyzing the interrelationships among these topics in designing a successful business ethics strategy. Assumes student has knowledge of fundamental business courses and business ethics management concepts. Prerequisite: MBAD 501 or competency in management.

MBAD 666 HUMAN RESOURCES MANAGEMENT (4) – introduces the concepts of labor relations, human resource management, and the role of human resource management in business strategy. Emphasis will be placed on analyzing the interrelationships among these topics in designing a successful human resource management strategy. Assumes student has knowledge of fundamental business courses and human resource management management concepts. Prerequisite: MBAD 501 or competency in management.

MBAD 667 LEADERSHIP AND ORGANIZATIONAL BEHAVIOR (4) – introduces students to the skills and management concepts necessary to work in a multi-cultural environment. Emphasis will be placed on the role of international trade, finance and investment, and economics in the global business environment. Prerequisite: MBAD 501 or competency in Management.

MBAD 668 MANAGEMENT OF TOTAL QUALITY (4) – introduces students to the skills and management concepts necessary to work in a multi-cultural environment. Emphasis will be placed on the role of international trade, finance and investment, and economics in the global business environment. Prerequisite: MBAD 501 or competency in Management.

MBAD 669 MANAGEMENT OF TOTAL QUALITY (4) – introduces students to the skills and management concepts necessary to work in a multi-cultural environment. Emphasis will be placed on the role of international trade, finance and investment, and economics in the global business environment. Prerequisite: MBAD 501 or competency in Management.

MBAD 670 MANAGEMENT OF SERVICE ORGANIZATIONS (4) – introduces students to the skills and management concepts necessary to work in a multi-cultural environment. Emphasis will be placed on the role of international trade, finance and investment, and economics in the global business environment. Prerequisite: MBAD 501 or competency in Management.

MBAD 671 TOPICS (1-4) - selected contemporary topics in business.

MBAD 675 TOPICS (1-4) - selected contemporary topics in business.

MBAD 679 PRACTICUM (1-6) - provides an experience designed to enhance and deepen a student’s competence in one or more areas of study while offering the opportunity to integrate theory and practice. The practicum will be conducted in a professional capacity in a work setting under the supervision of University faculty.

Management (MGMT) Courses

MGMT 617 DEVELOPING PERSONAL LEADERSHIP (4) - provides an analytical and intellectual analysis in the practice and development of personal leadership skills. The study of leadership “being” and the “process” of leadership will also be discovered. While the primary focus will naturally be derived from a business management perspective, readings will also be drawn from research and theory in political science, history, psychology, and related fields.

MGMT 629 ORGANIZATION AND TEAM LEADERSHIP (4) - provides an analytical analysis of core concepts in the practice and development of organization and team/group leadership skills. The focus is more macro in scope by looking beyond the individual characteristics of the leader to the characteristics of a group and an organization. This course will seek to understand the interrelationships that operate within an organization and group and their effects on systematic change interventions.

MGMT 630 LEADING IN A DIVERSE AND CHANGING ECONOMY (4) - provides students with an in-depth understanding and appreciation for leading in a culturally diverse work environment. This course will focus on issues related to leading a diverse workforce and economy. This course will focus on a multitude of issues that have or will have a significant impact on one’s ability to lead organizations and groups effectively.

MGMT 642 PERFORMANCE MEASUREMENT AND FINANCIAL MANAGEMENT (4) - covers key concepts used by managers to understand and manage a firm’s financial performance. The course builds a quick foundation in the vocabulary and concepts of accounting, presents a process for budgeting, and provides an overview of various financial tools/models used to support managerial decision making such as cost management, product pricing, capital expenditures and performance compensation.

MGMT 645 LEADING CONTINUOUS IMPROVEMENT (4) - covers the key concepts to build and lead a continuous improvement culture to drive increased organizational performance. The course builds a foundation in the history, vocabulary and concepts of total quality management and continuous improvement. It then examines the major methodologies and tools used to effect continuous improvement. Lastly, the course introduces students to important issues such as change management as well as organizational dynamics.
MGMT 694 TOPICS (1-4) - Selected contemporary topics in business.

MGMT 695 LEADERSHIP PRACTICUM (1-6) - provides an experience designed to enhance and deepen a student’s competence in one or more areas of study while offering the opportunity to integrate theory and practice. The practicum will be conducted in a professional capacity in a work setting under the supervision of University faculty.

Training and Development (TDEV) Courses

TDEV 612 ADULT LEARNING AND DEVELOPMENT (4) - presents adult learning theory as it applies to factors that influence and facilitate adult participation and learning. It examines various theories of physiological, psychological and social adult development.

TDEV 622 NEEDS ANALYSIS, INSTRUCTIONAL DESIGN, AND MEASUREMENT (4) - presents the principles and processes for assessing both strategic organizational and individual learner needs to identify potential instructional needs. Instructional design and development are approached from a performance-based perspective and include such topics as: establishing objectives, utilizing educational technology, and measuring learning outcomes.

TDEV 624 MANAGEMENT OF TRAINING AND DEVELOPMENT (4) - examines management processes and responsibilities as they pertain to training and development programs. It includes management functions such as planning, organizing, staffing, motivating and controlling. There is special emphasis on the manager as an internal performance consultant. The course addresses the processes of influence, collaboration and negotiation as they apply to the role of a manager of learning programs for adults.

TDEV 632 PROGRAM DEVELOPMENT AND EVALUATION: APPLIED RESEARCH METHODS (4) - presents research methods to determine educational program needs. Students establish program objectives, design and schedule offerings, and establish procedures for accountability. Research methods are selected to most accurately evaluate program effectiveness. Program planning strategies are addressed for both primary site delivery and distance education.

TDEV 634 MARKETING OF CONTINUING EDUCATION AND TRAINING (4) - examines the concepts in marketing continuing education and training programs to both internal and external audiences. It uses the approach that learning programs must be developed as a service or a product that is priced, placed and promoted. This is true whether the target market is internal or external to the organization, whether the program is mandatory or optional, or whether it is expected to be revenue generating, cost recovery, or conform to a budget.

TDEV 642 eLEARNING: EVOLVING THEORY AND PRACTICE (4) - addresses the development, delivery, and management of blended learning and eLearning with the context of distance learning programs. The course covers current definitions and research, instructional design for eLearning, teaching strategies and materials, and assessment of student learning outcomes. It considers learner and instructor characteristics that lead to successful eLearning. Students analyze various distance learning technology options, enabling them to better select the most appropriate delivery systems. Management strategies are examined in the light of the most current technologies and practices.

TDEV 652 STRATEGIC PLANNING AND BUDGETING (4) - explores the issues and the practice of leadership in continuing education and training. It takes a project management approach to long-range strategic planning, developing and refining mission statements, integrating education and training into organizational goals, managing both classroom and technology assisted learning, and developing and implementing budgets.

TDEV 662 INTERPERSONAL AND GROUP COMMUNICATION (4) - addresses issues of effective communication in the workplace and in the classroom. Methods of successful communication in both face-to-face and electronic situations will be explored. Many forms and purposes of communication will be covered. They include verbal and non-verbal messages; formal and informal presentations; one-on-one, small group and large group facilitation.

TDEV 690 COMPREHENSIVE PROJECT (4) - is a capstone experience to be taken in the student’s last semester. It provides an opportunity for the student to synthesize his or her learning experience in a self-directed project. The project should focus in the student’s concentration of study and reflect his or her learning throughout the curriculum. It should have a sponsoring organization that will utilize the resulting service or product. The student will collaborate with an appropriate mentor/expert in the content area of his or her project as well as with the academic advisor. If necessary, the student will receive assistance in identifying a sponsoring organization and a mentor/expert. A representative from the sponsoring organization, the mentor/expert, and the academic advisor will evaluate the project. The student must have completed a minimum of 32 credit hours and maintain at least a 3.0 grade point average in the program to take this course.

TDEV 696 INDEPENDENT STUDY (1-4)

TDEV 701 TEACHING IN HIGHER EDUCATION (1) - introduces the vocabulary, processes, standards, attitudes, and trends in higher education. This course explores some of the similarities and differences between working in higher education and working in other organizations. It includes defining the relationships between faculty, students, administration, and staff.
Expectations that the institution has of faculty as well as what faculty can expect from the institution are addressed. Prerequisite: USF adjunct faculty status.

TDEV 702 FRANCISCAN VALUES (1) - explores the history of St. Francis and the Franciscan movement. It includes a discussion of how we live out those values today, especially in the classroom. Prerequisite: USF adjunct faculty status.

TDEV 703 MEETING THE NEEDS OF ADULT LEARNERS (1) - covers the unique learning needs of the adult returning student through adult learning theory. It addresses how to incorporate adults’ experiences into their learning, to present materials that are highly applied and meaningful, and to address adult learner’s goals and motivation. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 704 ADULT LEARNING STYLES (1) - identifies different models of defining adult learning styles. The relationship between learning styles and teaching strategies will be explored. The value of various teaching approaches to improve student performance will be emphasized. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 705 FACILITATING DISCUSSIONS (1) - addresses the various techniques and processes of democratic and meaningful classroom conversations. Issues that are covered include the teacher’s role in discussion, developing effective discussion questions, keeping discussions focused, and encouraging and controlling participation. Both small and large group discussions will be considered. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 706 DEVELOPING AND DELIVERING A LECTURE (1) - addresses methods of researching and compiling relevant sources to be able to organize a lecture in a meaningful way. Ways of including applied information such as examples and case studies are included. Delivery methods covered are the use of a black/white board, handouts, flip chart, PowerPoint, and other visual materials. Content of the course will address the differences between on site and online delivery. Prerequisite: USF adjunct faculty status.

TDEV 707 EXPLORING CREATIVE CLASSROOM STRATEGIES (1) - explores innovative ways of creating assignments, presenting materials, and encouraging student learning. Techniques such as games, role play, case study, humor, and competitions will be addressed. Content of the course will address the differences between on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 708 INCREASING COMMUNICATION EFFECTIVENESS (1) - addresses effective communication in the classroom. It includes verbal and non-verbal messages, one-on-one, small group, and large group facilitation. Content of the course addresses communication skills in both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 709 DESIGNING EFFECTIVE ASSIGNMENTS FOR ADULT LEARNERS (1) - focuses on designing a variety of assignments to meet the diverse needs of adult learners. It includes developing requirements for papers and projects, both as individual and group assignments. The emphasis is on creating assignments that learners can apply to their professional and personal lives. Also included is a study of Bloom’s taxonomies and how to utilize them in designing assignments. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 710 ASSIGNING AND GRADING STUDENT PAPERS (1) - explores how to structure, present, and evaluate written assignments. It addresses the integration of content and expression. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 711 SETTING STANDARDS AND MEASUREMENTS FOR GRADING (1) - addresses various types of measurement of student learning including projects, tests (multiple choice, true/false, matching, completion), and essays. Methods developing both norm referenced and criterion referenced measurements will be covered as well as standards for establishing grades. Bloom’s taxonomies will be studied to define measurement at various levels of knowledge. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 712 UTILIZING ONLINE RESEARCH DATABASES (1) - covers the use of USF database tools and techniques to formulate a search for purposes of research and to generally access information. It addresses ways to structure assignments and instruct students in effective use of the databases. Content of the course applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

TDEV 713 PREPARING TO TEACH ONLINE (1) - takes the novice online instructor through the steps of course development, online teaching, and online assessment. The course will focus on four skills critical to online teaching: planning, communication, evaluation and management skills. Topics will include: developing an online course; creating an online syllabus and content; creating performance-based assessment; planning online activities; creating and moderating online discussion groups; managing the online course (time, record-keeping, students). Prerequisite: USF adjunct faculty status.

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TDEV 714 TEACHING IN AN ACCELERATED FORMAT (1) - identifies the main parts of a comprehensive accelerated format course. The course provides review examples, discusses capturing content strategies, examines assessment and grading strategies, and provides the basis to build a course based on adult learning theories and strategies. Prerequisite: USF adjunct faculty status.

TDEV 715 ASSESSMENT IN HIGHER EDUCATION (1) - provides an introduction to assessment in the classroom, department, and institution. Assessment as a tool for improvement and a basis for planning and change is explored. Prerequisite: USF adjunct faculty status.

College of Education

Ed.D. - Educational Leadership (EDEL) courses

EDEL 800 DYNAMICS OF ORGANIZATIONAL AND CHANGE THEORIES (3) – provides the foundation for superintendents regarding dynamics of organizations, leadership from the district perspective, identifying necessary change, providing support to ensure successful implementation of the change initiative, measuring the effectiveness of the change initiative, identifying the next logical steps, and understanding how staff typically react to change. In addition, the course addresses the need to involve representative stakeholder groups and diverse populations in the analysis and implementation of change policies. Emphasis is on ethical leadership throughout the implementation of change in the organization.

EDEL 809 QUANTITATIVE AND QUALITATIVE RESEARCH I (3) – provides a background of concepts and practices related to mixed research methodologies at the doctoral level. Where to collect data, how to collect data, how to analyze data, how to use educational statistics, and how to develop an ethical study are the key topics of this course. It also provides the foundation for educators to use regarding the use of research to guide and inform decision-making, ethical and appropriate use of educational statistics, identifying and critiquing educational research to determine its appropriateness for district and school use, and use of data to measure achievement regarding district vision, mission, and goals. In this course, candidates will develop their dissertation proposal.

EDEL 810 QUANTITATIVE AND QUALITATIVE RESEARCH II (3) – provides more understanding of and experience with concepts and practices related to mixed research methodologies at the doctoral level. It builds upon the foundation from EDEL 809 Quantitative and Qualitative Research I by helping candidates to use research to guide and inform decision-making, ethical and appropriate use of educational statistics, identifying and critiquing educational research to determine its appropriateness for district and school use, and use of data to measure achievement regarding district vision, mission, and goals. In this course, candidates will write Chapter 1 of their dissertation.

EDEL 811 AN OVERVIEW OF THE SUPERINTENDENCY (3) – provides a background of the scope and duties of district-level educational leadership. Candidates will learn how to work with the Board of Education, village or city leaders, the county Regional Office of Education, employee groups, and various stakeholder groups. They also will learn the logistics and mechanics of running board meetings, developing and monitoring public relations plans, filing appropriate paperwork with various governmental agencies, and managing the central office: curriculum & instruction, human resources, special education, business affairs, transportation, buildings and grounds, etc. Specifics related to each of the topics will be addressed throughout the program, but this course puts them all together in an overview intended to prepare candidates for the scope of duties and responsibilities related to ethical, district-level educational leadership.

EDEL 812 DISSERTATION EXPERIENCE I: REVIEW OF THE LITERATURE (3) – helps the doctoral candidate to begin the dissertation process. Through this course, candidates will conduct an analysis of related studies supporting their dissertation topic and their writing of Chapter 2 - Review of the Literature.

EDEL 813 DISSERTATION EXPERIENCE II: DESIGN OF THE STUDY (3) – helps the doctoral candidate to continue through the dissertation process and to adjust the prior chapter. Through this course, candidates will determine and conduct appropriate research and/or surveys, appropriate to writing Chapter 3 - Design of the Study.

EDEL 814 DISSERTATION EXPERIENCE III: COLLECTION AND ANALYSIS OF DATA (3) – helps the doctoral candidate to continue the dissertation process and to adjust prior chapters. Through this course, candidates will analyze and explain research and/or surveys, appropriate to writing Chapter 4 - Analysis of the Data and Artifacts.

