GRADUATE PROGRAMS

Colleges of the University

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

College of Arts & Sciences

Physician Assistant Studies (M.S.)

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

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

Physician Assistant Profession

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

Physician Assistant Program Mission Goals and Objectives

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

Our goals for the program include:

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

Academic Standards for Promotion and Graduation

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

**Accreditation**

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted Accreditation-Continued status to the Physician Assistant Program sponsored by the University of St. Francis. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be **September 2018**. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

**Commitment**

The USF Physician Assistant Studies program is committed to excellence in education. As in any learning process, the content and methodology in our program reflect a mixture of objectivity, intuition and good faith. Our faculty and staff want to provide a creative environment for individual learning and growth, within a curriculum that by necessity is highly structured and intense. Viewing learning as a reciprocal, collaborative interaction between faculty and students, we endeavor to be responsive to perceived needs for change and welcome comments and suggestions from all who participate in the program for its ongoing evaluation and continued growth. The Physician Assistant Program is a particularly important program to USF as it is truly representative and in concert with the Franciscan mission and values of Respect, Compassion, Service and Integrity. We are proud to report at this time that 99% percent of our graduates have passed the NCCPA Board Certification examination and are professionally practicing physician assistants, many providing service in medically underserved areas of our region.
# 2014-2016 Academic Year Calendar – Albuquerque Campus (Physician Assistant Program)

## Winter Quarter 2014

<table>
<thead>
<tr>
<th>Didactic Students</th>
<th>Clinical Students</th>
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</thead>
<tbody>
<tr>
<td><strong>January</strong></td>
<td><strong>February</strong></td>
</tr>
<tr>
<td>Faculty/Staff Winter Holiday Break - Campus</td>
<td>March</td>
</tr>
<tr>
<td>1 Closed</td>
<td>28</td>
</tr>
<tr>
<td>8-10 New Didactic Student Orientation</td>
<td>28 End of Rotation 8</td>
</tr>
<tr>
<td>13 5th Quarter Didactic Students Return</td>
<td>26 Graduation</td>
</tr>
<tr>
<td>20 Dr. King Holiday - No Classes, Campus Closed</td>
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</tr>
<tr>
<td><strong>February</strong></td>
<td><strong>March</strong></td>
</tr>
<tr>
<td>Final Exam Week</td>
<td>24-28</td>
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<tr>
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<td>28 End of Rotation 8</td>
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<tr>
<td>31 - Apr 4 Spring Break (Class of 2016)</td>
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<tr>
<td>31 Clinical Orientation (Class of 2015)</td>
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<tr>
<td><strong>April</strong></td>
<td><strong>April</strong></td>
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<tr>
<td>Clinical Orientation (Class of 2015)</td>
<td>7 End of Clinical Year Summative Evaluation</td>
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<td>2-6 Spring Break (Class of 2015)</td>
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## Spring Quarter 2014

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<thead>
<tr>
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<td><strong>April</strong></td>
<td><strong>May</strong></td>
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<tr>
<td>Classes Begin</td>
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<td>7</td>
<td>16 End of Rotation 1</td>
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<td><strong>May</strong></td>
<td><strong>June</strong></td>
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<tr>
<td>26 Memorial Day - No Classes, Campus Closed</td>
<td>19 Clinical Rotation 2 Begins</td>
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<td><strong>June</strong></td>
<td><strong>June</strong></td>
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<tr>
<td>Final Exam Week</td>
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<td>16-20</td>
<td>23-27 Summer Break</td>
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<td><strong>June</strong></td>
<td><strong>June</strong></td>
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<tr>
<td>16-20</td>
<td>23-27 Summer Break</td>
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<tr>
<td>MAY 24-28 42nd Annual American Academy of Physician Assistant (AAPA) PA Conference, Boston</td>
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## Summer Quarter 2014

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<thead>
<tr>
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<tr>
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<tr>
<td>Classes Begin</td>
<td>30 Clinical Rotation 3 Begins</td>
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<tr>
<td>30</td>
<td><strong>August</strong></td>
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<tr>
<td>Independence Day - No Classes, Campus Closed</td>
<td>8 End of Rotation 3</td>
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<td>4</td>
<td>11-15 Summer Break</td>
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<td><strong>August</strong></td>
<td><strong>September</strong></td>
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<tr>
<td>Labor Day - No Classes, Campus Closed</td>
<td>18 Clinical Rotation 4 Begins</td>
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<tr>
<td>8-12 Final Exam Week</td>
<td>26 End of Rotation 4</td>
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<td>15-19 Fall Break</td>
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Fall Quarter 2014

