GRADUATE COURSES

BUSINESS ADMINISTRATION (MBAD)

MBAD 501 SURVEY OF MANAGEMENT (2 credit hours) [offered online every year] - equivalent to a 3-credit hour undergraduate course. Graded on a pass-fall basis. Provides an overview of management principles and theories. Emphasis is given to the functions of management: planning, organizing, 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 credit hours) [offered online every year] - equivalent to a 3-credit hour undergraduate course. Graded on a pass-fall 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 credit hours) [offered online every year] - equivalent to a 3-credit hour undergraduate course. Graded on a pass-fall basis. Surveys methods for describing data numerically and graphically. Explores relationships between quantitative variables using correlation and least-squares regression. Presents an overview of the data-collection process. Covers basic probability theory needed for understanding statistical inference. Inferential techniques such as interval estimation and tests of hypotheses will be explored. 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 credit hours) [offered online every year] - equivalent to a 3-credit hour undergraduate course. Graded on a pass-fall 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 credit hours) [offered online every year] - equivalent to a 3-credit hour undergraduate course. Graded on a pass-fall 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 credit hours) [offered online every year] - equivalent to a 3-credit hour undergraduate course. Graded on a pass-fall 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 by businesses are addressed. The emphasis is on understanding and applying basic accounting principles and concepts that guide the reporting of the effect of transactions and other economic events on
the financial condition and operating 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 credit hours) [offered every semester] - 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 credit hours) [offered every semester] - 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 and MBAD 510 or competency in statistics.

MBAD 616 MANAGERIAL FINANCE (4 credit hours) [offered every semester] - 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 credit hours) [offered every semester] - 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 credit hours) [offered every year] - 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 credit hours) [offered every semester] - 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 credit hours) [offered every semester] - 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. Prerequisite: MBAD 501 or competency in management.

MBAD 636 SOCIAL AND LEGAL ENVIRONMENTS OF BUSINESS (4 credit hours) [offered every year] - examines the interaction between the modern corporation and the legal, social and international environments in which it operates. It examines the impact of values, ethics, governmental regulations and laws on corporations' response to changing social issues. Prerequisite: MBAD 501 or competency in management.

MBAD 641 HUMAN RESOURCE MANAGEMENT (4 credit hours) [offered every year] - 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 credit hours) [offered every year] - 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.

MBAD 650 INTERNATIONAL BUSINESS (4 credit hours) [offered every year] - 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 credit hours) [offered every semester] - 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 credit hours) [offered every year] – 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 credit hours) [offered every year] – 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 credit hours) [offered every year] – 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 671 TOPICS (1-4 credit hours) - selected contemporary topics in business.

MBAD 695 PRACTIUM (1-6 credit hours) [offered every semester] - 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. Advisor approval required.

EDUCATION (EDLS, EPLS, MEDU, MSED, REAL, SPED)

EDUCATION (EDLS)

EDLS 604 IMPACTING STUDENTS WITH SPECIAL GIFTS AND NEEDS THROUGH BRAIN RESEARCH (3 credit hours) - 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 EDUCATION CLASSROOM (3 credit hours) - The United States and its schools are becoming culturally and linguistically more diverse. The reality is that many teachers all over the country now have English language learners (ELL) in their regular education classrooms for the first time. This course 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 credit hours) - 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 608 TRANSFORMING STUDENTS INTO MATHEMATICIANS (3 credit hours) - provides ideas to make learning mathematics (and teaching mathematics) enjoyable for students and educators. It also explores the learning of math skills as a creative and meaningful experience.

EDLS 609 TRANSFORMING STUDENTS INTO READERS (3 credit hours) - provides insight on how students internalize knowledge about the reading process, acquire reading skills, and develop thinking behaviors associated with reading. Developed to guide educators
through exploring the cognitive, developmental, and environmental aspects of the reading process. Implementation of instruction, assessment, and other strategies designed to support the reading process at multiple developmental levels will be explored.

EDLS 614 ARTS WITH THE BRAIN IN MIND (3 credit hours) - 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 616 THE DIFFERENTIATED CLASSROOM (3 credit hours) - provides teachers with strategies for differentiating the learning experiences of students within the same classroom to maximize each child’s potential. Various spectrums of students’ learning readiness, learning styles, strengths and weaknesses in the eight intelligences, personal interests, and cultural backgrounds will be explored.

EDLS 617 BENCHMARKS FOR EFFECTIVE TEACHING (3 credit hours) - 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 618 CONSCIOUS CLASSROOM MANAGEMENT FOR NEW TEACHERS (3 credit hours) - incorporates important principles underlying the nature of teacher-student interaction during classroom management. Participants will internalize six key internal attitudes and skills that comprise the foundation of an effective discipline process. Applications will be made using a series of innovative procedures designed to proactively prevent discipline problems and intervene effectively when necessary.

EDLS 619 CLASSROOM MANAGEMENT THAT WORKS (3 credit hours) - incorporates principles relating to the nature of effective teacher-student interactions as well as strategies for approaching the “hows” and “whys” of classroom management. This course demonstrates that effective classroom management results from the dynamic interplay of both internal and external components in the context of collaboration and mutual respect.

EDLS 620 BEST PRACTICES IN MENTORING: NO COLLEAGUE LEFT BEHIND (3 credit hours) - examines attitudes and skills related to the role of professional mentor. 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, become more skilled in areas of communication, peer consultation, reflection, problem solving, and evaluation.

EDLS 621 CREATING A SAFE EDUCATIONAL ENVIRONMENT: ELIMINATING BULLYING AND DISRESPECT (3 credit hours) - will focus on current regulations and recommendations as well as preventive and intervention theories, strategies, objectives, lesson plans, and activities for dealing with and eliminating bullying and other aggressive behaviors.

EDLS 622 CREATING A SAFE LEARNING ENVIRONMENT: PREVENTING BULLYING, HARASSMENT, AND VIOLENCE (3 credit hours) - is designed to give teachers an overview of the research related to bullying and school violence and to help teachers apply that knowledge to their own classrooms and schools. The course includes information on how to prevent bullying, harassment, and violence and gives teachers practical tools to use with students.

EDLS 623 DESKTOP PUBLISHING: IMPACTING TEACHING AND STUDENT LEARNING (3 credit hours) - provides an in-depth exploration of the classroom
applications and educational uses for Microsoft Publisher or Adobe PageMaker. Discussions and practice activities link principles of graphic design with the process of publishing.

EDLS 624 INTERNET APPLICATIONS: IMPACTING TEACHING AND STUDENT LEARNING (3 credit hours) - explores the ways in which Internet technology is rapidly becoming an integral element of classroom learning and provides teachers with requisite skills to apply this technology in their classrooms. Specifically, participants will explore methods and strategies for applying the Internet, creating technology-enhanced learning experiences, assessing learning, and facilitating collaboration and cooperative learning.

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

EDLS 626 TOOLS FOR PROFESSIONAL RESILIENCE (3 credit hours) - 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 627 DISCOVERY LEARNING AND CRITICAL THINKING WITH WEBQUESTS (3 credit hours) - examines how to use the WebQuest instructional model, which incorporates both critical thinking and discovery learning in a highly motivational, computer-based format for self-directed research and study. Participants will learn key characteristics of the WebQuest model, explore existing WebQuests, learn how to create WebQuests with attractive Web pages and how to locate vital links to information, and develop their own WebQuests for student in their grade level and content areas.

EDLS 634 INTEGRATING TECHNOLOGY INTO MATHEMATICS INSTRUCTION (3 credit hours) - 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 635 INTEGRATING TECHNOLOGY INTO THE CLASSROOM (3 credit hours) - provides an in-depth exploration of how to integrate technology into the classroom and curriculum, with particular emphasis being placed on applications and educational uses for the major components of Microsoft Office: Word, Publisher, PowerPoint, Excel and Access. Participants will delve into the integration of technology in the classroom and explore methods and strategies for applying specific computer applications utilized in Microsoft Office. Students will also examine common design elements that enable a flexible interchange of data between programs and instruction in the creation of educational documents.