EDEL 816 DISSERTATION EXPERIENCE IV: SUMMARY AND INTERPRETATIONS OF THE STUDY (3) – helps the doctoral candidate to continue the dissertation process and adjust prior chapters. Through this course, candidates will summarize and interpret the findings of the study appropriate to writing Chapter 5.

EDEL 817 DISSERTATION EXPERIENCE V: PREPARATION FOR THE DISSERTATION FOR PRESENTATION AND PUBLICATION (3) – helps the doctoral candidate to prepare the dissertation for presentation to the COE faculty and the dissertation committee. In addition, candidates will be required to submit their dissertation study for publication.
EDEL 818 DISSERTATION EXPERIENCE: ADVANCED (3) – is an optional course for candidates needing extra time to complete their dissertation. It may include one or more of the following deliveries: blended, face to face, and/or online delivery. This course may be repeated each 8-week module until the dissertation is completed.

EDEL 820 SCHOOL EVALUATION, ASSESSMENT, AND ACCOUNTABILITY (3) – addresses various systems, methods, and theories relative to assessment and evaluation of the organization. Ways to effectively evaluate the organization, the smaller units (schools, departments, classrooms, etc.) students' achievement, and employees' performance will be analyzed. Appropriate analysis and reporting of evaluation results as well as development of improvement processes will be taught in this course. In addition, this course addresses the need to ensure the accommodation and representation of diverse and special needs groups in the planning, implementation, and analysis of assessments and related data.

EDEL 825 THE SUPERINTENDENCY: POLICY AND ETHICS (3) – provides the foundation for superintendents as they lead school districts in pursuit of the mission, vision, and goals of the organization. Leading all stakeholders, including the Board of Education, to utilize resources appropriately, keeping the district focus on human growth and development as well as teaching and learning, and getting all stakeholders to assume responsibility for the children and schools of the district are the key topics of this course.

EDEL 830 ADMINISTRATION AND MANAGEMENT OF EDUCATION FACILITIES (3) - provides the foundation for superintendents as they lead the district in good fiscal and organizational stewardship. Overseeing the operation, maintenance, and future needs of the facilities and equipment; providing quality maintenance and repair through internal and external resources; utilizing state-of-the-art technology to manage the district’s resources; and implementing preventative maintenance procedures are the key topics of this course.

EDEL 835 SCHOOL DISTRICT FINANCE AND BUSINESS MANAGEMENT (3) – provides the foundation for superintendents as they lead the financial and business management aspects of the school district. Determining an appropriate levy, filing the levy, positing the levy, budgeting in good times and crisis times, trimming an existing budget without compromising the district's mission, internal and external accounting and monitoring, and assuring appropriate financial resources necessary for quality teaching and learning are the key topics of this course.

EDEL 840 ADVANCED LEGAL ISSUES FOR SCHOOL DISTRICTS (3) – provides the legal foundation for superintendents as they lead the school district through potentially litigious situations. Issues of ethics, constitutionality, protection of individual rights, respect of uniqueness and diversity, and compliance with statutes and regulations are some of the key topics of this course. In addition, students will learn how to lead the Board of Education in the development of policies, as well as how to implement operational procedures. Current laws and recent cases will be analyzed, including current special education laws.

EDEL 845 HUMAN RESOURCE ADMINISTRATION AND COLLECTIVE BARGAINING (3) – addresses the principles and legally acceptable topics for collective bargaining; theories of delegation and empowerment; evaluation and professional development processes of teachers; supervision and evaluation of non-instructional staff; and procedures for recruitment, hiring and mentoring of all staff.

EDEL 850 INSTRUCTIONAL PROGRAM WITH A FOCUS ON LEARNING (3) – addresses the importance of alignment of teaching and learning with current research, organizational learning standards (national, state, district, individual); the importance of alignment of teaching, learning, curriculum, and assessment; the importance of utilizing current pedagogical strategies, brain-based theory, and cognition/learning theories in instruction are key topics in this course. This course also addresses the importance of making sure that the instructional program ensures the success of groups with special needs and various diversities, including English language learners. It also addresses the planning and implementation of tiered interventions.

EDEL 855 SERVANT LEADERSHIP (3) – helps doctoral candidates not to fall into the trap of making decisions based on a self-determined level of importance. Rather, candidates are taught the fundamental premises of servant leadership as well as ways to implement them in a successful manner. In addition to being a role model for administrators, teachers, students, and classified employees, the educational servant leader also sets a moral and ethical tone in the development and actualization of partnerships and collaborative projects with the community.

EDEL 860 GOVERNANCE OF THE SCHOOL DISTRICT (3) - addresses the intricacies of the relationship between the superintendent and the Board of Education. It also addresses the laws regarding meetings, filling of vacancies on the BOE, and conducting meetings in a parliamentary manner.

EDEL 870 THE SUPERINTENDENCY INTERNSHIP I (3) – enables candidates to acquire leadership experiences at the district level. While previous experiences most likely have been from the "field view,” these experiences are intended to present the candidate with the "big-picture" or "balcony view" of district leadership. Candidates will work under the supervision of a university faculty member as well as a practicing superintendent. Note: there are two internships, each earning 3 credit hours for a total of 6 credit hours in the internship.
EDEL 871 THE SUPERINTENDENCY INTERNSHIP II (3) - enables candidates to acquire leadership experience at the district level. While previous experiences most likely have been from the "field view," these experiences are intended to present the candidates with the "big picture" or "balcony view" of district leadership. Candidates will work under the supervision of a university faculty member as well as a practicing superintendent. Note: there are two internships, each earning 3 credit hours for a total of 6 credit hours in the internship.

Education (EDLS) Courses

EDLS 604 IMPACTING STUDENTS WITH SPECIAL GIFTS AND NEEDS THROUGH BRAIN RESEARCH (3) - provides an understanding of characteristics of the special needs brain and the gifted brain while exploring strategies to support learning at all ability levels. Educational implications of recent discoveries from brain research as it applies to the learning needs of gifted and learning disabled students will be examined. Additionally, instructional strategies that have evolved from the application of this information to the instructional process will be evaluated.

EDLS 605 TEACHING ENGLISH LANGUAGE LEARNERS IN THE REGULAR CLASSROOM (3) - is designed to provide K-12 teachers, administrators, and staff with an opportunity to gain a deeper understanding of issues affecting English language learners. Teachers will also learn about instructional methods and strategies that will have a positive impact on the success of the ELL students in their classrooms. This course meets the federal NCLB guidelines for high quality professional development.

EDLS 607 CREATING CONFIDENT SPEAKERS (3) - prepares educators to assist students in overcoming potential barriers they may experience in achieving clear, concise speech communication. It also focuses on the instructional objectives, strategies, lessons, activities, and evaluations involved in facilitating the development of competent and confident speakers.

EDLS 614 ARTS WITH THE BRAIN IN MIND (3) - studies the role of the arts to promote the development of valuable human neurobiological systems (our integrated sensory, attention, cognitive, emotional, and motor capacities). Participants will learn why the knowledge and skills of arts education have tremendous value, as well as how to incorporate brain-compatible arts instructional strategies throughout the curriculum.

EDLS 617 BENCHMARKS FOR EFFECTIVE TEACHING (3) - provides a synthesis of the strategies from authorities in education, leadership, management, personal change, and human resources development. The interrelationship between professional development and teacher effectiveness will be examined. Students will learn how physical health, an active mind, and supportive relationships contribute to professional effectiveness.

EDLS 620 BEST PRACTICES IN MENTORING: NO COLLEAGUE LEFT BEHIND (3) - examines attitudes and skills related to the role of professional mentors. Students will become familiar with the best practices necessary to facilitate new teacher success. Mentor teachers will develop and expand their abilities as leaders by learning clinical supervision techniques, and becoming more skilled in areas of communication, peer consultation, reflection, problem solving, and evaluation.

EDLS 625 ADVANCED INTERNET APPLICATIONS: IMPROVING TEACHING AND STUDENT LEARNING (3) - explores ways in which internet technology is rapidly becoming an integral and dynamic element for student achievement. Focuses on methods, strategies and resources to increase student achievement using web based materials.

EDLS 626 TOOLS FOR PROFESSIONAL RESILIENCE (3) - addresses stress and burnout plaguing professional educators of today. Provides the tools needed to proactively build resilience, manage stress, prevent burnout, and maximize effectiveness in the classroom.

EDLS 630 DIAGNOSIS AND INTERVENTION FOR STRUGGLING READERS (3) – explores each crucial element of the reading process to ensure student success and enable educators to design targeted and differentiated intervention sessions based on informal reading assessments. Negotiating literacy learning is a daily effort for struggling readers, and rituals and routines provide the essential instructional framework to grow these students into confident readers, and this graduate-level professional development course fives educators the tools necessary for student success for reading in the elementary grades.

EDLS 631 EXPLORING LEGAL LANDSCAPES OF THE MODERN AMERICAN CLASSROOM (3) –provides a thorough review of what every educator needs to know about law and education in the modern American classroom. The course addresses historic legal issues and teaches essential legal concepts that all educators should understand, while emphasizing fresh legal and ethical debates (many ripped from the headlines) in an effort to foster lively debate and critical thinking about the most interesting and important legal topics for modern educators.

EDLS 632 BEYOND THE BASICS: ADVANCED APPLICATIONS OF THE INTERACTIVE WHITEBOARD (3) - focuses on how to take the interactive whiteboard and other multimedia learning tools to the next level. Teachers will learn how to create digital content through the use of the included media resources, interactive items, and templates. They will weave current best practices in instructional design when building lessons to further connect digital natives to their learning. Participants will expand knowledge on how to incorporate other hardware - wireless tablets, response clickers, and media
EDLS 633 NO CHILD LEFT INSIDE: EXAMING RATIONALE AND METHODS OF USE OF THE OUTDOORS AS A CLASSROOM (3) - assists K-12 educators in seeking ways to expand their teaching expertise by applying outdoor education skills and awareness as a means to improve student learning. Educators will be provided with opportunities to explore and make sense of current research and to become confident in their abilities to utilize the outdoors as they plan lessons within their curricular areas.

EDLS 634 INTEGRATING TECHNOLOGY INTO MATHEMATICS INSTRUCTION (3) - explores software packages, web resources, and other instructional materials used to integrate technology and mathematics instruction. Course topics include developing an instructional unit that adheres to local, state and national standards; evaluating instructional technologies for use in the classroom; and developing a training plan to introduce the instructional unit to colleagues.

EDLS 636 TECHNOLOGY FOUNDATIONS TO IMPROVE TEACHING AND STUDENT LEARNING (3) - provides a hands-on exploration of the uses of hardware, software, and the World Wide Web in an educational context. Content addresses why computers are an essential teaching tool of the 21st century, provides practice activities in the context of educational settings, and requires synthesis of content and skills in the development of a specialized educational project. Issues related to privacy, access, legal and ethical situations in technology instruction are also addressed.

EDLS 638 ADVANCED MICROSOFT WORD FOR EDUCATORS (3) - provides an in-depth experience using the Microsoft Word application in educational settings. Course content addresses diverse types of document formatting, production, and publishing using intermediate and advanced features of Word functions. All hands-on practice activities are presented in the context of classroom or educational uses for this software program.

EDLS 639 READING STRATEGIES TO ENSURE INTERMEDIATE AND SECONDARY STUDENT SUCCESS (3) - addresses the findings of the National Reading Panel in the areas of comprehension (vocabulary instruction, text comprehension instruction, teacher preparation and comprehension strategies instruction), teacher education and reading instruction, and computer technology and reading instruction with research-based instructional strategies and materials.

EDLS 640 BEGINNING TO USE DREAMWEAVER MX IN THE CLASSROOM (3) - provides instruction on how to utilize Dreamweaver MX to build an accessible website which will be both attractive and useful. Participants will learn the importance of proper web design, how to sketch out the development of a website and also how to create appropriate content for the site.

EDLS 642 COLLABORATIVE WEB TECHNOLOGIES: TRANSFORMING LEARNING & SITE BASED (3): provides teachers the opportunity to understand and use global collaborative web technologies to impact learning and teaching. Teachers will use these technologies to design and develop relevant learning experiences across curriculums. Key components of this online world such as social online collaboration; creating and publishing text, images, and audio and video to the web; management of multiple streams of information (RSS feeds); social bookmarking; and the practical use of other Web 2.0 tools will be critiqued, analyzed and evaluated for classroom uses. This course will allow for examination of the ethics, safety and security involved with the use of these technologies. The use of Moodle to blog daily and participate in online forum discussions will enhance the teacher’s own technology skills.

EDLS 652 ADD/ADHD AND THE CLASSROOM TEACHER (3) - explores teaching methods promoting an effective learning environment for varied learner characteristics. Teachers will become familiar with best practices necessary to facilitate academic, physical, social, and emotional success of students with Attention Deficient Disorder or Attention Deficit Hyperactive Disorder within the classroom setting. Teachers will gain a deeper understanding of the etiology and neurology of the disorder and how it impacts the child academically, physically, and socially. Teachers will also analyze and develop strategies to effectively reduce activity and impulsivity through changing the setting as well as working with the child.

EDLS 656 INCLUSION: STRATEGIES FOR EDUCATORS (3) - provides the regular education teacher with a broader understanding of driving legislation as well as basic principles and practices for management of the inclusive classroom. The need for effective collaboration among educators to ensure success of all students is addressed.

EDLS 659 FUNDAMENTALS OF SCHOOL LAW FOR EDUCATORS (3) - explores public policy issues and political systems within the context of state and federal law and the ways by which teachers can apply the knowledge gained in everyday teaching. This course is designed for educators who want to understand how the law impacts individual teachers and the profession in general.

EDLS 660 EMPOWERING EDUCATORS IN THE CLASSROOM (3) - gives teachers at all levels (K-12) an overview of the normative developmental issues of children and adolescents, mental health issues that can compromise development, and the behavioral and social concerns that impinge on the processes of both developing and learning. At its core, this course challenges each professional to better understand the dynamics of the classroom and the student in order to respond effectively to each student and to collaborate well with others involved so that it is possible to make a difference in the lives of the children they teach.
EDLS 662 MORE CHANCES TO LEARN (3) - explores realistic strategies for using multiple intelligences within the classroom setting. Valuable activities for awakening and strengthening each of the intelligences will be explored to help students discover personal strengths, build self-esteem, and develop leadership skills.

EDLS 667 THE POWER OF BRAIN-COMPATIBLE LEARNING (3) - examines the profound implications of recent brain research on educational practice. The course also examines ways to optimize students’ learning capacity, increase retention, and minimize the need to re-teach.

EDLS 668 MANAGING THE PRESSURES OF THE TEACHING PROFESSION (3) – addresses principles of stress, symptoms of stress exhaustion, sources of personal and professional stress and effective coping mechanisms to utilize when stress is unavoidable. The course also addresses the ways in which children experience and manifest stress at various developmental stages and instructional techniques to help students manage their own stress.

EDLS 669 EMBRACING HEALTH: LIFESTYLE CHANGES TO PREVENT OBESITY IN CHILDREN (3) - will present an opportunity for participants as well as students to develop health literacy and to incorporate nutritional, physical, and emotional well-being into their daily habits and practices. The participants will explore federal, state, and local initiatives (both publicly and privately funded); exercise and healthy eating programs; and school wellness policies. All encompassing health literacy with skills to help transfer the knowledge to others is the over-all goal for learners in this course. Health Literacy carried into the learning community is the desired outcome so not only will participants gain knowledge and attitudes conducive to wellness themselves, but they, in turn, will have an impact on the lifelong practices of wellness for the students they teach.