**Didactic Students**

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<thead>
<tr>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
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<tbody>
<tr>
<td>22</td>
<td>Classes Begin</td>
<td>Observation of Feast of St. Francis - Campus Closed</td>
<td>8-12 Final Exam Week</td>
<td>Faculty/Staff Winter Holiday Break - Campus Closed</td>
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<tr>
<td><strong>Clinical Students</strong></td>
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<td><strong>December</strong></td>
<td><strong>January</strong></td>
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<tr>
<td>29</td>
<td>Clinical Rotation 5 Begins</td>
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<td>8-12 Final Exam Week</td>
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<td>Classes Begin</td>
<td>Observation of Feast of St. Francis - Campus Closed</td>
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**Winter Quarter 2015**

**Didactic Students**

<table>
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<tr>
<th>January</th>
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<th>March</th>
<th>April</th>
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<tbody>
<tr>
<td>7-9 New Didactic Student Orientation</td>
<td>20 End of Rotation 7</td>
<td>23 Clinical Rotation 8 Begins</td>
<td>25 Graduation</td>
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<tr>
<td>12 5th Quarter Didactic Students Return</td>
<td>23 Clinical Rotation 8 Begins</td>
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<tr>
<td>19 Dr. King Holiday - No Classes, Campus Closed</td>
<td>3 End of Rotation 8</td>
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**Clinical Students**

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<thead>
<tr>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
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<tbody>
<tr>
<td>8-9 End of Rotation on Campus</td>
<td>20 End of Rotation 7</td>
<td>3 End of Rotation 8</td>
<td>25 Graduation</td>
</tr>
<tr>
<td>12 Clinical Rotation 7 Begins</td>
<td>23 Clinical Rotation 8 Begins</td>
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**Spring Quarter 2015**

**Didactic Students**

<table>
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<tr>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
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</thead>
<tbody>
<tr>
<td>6 Classes Begin</td>
<td>25 Memorial Day - No Classes, Campus Closed</td>
<td>8-12 Final Exam Week</td>
<td>22-26 Summer Break</td>
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**Clinical Students**