EDLS 636 TECHNOLOGY FOUNDATIONS TO IMPROVE TEACHING AND STUDENT LEARNING (3 credit hours) - 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 637 THE ART OF COOPERATION: COOPERATIVE LEARNING IN THE CLASSROOM (3 credit hours) - provides the basic components of cooperative learning, demonstrates how these components are combined and gives teachers the opportunity to plan lessons using these techniques. The course outlines how to structure cooperative, competitive, and individualistic learning so that all three structures can be used to provide effective instruction.

EDLS 638 ADVANCED MICROSOFT WORD FOR EDUCATORS (3 credit hours) - 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 640 BEGINNING TO USE DREAMWEAVER MX IN THE CLASSROOM (3 credit hours) - 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 641 MICROSOFT POWERPOINT: IMPACTING TEACHING AND STUDENT LEARNING (3 credit hours) - provides an in-depth exploration of the classroom applications and educational uses for Microsoft PowerPoint. Participants will explore methods and strategies for applying Microsoft PowerPoint to create technology-enhanced learning experiences, to assess learning, and to facilitate collaboration and cooperative learning. The course also examines the applications of Microsoft PowerPoint to enhance teachers' productivity, including how to develop professional-looking presentations for classroom use.

EDLS 643 MICROSOFT EXCEL: IMPACTING TEACHING AND STUDENT LEARNING (3 credit hours) - provides an in-depth exploration of the classroom applications and educational uses for Microsoft Excel. Participants will explore methods and strategies for applying Microsoft Excel in order to create technology-enhanced learning experiences, to assess learning, and to facilitate collaboration and cooperative learning. Through hands-on experiences, participants will learn how to use Excel in order to develop instructional tools and applications that can be used in the classroom and which will enhance their students' learning.

EDLS 644 MICROSOFT WORD- IMPACTING TEACHING AND STUDENT LEARNING (3 credit hours) - provides an in-depth exploration of the classroom applications and educational uses for Microsoft Word. Participants will explore methods and strategies for applying Microsoft Word to create technology-enhanced learning experiences, to assess learning, and to facilitate collaboration and cooperative learning. The course also examines the applications of Microsoft Word to enhance teachers' productivity.

EDLS 646 GPS TECHNOLOGY AND EASY WEBSITES: ENHANCING TEACHING AND STUDENT LEARNING (3 credit hours) - A well-prepared teacher is vital to student achievement and we know there is a correlation between student achievement and teacher quality. This course has two distinct components and is designed to provide teachers who wish to further their professional development through graduate course work, an opportunity to develop skills in Global Positioning Satellite (GPS) technology and web page construction. Students and teachers alike will be able to use the information directly in and out the classroom.
EDLS 649 MICROSOFT OFFICE: IMPACTING TEACHING AND STUDENT LEARNING (3 credit hours) - Explore the classroom applications and educational uses of three of the major components of Microsoft Office: Word, PowerPoint, and Excel. Explore how common design elements enable flexible interchange of data between these programs. Work with tables and mail merge in Word; using formulas, worksheets and workbooks in Excel; and learn to add, edit and fine-tune slides in PowerPoint.

EDLS 652 ADD/ADHD AND THE CLASSROOM TEACHER (3 credit hours) - 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 and/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 credit hours) - 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 657 GRANT WRITING: DEVELOPING WINNING PROPOSALS (3 credit hours) - presents strategies for preparing winning grant applications. Specifically, instruction will focus on organizing, writing, budgeting, and submitting grant proposals and describing appropriate strategies for negotiating a winning contract agreement.

EDLS 658 WEB PUBLISHING: IMPACTING TEACHING AND STUDENT LEARNING (3 credit hours) - explores classroom applications and educational uses of Web publishing skills. Content addresses the features of an effective Web site; the use of software tools to design Web pages; developing and publishing a Web site for educational use, and employing Internet educational resources within a Web site. In addition, the course analyzes the value of student Web site development as an instructional tool that facilitates learning, motivates reluctant students, and improves communication skills while also providing parents with insights into student educational experiences.

EDLS 659 FUNDAMENTALS OF SCHOOL LAW FOR EDUCATORS (3 credit hours) - 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 credit hours) - This course is designed to give teachers at all levels 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. 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 credit hours) - 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 credit hours) - 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 credit hours) –addresses principles of stress, symptoms of stress exhaustion, sources of personal and professional stress and effective coping mechanisms to utilize when stress in 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 credit hours) - designed to provide P-12 teachers and those working in the field of education with an opportunity to gain a more in-depth understanding of personal health and related habits in order to communicate that knowledge through day-to-day integration within the classroom environment to benefit the health of all students. This class 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.

EDLS 670 INQUIRY-BASED LEARNING AND TEACHING IN SCIENCE EDUCATION (3 credit hours) - Inquiry-based learning describes a process of educational discovery. Participants are guided to discover issues, encouraged to ask meaningful questions, and decide how to answer those questions. This science teaching approach is not an isolated occurrence; it is an ongoing method of instruction that is developed and refined by science teachers as they honed their teaching and learning skills. Throughout this course participants will be exposed to the inquiry teaching and learning approach through the teaching methodologies as applied to the science curriculum.

EDLS 671 IMPACTING TEACHING AND LEARNING THROUGH BRAIN RESEARCH (3 credit hours) - explores the benefits of applying brain research to affect how students learn. Discover how physiological and learning cycles affect the ability of students to learn, and how the learning brain of today is different from ever before.

EDLS 672 DIFFERENTIATED INSTRUCTIONAL STRATEGIES (3 credit hours) - examines the research and theories of recognized educators who have devised practical and effective frameworks for implementing differentiated instructional strategies in the classroom.

EDLS 673 ACCOMMODATING DIVERSE LEARNING STYLES (3 credit hours) - introduces teachers to categories of learning style diversity to aide understanding and use of formalized approaches to assess learning styles. It provides practical and effective instructional strategies that accommodate learning style differences.

EDLS 674 TOOLKIT FOR CREATING COLLABORATIVE LEARNERS (3 credit hours) - examines the need for educators to understand the composite skill sets students of all ages need to learn to function effectively in a collaborative environment. It introduces teachers to simple and effective cooperative structures, which will help students develop these skills.

EDLS 676 DEVELOPING CURRICULUM FOR ONLINE COURSES (3 credit hours) - 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 credit hours) - 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 credit hours) - 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 credit hours) - 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 credit hours) - 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 688 DEVELOPING AND SUPPORTING PRODUCTIVE LEARNERS (3 credit hours) - expands the understanding of various learning domains. Examines these domains of learning, which are mutually interdependent, demonstrates how each domain can be supported by the classroom environment, and provides instructional skills that attend to each domain.

EDLS 689 TRANSFORMING STUDENTS INTO WRITERS (3 credit hours) - examines aspects of assessing student writing and getting students motivated to write. Focuses on the concept that writers can be made and writing can be a joyful, enriching experience for both teacher and student.

EDLS 690 ADVANCED MICROSOFT POWERPOINT: IMPROVING TEACHING AND STUDENT LEARNING (3 credit hours) - 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 694 TOPICS IN EDUCATION (1-4 credit hours) - provides graduate level advanced study of selected topics. May be repeated for credit.

EDLS 697 PREPARING STUDENTS FOR ADULTHOOD: PROMOTING POSITIVE LIFE OUTCOMES FOR STUDENTS (3 credit hours) - Teachers and educational personnel who take this course will gain insight and knowledge into transition best practices and strategies needed to meet the transition requirements of a student’s Individualized Education Program while also learning concepts that are beneficial for all students.