EDLS 670 INQUIRY-BASED LEARNING AND TEACHING IN SCIENCE EDUCATION (3) – exposes participants to the inquiry teaching and learning approach through the teaching methodologies as applied to the science curriculum. This course culminates by requiring participants to create engaging inquiry based learning activities and projects.

EDLS 671 IMPACTING TEACHING AND LEARNING THROUGH BRAIN RESEARCH (3) – addresses the following content areas: brain development (including hemisphericity), information processing, memory and retention, transfer, and critical thinking. This course also addresses the application of this information in a constructivist classroom. This course is intended for experienced K-12 teachers who are interested in helping their students learn more effectively via brain-compatible techniques.

EDLS 676 DEVELOPING CURRICULUM FOR ONLINE COURSES (3) - provides teachers with the skills needed to develop, facilitate, and evaluate learner-centered online courses. Content addresses the asynchronous interactive learning model, the role of the online facilitator, technology considerations, online instructional strategies, facilitator roles, characteristics of successful online learners, and change management.

EDLS 677 FACILITATING ONLINE COURSES (3) - provides educators with training in effective online course facilitation. Content addresses skill development via structured practice sessions utilizing a model online course, a forum for practicing and discussing online facilitation skills, collegial peer evaluation and feedback, instructor conferences and personal reflection.

EDLS 678 EFFECTIVE TEACHING STRATEGIES TO MEET STUDENT NEEDS (3) - provides professional training needed in order to negotiate the complex, time-consuming process of designing and implementing standards-based education. The course provides teachers with a framework of understanding for standards-based education plus a host of manageable instructional skills to successfully work with standards and increase student achievement.

EDLS 679 CHILDREN AT RISK (3) - offers important steps to utilize when attempting to reach the growing numbers of at-risk children in our schools. The course will provide an in-depth awareness of the factors that place children at risk.

EDLS 680 COMMUNITIES OF CHARACTER (3) - provides a framework for understanding and implementing a successful character education program. Practical yet exciting grade-specific strategies will be explored to help individuals and schools promote “communities of character.”

EDLS 690 ADVANCED MICROSOFT POWERPOINT: IMPROVING TEACHING AND STUDENT LEARNING (3) - provides an in-depth exploration of classroom applications and educational uses for Microsoft PowerPoint for users with advanced skills. Web publishing, integration with other Microsoft Office applications, animation and interactivity, effective visual display of information; the rhetoric of presentations, and teacher productivity tools will be explored. Participants will also learn principles and strategies for creating and evaluating technology-enhanced learning experiences.

EDLS 697 PREPARING STUDENTS FOR ADULTHOOD: PROMOTING POSITIVE LIFE OUTCOMES FOR STUDENTS (3) – will assist teachers and educational personnel in gaining insight and knowledge into transition best practices and strategies needed to meet the transition requirements of a student’s Individualized Education Program.

EDLS 698 AUTISM SPECTRUM DISORDERS AND THE PROFESSIONAL EDUCATOR (3) - is designed to provide educators who wish to further their professional development through graduate course work an opportunity to demonstrate a
deeper understanding of Autism Spectrum Disorders (ASD) as well as explore teaching methods promoting an effective learning environment for varied learner characteristics within the wide range of disabilities. Participants will become familiar with best practices necessary to facilitate academic, physical, social, and emotional success of students with disabilities categorized under ASD within the classroom setting as well as working with families. Participants will gain a deeper understanding of the etiology and neurology of the varied disorders and how they impact the child academically, physically, and socially as well as their family. They will also analyze and develop strategies to effectively select, implement, and evaluate scientifically research-based strategies proven effective for students with disabilities falling within these disorders. This course meets federal NCLB guidelines for high quality professional development.

EDLS 700 TEACHING ALGEBRA WITH TECHNOLOGY (3) - is designed for 6-12 educators who are interested in enhancing their repertoire of technology to create dynamic algebraic lessons. Participants will explore useful techniques to create more effective technology lessons with software packages, web resources, graphing calculators, and instructional materials used to integrate technology into algebra instruction.

EDLS 701 BUILDING EDUCATIONAL WEBSITES TO EXTEND THE CLASSROOM EXPERIENCE (3) - provides an in-depth exploration of the classroom applications and educational uses of Web publishing skills. The course explores the value of student web site development as an instructional tool that facilitates learning, motivates reluctant students, improves communication skills, and provides parents with insights into student educational experiences. This course is intended for experienced K-12 educators seeking ways to expand their teaching expertise by incorporating web technology into the instructional process and for administrators who would like to maximize electronic communication for their staff.

EDLS 702 DIGITAL PHOTOGRAPHY AND RELATED TECHNOLOGY (3) - provides an in-depth exploration of the classroom applications and educational uses of digital media. Course participants will learn how to bring digital media into their classroom to enrich student activities. Participants will learn such specifics of digital photography as light, exposure control, focal length, focus, shutter speed, and lenses. In addition to the basics of digital photography, participants will learn how to import photos in a variety of ways in productivity and educational software programs and will leave with the ability to build calendars, newsletters, spreadsheets, productivity documents, online photo galleries, and PowerPoint presentations for learning purposes. Also, participants will learn how to use basic Photoshop elements to edit, enhance, and organize photos for classroom materials use.

EDLS 703 MOVIE MAKER FOR EDUCATORS (3) - teaches participants how to use digital video as an instructional tool for classroom projects. They will leave with practical ideas for classroom applications such as how to create movies, apply special effects, voiceovers, titles/credits, publish movies to online resources, and burn them to disc/flash drives. This is an introductory course and recommended for all k-12 teachers who are interested in learning more about digital video options in their classroom.

EDLS 704 BULLYING AND CYBERBULLING: AN EDUCATOR'S TOOLBOX FOR PREVENTION AND INTERVENTION (3) - gives educators at all levels (K-12) an overview of the research related to bullying, cyberbullying and school violence. Building on this research, educators will develop effective tools for the prevention and intervention of bullying behaviors and thus positively influence student achievement.

EDLS 705 CHALLENGES AFFECTING CHILDREN TODAY: EDUCATORS MANAGING ADOLESCENT SOCIETAL ISSUES (3) - promotes an in-depth awareness and understanding of social issues that are of a global concern in our present-day society. Content of the course includes family systems, substance abuse, child abuse and neglect, developmental issues, depression/suicide, gang involvement, school violence, bullying, and hate crimes. In addition to small and large group activities, lecture, panel discussions, and presentations from local resource personnel, participants will receive a packet of books, pamphlets, and recent articles covering each of these issues and will view several videos created by nationally recognized experts in the field.

EDLS 706 POWERFUL AND AUTHENTIC SOCIAL STUDIES (3) – prepares teachers to explore social studies instruction based upon the principles of Powerful and Authentic Social Studies (PASS), a program developed by the National Council for the Social Studies. Teachers will learn the three criteria of PASS and how these are applied to standards for developing curriculum, creating assessments, and providing effective instruction. Teachers will learn how to create and critique their own curriculum units, assessment tasks, and instructional video-recordings. Teachers will consider a variety of factors in providing PASS workshops to others.

EDLS 707 CREATING A COLLABORATIVE AND ENGAGED CLASSROOM (3) - examines collaborative and engaged learning, a significant shift away from the typical teacher-centered classroom. Research suggests that effective communication and collaboration are essential to becoming a successful learner in the 21st century. These threads of collaboration and communication consistently run through the Common Core Standards adopted by most states. Foundational work in this course will include the research base and operational definitions for collaborative learning, engaged learning, and cooperative learning. Participants will synthesize these paradigms and create applications for implementation into their own classrooms.
EDLS 708 STRATEGIC LITERACY: TOPICS IN READING K-5 (3) - provides an overview of and foundation for current literacy research components and practice with an emphasis on the K-5 classroom. Participants of this course will examine current literacy research and explore reading components as they apply to the 21st century classroom. Foundational work will include the spectrum of reading development, fluency, word study, and vocabulary as well as comprehension strategy investigation. Participants will evaluate their classroom culture of literacy, reflect on their current practice, and formulate a literacy plan for implementation.

EDLS 709 STRATEGIC LITERACY: TOPICS IN READING 6-12 (3) - provides an overview of and foundation for current literacy research components and practice with an emphasis on 6-12 classrooms. Participants of this course will examine current literacy research and explore reading components as they apply to the 21st century classroom. Foundational work will include the spectrum of reading development, fluency, word knowledge, and vocabulary as well as comprehension strategy investigation. Participants will evaluate their classroom culture of literacy, reflect on their current practice, and formulate a literacy plan for implementation.

EDLS 710 STRATEGIC LITERACY: TOPICS IN WRITING K-8 (3) - provides an overview of and foundation for writing including current research components and practice. Participants of this course will examine current writing research, study classroom pedagogy, and explore critical writing components as they apply to the 21st century classroom. Foundational work will include studying the spectrum of writing development as well as learning to use mentor texts in the writing process. Participants will examine teaching strategies to enhance specific genres of writing and develop sound assessment in both formative and summative measure. Participants will evaluate a classroom culture of writing as well as implement and reflect on their own current practice.

EDLS 711 STRATEGIC LITERACY: TOPICS IN WRITING 9-12 (3) - provides an overview of and foundation for writing including current research components and practice. Participants of this course will examine current writing research, study classroom pedagogy, and explore critical writing components as they apply to the 21st century classroom. Foundational work will include studying the spectrum of writing development as well as learning to use mentor texts in the writing process. Participants will examine teaching strategies to enhance specific genres of writing and develop sound assessment in both formative and summative measure. Participants will evaluate a classroom culture of writing as well as implement and reflect on their own current practice.

EDLS 713 THE 21ST CENTURY MATHEMATICS CLASSROOM 9-12 (3) - provides teachers with relevant teaching strategies to make teaching and learning mathematics enjoyable. By the time students reach high school, many have been unsuccessful in learning math or find math to be tedious. Learning math can be positive when students can connect mathematics to their experiences. Students can be given the tools for discovering and constructing knowledge and for deriving meaning for themselves. In turn, they can develop life-long skills and transform into successful, confident problem-solvers. In this course, teachers will learn methods and skills to facilitate this development process. This curriculum is designed to address current math standards, particularly the emerging Common Core State Standards, and will include the incorporation of technology in mathematics classrooms.

EDLS 714 TECHQUESTS: TEACHING AND LEARNING WITH WEB AND MOBILE TECHNOLOGIES (3) – provides teachers the opportunity to understand and use web and mobile technologies to positively impact teaching and learning. As educational programs embrace emerging technologies, students can master academic content, apply 21st century skills, and learn how to find success in an increasingly digital world. Key tools such as cell phones, audio players, netbooks and tablets, virtual worlds, simulations, and video games will be critiqued, analyzed, and evaluated for classroom uses. Additionally, the WebQuest learning model will be explored and will include advanced search strategies, website evaluation criteria, and security. Information about the emerging technologies and tools will be discussed along with strategies and practical suggestions for classroom uses. Teachers will use these technologies to design and develop relevant learning experiences to reinforce skills across curricula. This course will also include examination of the ethics, safety, and security involved with the use of these technologies.

EDLS 715 TRANSFORMATIVE CLASSROOM LEADERSHIP (3) - provides teachers with research-based, proactive practices, and habits of mind for transformative classroom leadership. Strategies for creating a high-functioning learning community can promote skills that are critical for success both in and outside the classroom. The following attributes of a transformative classroom will be explored: clarity of purpose, self-responsibility, relationships among students, and an increasing level of function over time (based on Schindler’s model of Transformative Classroom Management). Grounded with an inner purpose, key attitudes, and strategies, teachers will learn how to discern the underlying effective teacher-student interactions effectively when misbehaviors occur. Self-assessment and reflection are built into the activities, projects, and discussions so that teachers can examine their dispositions and efficacy as educators.

EDLS 716 DESTINATION DIFFERENTIATION: HOW TO MEET THE NEEDS OF 21ST CENTURY LEARNERS (3) – is designed to explore the critical need to differentiate instructions for 21st century learners. The philosophy of differentiation will be examined in relation to cultural needs, learning styles, intelligence theories, and thinking skills. The use of technology and the role of effective feedback will also be addressed. Participants will be provided multiple opportunities to
engage in discussions and activities that refine their current differentiation strategies and practices in an effort to meet the needs of all learners.

**EDLS 717 21ST CENTURY LEARNERS: REACHING AND TEACHING THE IGENERATION (3)** – explores the essential elements needed for the acquisition of knowledge and competencies to promote 21st century learning skills. Participants in this course will learn about the need for collaboration, communication, and critical and creative thinking. The effective use of technology and media literacy will be investigated. This course prepares teachers by engaging them in thoughtful dialogue and activities which promote 21st century ideas and understanding of students’ diverse, digital, and global learning needs.

**EDLS 718 MICROSOFT OFFICE: DIGITAL-AGE APPLICATIONS (3)** - enables the educator to examine the impact of the digital age upon student learning. It will interpret the implication of 21st century skills to enhance the teaching and learning experience. This course prepares educators seeking ways to expand their teaching expertise with particular emphasis on methods and strategies for uses of the major components of the Microsoft Office Suite®: (Word, Excel, PowerPoint, and Access) to evaluate, plan, and design digital-age learning experiences to engage students as well as increase teacher productivity. Course participants will learn how to effectively utilize the ISTE’s six categories of National Education Technology Standards for Students (NETS*S) for planning technology-based activities and assessments. Evaluation of the ISTE’s National Education Technology Standards for Teachers (NETS*S) will provide a basis for engaging in professional growth.

**REAL Education Endorsements (EEND) Courses**

**EEND 600 – INTRODUCTION TO SPECIAL EDUCATION FINANCE (3)** – provides candidates with an understanding of the principles and processes of special education finance. Students will explore issues related to funding programs for student with special needs. Further discussion will also focus on policies, practices, and issues related to special education finance at the local, state, and federal levels, including sources, legal mandates, and budgeting.

**EEND 606 SUPERVISION OF PROGRAMS FOR EXCEPTIONAL CHILDREN (3)** - examines the administrative principles, concepts, processes, structures and the legal and fiscal responsibilities associated with the provision of educational services to students with disabilities in the United States with emphasis on systems in Illinois. This course will prepare the participants for the administrative and leadership responsibilities associated with the position of Director of Special Education.

**EEND 607 GUIDANCE AND COUNSELING FOR EXCEPTIONAL CHILDREN (3)** - examines the communication-guidance-counseling principles, concepts, processes and strategies associated with communicating with parents of students with disabilities and supervision of staff. This course will prepare the participants for the collaborative responsibilities associated with the position of Director of Special Education.

**EEND 630 PSYCHOLOGY AND DEVELOPMENT OF THE MIDDLE SCHOOL CHILD (3)** - promotes understanding of the physical, social, emotional, intellectual and moral development of early adolescents in various social contexts; aids in planning the teaching/learning process to facilitate early adolescent development; instructs in creating and maintaining a developmentally responsible program and learning environment; guides in examining major theories and research findings concerning adolescent development; and examines the advisory role of the middle grade teacher in assessing, coordinating and referring student to health and social services.

**EEND 631 THEORETICAL FOUNDATIONS OF TEACHING ESL (4)** - presents for the participants historical trends related to English language development and examines research and theories of first and second language acquisition. The rational for English language acquisition programs and an introduction to instructional approaches to facilitate language development are also presented. This is a required course for the Illinois State Board of Education ESL Teacher Approval and recommended as the first course to be taken in the ESL certification program.

**EEND 632 METHODS AND MATERIALS FOR TEACHING ESL (4)** - provides for the participants the competencies needed by all teachers of limited English proficient and English language development learners. This course presents strategies, techniques and skills in teaching Pre-K—12 academic subjects, including techniques to improve ESL learners’ reading comprehension, speaking and writing skills. The theoretical bases underlying instructional strategies and techniques are presented, along with advantages of each instructional approach. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

**EEND 633 ASSESSMENTS OF THE BILINGUAL STUDENTS (3)** - analyzes for the participants the implications of second language acquisition theory on testing, explores the relationship between bilingualism and cognition, and presents an overview of procedures for the identification and assessment of limited English and English language development students. An overview of assessment instruments and ESL educational program placement options will also be presented. This is a required course for the Illinois State Board of Education ESL Teacher Approval.
EEND 634 CROSS CULTURAL STUDIES FOR TEACHING LIMITED-ENGLISH PROFICIENT STUDENTS (3) - focuses on cultural factors for the participants that influence teaching and learning. This course also provides intensive consideration of cultural and linguistic diversity, its impact on instruction, and strategies for effective instruction in the multicultural and linguistically diverse classroom. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

EEND 636 LINGUISTICS (4) - focuses on the properties for the participants that all languages have in common and the way languages differ. As an introduction to the science of language, this course surveys the main branches of linguistics: phonology, morphology, syntax, semantics and sociolinguistics, as they apply to language learning and teaching. However, no background in linguistics or any foreign language study is required or assumed in the course. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

EEND 637 METHODS AND MATERIALS FOR TEACHING BILINGUAL STUDENTS (3) - focuses for the participants on the strategies appropriate for teaching bilingual students in a bilingual program of instruction. Language development of the bilingual students is explored through instructional theories, methods, and approaches to promote bilingual learning and language. A special consideration will be given to integration of literacy in content areas, assessment of bilingual students, and effective parental involvement in bi-literacy development. This is a required course for the Illinois State Board of Education Bilingual Teacher Approval or Endorsement.

EEND 640 DEVELOPMENT & CHARACTERISTICS OF INDIVIDUALS WITH SPECIAL NEEDS (3) - emphasizes an understanding of the characteristics and origin of disabilities as well as designing and assessing materials to meet the individual educational needs of individuals with mild to severe disabilities. This course provides specific understanding of characteristics and development of students with disabilities and their implications on teaching and learning; when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Emotional Disturbance (ED), Mental Retardation (MR), Other Health Impairment (OHI); Autism (ASD), Traumatic Brain Injury (TBI), Orthopedic Impairments, Sensory Impairments and other low-incidence disabilities (34 CFR, Section 300.7). The course will stress on characteristics that are non-categorical in nature and are observed across the disability areas, which are helpful in choosing and designing interventions.

EEND 642 ASSESSMENT AND DIAGNOSIS IN SPECIAL EDUCATION (3) – provides the candidate with the formal and informal assessment techniques useful for the assessment of special needs learners. Individually administered achievement, aptitude, and information processing tests will be examined in detail. The course will present information concerning report writing, diagnostic and prescriptive planning. Also, methods of interpreting evaluation data, identifying patterns, and presenting results to a consumer in an understandable and clearly written form will be examined.

EEND 644 SPECIALIZED CURRICULUM & INCLUSION IN SPECIAL EDUCATION (3) - focuses for the participants on the development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with mild to severe disabilities.

EEND 687 MIDDLE SCHOOL PHILOSOPHY, CURRICULUM AND INSTRUCTION (3) - focuses on the philosophy of the middle school. It examines the middle school curriculum and instructional methods for designing and teaching developmentally appropriate programs in middle school including content area reading instruction. The course is required for the State of Illinois Middle School Endorsement.

Education (EPLS) Courses
EPLS 601 FOUNDATIONS OF LITERACY: BEGINNING READING INSTRUCTION (3) – enhances participants’ understanding of the reading process, the developmental nature of skill development, and best practices for the support of new and struggling readers through the use of instruction, continuous self-assessment, and reflection. This course was created specifically for educators of beginning readers (primarily K-3).

EPLS 602 CULTURAL COMPETENCE - A TRANSFORMATIVE JOURNEY (3) – equips experienced and beginning K – 12 educators with the knowledge, awareness, and skills to work in today’s diverse classroom settings for the end goal of student success. The course critically examines how privilege and power impact educational outcomes and helps participants to understand the role of educators as agents of change in social justice. Diversity will be explored through multiple perspectives, providing participants with insight into how their own lens impacts their relationships with students and families.

EPLS 603 READING TO LEARN - COMPREHENSION INSTRUCTION (3) – provides educators with the experience and tools they need to improve reading comprehension in students at all grade levels and in all subject areas. Participants will gain access to current research in seven scientifically based comprehension strategies derived from the National Reading Panel’s benchmark study. As participants come to understand the complex processes related to reading comprehension success, they will increase their ability to guide students to interact purposefully with text and construct meaning, increasing not only their comprehension but also their motivation and achievement.
EPLS 604 TEACHING ALGEBRA TO MIDDLE SCHOOL STUDENTS (3) – provides an overview and a chance for educators to review major concepts needed to teach algebra to middle school students. Much of the knowledge needed to perform algebraic problems must be incorporated in a student’s knowledge in scaffolds. There are several core competencies that students need to develop for strong skills in algebra. Developing algebraic number sense is one of these crucial skills.

EPLS 605 EDUCATING THE NET-GENERATION (3) – examines the learning styles, expectations, and technical acumen of the Net-Generation and explains the implications for classroom learning environments. During the course, participants will learn key differences between the generations and how to bridge those differences through sound instructional design techniques.

EPLS 606 BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM (3) – empowers educators with proactive strategies and evidence-based interventions in the behavioral, academic, and social arenas of student performance. Through a multi-tiered Response to Intervention, educators use a problem-solving model that combines a proactive culture of responsibility and respect, data gathering and progress monitoring, data-driven intervention, and quality instruction relevant to the learner, to provide a learning experience that supports the academic and social success of all learners.

EPLS 607 USING ONLINE RESOURCES TO BRING PRIMARY SOURCES TO THE CLASSROOM (3) - introduces a selection of online resources that provides access to primary sources, teaches how to navigate the sites, and shows how to locate appropriate resources. Participants will use online resources to access and analyze primary sources, think critically about classroom applications, and develop authentic, engaging learning experiences for students.

EPLS 608 SIMULATIONS AND GAMING TECHNIQUES FOR THE CLASSROOM (3) – familiarizes teachers with contemporary gaming technologies, enables them to understand the pedagogical models behind games, and demonstrates how gaming models may be used for learning.

EPLS 609 COLLABORATIVE INQUIRY FOR STUDENTS: PREPARING MINDS FOR THE FUTURE (3) – equips educators with the tools to design and deliver a spectrum of collaborative inquiry experiences for students. These experiences develop collaboration skills and real-world habits of mind students need to live, learn, and work in a global community. Participants will learn to design essential questions and use the appreciative inquiry model of discover, dream, design, and deliver to structure collaborative inquiry.

EPLS 610 ACTION RESEARCH FOR THE CLASSROOM (3) – addresses concepts associated with action research, the processes and procedures for conducting action research, culminating in the development of an action research plan.

EPLS 611 READING ACROSS THE CURRICULUM (3) – provides research-based active reading comprehension strategies which participants can apply to their grade level or content area. By learning how to implement these metacognitive reading strategies, participants will be able to plan lessons more effectively. Participants will also discover how to engage students, deepen their understanding of content, and prepare them for success beyond the classroom.

EPLS 612 TEACHING THE ENGLISH LANGUAGE LEARNER (3) – provides educators with the knowledge, skills, attitudes, insights and resources to service English language learners (ELL) in their journey to becoming linguistically proficient while acquiring academic content to compete with native speakers in a consistently competitive global and information society.

EPLS 613 INFUSING ARTS INTO THE CURRICULUM (3) - introduces educators to the role of the arts in education. This course focuses on the four art forms (music, dance, drama, and visual arts), offering educators the opportunity to design their own arts-infused units of study.

EPLS 614 THINKING MATHEMATICALLY: ELEMENTARY EDITION (3) - is designed for elementary school teachers to deepen their knowledge, appreciation, and understanding of K-6 mathematics. Using the NCTM Content and Process Standards as a vehicle for understanding what students need to know and be able to do in math, students will investigate strategies for developing mathematical literacy and fostering logical thinking. Students will explore methods and suggestions for increasing student engagement and interest in the subject of mathematics. All course modules model research-based strategies for teaching mathematics and engage students in discussion on the use of these strategies.

EPLS 615 CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS (3) – equips educators with current, research-validated concepts and strategies for orchestrating classroom life and learning so that instruction flows smoothly, student misbehavior is minimized, and learning potential is maximized. Participants will learn strategies associated with seven key areas of expertise that collectively contribute to a teacher’s classroom management effectiveness: creating an inviting classroom climate, structuring a positive physical environment, establishing rules and procedures, maintaining momentum and flow, reinforcing positive behavior, responding to misbehavior, encouraging parental involvement, and maintaining personal resilience.
EPLS 616 DEVELOPING 21ST CENTURY LITERACY SKILLS (3) - provides educators with 21st century frameworks and the reasons why information literacy is a critical skill in today’s classroom. Using this information, educators will explore the roles of multimedia skills, evaluation, adaptability, and risk taking.

EPLS 617 WRITING ACROSS THE CURRICULUM (3) - promotes the “Writing Workshop” as a place for teaching writing skills or “craft.” The course introduces a structure and process of “Writing Workshop” that teachers can use in their own classrooms. Students will practice and create their own writing craft lesson plans and activities. This course also explores the applications of writing content subject areas such as math, science, and social studies.

EPLS 619 ACTION RESEARCH IN THE E-LEARNING ENVIRONMENT (3) - addresses concepts associated with action research and the processes and procedures for conducting action research, culminating in the development of an action research plan.

EPLS 620 STRATEGIES FOR MIDDLE SCHOOL SCIENCE TEACHERS (3) - examines the methods, strategies, and curriculum of the successful middle school science classroom. After exploring the unique characteristics of the middle school learner, participants will discover techniques to involve those students in a meaningful educational experience in science. This course focuses on designing effective lesson plans, integrating appropriate technology to enhance learning and monitor student progress, managing and organizing the classroom, developing appropriate formal and informal assessments, questioning and communication strategies, meeting the needs of diverse learners, and connecting the science classroom to the real world.

EPLS 621 CREATING PROFESSIONAL LEARNING COMMUNITIES (3) - emphasizes teamwork, group learning, and professional development. Participants will explore the challenges that educators face when forming and sustaining learning communities in schools and districts. By collaborating with classmates, participants learn what a professional learning community can accomplish and how the collective intelligence of an effective team is more powerful than working individually. Collaborative leadership, open communication, and a collective focus on results are explored.

EPLS 622 RESPONSE TO INTERVENTION (3) - provides educators with an overview of the RTI framework for providing data-differentiated instruction to meet the needs of today's diverse learners. Participants will learn about assessment and grouping practices for planning differentiated instruction to help students who struggle as well as how to establish structures for successful school-wide RTI implementation. Throughout the course, participants will have multiple opportunities to evaluate how RTI can align with their current K - 12 classroom and discover occasions for application.

EPLS 629 BLENDED AND SYNCHRONOUS LEARNING DESIGN (3) – focuses on designing courses and activities for blended (part online and part face-to-face) and synchronous online learning environments, from defining these environments to designing course outlines and learning activities. It will conclude with considerations for implementations, assessment, and evaluation for each.

EPLS 639 DISCOVERING THE POWER OF LIVE-EVENT LEARNING (3) – helps experienced and beginning K-12 educators support and enhance student achievement by creating real-life classroom experiences that actively immerse students in the learning process, stimulate the brain’s natural learning systems, and teach lifelong learning skills. Class members will gain the skills and expertise they need to help their students create sense and meaning – the keys to long-term memory - by experiencing content actively, understanding its relevance to their own lives, processing it on multiple levels (cognitively, physically, and affectively), self-assessing, and using performance assessment to demonstrate their proficiency.

EPLS 642 GEOMETRY FOR MIDDLE SCHOOL TEACHERS (3) – offers opportunities for participants to increase their knowledge and understanding of the central geometric concepts the National Council of Teachers of Mathematics (NCTM) has recommended for middle grade learners: transformations, symmetry, isometrics, tessellations and Pythagorean Theorem.

EPLS 645 MERGING EDUCATIONAL GOALS AND INTERACTIVE MULTIMEDIA PROJECTS (3) - helps educators in all subject areas build expertise in using technology as an effective tool to support and enhance learning in their classrooms. The focus of this course is on using multimedia tools for three specific instruction purposes: increase the effectiveness of instructional delivery on content; develop interactive, engaging, standards-based learning experiences for students; and create an environment that reflects real-world problem solving.

EPLS 647 MEANINGFUL ACTIVITITES TO GENERATE INTERESTING CLASSROOMS (3) – instructs experienced and beginning K-12 educators in designing compelling learning activities that engage students more meaningfully in their own learning by helping them to develop practical life school skills as well as critical-thinking skills. Throughout the course, participants will learn to apply five sets of specific criteria (the SCORE model) that are characteristic of highly effective, brain-compatible activities. With a focus on unlocking the creative potential of both teachers and their students, participants will learn how to infuse lessons from the entire learning process – introductory, informational, practice, review, and culminating – with the kind of highly active learning that transforms both student and subject matter, engaging each with the other in a way that yields both joy in learning and depth of understanding.
EPLS 648 STUDENT ENGAGEMENT AND STANDARDS-BASED LEARNING (3) - offers high-yield instructional strategies designed to help teachers optimize student learning. Participants will use standards as a basis for lesson and assessment design in order to foster maximum student engagement and achievement. After reviewing how to align standards, assessments, scoring guides, and activities, participants will evaluate existing instructional activities and prioritize learning based on curriculum. A variety of instructional activities aligned to national content and process standards which address students’ learning needs and foster progress toward deeper retention and transfer of learning are featured in this course.

EPLS 651 DESIGNING MOTIVATION FOR ALL LEARNERS (3) – provides educators with a framework for creating motivating classroom experiences for all learners. Participants will examine the complex nature of learner motivation and the way in which it relies upon both external, teacher–dependent factors (such as safe classroom environment and engaging learning activities) as well as on internal, student-dependant factors (such as the student’s perception of self and individual temperament style preferences).

EPLS 653 TEACHING THE SKILLS OF THE 21ST CENTURY (3) – helps experienced and beginning K-12 educators understand how to realign and modify their curricula to facilitate instruction that meets the needs of students who will live and work in the 21st century. Participants will refine and articulate their role as educators and change agents in an era of school restructuring and reform by engaging in three areas of study: an examination of societal and economic factors driving educational change, the identification of critical learning and employability skills that business and industry leaders have identified as crucial for success in the 21st century workforce, and an exploration of innovative instructional approaches that help teachers integrate four key elements into their standards-based lesson plans: 21st century content, context, assessment, and skills.

EPLS 654 BUILDING YOUR TECHNOLOGY EDUCATION AND SKILLS (3) – helps experienced and beginning K-12 educators in all subject areas develop expertise in using technology as an effective tool to facilitate teaching, generate education materials, manage classroom tasks, assess software, create presentations, communicate online, and access digital data via research using the Internet.

EPLS 655 BUILDING ONLINE COLLABORATIVE ENVIRONMENTS (3) – focuses on currently available Web tools and how to effectively use them for student research, writing, and learning.

EPLS 661 PURPOSEFUL LEARNING THROUGH MULTIPLE INTELLIGENCES (3) – helps experienced and beginning K-12 educators identify and understand the multiple intelligences as a means of creating instructional strategies that meet the needs of today’s diverse classroom.