EDLS 698 AUTISM SPECTRUM DISORDERS AND THE PROFESSIONAL EDUCATOR (3 credit hours) - This course is designed to provide educators with 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 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. This course meets federal NCLB guidelines for high quality professional development.

**EDUCATION (EPLS)**

**EPLS 601 LEARNING TO READ: BEGINNING READING INSTRUCTION (3 credit hours)** – This course is an online course created specifically for educators of beginning readers (primarily in grades K-3). Using a comprehensive checklist of effective reading instruction as well as continuous self-assessment and reflection, course participants will grow in their understanding of the reading process, the developmental nature of skill development and best practices for the support of new and struggling readers in their own classroom.

**EPLS 602 CULTURAL COMPETENCE: A TRANSFORMATIVE JOURNEY (3 credit hours)** - Equip 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; critically examine how privilege and power impact educational outcomes and to understand the role of educators as agents of change for social justice; use the framework of knowing yourself, your students, and your practice to better understand their role in student achievement. Diversity will be explored through multiple perspectives, providing participants with insight into how their own cultural lens impacts their relationships with students and families.

**EPLS 603 READING TO LEARN: COMPREHENSION INSTRUCTION (3 credit hours)** - This online course provides educators with the expertise 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 to 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 credit hours)** - 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 strong skills in Algebra. Developing algebraic number sense is one of these crucial skills.

**EPLS 605 EDUCATING THE NET-GENERATION (3 credit hours)** - 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 the 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 credit hours)** - 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 interventions, 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 credit hours) - 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 TECHNOLOGIES FOR THE CLASSROOM (3 credit hours) - This course will familiarize teachers with contemporary gaming technologies, enable them to understand the pedagogical models behind games, and demonstrate how gaming models may be used for learning.

EPLS 610 ACTION RESEARCH (3 credit hours) - Action research is a process of inquiry and reflection in which educators examine their personal instructional practice systematically using the techniques of research. This online course 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 credit hours) - This course 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 credit hours) - This course is designed to provide 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 615 CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS (3 credit hours) - This online course 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 629 BLENDED AND SYNCHRONOUS LEARNING DESIGN (3 credit hours) - This online course 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, and will conclude with considerations for implementation, assessment and evaluation of each.

EPLS 639 DISCOVERING THE POWER OF LIVE-EVENT LEARNING (3 credit hours) - This course is designed to help 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 skill 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 credit hours) - This online course 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 credit hours) - This online course that helps educators in all subject areas build expertise in using technology as effective tools to support and enhance learning in their classrooms. The focus of this course is on using multimedia tools for three specific instructional purposes: increase the effectiveness of their instructional delivery of content, develop interactive, engaging, standards-based learning experiences for students and create an environment that reflects real-world problem solving where students work to meet curriculum standards and where making meaning through problem-solving, collaborating, researching designing testing and communicating an everyday event.

EPLS 647 MEANINGFUL ACTIVITIES TO GENERATE INTERESTING CLASSROOMS (3 credit hours) - This course 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 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 651 DESIGNING MOTIVATION FOR ALL LEARNERS (3 credit hours) - This course 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 a safe classroom environment and engaging learning activities) as well as on internal, student-dependent factors (such as the student’s perception of self and individual temperament style preferences).

EPLS 653 TEACHING THE SKILLS OF THE 21ST CENTURY (3 credit hours) - This course 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 context, content, assessment, and skills.

EPLS 654 BUILDING YOUR TECHNOLOGY EDUCATION AND SKILLS (3 credit hours) - This course is designed to help experienced and beginning K-12 educators in all subject areas develop expertise in using technology as effective tools to facilitate teaching, generate educational 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 credit hours) - Course participants will experience the web as more than a source of information,
instead focus on currently available tools and effectively utilizing them for student research, writing, and learning.

EPLS 661 PURPOSEFUL LEARNING THROUGH MULTIPLE INTELLIGENCES (3 credit hours) - This course focuses on helping 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 credit hours) - As a widely respected, research-based instructional approach, this course will provide teachers with effective, manageable strategies for meeting the needs of an increasingly diverse student population within the context of today's challenging standards-based curriculum.

EPLS 665 BRAIN BASED WAYS WE THINK AND LEARN (3 credit hours) - This course that 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 credit hours) - This course focuses on helping experienced and beginning K-12 educators understand how to increase student achievement by addressing the brain's natural learning channels, using four specific instructional approaches.

EPLS 691 COACHING SKILLS FOR SUCCESSFUL TEACHING (3 credit hours) - This course addresses the needs 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 credit hours) - This course 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 teacher 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 credit hours) - This course is designed to help 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 694 TOPICS IN EDUCATION (1-4 credit hours) - provides graduate level advanced study of selected topics. May be repeated for credit.

EPLS 695 SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY (3 credit hours) – This course 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 credit hours)**
- This course focuses on the development of skills and knowledge related to the design of online instruction with a real-world virtual classroom as the context. 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.

**EDUCATION (MEDU)**

(All courses must be taken in a sequence approved by the advisor)

**MEDU 610 METHODS OF EDUCATIONAL RESEARCH (3-4 credit hours)** - provides the candidate with the knowledge and skills to manage, interpret, and analyze research data. The candidates will also evaluate qualitative and quantitative educational research and explore the planning and conducting of action research in reading or teaching or educational administration.

**MEDU 625 INSTRUCTIONAL TECHNOLOGY (4 credit hours)** - provides an overview of the emerging technology for supporting and enhancing instruction. It includes investigation of issues and research related to instructional technology; instruction and performance in using technologies for instruction; and practice in reviewing and evaluating educational software and hardware. The teacher candidate will examine computers, telecommunications, multimedia, the Internet and technology-enhanced curricula.

**MEDU 630 PSYCHOLOGY AND DEVELOPMENT OF MIDDLE SCHOOL CHILDREN (3 credit hours)** - 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 and MEDU 665.

**MEDU 640 DEVELOPMENT AND CHARACTERISTICS OF INDIVIDUALS WITH SPECIAL NEEDS (3 credit hours)** - 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 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).

**MEDU 641 LEGAL & HISTORICAL FOUNDATIONS IN SPECIAL EDUCATION (3 credit hours)** - 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.

**MEDU 642 EDUCATIONAL ASSESSMENT IN SPECIAL EDUCATION (3 credit hours)** - provides the teacher candidate 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 credit hours) – 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 & INCLUSION IN SPECIAL EDUCATION (3 credit hours) – focuses 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.

MEDU 645 CONSULTATION, TRANSITION, & COLLABORATION IN SPECIAL EDUCATION (3 credit hours) - identifies and describes strategies that show students how to form successful partnerships with families, other educators, outside community agencies, and other professionals in the community for individuals with disabilities.

MEDU 665 TEACHING IN A DIVERSE SOCIETY (4 credit hours) - develops insight into the teaching profession and education in a diverse society; explores the professional, political, economic, legal, and social issues affecting the past, present, and future of the field of education. While extending knowledge of cultural and ethnic groups, students develop abilities to relate to various micro-cultural groups and demonstrate understanding of values and contributions of minority groups.

MEDU 670 EDUCATIONAL PSYCHOLOGY (4 credit hours) - directs the teacher candidate in the application of the principles of psychology to education. Special emphasis is given to understanding growth and development, the learning process, motivation, intelligence, assessment and the impact of culture on learning. Prerequisite or Co-requisite: MEDU 665.

MEDU 671 BEGINNING FIELD EXPERIENCE (0-1 credit hour) – This course provides an opportunity to observe the diversity of students, classroom teachers and environments, to perform specific duties, and to participate in classroom instruction at a variety of grade levels. The experience consists of at least 40 hours. The teacher candidate learns through observation and participation, how to teach individuals, small groups, and large groups under the guidance and supervision of the classroom teachers being observed. 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 675 SURVEY OF THE EXCEPTIONAL INDIVIDUAL (4 credit hours) - is designed to introduce special education today and the history of special education as a field of study. Special education has been alternately defined in terms of the process, the place it is delivered, and the methods of delivery (curriculum). The teacher candidates will study the individuals with Disability Education Act (IDEA) of 1997, the process of nondiscriminatory evaluation, and the core guidelines for inclusion and collaboration. Curriculum, methods, and activities for inclusion are discussed.