EPLS 663 DIFFERENTIATED INSTRUCTION FOR TODAY’S CLASSROOM (3) – provides teachers with effective, manageable strategies for meeting the needs of an increasingly diverse student population within the content of today’s challenging standards-based curriculum.

EPLS 665 BRAIN-BASED WAYS WE THINK AND LEARN (3) – this course provides experienced and beginning educators with a comprehensive understanding of the ways in which findings from current brain research can be applied to teaching and learning. Throughout the course, class members will also hone their understanding of how to apply four key cognitive processes (induction, deduction, analysis, and synthesis) to their lesson planning and instructional practice in a way that enhances the benefits of brain-compatible learning and further increases student comprehension and achievement.

EPLS 675 TEACHING THROUGH LEARNING CHANNELS (3) – focuses on helping experienced and beginning K-12 educators understand how to increase student achievement by addressing the brain’s natural learning channels.

EPLS 691 COACHING SKILLS FOR SUCCESSFUL TEACHING (3) – addresses the need of administrators, teachers, mentors, teaching teams, and lead teachers who want to bring about instructional change with their colleagues through an effective coaching relationship.

EPLS 692 BUILDING COMMUNICATION AND TEAMWORK IN THE CLASSROOM (3) - equips experienced and beginning K-12 educators with the essential knowledge and skills necessary to foster an emotionally engaging classroom. The selected strategies that participants will learn and practice are designed to improve teaching expertise in five specific areas: leadership, communication and listening, positive thinking, student support, and team building.

EPLS 693 ACHIEVING STUDENT OUTCOMES THROUGH COOPERATIVE LEARNING (3) – helps experienced and beginning K-12 educators teach students to work effectively in groups to achieve subject matter mastery and develop interpersonal skills. Using the principles of cooperative learning theory as a foundation, participants will learn to create, implement, facilitate, monitor, and debrief student group work throughout the class day, guiding their students not only to academic success in the short term, but also to long-term success through the development of critical skills for twenty-first century life and work: collaborative problem-solving, teamwork, shared decision-making, self-evaluation, and effective communication.

EPLS 695 SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY (3) – provides strategies for teachers to create a classroom environment in which responsible behavior is modeled, offered, and supported. Participants will
explore the underlying causes of irresponsible behavior and learn specific strategies associated with four instructional approaches that empower students to be self-directed, responsible learners.

**EPLS 696 INSTRUCTIONAL DESIGN FOR ONLINE EDUCATORS (3)** – focuses on the development of skills and knowledge related to the design of online instruction with a real-world virtual classroom as the content. Participants will begin with analysis of learning needs in an online classroom and progress through the development of an instructional plan designed to meet student requirements for successful online learning.

**EPLS 697 FACILITATING ONLINE LEARNING COMMUNITIES (3)** - provides the tools necessary to nurture a reflective learning community. Course participants will practice online communication skills; manage assessments, feedback, and conflict; and create an action plan to use when teaching their next online course.

**EPLS 698 RIGOR, RELEVANCE, AND RELATIONSHIPS IN TODAY’S CLASSROOM (3)** - focuses on the sophisticated skills and habits-of-mind students need to be successful in post-secondary education, the world of work, and life in general. This course demonstrates the importance of integrating rigor, relevance, and relationships into classroom practice in order to provide these skills and improve achievement throughout the K-12 system. Educators will develop a deeper understanding of the terms as they are used in academic settings and will have multiple opportunities to reflect on their own practices, engage with new ideas, and apply tools and processes to use with their students.

**EPLS 699 STRATEGIES FOR THE INCLUSIVE CLASSROOM (3)** – provides educators with practical research-based strategies that consistently enhance student achievement for ALL students. In this course, participants will explore strategies and design lessons that focus on the learning challenges of diverse learners commonly encountered in an inclusive classroom. This course explores strategies and activities in six area of instruction that are focused on the academic and social success of a community of learners.

**Education (MEDU) Courses**

(All courses are taken in a sequence provided by the advisor)

**MEDU 610 METHODS OF EDUCATIONAL RESEARCH (3-4)** [offered every spring, summer] – introduces educators to methods of research in education. Teacher candidates will explore the planning and conducting of educational research. Teacher candidates will develop skills in problem identification, data collection, analysis, interpretation, and preparation of research reports. Special emphasis will be placed on action research.

**MEDU 625 INSTRUCTIONAL TECHNOLOGY (3)** [offered every summer] - provides teacher candidates with the necessary technical skills required for classroom teacher of the twenty-first century. The course will introduce teacher candidates to the technology-based productivity tools and media that support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively and increase productivity in daily tasks.

**MEDU 630 PSYCHOLOGY AND DEVELOPMENT OF THE MIDDLE SCHOOL CHILD (3)** [offered every fall, summer] - promotes understanding of the physical, social, emotional, intellectual and moral development of early adolescents in various social contexts; aids in planning the teaching/learning process to facilitate early adolescent development; instructs in creating and maintaining a developmentally responsible program and learning environment; guides in examining major theories and research findings concerning adolescent development; and examines the advisory role of the middle grade teacher in assessing, coordinating and referring student to health and social services. Prerequisite: MEDU 670.

**MEDU 640 DEVELOPMENT AND CHARACTERISTICS OF INDIVIDUALS WITH SPECIAL NEEDS (3)** [offered every spring] – helps educators to understand the characteristics and origin of disabilities as well as designing and assessing materials to meet the individual educational needs of individuals with mild to severe disabilities. This course provides specific understanding of characteristics and development of students with disabilities and their implications on teaching and learning; when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Emotional Disturbance (ED), Mental Retardation (MR), Other Health Impairment(OHI); Autism(ASD), Traumatic Brain Injury (TBI), Orthopedic Impairments, Sensory Impairments and other low-incidence disabilities (34 CFR, Section 300.7). The course will stress on characteristics that are non-categorical in nature and are observed across the disability areas, which are helpful in choosing and designing interventions. The course also emphasizes writing of Individual Education Plans (IEP).

**MEDU 641 LEGAL & HISTORICAL FOUNDATIONS IN SPECIAL EDUCATION (3)** [offered every spring] - includes the historical foundations, history of provision of services, major movements, current issues, legal mandates and philosophical changes in special education. State laws, federal laws, litigation, policies, and administrative practices relevant to education and treatment of individuals with disabilities and their relation to learning and instruction are addressed. Teacher candidates will write papers on history of a specific disability, a legal issue in special education and their philosophy of special education identifying their beliefs about special education.
MEDU 642 ASSESSMENT AND DIAGNOSIS IN SPECIAL EDUCATION (3) [offered every summer] - provides teacher candidates with the knowledge and skills necessary to select, administer, and interpret a variety of formal and informal assessment measures used in the field of special education. The course will also provide the teacher candidate with an understanding of the legal, cultural, and historical context of assessment in special education, the relation of assessment to practice, and current critical issues related to special education assessment.

MEDU 643 METHODS OF INSTRUCTION FOR GENERAL AND SPECIAL EDUCATION (4) [offered every fall] – focuses on the development of specific competencies in understanding the general education and special education curriculum requisites for the development of a personalized educational program for individuals with mild to severe disabilities.

MEDU 644 SPECIALIZED CURRICULUM AND METHODS IN SPECIAL EDUCATION (3) [offered every fall] – centers around development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with special needs. Specific methods of teaching students with disabilities in various settings in the continuum of services will be examined.

MEDU 645 CONSULTATION, COLLABORATION, AND TRANSITION IN SPECIAL EDUCATION (3) [offered every spring] - identifies and describes strategies that show the teacher candidate how to form successful partnerships with families, other educators, outside community agencies, and other professionals in the community for individuals with disabilities. Transition planning and services, self-determination strategies for individuals with special needs are covered. Prerequisite: MEDU 679

MEDU 655 METHODS OF TEACHING ELEMENTARY (K-5) VISUAL ARTS (3) - provides an overview of the materials, content, and methodologies utilized by visual arts teachers in the elementary school. Teacher candidates will explore methodological and pedagogical principles and apply them by developing lesson plans, learning experiences, assessments, and teaching materials. The course is taken concurrently with intermediate field experience where teacher candidates will be able to apply their knowledge, skills, and dispositions in a classroom.

MEDU 656 METHODS OF TEACHING MIDDLE & HIGH SCHOOL (6-12) VISUAL ARTS (3) - provides an overview of the materials, content, and methodologies utilized by visual arts teachers in the middle and high school. Teacher candidates will explore methodological and pedagogical principles and apply them by developing lesson plans, learning experiences, assessments, and teaching materials. The course is taken concurrently with intermediate field experience where teacher candidates will be able to apply their knowledge, skills, and dispositions in a classroom.

MEDU 657 FINE ARTS INTERMEDIATE FIELD EXPERIENCE (0-1) - provides teacher candidates with an opportunity to apply theories and techniques from methods courses in a visual arts classroom setting. The experience consists of at least 20 consecutive full days. Teacher candidates will observe the classroom environment and teach lessons to individual students, groups and whole classes. During this experience, teacher candidates systematically reflect on their experiences and refine their teaching methods and philosophy. The teacher candidate will be closely observed and evaluated by a cooperating teacher and a University supervisor. (An additional fee is required. The teacher candidate must provide her/his own transportation to and from the assigned school site.)

MEDU 658 FINE ARTS ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (8) - serves as a culmination of the professional education courses. The teacher candidate is responsible for guiding and directing the learning of students under the supervision of professional certified members of the teaching profession. Co-requisite: MEDU 699. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend placement and orientation meetings prior to starting the experience.

MEDU 665 TEACHING IN A DIVERSE SOCIETY (3) [offered every fall] - traces the history of American educational institutions and practices in relation to social and cultural developments in several eras; and examines major philosophical ideas that have guided educational policy and practice. The course is designed to develop insight into the teaching profession and education in a multicultural society.

MEDU 670 EDUCATIONAL PSYCHOLOGY (3) [offered every fall] - directs teacher candidates in the application of the principles of psychology to education. Special emphasis is given to understanding growth and development, the learning process, motivation, intelligence, evaluation, measurement, and the impact of culture on learning styles. Prerequisite or Co-requisite: MEDU 665.

MEDU 671 BEGINNING FIELD EXPERIENCE (0) - provides an opportunity to observe the diversity of students, classroom teachers and environments, perform specific duties, and participate in classroom instruction at a variety of grade levels. The experience consists of at least 5 consecutive full days. The pre-service teacher learns through observation and participation how to teach individuals, small groups, and large groups under the guidance and supervision of classroom teachers and a University supervisor. Co-requisite: MEDU 665. The teacher candidate must arrange her/his own
placements and arrange transportation to and from the school site(s). The teacher candidate must attend the orientation meetings prior to starting the experience.

MEDU 674 CLASSROOM ASSESSMENT (3) [offered every spring] – explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; and utilizing data to improve instruction.

MEDU 675 SURVEY OF THE EXCEPTIONAL PERSON (3) [offered every summer] - introduces special education today and the history of special education as a field of study. This involves the examination of characteristics for various classifications of special education under the Individuals with Disabilities Act (IDEA 2004).

MEDU 679 SPECIAL EDUCATION (K-12) INTERMEDIATE FIELD EXPERIENCE (0-1) provides teacher candidates with an opportunity to apply theories and techniques from methods courses in a classroom setting. The experience consists of at least 20 consecutive full days. Teacher candidates will observe the classroom environment and teach lessons to individual students, groups and whole classes. During this experience, teacher candidates systematically reflect on their experiences and refine their teaching methods and philosophy. The teacher candidate will be closely observed and evaluated by a cooperating teacher and a University supervisor. (An additional fee is required. The teacher candidate must provide her/his own transportation to and from the assigned school site.)

MEDU 680 METHODS OF TEACHING READING (3) [offered every fall] - introduces certification candidates to traditional and contemporary theoretical perspectives on language development, literacy learning and teaching. Content includes theories, approaches and materials for teaching reading and language arts in today's diverse classrooms. Techniques for incorporating state standards and new technologies into literacy development are also studied. Co-requisite: MEDU 681

MEDU 681 ELEMENTARY (K-6) INTERMEDIATE FIELD EXPERIENCE (0-1) - provides teacher candidates with an opportunity to apply theories and techniques from methods courses in a classroom setting. The experience consists of at least 20 consecutive full days. Teacher candidates will observe the classroom environment and teach lessons to individual students, groups and whole classes. During this experience, teacher candidates systematically reflect on their experiences and refine their teaching methods and philosophy. The teacher candidate will be closely observed and evaluated by a cooperating teacher and a University supervisor. (An additional fee is required. The teacher candidate must provide her/his own transportation to and from the assigned school site. The candidate must attend orientation and placement meetings prior to starting the experience.)

MEDU 682 SECONDARY (6-12) INTERMEDIATE FIELD EXPERIENCE (0-1) provides teacher candidates with an opportunity to apply theories and techniques from methods courses in a classroom setting. The experience consists of at least 20 consecutive full days. Teacher candidates will observe the classroom environment and teach lessons to individual students, groups and whole classes. During this experience, teacher candidates systematically reflect on their experiences and refine their teaching methods and philosophy. The teacher candidate will be closely observed and evaluated by a cooperating teacher and a University supervisor. (An additional fee is required. The teacher candidate must provide her/his own transportation to and from the assigned school site. The candidate must attend orientation and placement meetings prior to starting the experience.)

MEDU 683 METHODS OF TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3) [offered every fall] - provides an overview of math materials, content, and methodology utilized by educators. Teacher candidates explore principles in class and utilize them to develop various lesson plan approaches, activities, and teaching aids. Pre-requisite: Math for Teachers I.

MEDU 684 DISCIPLINE AND CLASSROOM MANAGEMENT (3) [offered every spring] - examines the dynamics of discipline and the latest principles and data which research has shown effective in managing behavior in today’s diverse and inclusive classroom. Numerous discipline models, techniques, methods, and constructs are presented to enable the prospective teacher to move beyond a singular approach in managing classroom behavior. The focus is on implementing the research findings for both preventing behavior problems and for dealing with existing problems. Pre-requisite: MEDU 670.

MEDU 685 METHODS OF TEACHING SCIENCE/SOCIAL SCIENCE (3) [offered every spring] - provides an overview of the materials, content, and methodologies utilized by educators in the elementary science and social studies curriculum. Studies explore principles in class and utilize them to develop various lesson plan approaches, activities, and teaching aids.

MEDU 687 MIDDLE SCHOOL PHILOSOPHY, CURRICULUM & INSTRUCTION (3) [offered every spring, summer] – focuses on the philosophy of the middle school. It examines the middle school curriculum and instructional methods for designing and teaching developmentally appropriate programs in middle schools including content area reading instruction. The course is required for the State of Illinois Middle School Endorsement.

MEDU 689 READING AND WRITING IN THE CONTENT AREAS (3) [offered every spring] - focuses on the relationship between the language arts and specific content area disciplines. Teacher candidates will explore and understand
the changing definitions and effects of literacy. They will also explore engaging strategies for classroom instruction that will increase reading and writing strategies for secondary learners.

MEDU 690 ELEMENTARY (K-9) ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (8) - serves as a culmination of the professional education courses. The teacher candidate is responsible for guiding and directing the learning of elementary or middle school students under the supervision of professional certified members of the teaching profession. (An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend placement and orientation meetings prior to starting the experience.) Co-requisite: MEDU 699.