MEDU 680 METHODS OF TEACHING READING (3 credit hours) - examines the psychology and physiology of teaching reading and the language arts. It provides an overview
MEDU 681 INTERMEDIATE FIELD EXPERIENCE (0-1 credit hour) - 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 student must provide his/her own transportation.)

MEDU 683 METHODS OF TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3 credit hours) - 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. Participation in a field experience is included. Prerequisite: Math for Teachers I.

MEDU 684 DISCIPLINE AND CLASSROOM MANAGEMENT TECHNIQUES IN THE INCLUSIONARY CLASSROOM (2 credit hours) - 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 in a secondary education learning environment. Prerequisite: MEDU 670.

MEDU 685 METHODS OF TEACHING SCIENCE/SOCIAL SCIENCE (3 credit hours) - 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. Observation and participation in a field experience are included.

MEDU 687 MIDDLE SCHOOL PHILOSOPHY, CURRICULUM AND INSTRUCTION (3 credit hours) - 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 CONTENT AREA LITERACY (3 credit hours) - focuses on the relationship between the language arts (reading, writing, speaking, listening) and specific content area disciplines. The process of effective classroom communication and instruction, as it pertains to increasing the reading and writing strategies of students, will be explored to enhance student learning while making reading and writing in the content area more culturally and developmentally appropriate and meaningful.

MEDU 690 ELEMENTARY (K-9) ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (8 credit hours) - 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. 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 school site(s). The teacher candidate must attend the orientation meetings prior to starting the experience.
assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience.

MEDU 691 SECONDARY METHODS IN SCIENCE/BIOLOGY (3 credit hours) - 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 students will be required to demonstrate an understanding of the various skills needed for teaching science. Includes classroom diversity, discipline, and management issues as components of instructional planning and assessment.

MEDU 692 SECONDARY METHODS IN ENGLISH/LANGUAGE ARTS (3 credit hours) - examines methods and techniques of teaching English Language Arts, such as questioning and listening skills, lecture and small group techniques, use of technology, and assessment procedures. Professional growth will also be discussed. Teacher candidates will demonstrate an understanding of the various specific skills needed for teaching grammar, composition, and literature. Includes classroom diversity, discipline, and management issues as components of instructional planning and assessment.

MEDU 693 SECONDARY METHODS IN SOCIAL SCIENCE/HISTORY (3 credit hours) - 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. The course content includes classroom diversity, discipline, and management issues as components of instructional planning and assessment.

MEDU 694 SECONDARY METHODS IN MATHEMATICS (3 credit hours) - examines methods of teaching mathematics, and in particular algebra and geometry, at the secondary level. The course will also include 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, classroom organization in a high school setting, classroom diversity, discipline, management issues as they relate to instructional planning and assessment, and on-going professional development for the career educator.

MEDU 695 SECONDARY (6-12) ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (8 credit hours) - 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. 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 the placement and orientation meetings prior to starting the experience.

MEDU 697 ADVANCED FIELD EXPERIENCE IN SPECIAL EDUCATION (8 credit hours) - 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. 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 the placement and orientation meetings prior to starting the experience.

MEDU 699 PROFESSIONAL GROWTH SEMINAR (1 credit hour) - is taken
concurrently with Advanced Field Experience and serves as the capstone of an academic and professional experience at USF. Students will complete their portfolio based on the Illinois Professional Teaching Standards. The course 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 690 or MEDU 695.

EDUCATION (MSED)

MSED 602 SURVEY OF GIFTED EDUCATION (3 credit hours) - 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 credit hours) - examines the role of instructional leaders in making decisions and developing a school climate and culture that supports student learning and empowers teachers as educational leaders. A major focus is placed on the critical aspects of the teaching-learning process and the practical application of the latest research and theory.

MSED 604 CURRICULUM DESIGN AND APPLICATIONS FOR INDIVIDUALS WHO ARE GIFTED AND TALENTED (3 credit hours) - 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 610 METHODS OF EDUCATIONAL RESEARCH (3-4 credit hours) - provides students 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 action research in reading or teaching or educational administration.

MSED 613 DIFFERENTIATED INSTRUCTION (3 credit hours) - 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 credit hours) - presents definitions and measurement of behavior and reinforcement strategies. The course focuses on principles underlying effective social and academic development and the use of effective social and academic development and the use of effective motivational methods with children. The course is designed to provide current research based methods of several management techniques that will allow teachers to choose the method that works best for their classroom.

MSED 615 LEARNING THEORY: ADVANCED EDUCATIONAL PSYCHOLOGY
(4 credit hours) - 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 current topics of multiple intelligence, constructivism, and brain-based learning.

MSED 616 RESTRUCTURING SCHOOLS (3 credit hours) - examines education reform from A Nation at Risk to the present. Candidates will assess current and likely impacts of Goals 2000 and its progeny, including establishment of national, state, and local standards. Candidates will investigate why and how current schools need to be reshaped. Alternative management and leadership visions, scenarios, and plans for school reform and restructuring will be assessed. Candidates will do an information search project using various kinds of computing and telecommunications equipment and applications.

MSED 617 ORGANIZATIONAL ISSUES IN RESTRUCTURING OF SCHOOLS (3 credit hours) - focuses on ways to assist candidates in identifying the new roles, knowledge, values, and attitudes needed by professionals and non-professionals in restructured schools. Candidates will examine an array of organizational structures such as schools within schools and differentiated staffing. Particular attention will be given to the implications of restructuring for professional educators.

MSED 618 SUCCESSFUL METHODS OF RESTRUCTURING SCHOOLS (3 credit hours) - candidates explore several different models of school change that have been successfully used to restructure schools in Chicago. Students will visit school sites and interact with the practitioners involved.

MSED 619 ORGANIZATIONAL ISSUES IN RESTRUCTURING SCHOOLS (3 credit hours) - candidates identify the new roles, knowledge, values and attitudes needed by professional and non-professionals in restructured schools. Candidates examine an array of organizational structures such as schools within schools, and differentiated staffing. Particular attention is given to the implications of restructuring for professional educators.

MSED 620 ASSESSMENT, MEASUREMENT, AND EVALUATION OF INSTRUCTION (4 credit hours) - 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 credit hours) - 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 credit hours) - 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 credit hours) - explores the thematic structure, the conceptual design, and the project management needed to construct a multimedia learning environment.

MSED 626 FACILITATING STAFF DEVELOPMENT (3 credit hours) - 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 credit hours) - 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 credit hours) - designed to provide 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. Candidates will learn how to use, manage, and incorporate a variety of software packages (such as PowerPoint, Excel, Inspiration, and Kidspiration) in their daily lessons.

MSED 629 LEADERSHIP SEMINAR AND PRACTICUM (4 credit hours) - focuses on the theories and organizational leadership perspectives which will provide a foundation for leadership practice. Emphasis will be placed on examining leadership for an historical perspective while investigating current formal and informal leadership organizations. The course pays special attention to leadership and organizational styles in selected cultures and ethnic groups.

MSED 641 SURVEY OF READING FUNDAMENTALS (3 credit hours) – 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 place on the support of classroom teachers and their knowledge of these components.

MSED 642 ASSESSMENT PROCEDURES AND DIAGNOSIS OF READING DISABILITIES (4 credit hours) – 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 credit hours) - 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 credit hours) - 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 credit hours) – studies the foundations, principles and issues of curriculum through a variety of philosophies and theories. Candidates are enabled to make informed decisions in the development, design and evaluation of elementary and secondary education programs.
MSED 646 PRACTICUM IN CORRECTIVE READING (4 credit hours) – 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 credit hours) – 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 credit hours) – 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 credit hours) - 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 credit hours) - 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 654 FOUNDATIONS OF CHARACTER EDUCATION (3 credit hours) - studies the historical, philosophic and psychological foundations upon which character education is based. The history of character education in the United States and in other countries will be examined. Different theories of character education will be matched with their corresponding philosophic basis. Democratic ideals, ethical codes and professional standards will be examined. The psychological foundations of moral education will be identified.

MSED 655 SUPERVISORY BEHAVIOR (3-4 credit hours) - examines current theory and practice of supervision in educational settings; introduces principles related to supervision and management of educational personnel; and views supervision as the key to meaningful school improvement efforts to improve teacher quality in order to improve student learning.

MSED 656 ETHICAL DECISION-MAKING AND VIRTUE DEVELOPMENT (3 credit hours) – prepares teachers and administrators to deal thoughtfully with the many ethical challenges they will face in their classrooms, schools, and in relations within the teaching profession. Foundational ethical theory and virtue ethics will be studied. Case studies and moral dilemmas that consider such matters as the ethical dimensions of teaching, issues of justice for diverse learners, teachers’ and students’ rights, equity of choice, and parental responsibilities will be analyzed. Candidates will learn techniques for teaching morals and values in the content areas.

MSED 657 PROMOTING HEALTHY LIFESTYLES (4 credit hours) – investigates the use of athletics, sports, drug, sex and health education to promote character development in students including the adoption of a healthy life style that respects self and others. Character growth and sportsmanship are examined from the perspective of demands for excellence.
Methodologies to effectively teach these subjects to students so that they internalize character qualities of self-control, good decision-making and courage will be identified. Candidates will learn teaching strategies that promote learning for all P-12 students regardless of culture, class, race and ability.

MSED 658 SOCIAL AND EMOTIONAL EDUCATION (4 credit hours) – examines ways of fostering effective social and emotional learning in children so that they can develop the skills and knowledge necessary to lead healthy, caring, responsible and productive lives. Emotional intelligence will also be studied showing how it helps in the development of character traits. Focus will be on creating a supportive, nurturing climate and a non-threatening environment in the classroom to enhance learning and the development of prosocial traits. Conflict management and peer mediation programs will also be examined.

MSED 659 EVALUATING CHARACTER EDUCATION INITIATIVES (4 credit hours) – provides candidates with techniques necessary for developing assessment and evaluation instruments to measure the effectiveness of classroom curriculum and school/district/community character education programs. Skills will be developed to determine how well character education initiatives are meeting the goals and expectations of those that design and implement them. This course will also examine methods of reporting results to stakeholders and planning for improvement.

MSED 660 INDEPENDENT STUDY (1-6 credit hours) - 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 AND COMMUNITY RELATIONS (3 credit hours) - focuses upon the process of planning, creating vision, taking into consideration external and internal dynamics, and decision making needed to guide an organization over time with the widespread involvement of stakeholders. Emphasis is placed on the importance of sound school-community relations in the improvement of the quality of our educational institutions.

MSED 662 SCHOOL FINANCE (3 credit hours) - addresses the fiscal framework of educational institutions in the United States. School funding is carefully examined in concert with the system of taxation at the local, state and federal levels. Specific attention is given to the funding of school districts in Illinois. The school administrator will become familiar with monetary issues facing public schools in the 21st Century e.g. vouchers, tax increment financing, bonds and investments. The candidate will analyze the budget of a typical school system.

MSED 663 SCHOOL LAW (3 credit hours) - addresses the legal foundations of educational systems in the United States as well as current trends and issues. The role of the 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. The rapidly changing area of special education is also addressed.

MSED 664 EDUCATIONAL ORGANIZATION AND ADMINISTRATION (3 credit hours) - examines the administrative principles, concepts, processes, and the structures of public and private schools in the United States with emphasis on systems in Illinois.

MSED 665 DIRECTED STUDY (1-6 credit hours) - provides an academic learning experience that is designed by a faculty member. Faculty members direct candidates 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 667 HISTORY AND PHILOSOPHY OF EDUCATION (3 credit hours)** - traces the history and development of American educational institutions and practices in relation to social, cultural and political aspects. Major philosophical ideas that have guided educational policy and practice are examined in relation to educational institutions responses to meet societal needs.

**MSED 686 CHARACTERISTICS AND METHODS OF TEACHING INDIVIDUALS WITH SPECIAL NEEDS (4 credit hours)** - 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 credit hours)** - 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 (3 credit hours)** - entails the assignment of the candidate to a cooperating site administrator in an elementary, secondary, or central office position of a public or private school. The candidate will have responsibilities requiring school leadership and supervision. In the seminar, the student reviews and discusses the projects with other members of the seminar and the University supervisor, who acts as consultant working with the candidate and cooperating site administrator.

**MSED 691 ADMINISTRATIVE INTERNSHIP II (3 credit hours)** - entails the assignment of the candidate to a cooperating site administrator in an elementary, secondary, or central office position of a public or private school. The candidate will have responsibilities requiring school leadership and supervision. In the seminar, the candidate reviews and discusses the projects with other members of the seminar and the university supervisor, who acts as consultant working with the candidate and the cooperating site administrator.

**MSED 694 TOPICS (1-4 credit hours)** - 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 credit hours)** - 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.

**REGIONAL EDUCATION (REAL)**

**REAL 611 PROJECT CRISS (2 credit hours)** - Project CRISS is an educational initiative designed to help students of all abilities learn content information across the curriculum and
throughout the grade levels.

REAL 612  EDUCATING FOR CHARACTER: MAKING CHARACTER COUNT IN OUR SCHOOLS (3 credit hours) - This course will help teachers 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, teachers, principals and department chairs 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 credit hours) - Dealing with Stress in Education is a candidate-centered 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 of stress on our bodies, minds, contentment, and productivity.

REAL 621  THE HEART OF TEACHING (3 credit hours) - The Heart of Teaching is designed for 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 credit hours) - is designed to support enrollees through their candidacy for the National Board Assessment Process. Participants will examine critical aspects of practice that distinguish skilled teachers from unskilled teachers. Practical aspects of completing National Board certification will be explored.

REAL 631  PREPARING FOR NATIONAL BOARD CERTIFICATION PREPARATION II (3 credit hours) - provides an opportunity for teachers 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. Teachers 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 credit hours) - will produce teachers who have mastered teaching to school and district goals and standards at their particular benchmark and/or subject level. Teachers 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 credit hours) - will produce teachers who have taken six National Board of Professional Teaching Standards (NBPTS) Assessment Center Exercises. They 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.

REAL 640  STUDENTS WITH AUTISM SPECTRUM DISORDERS (3 credit hours) - This course will focus on understanding the characteristics and learning styles including social, communication, behavioral, sensory, and cognitive differences of students with Autism
Spectrum Disorders. The differences 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 credit hours) - This course will explore 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 the 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 credit hours) - 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 credit hours) - designed for special education certified support staff to explore relevant issues related to providing optimal learning environments that will facilitate learning for all P-12 students. The course will examine an integrated service model as well as interdisciplinary approaches to the delivery of educational support services.

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

REAL 685 THE DIFFERENTIATED CLASSROOM (2 credit hours) - provides an opportunity for teachers to explore strategies for differentiating instruction so that all students increase their learning. Teachers 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.

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

REAL 694 TOPICS IN EDUCATION (1-4 credit hours) - provides graduate level advanced study of selected topics. May be repeated for credit.