MEDU 691 SECONDARY METHODS IN SCIENCE/BIOLOGY (3) [offered every fall] - examines methods and techniques for teaching science such as use of laboratory experiences, teaching in the field, applications of the scientific inquiry methods, use of technology, questioning and listening skills, lecture and small group techniques and assessment procedures. Professional growth will also be discussed, and teacher candidates will be required to demonstrate an understanding of the various skills needed for teaching science/biology. A strong emphasis will be placed on instructional planning and assessment. Includes classroom diversity, discipline, and management issues as components of instructional planning and assessment.

MEDU 692 SECONDARY METHODS IN ENGLISH/LANGUAGE ARTS (3) [offered every fall] - examines general methods for teaching reading skills and English/language arts at the middle and secondary levels. Teacher candidates will demonstrate an understanding of the various specific skills needed for teaching grammar, composition, and literature. Focus will be upon reading strategies, evaluation of student performance, questioning skills, lecture and small group techniques, discipline and classroom management, and classroom organization in middle and high school settings. Professional growth will also be discussed.

MEDU 693 SECONDARY METHODS IN SOCIAL SCIENCE/HISTORY (3) [offered every fall] - examines methods and techniques of teaching the social sciences. Questioning and attending skills, professional growth, use of technology, and assessment procedures are included. Teacher candidates will demonstrate an understanding of the various skills needed for teaching the social sciences, specifically history. The course content includes classroom diversity, discipline, and management issues as components of instructional planning and assessment.

MEDU 694 SECONDARY METHODS IN MATHEMATICS (3) [offered every fall] - examines methods of teaching mathematics, algebra, and geometry at the secondary level. Includes discussions and/or assignments related to the development of mathematics curriculum, the preparation of lessons, motivation techniques, design of homework assignments, creation of appropriate assessments, evaluation of student performance, and classroom organization in a high school setting. Course content includes classroom diversity, discipline, and management issues as they relate to instructional planning and assessment. Professional growth will also be discussed.

MEDU 695 SECONDARY (6-12) ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (8) - serves as a culmination of the professional education courses. The teacher candidate is responsible for guiding and directing the learning of secondary students under the supervision of professional certified members of the teaching profession. (An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend placement and orientation meetings prior to starting the experience.) Co-requisite: MEDU 699.

MEDU 696 SUBSEQUENT CERTIFICATION FIELD EXPERIENCE (0-5) - provides an opportunity to observe the content, instructional planning and strategies, environments, and assist if applicable with specific duties at a designated school. The teacher candidate reflects through observation and his/her own practice how to teach individuals, small groups, and large groups under the guidance from the cooperating classroom teacher and/or an assigned university supervisor.

MEDU 697 ADVANCED FIELD EXPERIENCE IN SPECIAL EDUCATION (STUDENT TEACHING) (8) - provides a sustained opportunity to apply educational theory in a classroom setting. The teacher candidate is responsible for guiding and directing the learning of a group of students under the guidance and supervision of a professionally certified and competent member of the teaching profession. (An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.) Co-requisite: MEDU 699.

MEDU 699 PROFESSIONAL GROWTH SEMINAR (1) [offered every semester] - is taken concurrently with Advanced Field Experience and serves as the capstone of an academic and professional experience at USF. It provides an opportunity for selected educational topics and professional standards in education to be integrated into theoretical and practical components for continued professional development. Co-requisite: MEDU 658, MEDU 690, MEDU 695, or MEDU 697.

Education (MSED) Courses
MSED 602 SURVEY OF GIFTED EDUCATION (3) - focuses on intellectual giftedness, its description, characteristics and the nature of such gifts and talents in the elementary and secondary school setting. This course examines changes in definition, the controversy over characteristics, and a discussion of the causes and prevalence rates of giftedness. It also examines the assessment process, and product and process measures, including reflective assessment. The course concludes by examining the benefits and concerns with inclusion and collaboration along with a description of some excellent program options being utilized in today’s schools and communities.

MSED 603 INSTRUCTIONAL LEADERSHIP (3) - examines the role of instructional leaders in making decisions, collaborating with teachers, and developing a school climate and culture that supports student learning and achievement. A major focus is on the process of developing, presenting, implementing, and evaluating a school improvement plan that results in improved student learning for all P-12 students including those with special needs especially in the areas of literacy and numeracy. Effective instructional leadership is studied based on current literature, best instructional practices, and the Illinois Professional Teaching Standards. The importance of balancing management and instructional leadership priorities is taught through a servant leadership perspective.

MSED 604 CURRICULUM DESIGN AND APPLICATIONS FOR INDIVIDUALS WHO ARE GIFTED AND TALENTED (3) - focuses on how to apply the principles and knowledge obtained from an introductory gifted course. Candidates will learn curriculum philosophy, do research on curriculum, and study three theoretical curriculum models for gifted and talented students. In this course, the emphasis will be on the three theoretical models involving content mastery, process/product research, and the epistemological concept.

MSED 608 CULTURAL AWARENESS (0-1) - enables educators to explore the relationship between culture and education. Emphasis is placed on examining perspectives of self, society, and culture; broadening the understanding of diversity within the school setting; and recognizing that diversity augments personal growth and development. Educators will reflect upon and discover culturally relevant professional practices that enhance student engagement and learning.

MSED 609 INTRODUCTION TO SERVICE LEARNING (1-2) - provides an overview of the resources, content, and methodologies utilized by educators to design and implement service learning programs in classrooms and schools. Candidates will explore research-based methodological principles and apply them by developing plans for implementation. The intent of this course is for candidates to examine some of the resources, content, and methodologies utilized by educators to design and implement service learning programs in classrooms and schools. The primary goal of the course is for candidates to develop plans for integrating and implementing service learning in their curriculum.

MSED 610 METHODS OF EDUCATIONAL RESEARCH (3-4) - provides candidates with the knowledge and skills to manage, interpret, and analyze research data. Candidates will also evaluate qualitative and quantitative educational research and explore the planning and conducting of P-12 action research for instructional improvement for regular and special needs students.

MSED 613 DIFFERENTIATED INSTRUCTION (3) - provides an opportunity for learners to explore strategies for differentiating instruction so that all P-12 students increase their learning. Learners will examine and apply methods that engage students in reaching common understandings through the use of different learning modalities, by appealing to different interests, and by using varied rates of instruction along with varied degrees of complexity.

MSED 614 BEHAVIOR STRATEGIES FOR THE HETEROGENEOUS CLASSROOM (4) - provides specific application of strategies for serious emotional disturbance for students with documented disabilities specified in IDEA. This course is designed to introduce the student to assessment and effective intervention strategies for students with serious emotional disturbance with emphasis on the roots of applied behavior analysis.

MSED 615 LEARNING THEORY: ADVANCED EDUCATIONAL PSYCHOLOGY (4) - analyzes the theories, experimentation and conclusions in psychology with attention to motivation, intelligence, learning and personality. It includes detailed investigation of major research in educational psychology. Also addressed are topics of multiple intelligence, constructivism, and brain-based learning.

MSED 620 ASSESSMENT, MEASUREMENT, AND EVALUATION OF INSTRUCTION (4) - explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; and evaluating intangible outcomes; as well as utilizing data to improve instruction.

MSED 622 THE DIGITAL CLASSROOM (3) - surveys how technology impacts instruction and learning. Various digital tools will be explored and evaluated for their impact on learning. Topics included: engaged learning, informational literacy, software tools to support instruction, standards for learning, and future focused instruction.

MSED 623 INSTRUCTIONAL STRATEGIES AND DESIGN (4) - explores the Understanding by Design and ASSURE lesson design models, various instructional strategies, integrating curriculum with technology, and assessing the impact on student learning.
MSED 624 DIGITAL AUTHORING AND LEARNING (4) - explores the thematic structure, the conceptual design, and the project management needed to construct a multimedia learning environment.

MSED 626 FACILITATING STAFF DEVELOPMENT (3) - examines the characteristics of effective staff development programs focusing on technology and the best instructional practices to help promote student learning. Candidates will have various opportunities and learn a variety of strategies to create, implement, evaluate, and reflect on various types of professional staff development programs.

MSED 627 INFORMATIONAL LITERACY AND ONLINE LEARNING (4) - explores learning to use the Internet in a better way. Teaching, learning, practicing, and mastering information management skills are the essential skills needed to be successful in the Communication Age, an era of high-tech, high-speed, digital fingertip data. Candidates learn how to access and validate information and understand the organization of information.

MSED 628 ADVANCED TECHNOLOGY FOR TEACHERS (4) - provides candidates with the necessary technological and instructional background knowledge expected of today’s classroom teacher. Candidates will explore and investigate the real and potential role technology has on student learning. The course focus is on candidates acquiring the skills and knowledge to move from using technology as a productivity and management tool to using technology as a tool to support, enhance, extend, or enrich instruction.

MSED 641 SURVEY OF READING FUNDAMENTALS (3) - prepares the future Reading Specialist by focusing on the history of reading instruction, theoretical models of learning and instruction in reading, and research-based reading methodology and components specific to the K-12 curriculum. Special emphasis is placed on the support of classroom teachers and their knowledge of these components.

MSED 642 ASSESSMENT PROCEDURES AND DIAGNOSIS OF READING DISABILITIES (4) – prepares the future Reading Specialist by examining a wealth of assessment tools in order to monitor literacy development of K-12 students. Candidates will explore how to support classroom teachers with assessment procedures and data interpretation.

MSED 643 DIAGNOSTIC TEACHING TECHNIQUES AND MATERIALS (4) - prepares the future Reading Specialist by exploring research based, exemplary techniques and materials to help K-12 students with literacy needs. Candidates will have the opportunity to implement and reflect upon various strategies throughout a range of grade levels, grouping options and diversities in order to support students as well as classroom teachers.

MSED 644 LITERATURE FOR CHILDREN AND ADOLESCENTS (3) - prepares the future Reading Specialist by introducing the candidate to the wide variety of literature available and offers opportunities for him/her to evaluate literature appropriate for a diverse population of students from grades K-12. Candidates will participate in extensive selection and reading of books at all levels with special consideration for related materials and technology. The development of techniques the Reading Specialist would use to motivate readers and support teachers are explored.

MSED 645 ORGANIZATION AND DEVELOPMENT OF CURRICULUM (3-4) – addresses the foundations, principles and issues of curriculum, the authentic assessment of student work, and collaboration with teachers in improving the curriculum. This course focuses on the role of the principal in the design, development, implementation, and evaluation of curriculum and assessment that support plans that result in improved student learning for all P-12 students including those with special needs especially in the areas of literacy and numeracy.

MSED 646 READING SPECIALIST PRACTICUM (4) – prepares the future Reading Specialist by providing the candidates with opportunities to access, interpret and present data in order to effectively consult and collaborate with all professionals at the building level.

MSED 647 LITERACY AND DIVERSE LEARNERS (3) - prepares the future Reading Specialist by addressing specific literacy needs for diverse learners in grades K-12. Analysis of school diversity – race, ethnicity, religion, socioeconomic status, gender, language and exceptionalities – and its implications for literacy instruction will be examined. Candidates will discuss various ways to support classroom teachers with specific diversity identification needs of their K-12 students.

MSED 648 METHODS OF TEACHING WRITING (3) - prepares the future Reading Specialist by focusing on teaching writing in grades K-12. Emphasis is placed on how to successfully assist all students learn the art of writing and how to support teachers in the development of this skill for their students.

MSED 649 COORDINATING THE K-12 READING PROGRAM (3) - prepares the future Reading Specialist by exploring various roles and responsibilities of this multi-faceted leadership role at the building and district level. Curricular emphasis focuses on practical strategies required to address programming needs across all levels of the educational community.

MSED 650 IMPROVEMENT OF INSTRUCTION AND INSTRUCTIONAL PROGRAMS (4) - focuses on both the theoretical and practical approaches to improving classroom instruction and organization through a review of recent literature and research and an analysis of methods and in-service programs. Candidates will compare their own current teaching with theories and research findings discussed in class.
MSED 655 SUPERVISORY BEHAVIOR (3-4) - focuses on current theory, practice of supervision in educational settings, and the importance of collaborating with teachers in the development of professional growth plans. The course introduces principles related to supervision and management of educational personnel focused on school improvement, student achievement, and the Illinois Professional Teaching Standards. The focus of supervision of personnel is the improvement of student learning for all P-12 students including special needs students.

MSED 660 INDEPENDENT STUDY (1-6) - provides opportunity for examination of relevant problems and issues in the field of education which are not covered in the regular course offerings. Candidates formulate a problem or issue to explore on an individual basis under the direction of a faculty member. Strategies for dealing with the issue will be identified as well as an evaluation plan. Permission of the academic advisor is required.

MSED 661 SCHOOL COMMUNITY RELATIONS (3) - focuses upon the process of planning, creating a vision, utilizing the internal and external resources, and use strategic planning strategies to improve P-12 regular and special needs student achievement, effectively manage school systems, and promote a positive learning and working environment. Collaboration with stakeholders to develop and sustain a learning community also is a focus of this course, as well as working with the media to report school progress to the public.

MSED 662 SCHOOL FINANCE (3) - addresses financial and facility management systems within the district and school. The focus of analysis of each of these systems is on student achievement and how to align these systems to result in improved student achievement for regular and special needs students. Candidates will become familiar with monetary issues facing P-12 public schools in the 21st Century. The candidate will analyze a school district budget and prepare a simulated school building budget.

MSED 663 SCHOOL LAW (3) - addresses the legal foundations of educational systems in the United States as well as current trends and issues. The role of the P-12 administrator and concomitant responsibilities within a legal framework are thoroughly explored. Landmark cases, as well as current and evolving cases are emphasized spanning the spectrum of local, state, and federal levels. Included in the course are legal school issues involving bullying, ethnicity, race, gender, exceptionality, religion, language and multiethnic/multicultural education. The rapidly changing area of special education is examined.

MSED 664 EDUCATIONAL ORGANIZATION AND ADMINISTRATION (3) - examines the administrative principles, concepts, processes, and the structures of public and private schools in the United States with emphasis on P-12 schools in Illinois. In addition, candidates will provide evidence of teacher leadership activities, successful communication skills, and developing skills to maintain positive and collaborative relationships with others.

MSED 665 DIRECTED STUDY (1-6) - provides an academic learning experience that is designed by a faculty member. Faculty members direct students in examining relevant problems and issues in the field of education, which are not covered in the regular course offerings. Strategies for dealing with the issue will be identified as well as an evaluation plan. Permission of the academic advisor is required.

MSED 670 SERVING SPECIAL POPULATIONS (3) - focuses on role of the principal to ensure a free and appropriate public education for all students. Key topics are understanding of the scope of special needs and related services, legal obligations of schools, and rights of special student populations (including early childhood, English as a Second Language, differentiated instruction, special education (RTI, 504, IFSP), social and emotional issues, school improvement plans and gifted students. Appropriate placement and services for students with special needs is emphasized.

MSED 671 PRINCIPAL INTERNSHIP I (2, 3) - provides the candidate with an on-site internship with a school (mentor) principal in a P-12 public or private school with the support of a faculty supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long Internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted. The faculty supervisor will meet with the candidate and the principal to assess the progress of the internship. The candidate will meet with the faculty supervisor and other candidates to discuss and share their administrative experiences in planned seminars.

MSED 672 PRINCIPAL INTERNSHIP II (2, 3) – provides the candidate with an on-site internship with a school (mentor) principal in a P-12 public or private school with the support of a faculty supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long Internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted. The faculty supervisor will meet with the candidate and the principal to assess the progress of the internship. The candidate will meet with the faculty supervisor and other candidates to discuss and share their administrative experiences in planned seminars.