**SPECIAL EDUCATION (SPED)**

SPED 640 DEVELOPMENT AND CHARACTERISTICS OF INDIVIDUALS WITH SPECIAL NEEDS (3 credit hours) - 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 credit hours) - includes the historical foundations, history of provision of services, major movements, current issues, and philosophical changes in general and special education. 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 EDUCATIONAL ASSESSMENT IN SPECIAL EDUCATION (3 credit hours) - 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 credit hours) - 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 special needs.

SPED 644 SPECIALIZED CURRICULUM AND INCLUSION IN SPECIAL EDUCATION (3 credit hours) - centers around development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with special needs.

SPED 645 CONSULTATION, TRANSITION, AND COLLABORATION IN SPECIAL EDUCATION (3 credit hours) - 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 special needs.

SPED 646 SPECIAL EDUCATION PRACTICUM (2 credit hours) - designed to provide candidates in special education the opportunity to observe master teachers and begin working with students with disabilities. The purpose is for the teacher candidate to develop new teaching skills and to demonstrate existing competence of the master teacher who holds teacher certification. This practicum experience is structured in such a manner as to reflect a developmental, sequential approach to teacher education.

**HEALTH ADMINISTRATION (HSAD)**

Online courses are offered each semester. See the projection sheet for schedule of courses at off-campus sites.

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

HSAD 607 MEDICAL SOCIOLOGY (4 credit hours) - 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 credit hours) - 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 credit hours) - examines current issues in health services 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 623 HEALTH INFORMATION AND STRATEGIC MANAGEMENT (4 credit hours) – examines the importance and process involved in strategic management and health information management, and also the compliance function and how it guides the administrative decisions made by healthcare organizations.

HSAD 630 FINANCIAL MANAGEMENT OF HEALTH SERVICES (4 credit hours) - 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 LEGAL ASPECTS OF HEALTH ADMINISTRATION (4 credit hours) - designed to identify and examine those major areas of law that influence the operation of health care facilities.

HSAD 640 HEALTH SERVICES MARKETING (4 credit hours) - 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 credit hours) – explores ethical issues for the health care professional with three major components: personal ethical decision making, bioethics, and ethics in heath 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 681 METHODS OF RESEARCH (4 credit hours) - 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 credit hours) - 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.

MANAGEMENT (MGMT)

MGMT 617 DEVELOPING PERSONAL LEADERSHIP (4 credit hours) [offered on line every year] - 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, theology, communication and related fields.

MGMT 629 ORGANIZATION AND TEAM LEADERSHIP (4 credit hours) [offered on line every year] - 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 credit hours) [offered on line every year] - 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 credit hours) [offered on line every year] - 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 credit hours) [offered on line every year] - 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 and “politics”.

MGMT 694 TOPICS (1-4 credit hours) - Selected contemporary topics in business.

MGMT 695 LEADERSHIP PRACTICUM (1-6 credit hours) [offered every semester] - 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. Advisor approval required.

NURSING (NURS)

NURS 600 ADVANCED STATISTICS (3 credit hours) - focuses on applied statistics and acquaints graduate students with common statistical techniques applicable to nursing research. It is designed to emphasize the conceptual understanding of statistics and the ability to use automated statistical tools. The course includes concepts and techniques related to: selection of appropriate statistical tests; and the performance, interpretation and reporting of statistical data in research.

NURS 601 THEORETICAL FOUNDATIONS FOR ADVANCED NURSING PRACTICE (3 credit hours) - focuses on philosophical and theoretical foundations of advanced nursing practice. An emphasis is placed on concepts, conceptual models, and theories in nursing. An explanation of the relationship between theory, research and knowledge, and its impact on clinical practice is addressed. Ethical, cultural, legal and political issues and their impact on the profession and the delivery of health care are discussed from a variety of perspectives.

NURS 602 PROFESSIONAL ROLE DEVELOPMENT (3 credit hours) - focuses on
operationalizing the theoretical principles within the advanced practice role and promotes advocacy for leadership in health care. Emphasis is placed on professional role development including differentiating specialty practice and focuses on trends and issues related to the health care delivery system. The U.S. health care systems and its components are analyzed using a systems approach to health care policy and financing. Concepts in organization 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.

NURS 603 ADVANCED NURSING RESEARCH (3 credit hours) - focuses on methods of inquiry as a basis for the expansion of nursing knowledge and application of research in advanced clinical practice. Selection of research methods to identify client-focused clinical nursing problems and appropriate interventions in advanced practice are addressed. The course provides a basis for evaluation of published research, and supports application of formalized quantitative and qualitative methods to practice. Analysis of research studies and 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. Prerequisite: Graduate Statistics course.

NURS 620 ADVANCED PATHOPHYSIOLOGY (4 credit hours) - 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.

NURS 621 ADVANCED PHARMACOLOGY (3 credit hours) - focuses on advanced principles of pharmacology, including both the pharmacotherapeutics and pharmacokinetics of selected drug groups and their clinical application. It 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. Emphasis is placed on provision of knowledge, and skills to assess, diagnose, and treat common health alterations, and the issues related to prescriptive practice.

NURS 622 ADVANCED HEALTH ASSESSMENT (4 credit hours) - 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 of adults as well as incorporate the cultural and developmental variations of 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 (Weekend residency required). Prerequisites: NURS 620 and 621.

NURS 640 THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT I (5 credit hours) - 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. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.) Prerequisite: Completion of graduate core and advanced practice core.

NURS 641 THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT II (5 credit hours) - 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. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.) Prerequisite: NURS 640.

NURS 642 THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT III (5 credit hours) - focuses on management strategies for human response to acute and 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. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.) Prerequisite: NURS 641.

NURS 643 TEACHING IN NURSING (3 credit hours) - 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.

NURS 644 NURSING EDUCATION METHODS AND MEASUREMENT (3 credit hours) - 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.

NURS 645 NURSING EDUCATION PRACTICUM (3 credit hours) - 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.

NURS 660 THEORETICAL CONCEPTS OF HEALTH AND AGING (3 credit hours) - focuses on an interdisciplinary approach to the study of the aging process and its relationship to wellness. A holistic framework including biophysical, psychosocial, and developmental perspectives are addressed. This course analyzes the current health care
delivery system and the issues which involve the older adult. Emphasis is placed on advanced nursing practice and the role it plays in enhancement of the health of older adults.

NURS 661 ADVANCED GERONTOLOGICAL NURSING PRACTICE (3 credit hours) - focuses on the management strategies utilized in the care of the older adult. Explanation, analysis, and application of therapeutic interventions in advanced clinical nursing practice is emphasized. Current research findings are utilized in the integration and evaluation of health maintenance and restorative aspects of care. Special consideration is given to the problems of the vulnerable older adult. Prerequisite: NURS 660.

NURS 662 ADVANCED PEDIATRIC NURSING PRACTICE (3 credit hours) - focuses on the management strategies utilized in the care of the infant, child, and adolescent. Explanation, analysis, and application of therapeutic interventions in advanced clinical nursing practice is emphasized. Current research findings are utilized in the integration and evaluation of health maintenance and restorative aspects of care. Special consideration is given to the problems of the infant, child, and teenager.

NURS 663 ADVANCED WOMEN'S HEALTH NURSING PRACTICE (3 credit hours) - focuses on the management strategies utilized in the care of women. Explanation, analysis, and application of therapeutic interventions in advanced clinical nursing practice are emphasized. Current research findings are utilized in the integration and evaluation of health maintenance and restorative aspects of care. Special consideration is given to the problems unique to women throughout the lifespan.

NURS 670 FAMILY NURSE PRACTITIONER THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT I (5 credit hours) - 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. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.) Prerequisite: Completion of graduate core and advanced practice core.

NURS 671 FAMILY NURSE PRACTITIONER THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT II (5 credit hours) - 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. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.) Prerequisite: NURS 670.

NURS 672 FAMILY NURSE PRACTITIONER THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT III (5 credit hours) - 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
NURS 691 CAPSTONE PROJECT: DEVELOPMENT (1 credit hour) – is an individualized focus of study that demonstrated an application and synthesis of the concepts of the advanced nursing practice role. The clinically based project should reflect the student’s role as an advanced practice nurse in defining, planning, initiating, and/or evaluating an evidence-based change in nursing practice, health care policy, or the environment for practice. During initiation and development of this project, the student must collaborate with an individual faculty.

NURS 693 CAPSTONE PROJECT: IMPLEMENTATION (1 credit hour) – is an individualized focus of study that demonstrates an application and synthesis of the concepts of the advanced practice nursing role. The clinically based project should reflect the implementation phase of the project. Prerequisite: NURS 691.

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

NURS 698 CLINICAL RESIDENCY (2 credit hours) - 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. Prerequisites: Completion of all courses.

NURS 699 CAPSTONE PROJECT: EVALUATION (1 credit hour) - is an individualized focus of study that demonstrates an application and synthesis of the concepts of the advanced nursing practice role. The clinically based project should reflect the role as an advanced practice nurse in defining, planning, initiating, and/or evaluating an evidence-based change in nursing practice, health care policy, or the environment for practice. During initiation and development of this project, the student must collaborate with an individual faculty. The clinically based project should reflect the evaluation phase of the project. Prerequisites: NURS 603, NURS 691, and NURS 693.

PHYSICIAN ASSISTANT STUDIES (PAMS)

ALBUQUERQUE CAMPUS ONLY
(All courses listed are in quarter hours not semester hours)

DIDACTIC COURSES

PAMS 600 INTRODUCTION TO THE PHYSICIAN ASSISTANT PROFESSION (2 quarter credit hours) - 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. Students will also consider their professional development from a Franciscan perspective focusing on the values of respect, compassion, integrity, and service.
PAMS 601 GROSS ANATOMY (7 quarter credit hours) - 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 prosected cadavers, anatomic models and computer dissection.

PAMS 604 PHARMACOTHERAPEUTICS I (4 quarter credit hours) - is the first in a two-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 pharmacotherapeutic agents and/or disorders covered in this course include autonomic pharmacology, neurologic disorders, pain management, psychiatric disorders, gastrointestinal disorder, NSAID's and antirheumatic drugs, cardiovascular and renal drugs, allergies, respiratory disorders and the pharmacology of anti-inflammatory steroids.

PAMS 605 PHARMACOTHERAPEUTICS II (4 quarter credit hours) - is the second in a two-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 pharmacotherapeutic agents and/or disorders covered in this course include endocrinologic disorders, gonadal hormones and inhibitors, antimicrobial agents, dermatologic pharmacology, common disorders of the head, eye, ear, neck and throat, hematologic disorders, cancer chemotherapy and toxicology.

PAMS 606 ESSENTIALS OF CLINICAL LABORATORY MEDICINE (3 quarter credit hours) - 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 assigned case studies.

PAMS 607 CLINICAL NUTRITION (2 quarter credit hours) - 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, All Systems Review (4) – is designed to give PAMS students a detailed overview of human physiology. 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. Pathophysiological alterations in body function that occur with disease states are also discussed. Integration of lecture material will be enhanced by the use of assigned case studies. Specific topics covered in the course include homeostasis, signal transduction mechanisms, neurophysiology and the nervous system, the cardiovascular system and circulation and the respiratory system.

PAMS 609 PATHOPHYSIOLOGY AND GENETICS (4) - is designed to give the student the up-to-date genetics information. Topics are 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 and death will be discussed. Causes of disease and illness will be discussed. Emphasis in the Pathophysiology section of the class will be on hypertension, a major risk factor for cardiovascular disease. The contributing factors of epidemiology, genetics and underlying cellular biology will be presented. Different treatment approaches will be introduced. Integration of lecture material will be enhanced by the use of case study reviews and current literature readings.

PAMS 612 EPIDEMIOLOGY AND PUBLIC HEALTH (4 quarter credit hours) - provides students with an overview of the basic concepts of epidemiology, public health and preventative medicine. Epidemiological concepts discussed include the distribution, prevalence, causation, mode of transmission, dissemination, control, and preventative countermeasures of infectious and non-communicable diseases, as well as environmental occupational, behavioral, and chronic disabling conditions. Students will be introduced to research methodology related to the study of disease and investigate epidemiological trends across a variety of cultures.

PAMS 614 BEHAVIORAL MEDICINE (4 quarter credit hours) - 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 quarter credit hours) - is the first in a sequence of three courses designed to develop the clinical skills and professional behaviors necessary for practice as a PA in primary care. This course provides the PA student with the proper techniques for obtaining a medical history from patients emphasizing sensitivity to age, gender and cultural diversity. Lecture and laboratory focus on the development of effective communication skills as well as accurate data collection and patient presentation. Clinical Problem Solving Skills (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. CPSS sessions will be incorporated throughout the entire “Clinical Assessment” sequence.

PAMS 622 CLINICAL ASSESSMENT II (7 quarter credit hours) - is the second 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. During this course the student learns how to perform a comprehensive physical exam of an adult patient. Clinical assessment II includes: the general survey, vital signs, skin, eye, ear, nose, mouth, throat, and neck exam. In this course the student learns how to perform focused physical examinations including clinical assessment of the thorax and lungs, cardiovascular system, abdomen, peripheral vascular system, and musculoskeletal system. Additionally, 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 623 CLINICAL ASSESSMENT III (7 quarter credit hours) - is the third 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. Clinical Assessment of mental status, the nervous system, male and female genitourinary system, anus and rectum, breast and axillae, and physical exam of pregnant women, infants and children are emphasized in this block of instruction. 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. Additionally laboratory time will be used to instruct procedural competencies in auscultation of cardiac and respiratory sounds, interpretation of EKGs, and casting and splinting techniques.

PAMS 626 ESSENTIALS OF RADIOLOGY (4 quarter credit hours) - 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 quarter credit hours) - 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 quarter credit hours) - 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 quarter credit hours) - 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 quarter credit hours) - 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 quarter credit hours) - is designed to teach basic principles of surgery as well as principles of pre- and post-operative management of surgical patients. The course emphasizes surgical techniques and emergency procedures, as well as asepsis, minor procedures, suturing and anesthesia. Additionally, specific bedside procedures will be offered, including nasogastric intubation, urinary catherization and chest tube placement.

PAMS 636 OBSTETRICS AND GYNECOLOGY (4 quarter credit hours) - 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) – This course integrates the overall philosophy and skills inherent to the physician assistant’s ability to practice medicine. A variety of subjects in medical ethics and special topics will be discussed that will allow students to integrate the didactic phase into clinical practice. These courses encourage students to treat the total person and to consider cultural diversity, wellness and preventative lifestyles.

PAMS 660 – DIDACTIC SUMMARY AND CLINICAL EVALUATION (5) - The PAMS student will demonstrate knowledge and tactile skill in performing lid eversion, fluorescein examination of the cornea and conjunctiva, hearing screening and irrigation of the
ear. Additionally, laboratory time will be used to instruct procedural competencies in phlebotomy, IV insertion, injection techniques, arterial blood gases, PFT, and pulse oximetry.

PAMS 696 RESEARCH FOUNDATION (2 quarter credit hours) - 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 697 STUDY OF MEDICAL LITERATURE (2 quarter credit hours) - 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 RESEARCH INDEPENDENT STUDY (2 quarter credit hours) – 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.

**CLINICAL COURSES**

PAMS 700 INTERNAL MEDICINE (8 quarter credit hours) - 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 quarter credit hours) - 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 quarter credit hours) - 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 quarter credit hours) - 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.

PAMS 720 WOMEN’S HEALTH (8 quarter credit hours) - provides the PAMS student with exposure to the spectrum of women’s health care. A primary care emphasis is given to well women care, 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-natal care, delivery, and postpartum care.