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MSED 673 PRINCIPAL INTERNSHIP III (2, 3) – provides the candidate with an on-site internship with a school (mentor) principal in a P-12 public or private school with the support of a faculty supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long Internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted. The faculty supervisor will meet with the candidate and the principal to assess the progress of the internship. The candidate will meet with the faculty supervisor and other candidates to discuss and share their administrative experiences in planned seminars.

MSED 686 DEVELOPMENT & CHARACTERISTICS OF INDIVIDUALS WITH SPECIAL NEEDS (4) - emphasizes on designing and assessing materials to meet the individual educational needs of individuals with mild to moderate disabilities. This course provides specific application of methods and strategies when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Serious Emotional Disturbance (SED), Mental Retardation (MR), Autism, Traumatic Brain Injury (TBI), Orthopedic or Other Health Impairment (34 CFR, Section 300.7).

MSED 689 CONTENT AREA LITERACY (3) – prepares the future Reading Specialist by focusing on the relationship between the language arts (reading, writing, listening, speaking, viewing and thinking) and specific content area concerns for the K-12 classroom. The process of effective classroom communication and instruction and the support of the classroom teacher in these areas as they pertain to the development of reading and writing strategies of K-12 students will be explored. An emphasis will be placed on making reading and writing (literacy) in the content area more culturally and developmentally appropriate and meaningful.

MSED 690 Administrative Internship I - entails the assignment of the candidate to a cooperating administrator in an elementary, secondary, or central office position of a public or private school. The candidate will have both school leadership and supervision responsibilities. In the seminar portion of the internship, the candidate will review and discuss the major and minor administrative projects with the university supervisor and the share experiences with others members of the seminar.

MSED 691 Administrative Internship II - entails the assignment of the candidate to a cooperating administrator in an elementary, secondary, or central office position of a public or private school. The candidate will have both school leadership and supervision responsibilities. In the seminar portion of the internship, the candidate will review and discuss the major and minor administrative projects with the university supervisor and the share experiences with others members of the seminar.

MSED 694 TOPICS (1-4) - provides for course of study of selected topics in education not included in the regular curriculum. May be repeated for credit to a maximum 4 hours.

MSED 696 DIVERSITY ISSUES IN EDUCATION (3) - examines the diversity issues that affect the role of a school administrator in a pluralistic society. The diversity areas include class, ethnicity and race, gender, exceptionality, religion, language and multiethnic/multicultural education.

REAL Regional Education (REAL) Courses

REAL 600 STANDARDS AND PROPOSITIONS NB (3) - prepares participants to fully investigate the 5 Core Propositions and the National Board for Professional Teaching Standards (NBPTS) in their selected area of certificate. Participants will analyze their own teaching to identify the 5 Core Propositions as well as NBPTS standards in their learning environments. Once identified, participants are expected to be reflective practitioners and move toward incorporating developing accomplished teaching practices in daily teaching.

REAL 601 ANALYZING CURRICULUM PLANNING NB (3) - prepares participants to analyze and reflect on their planning, instruction, and assessment within their own learning environment. Participants will utilize the Architecture of Teaching and the NBPTS in their certificate area to reflect on student learning. Reflection of integration of curricular areas is expected with this course. In addition, analyzing student work samples to enhance instruction and improve student learning is expected as part of this course requirement.

REAL 602 REFLECTING ON YOUR TEACHING NB (3) - prepares participants to utilize video-taping to reflect on their own teaching practices. Through video-taping, participants will analyze their teaching to improve classroom instruction and student learning. NBPTS will be utilized throughout this process as teachers reflect on their teaching using national teaching standards.

REAL 603 COLLABORATIVE RELATIONSHIPS NB (3) - prepares participants to identify and analyze past and current collaborative relationships as members of learning communities. Collaboration with families and the school’s community will be identified and analyzed with regards to the impact on student learning. Participants will also recognize the contributions to the school community, leadership opportunities, and personal accomplishments and the impact on their teaching and student learning. NBPTS will be utilized throughout this process as teachers reflect on their collaboration using national teaching standards.
REAL 604 ASSESSMENT CENTER PREP NB (3) - prepares participants for the NBPTS Assessment Center in their area of certification. Participants will utilize the NBPTS Assessment Center exercises in their certificate area to identify what is known and what needs additional research and studying. Participants will utilize the Assessment Center rubrics to identify the expectations of the assessment center.

REAL 605 DIFFERENTIATING FOR DIVERSE LEARNERS (3) – examines the process of education and explores the best practices that will improve the delivery of knowledge to student of all ages. Research clearly states that the brain development of our students is very different than it was just a few year ago. Children have become digital learners. This drastically changes the rubric for delivering the curriculum to our tech-save students. This course will assist teachers with their instructional strategies to keep abreast of the current challenges that they face in the ever changing classroom environment that impacts student learning. (This course is non-programmatic, it cannot be applied as an elective to a Master’s Degree Program.)

REAL 611 PROJECT CRISS (2) – prepares participants of all abilities to learn content information across the curriculum, crossing all the grade levels to enhance student’s skills and learning.

REAL 612 EDUCATING FOR CHARACTER: MAKING CHARACTER COUNT IN OUR SCHOOLS (3) – prepares participants to develop character in students of all ages by implementing instructional strategies, methods and techniques that can be used in their classroom to integrate character education throughout the curriculum. Good character consists of understanding, caring about and doing the good. In our pluralistic and diverse society, respect and responsibility are basic and shared values of all. In this course, participants will learn to integrate character education in all that is taught while learning how to create a moral, formative and character building school and classroom environment.

REAL 620 DEALING WITH STRESS IN EDUCATION (3) – creates interactive examination of the circumstances and conditions that cause stress to become a personal impediment. Along with identifying many of the common causes, will be a study of the choices available to dampen the effects stress has on our bodies, minds, contentment, and productivity.

REAL 621 THE HEART OF TEACHING (3) – focuses on educational practitioners in both the classroom and leadership positions. Since instructional quality is largely a function of personal character, this course includes an awareness and examination of the educator’s personal preparedness for the classroom as compared to universal norms for quality teaching.

REAL 630 PREPARING FOR NATIONAL BOARD CERTIFICATION PREPARATION I (3) – provides an opportunity for participants to examine and apply goals and standards within their particular grade level or subject area. Best practices will be explored and practical application will be incorporated into this course. Participants will go through the NBPTS portfolio entries in order to prepare them for National Board Certification opportunities.

REAL 631 PREPARING FOR NATIONAL BOARD CERTIFICATION PREPARATION II (3) - provides an opportunity for participants to examine and apply goals and standards within their particular grade level or subject area. Best practices will be explored and practical application will be incorporated into the course. Participants will go through the NBPTS portfolio entries in order to prepare them for National Board Certification opportunities.

REAL 632 PREPARING FOR NATIONAL BOARD CERTIFICATION PREPARATION III (3) – produces teachers who have mastered teaching to school and district goals and standards at their particular benchmark and/or subject level. Participants will go through the NBPTS assessment center exercises in order to prepare them for National Board Certification opportunities.

REAL 633 PREPARING FOR NATIONAL BOARD CERTIFICATION PREPARATION IV (3) – produces teachers who have taken six National Board of Professional Teaching Standards (NBPTS) Assessment Center Exercises. Participants will facilitate NB pre-candidacy cohorts, and provide leadership activities aligned to National Board’s professional teaching standards. They will be trained in NB scoring and assessment methods, the use of Socratic Seminars, adult learning theory and practice, technology and new roles for teacher leaders.

REAL 634 NATIONAL BOARD CERTIFICATION PREPARATION V (3) – produces teachers who have taken six National Board of Professional Teaching Standards (NBPTS) Assessment Center Exercises. Participants will be prepared to mentor colleagues through four entries of the NBPTS portfolio process, facilitate NB pre-candidacy cohorts, and provide leadership activities aligned to National Board’s professional teaching standards. They will be trained in NB scoring and assessment methods, the use of Socratic Seminars, adult learning theory and practice, technology and new roles for teacher leaders. They will develop and publish electronically, units of instruction in several different disciplines that align curriculum, instruction, and assessment.

REAL 640 STUDENTS WITH AUTISM SPECTRUM DISORDERS (3) – focuses on understanding the characteristics and learning styles including social, communication, behavioral, sensory, and cognitive differences of students with Autism Spectrum Disorders. The difference between Autism and Asperger’s Syndrome will be explored. Application of this information will be applied to effective teaching strategies for students in both general and special education classrooms.
REAL 641 CHARACTERISTICS AND METHODS FOR TEACHING LEARNERS WITH AUTISM SPECTRUM DISORDERS (3) – explores effective techniques and strategies for teaching students with autism spectrum disorders. These methods will include behavioral supports and interventions, discrete trial teaching, environmental supports and structured teaching, Picture Exchange Communication System, visual systems, and Social Stories. The course will focus on the understanding theories supporting the use of these strategies and the application of these strategies to working with students with autism spectrum disorders.

REAL 682 THE EFFECTIVE TEACHER (2) – examines and applies methods that include how to manage a classroom with efficient procedures and routines, demonstrate high expectations for all students and design learning activities to achieve high-level academic success. Additional topics include effective communication with the total learning community, building and district procedures, cooperative learning approaches, team teaching techniques and effective utilization of support staff and programs.

REAL 683 CURRENT ISSUES FOR CERTIFIED SUPPORT STAFF (2) – prepares special education certified support staff to explore relevant issues related to providing optimal learning environments that will facilitate learning for all K – 12 students. The course will examine an integrated service model as well as interdisciplinary approaches to the delivery of education support services.

REAL 684 BRAIN-BASED LEARNING (2) – provides an opportunity for participants to explore recent neurological and cognitive research as applied to learning and instruction. Participants will examine and apply methods that optimize student learning by implementing brain-compatible instructional techniques. They will also analyze strategies for creating classroom environments that are conducive to orchestrated immersion, active processing and relaxed alertness.

REAL 685 THE DIFFERENTIATED CLASSROOM (2) – provides an opportunity for participants to explore strategies for differentiating instruction so that all students increase their learning. They will examine and apply methods that engage students in reaching common understanding through the use of different learning modalities, by appealing to different interests, and by using varied rates of instruction along with varied degrees of complexity.

REAL 687 STRATEGIES THAT SUPPORT A BALANCED LITERACY FRAMEWORK (2) – explores for the participants research-based reading instructional strategies. Pre-K – 5 teachers will examine, apply and reflect on accepted best practices in reading instruction.

REAL 688 NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION (NOAA) TEACHER AT SEA (3-4) – gives teachers a clearer insight into our ocean planet, a greater understanding of maritime work and studies, and to increase their level of environmental literacy by fostering an interdisciplinary research experience. In studying the ocean and atmosphere, teachers will realize the enormous influence each has on their lives and the world; in participating I maritime activities, teachers will appreciate the work and skill that is needed to support oceanic and atmospheric research. With this knowledge, teacher will engage student and excite their curiosity about NOAA science. NOAA’s Teacher at Sea Program is dedicated to fostering an interdisciplinary educational experience that provides a unique environment for learning and teaching.

REAL 694 TOPICS IN EDUCATION (1-4) – provides graduate level advanced study of selected topics. Topic courses can be repeated for graduate credit.

REAL Regional Education (RECT) Courses

RECT 600 ASCD KINDERGARTEN CONFERENCE (1-3) – identifies and describes instructional strategies (through a variety of workshops and featured keynote presenters) that show candidates how to work successfully with early grade children, families, other educators/administrators, outside community agencies, and professional organizations within their school communities.

RECT 621 ETHICS IN EDUCATION: DOING THE RIGHT THING (3) - examines the process of education and explores the best practices that will improve the delivery of knowledge to students of all ages. Address issues relevant to today's students as educators prepare students for the future. Motivating students to adjust and compete in a world that may be unfamiliar to them now and even more diverse when they enter the workforce will be addressed throughout the course.

RECT 622 DIFFERENTIATING FOR DIVERSE LEARNERS (3) - examines the process of education and explores the best practices that will improve the delivery of knowledge to student of all ages. Research clearly states that the brain development of our students is very different than it was just a few year ago. Children have become digital learners. This drastically changes the rubric for delivering the curriculum to our tech-savvy students. This course will assist teachers with their instructional strategies to keep abreast of the current challenges that they face in the ever changing classroom environment that impacts student learning. (This course is programmatic, it can be applied as an elective to a Master’s Degree Program.)

RECT 661 ADVANCED PLACEMENT INSTITUTE (2) – prepares high school instructors with the materials and
knowledge necessary that will allow their students to be successful in a college level AP classroom. Each academic AP discipline will have an expert in that content area to facilitate discussions, share instructional strategies, and assist in lesson planning that will increase the student’s ability to achieve a high score in the AP exams.

REAL Reading Teacher Endorsement (REND) Courses
REND 641 Survey of Reading Fundamentals (3) – focuses on the history of reading instruction, theoretical models of learning and instruction in reading, and research-based reading methodology and components specific to the K-12 curriculum.

REND 642 Assessment Procedures and Diagnosis of Reading Disabilities (3) – examines a wealth of assessment tools in order to monitor literacy development of K-12 students. Candidates will explore assessment procedures and data interpretation.

REND 643 Diagnostic Teaching Techniques and Materials (3) – explores research based, exemplary techniques and materials to help K-12 students with literacy needs. Candidates will have the opportunity to implement and reflect upon various strategies throughout a range of grade levels, grouping options and diversities.

REND 644 Children’s and Adolescent Literature (3) – introduces candidates to a wide variety of literature available and provides opportunities for locating and evaluating literature appropriate for a diverse population of students from grades K-12. Candidates will participate in extensive selection and reading of books at all levels, genres and disciplines.

REND 646 Reading Practicum (3) – provides the candidates with multiple opportunities to participate in professional and practical reading activities at various levels of education.

REND 647 Literacy and Diverse Learners (3) - addresses specific literacy needs for diverse learners in grades K-12. Analysis of school diversity - race, ethnicity, religion, socioeconomic status, gender, language and exceptionalities - and its implications for literacy instruction will be examined.

REND 648 Methods of Teaching Writing (3) – focuses on teaching writing in grades K-12. Emphasis is placed on how to successfully assist all students learn the art of writing.

REND 689 Content Area Literacy (3) - focuses on the relationship between language arts (reading, writing, listening, speaking, viewing and thinking) and specific content area concerns for the K-12 classroom. An emphasis will be placed on making reading and writing (literacy) in the content more culturally and developmentally appropriate and meaningful.

Special Education (SPED) Courses
SPED 640 DEVELOPMENT AND CHARACTERISTICS OF INDIVIDUALS WITH SPECIAL NEEDS (3) - focuses on understanding the characteristics and origin of disabilities as well as designing and assessing materials to meet the individual educational needs of individuals with mild to severe disabilities. This course provides specific understanding of characteristics and intervention strategies when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Serious Emotional Disturbance (SED), Mental Retardation (MR), Autism, Traumatic Brain Injury (TBI), Orthopedic or Other Health Impairment (34 CFR, Section 300.7).

SPED 641 LEGAL AND HISTORICAL FOUNDATIONS IN SPECIAL EDUCATION (3) - includes the historical foundations, history of provision of services, major movements, current issues, and philosophical changes in general and special education. It provides an understanding of state, federal laws, litigation, policies, and administrative practices relevant to education and treatment of individuals with disabilities and their relation to learning and instruction.

SPED 642 ASSESSMENT AND DIAGNOSIS IN SPECIAL EDUCATION (3) - provides candidates with the knowledge and skills necessary to select, administer, and interpret a variety of formal and informal assessment measures used in the field of special education. The course will also provide the candidate with an understanding of the legal, cultural, and historical context of assessment in special education, the relation of assessment to practice, and current critical issues related to special education assessment.