PAMS 725 PEDIATRICS (8 quarter credit hours) - 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 quarter credit hours) - 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 quarter credit hours) - 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 quarter credit hours) - provides a final review and assessment of the student’s knowledge of core competencies. This assessment will involve a multi-system standardized patient encounter with a variety of oral case presentations to faculty members. 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 Rating 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 weakness through a detailed process.

PAMS 799 CAPSTONE RESEARCH PROJECT (2 quarter credit hours) - 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 and or other suggested forms with the approval of the course instructor.

SOCIAL WORK (SWRK)

SWRK 500 SOCIAL WORK GENERALIST PRACTICE I (3 credit hours) [offered every fall] – This course 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 credit hours) [offered every fall] - This course 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 styles 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 credit hours) [offered every fall] - This foundation course 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 credit hours) [offered every fall] - This course 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 credit hours) [offered every fall] – This course 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 credit hours) [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 credit hours) [offered every spring] – This course 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 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 credit hours) [offered every spring] – This seminar 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 credit hours) [offered every spring] – In this course, 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 credit hours) [offered every spring] - This course is designed to expand the graduate student’s knowledge of changing psychosexual, 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 credit hours) [offered every fall] - This course 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 credit hours) [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. Students 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 credit hours) [offered every fall] - This course 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 credit hours) [offered every spring] - This course 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 credit hours) [Summer] – This bridge course 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 credit hours) [summer] – This bridge course 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 credit hours) [[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 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 present the findings to a broad community audience.

SWRK 614 FIELD PRACTICUM/SEMINAR IV (4 credit hours) [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 credit hours) [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 credit hours) [offered every spring] - This course 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 credit hours) [offered when there is sufficient
student demand and faculty members are available] – This course 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 credit hours) [offered when there is sufficient student demand and faculty members are available] – This course focuses upon understanding issues faced by individuals and families 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 credit hours) [offered when there is sufficient student demand and faculty members are available] – This course 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 credit hours) [offered when there is sufficient student demand and faculty members are available] – This course 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, role-playing: all emphasizing community linkage networks in crisis situations.

SWRK 654 SPIRITUALITY & FRANCISCAN IDEALS (3 credit hours) [offered when there is sufficient student demand and faculty members are available] – This course 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, changing societal attitudes.

SWRK 657 SOCIAL WORK WITH THE ELDERLY (3 credit hours) [offered when there is sufficient student demand and faculty members are available] – This course 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 credit hours) [offered when there is sufficient student demand and faculty members are available] – This course 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 understand interdisciplinary practice.

TRAINING AND DEVELOPMENT (TDEV)

See projection sheet for when these courses are scheduled.

TDEV 602 FOUNDATIONS OF CONTINUING EDUCATION AND TRAINING (4 credit hours) - introduces the student to the historical, social, and political aspects of continuing education and training. It includes delivery systems in formal and informal settings in business and industry, governmental and community agencies, higher education, continuing professional education, community education, religion, health care and gerontology.

TDEV 612 ADULT LEARNING AND DEVELOPMENT (4 credit hours) - 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 credit hours) - 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 credit hours) - 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 625 INTRODUCTION TO LEARNING TECHNOLOGIES (4 credit hours) - provides a survey of the most recent technologies that are available to design and deliver effective learning programs for adults. It emphasizes aesthetic judgments and the decision-making factors based on the benefits and limitations of various media and delivery systems to determine appropriateness of application to education and training programs.

TDEV 632 PROGRAM DEVELOPMENT AND EVALUATION: APPLIED RESEARCH METHODS (4 credit hours) - 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 credit hours) - 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 635 PLANNING AND DESIGNING LEARNING TECHNOLOGIES (4 credit hours) - builds on the instructional design processes learned in TDEV 622. Using a project management approach, students will plan and design instruction that is appropriate to using synchronous and non-synchronous digital media such as audio, video, computer, telecommunications, and/or print. Prerequisites: TDEV 622 and TDEV 625.

TDEV 645 IMPLEMENTING AND EVALUATING LEARNING TECHNOLOGIES (4 credit hours) - completes the process of developing learning technologies through implementation and evaluation. Continuing a project management approach, students will implement their instructional plan, considering both networked and non-networked technology assisted delivery systems such as computer-based training, web-based training, e-learning, online delivery, interactive telecommunications, and other technologies that may become available. Methods of learner outcome measurement and evaluation appropriate to the format will be developed. Prerequisite: TDEV 635

TDEV 652 STRATEGIC PLANNING AND BUDGETING (4 credit hours) – This course provides a process for continuing education and training managers to systemically organize to accomplish desired future outcomes. It shows students how to take an active part in assuring that their unit is an integral part of the vision, mission and goals of their organization. It covers budgeting processes as well as methods of accountability such as return on investment.

TDEV 661 HUMAN PERFORMANCE CONSULTING (4 credit hours) - examines the skills, roles, and responsibilities of human performance consultants. The processes of consulting, performance analysis, and change are explored in-depth.

TDEV 662 INTERPERSONAL AND GROUP COMMUNICATION (4 credit hours) - 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 670 MANAGING AND MARKETING CONSULTING SERVICES (4) -
provides you with the information to establish your consulting services. You will define your expertise, establish your niche, identify your clients, and develop a plan for promotion. It also provides you with the basic knowledge to operate a consulting service. You will develop a plan, determine financial and legal processes, price your services establish your work space and time management, and identify the types and uses of technology that fit your services.

**TDEV 671 SELLING AND IMPLEMENTING CONSULTING SERVICES (4)** - provides you with the knowledge of the processes of securing a client. You will learn to analyze the client, the problem, and the organization, establish objectives and measurements, develop a client-centered proposal, and gain buy-in for your services. It also provides you with the knowledge of the processes necessary for carrying out your commitments to your client. You will learn to manage projects, conduct and report research, lead organizational change, and identify and address organizational issues.

**TDEV 690 COMPREHENSIVE PROJECT (4 credit hours)** - 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 credit hours)**

**TDEV 701 TEACHING IN HIGHER EDUCATION (1 credit hour)** - 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 credit hour)** - 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 credit hour)** - 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 credit hour)** - 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 credit hour)** - 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 credit hour)** - 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 credit hour)** - 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 applies to both on site and online teaching. Prerequisite: USF adjunct faculty status.

**TDEV 708 INCREASING COMMUNICATION EFFECTIVENESS (1 credit hour)** - 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 credit hour)** - 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 credit hour)** - 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 credit hour)** - 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. Blooms’ 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 credit hour)** - 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 credit hour)** - 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.

TDEV 714 TEACHING IN AN ACCELERATED FORMAT (1 credit hour) - 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 credit hour) - 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.

**STUDENT RECORDS, REGISTRATION, CLASS ATTENDANCE, REPORT CARDS AND TRANSCRIPTS**

**ALL STUDENTS**

**Student Records and FERPA**
The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their educational records. They are:

- The right to inspect and review the student’s education records within 45 days of the date the University receives a request for access. The student should submit to the Registrar a written request that identifies the record(s) he/she wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the Registrar does not maintain the records, the student will be notified of the office that does maintain the record.

- The right to request the amendment of the student’s education record that the student believes is inaccurate or misleading. A written policy for review and amendment of records can be obtained from the Registrar’s Office.

- The right to consent disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is defined as academic, administrative, support, and contract staff of the University who have a legitimate educational interest. Legitimate educational interest is defined as: performing a task specified in the job description or contract, performing a task related to the student's education, performing a task related to the discipline of a student, providing a service or benefit relating to a student. In addition, students serving on official committees such as disciplinary or grievance committees will also be considered to have a legitimate educational interest.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of St. Francis to comply with the requirements of FERPA. The name and address of the office that administers FERPA is Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

An exception is the disclosure of directory information. The University of St. Francis defines