SPED 643 METHODS OF INSTRUCTION FOR GENERAL AND SPECIAL EDUCATION (2) - centers around development of specific competencies in understanding the general education and special education curriculum requisite for the development of a personalized educational program for individuals with mild to severe disabilities.

SPED 644 SPECIALIZED CURRICULUM AND METHODS IN SPECIAL EDUCATION (3) - centers around development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with mild to severe disabilities.

SPED 645 CONSULTATION, COLLABORATION AND TRANSITION IN SPECIAL EDUCATION (3) - identifies and describes strategies that show candidates how to form successful partnerships with families, other educators, outside community agencies, and other professionals in the community for individuals with disabilities.
**College of Nursing**

**Nursing (NURS) Courses**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Description</th>
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<tbody>
<tr>
<td>NURS 610</td>
<td><strong>ADVANCED PRACTICE NURSING: ROLES AND ISSUES (4)</strong> - focuses on students developing an appreciation for the clinical and leadership roles expected of advanced practice nurses within the current and future national and international health care systems. Emphasis is placed on the breadth and depth of clinical competencies of the individual advanced practice nursing specialties and how these competencies should be integrated into the collaborative interdisciplinary teamwork required to ensure quality, cost-effective, and accessible care within a variety of health care settings. The health care environments and their components are analyzed relative to health care policy and financing using a systems approach. Concepts in organizational structure and theory and political processes influencing health care policy are discussed. Synthesis of the course content facilitates transition to an advanced practice role, and promotes integration of the new functions and activities into professional practice.</td>
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<td>NURS 611</td>
<td><strong>BIOSTATISTICS AND NURSING RESEARCH (4)</strong> - focuses on research and applied statistics for the health sciences of importance to advanced practice nursing. Emphasis is placed on a conceptual understanding of statistics, methods of inquiry as a basis for the expansion of nursing knowledge and the application of research in advanced clinical practice. Selection of statistical and research methods to identify client-focused clinical nursing problems and appropriate interventions in advanced practice are addressed. The course provides a basis for understanding statistical methods and the evaluation of published research while supporting the application of quantitative and qualitative research methods to clinical practice client/population focused problems. Analysis of research studies and utilized statistical methods, as well as the identification of a specific research problem in nursing that is addressed with an evidence-based nursing practice paper, are expected outcomes of this course.</td>
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<td>NURS 612</td>
<td><strong>POPULATION HEALTH (4)</strong> - focuses on creating a culture of wellness from a perspective of population health. Emphasis is placed on a population based approach for advanced practice nurses in disease management, chronic care management, public health, health policy, quality and patient safety. Epidemiological topics such as, emerging infectious diseases, screening and prevention of diseases, chronic disease, role of culture, genetic applications, nursing pandemics and emergency preparedness and applications in clinical nursing sciences are discussed. Frameworks for cultural assessment and intervention are discussed and applied in a transcultural nursing paper.</td>
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<td>NURS 613</td>
<td><strong>EVIDENCE-BASED HEALTH CARE (4)</strong> – incorporates the evidence-based (EB) process in healthcare practice and policy improvement, clinical reasoning, and clinical decision making. Emphasis is placed on understanding principles of evidence measurement, collection, management and analysis. Students are prepared to address clinical issues by selecting internal evidence, validating clinical practice, and implementing application of evidence through the use of continuous monitoring of outcomes. Students will engage in a professional networking experience provided by participation in the annual USF College of Nursing Research Day in May, where they will examine and critique the research and evidence-based studies presented, and view the panel presentation by DNP students on the generation, application and use of evidence in their APN practice. This will serve as the capstone experience for this course.</td>
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<td>NURS 620</td>
<td><strong>ADVANCED PATHOPHYSIOLOGY (4)</strong> - focuses on cellular physiological and pathophysiological processes in adult clients to provide a foundation for clinical assessment, decision-making, and clinical management. Emphasis is on commonly found altered health states based on current epidemiological trends. Integration of current research from nursing and other disciplines is used to explore the pathophysiological processes, the compensatory mechanisms, and the rationales for clinical interventions. The advanced practice clinician will be able to utilize this knowledge as a basis for interpreting changes in normal physiologic function, and in applying appropriate treatment modalities.</td>
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<td>NURS 621</td>
<td><strong>ADVANCED PHARMACOLOGY (4)</strong> - focuses on advanced principles of pharmacology, including both the pharmacotherapeutics and pharmacokinetics of selected drug groups and their clinical application. The course is designed to build upon the understanding of pathophysiological mechanisms of disease processes, and to provide the foundation for clinical competency in therapeutic drug administration across the life span. Emphasis is placed on provision of knowledge, and skills to assess, diagnose, and treat common health alterations, and the issues related to prescriptive practice. Synthesis and application of pharmacological principles will also be integrated within the clinical practice experience.</td>
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<td>NURS 622</td>
<td><strong>ADVANCED HEALTH ASSESSMENT (4)</strong> - focuses on the expansion and refinement of the clinician’s skills in collecting and integrating data necessary for a comprehensive health assessment. It is designed to strengthen the physical, social and psychological assessment across the life span as well as incorporate the cultural and developmental variations of health assessment.</td>
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individuals. Laboratory and clinical experiences in advanced practice skills are used to emphasize the differentiation between normal and abnormal findings. The enhancement of holistic assessment skills is intended to serve as the basis for ensuring appropriate and effective clinical decision-making in advanced practice (Weekday residency required). Prerequisites: NURS 610, 611, 612, 613, 620, and 621.

NURS 640 ADULT NURSE PRACTITIONER THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT I (5) - focuses on primary health care delivery with an emphasis on health promotion, risk screening, and disease prevention across the adult life span. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies for episodic health care problems, and emphasize promotion of the client’s self-care agency. (Students should review the Graduate Clinical Rotation Guidance document eight months before beginning this practica course.) Prerequisite: Completion of graduate core and advanced practice core.

NURS 641 ADULT NURSE PRACTITIONER THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT II (5) - focuses on management strategies for human responses to common acute problems with an emphasis on early diagnosis, at risk population, and therapeutic interventions for health problems across the adult life span. Current research and epidemiological trends in health care are utilized for the selection of pertinent health issues to be addressed. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies to assist the clients with the maintenance and restoration of his/her highest level of wellness. (Students should review the Graduate Clinical Rotation Guidance document eight months before beginning this practica course.) Prerequisite: NURS 640.

NURS 642 ADULT NURSE PRACTITIONER THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT III (5) - focuses on management strategies for human response to chronic complex problems across the adult life span. Current research and epidemiological trends in health care are utilized for the selection of pertinent health issues to be addressed. An emphasis is placed on the gerontologic client in keeping with the population trends impacting health care delivery. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies to assist the client with the maintenance and restoration of his/her highest level of wellness. (Students should review the Graduate Clinical Rotation Guidance document eight months before beginning this practica course.) Prerequisite: NURS 641.

NURS 643 TEACHING IN NURSING (3) - provides the theoretical basis of the teacher role in schools of nursing and/or staff development programs. There are five general categories of content: theories and research in educational psychology, role socialization of the teacher, governance, teaching/learning process, and curriculum development. Integrated throughout this course is the theory/practice in academic computing and instructional technology. (OPTIONAL COURSE)

NURS 644 NURSING EDUCATION METHODS AND MEASUREMENT (3) - focuses on nursing faculty role in the traditional and Web-based course delivery environment. The student will examine relevant applications including planning for instruction, instructional delivery, assessment, test construction, clinical teaching and creating optimal learning environments. This course focuses on real-world applications in the teaching of nursing in academia and service settings. (OPTIONAL COURSE)

NURS 645 NURSING EDUCATION PRACTICUM (3) - provides the student the opportunity to apply theory, methods and strategies in the classroom (traditional or online) and in the clinical area of choice. A minimum of 120 hours in the practicum setting is required and includes a 4-6 hour time frame for a classroom/laboratory student teaching presentation(s) and a nursing education project is completed. Prerequisites: NURS 643, NURS 644. (OPTIONAL COURSE)

NURS 670 FNP THEORETICAL AND CLINICAL MANAGEMENT I (5) - focuses on primary health care delivery with an emphasis on health promotion, risk screening, and disease prevention across the entire life span. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies for episodic health care problems, and emphasize promotion of the client’s self-care agency. (Students should review the Graduate Clinical Rotation Guidance document eight months before beginning this practica course.) Prerequisite: Completion of graduate core and advanced practice core and NURS 622.

NURS 671 FNP THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT II (5) - focuses on management strategies for human responses to common acute problems with an emphasis on early diagnosis, at risk population, and therapeutic interventions for health problems across the entire life span. Current research and epidemiological trends in health care are utilized for the selection of pertinent health issues to be addressed. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow
students to apply assessment and intervention strategies to assist the clients with the maintenance and restoration of his/her highest level of wellness. (Students should review the Graduate Clinical Rotation Guidance document eight months before beginning this practicum course.) Prerequisite: NURS 670.

NURS 672 FNP THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT III (5) - focuses on management strategies for human response to acute and chronic complex problems across the life span. Current research and epidemiological trends in health care are utilized for the selection of pertinent health issues to be addressed. Emphasis is placed on the entire life span (pediatric, adult, and geriatric) in keeping with the population trends impacting health care delivery. This course provides opportunity for practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies to assist the client with the maintenance and restoration of his/her highest level of wellness. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.) Prerequisite: NURS 671.

NURS 690 NURSING ADMINISTRATION PRACTICUM: PLANNING & IMPLEMENTING A QUALITY IMPROVEMENT INITIATIVE (4) - this capstone course presents the opportunity for the student to integrate and apply the principles of quality improvement, organizational performance and financial planning in a health care setting. The student will develop and implement a process improvement project or introduce a new protocol, practice or program. This experience will give the student an opportunity to demonstrate mastery of the course work leading to an MSN in Administration. Through ongoing on line discussions the students will discuss issues and challenges that develop during planning and implementation of quality improvement processes. The student’s experiences in managing an operational setting during implementation of change will provide a basis for the ongoing discussions.

NURS 694 NURSING SPECIAL TOPICS (3) - offers graduate level advanced study of selected topics in nursing.

NURS 698 CLINICAL RESIDENCY (4) - is specific to the NP option. Students enrolled in this clinical practicum will be expected to integrate and apply the theories and concepts of the NP role in clinical practice. The practice setting will be selected based on student interests and professional goals. Emphasis is placed on comprehensive assessment, management, and evaluation of health care needs of the adult. Students will complete an integrative literature review and present a poster at Research Day during graduation week. Prerequisites: Completion of all courses.

NURS 810 PROFESSIONAL AND ORGANIZATIONAL COMMUNICATION (4) - provides experiences in oral, written and video/digital communication for the nursing professional in leadership roles in academy and in corporate settings. Corporate communication is concerned with internal and external communication management from the standpoint of sharing knowledge and decisions from the university or corporation to faculty/employees, students, vendors, investors, partners, and other stakeholders. The student will learn various types of communication methods including: crisis communication, meditation/arbitration, change and issue management, and corporate governance. The student will develop scenarios for demonstration and peer critique, such as delivering bad news, motivational interviewing, public service announcements and effective communication for team building, leadership and change. This course further explores principles and methods of effective organizational communication. The student will critique requests for proposals (RFPs), federal and foundational grants, annual reports (self-studies) and nursing manuscripts for referred journals to learn the key components of these professional documents.

NURS 812 INFORMATION MANAGEMENT IN ADVANCED PRACTICE (4) - this eight-week course focuses on examination and application of information technologies in health care. Advanced nursing practice clinical, research, educational, and administrative applications of information technology are addressed. Strategic information systems planning, cost/benefit analyses, and human/organizational/technologic interface issues are addressed in detail. The ethical, legal, financial, educational and political issues inherent in technology applications in health care are also addressed. Students are prepared to select from and use information technologies for data management and analysis, patient and professional educational, fiscal and professional practice purposes.

NURS 814 HEALTH CARE POLICY, POLITICS AND POWER (4) - the purpose of this course is to develop leadership skills necessary to influence health care policy, legislation, and regulation. Emphasis is placed the ability to articulate the role of the APN in enhancing the U.S. healthcare delivery system, as well as advocating for policy and regulation that is culturally appropriate, compassionate, and cost-effective.

NURS 816 DIVERSITY AND SOCIAL JUSTICE ISSUES IN A GLOBAL SOCIETY (4) - this eight-week course focuses on strengthening the cultural competence of the doctorally prepared nurse. Course content focuses on critically assessing and planning for health promotion, disease prevention and culturally relevant care management for diverse populations. Social justice issues that affect health care will be explored. The nurse will provide leadership in ensuring respect, collaboration with, and cultural safety for a multicultural work force and patient population. Synthesis of this course content promotes integration of health policy and practice skills into clinical practice with an increasingly global society.

NURS 910 ADVANCED QUANTITATIVE AND QUALITATIVE RESEARCH (4) - this course further explores principles and methods of advanced nursing research. The focus is on problem identification, purpose refinement,
differentiation and integration of multivariate and qualitative research methods and design, and selection of appropriate statistical procedures.

**NURS 914 HEALTHCARE FINANCIAL AND PRACTICE MANAGEMENT (4)** - this eight-week course presents a general foundation for the financial management skills that are necessary to advanced practice roles as director, administrator, entrepreneur, consultant, owner or member of a clinical practice. Accounting principles, cost analysis, planning and control management of the organization's financial resources, and use of management tools are studies and applied to health care cases. Current issues and future directions in financial management are explored.

**NURS 916 ADVANCED PRACTICE ROLE SELECTIVE: CARE OF VULNERABLE POPULATIONS PRACTICUM (4)** - students will be prepared to provide the superb primary care necessary to meet the various medical and psychosocial needs of vulnerable populations. Students will receive didactic content regarding these needs and will engage in direct patient care of patients with a variety of health conditions, diseases and disorders common among these populations.

**NURS 980 TRANSLATIONAL RESEARCH SCHOLARLY INITIATIVE: DEVELOPMENT (4)** - this scholarly initiative is an individualized focus of study that demonstrates application and synthesis of the concepts of the doctoral prepared advanced nursing practice role. The clinically based initiative or study will culminate in scholarly paper that will contribute to nursing knowledge on a topic or issue of significance to nursing. This scholarly paper will be presented at a professional conference, or it will be published in a nursing journal. The student is encouraged to collaborate with other advanced health providers and researchers in developing this initiative or study. Students will design and implement a data collection plan and analysis strategy. The graduate student is prepared to evaluate, critique, and develop research as part of the doctorally-prepared advanced practice nursing role.

**NURS 990 TRANSLATIONAL RESEARCH SCHOLARLY INITIATIVE: COMPLETION AND DISSEMINATION (4)** - this course completes the scholarly initiative that was developed and implemented in the prerequisite course: NURS 980 Translational Research Scholarly Initiative: Development. Progress on this clinically based scholarly initiative or study should reflect the evaluation, documentation and dissemination phase of the project. This scholarly paper will be presented at a professional conference or it will be published in a nursing journal.

**NURS 998 DNP ADVANCED PRACTICE ROLE FELLOWSHIP (4)** - this course provides an intensive, focused residency designed to enable students to expand upon and further develop their advanced nursing practice skills and role. Under the guidance of their DNP faculty and preceptors, students will synthesize, integrate and transform newly acquired knowledge and skills in a selected area of advanced clinical practice. Case presentation will be used to illustrate clinical trends, expert clinical judgment, and cultural competence in providing evidence-based quality health care that is population-focused and systems-based.