<table>
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<tr>
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<tbody>
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<td>6 Clinical Rotation 1 Begins</td>
<td>15 End of Rotation 1</td>
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<td>26 End of Rotation 2</td>
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<tr>
<td></td>
<td>18 Clinical Rotation 2 Begins</td>
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<td>29 Clinical Rotation 3 Begins</td>
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**MAY 23-27 43st Annual American Academy of Physician Assistant (AAPA) PA Conference, San Francisco**
<table>
<thead>
<tr>
<th><strong>Didactic Students</strong></th>
<th><strong>Clinical Students</strong></th>
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<tbody>
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<td><strong>August</strong></td>
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<td>Classes Begin</td>
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<td><strong>July</strong></td>
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<td>Summer Break</td>
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<td>17</td>
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<tr>
<td>Closed</td>
<td>Clinical Rotation 4 Begins</td>
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<td><strong>August</strong></td>
<td><strong>September</strong></td>
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<tr>
<td>Labor Day - No Classes, Campus Closed</td>
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<td>8-11</td>
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<td>Final Exam Week</td>
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<td>Fall Break</td>
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<tr>
<th><strong>Fall Quarter 2015</strong></th>
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<td><strong>September</strong></td>
<td><strong>October</strong></td>
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<td>28</td>
<td><strong>November</strong></td>
</tr>
<tr>
<td>Classes Begin</td>
<td>End of Rotation 5</td>
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<tr>
<td><strong>October</strong></td>
<td>6</td>
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<tr>
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<td>Clinical Rotation 6 Begins</td>
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<tr>
<td>16</td>
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<tr>
<td>Closed</td>
<td>Clinical Rotation 6 Begins</td>
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<tr>
<td><strong>November</strong></td>
<td><strong>December</strong></td>
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<tr>
<td>23-27</td>
<td>End of Rotation 6</td>
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<tr>
<td>Thanksgiving Break - No Classes</td>
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<td>21</td>
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<td>Final Exam Week</td>
<td>Christmas Break Begins</td>
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<td>21</td>
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<tr>
<td>Christmas Break Begins</td>
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<tr>
<td>24-31</td>
<td>Faculty/Staff Winter Holiday Break - Campus Closed</td>
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<table>
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<th><strong>Winter Quarter 2016</strong></th>
<th><strong>Clinical Students</strong></th>
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<tr>
<td><strong>January</strong></td>
<td><strong>February</strong></td>
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<tr>
<td>Faculty/Staff Winter Holiday Break - Campus Closed</td>
<td>End of Rotation on Campus</td>
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<tr>
<td>Closed</td>
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<td>New Didactic Student Orientation</td>
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<td><strong>March</strong></td>
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<tr>
<td>5th Quarter Didactic Students Return</td>
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<td>18</td>
<td><strong>April</strong></td>
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<tr>
<td>Dr. King Holiday - No Classes, Campus Closed</td>
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<tr>
<td><strong>February</strong></td>
<td><strong>March</strong></td>
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<td>21-25</td>
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<td>Final Exam Week</td>
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<td>25</td>
<td>22</td>
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<tr>
<td>Classes End</td>
<td>Clinical Rotation 8 Begins</td>
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<tr>
<td><strong>March</strong></td>
<td><strong>April</strong></td>
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<td>28 - Apr 1</td>
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<td>6-13</td>
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<td>End of Clinical Year Summative Evaluation</td>
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<tr>
<td>29-Apr 1</td>
<td><strong>Graduation</strong></td>
</tr>
<tr>
<td>Spring Break (Class of 2017)</td>
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### Spring Quarter 2016

<table>
<thead>
<tr>
<th>Didactic Students</th>
<th>Clinical Students</th>
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<tbody>
<tr>
<td><strong>April</strong></td>
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</tr>
<tr>
<td>Classes Begin</td>
<td>Clinical Rotation 1 Begins</td>
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<td><strong>May</strong></td>
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<td>Memorial Day - No Classes, Campus Closed</td>
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<td><strong>June</strong></td>
<td><strong>June</strong></td>
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<td>13-17</td>
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<td>Final Exam Week</td>
<td>Clinical Rotation 2 Begins</td>
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<td>20-24</td>
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<td><strong>MAY 14-18</strong></td>
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<tr>
<td>44th Annual American Academy of Physician Assistant (AAPA) PA Conference, San Antonio</td>
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<td>Clinical Rotation 4 Begins</td>
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<td>12-23</td>
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<td>Fall Break</td>
<td>End of Rotation 4</td>
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### Fall Quarter 2016

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<td>21-25</td>
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<tr>
<td>Thanksgiving Break - No Classes</td>
<td>End of Rotation 5</td>
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<tr>
<td><strong>December</strong></td>
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<td>12-16</td>
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<tr>
<td>Faculty/Staff Winter Holiday Break - Campus Closed</td>
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### Year One - Classroom and Laboratory Based Instruction

The didactic curriculum* is 15 months in length (5 quarters) consisting of nearly 1,000 instructor contact hours.

**Quarter I**
- PAMS 600 Introduction to the PA Profession 2
- PAMS 601 Gross Anatomy 7
- PAMS 608 Medical Physiology I 4
- PAMS 621 Clinical Assessment I 7
- PAMS 696 Research Foundation 2

**Quarter II**
- PAMS 607 Clinical Nutrition 2
- PAMS 609 Medical Physiology II 4
- PAMS 610 Medical Genetics 2
- PAMS 622 Clinical Assessment II 7
- PAMS 654 Topics in Contemporary Medicine 4
- PAMS 697 Study of Medical Literature 2

**Quarter III**
- PAMS 604 Pharmacotherapeutics I 4
- PAMS 612 Epidemiology/Public Health 4
- PAMS 623 Clinical Assessment III 7
- PAMS 626 Essentials of Radiology 4
- PAMS 636 Obstetrics and Gynecology 4
- PAMS 698 Research Independent Study 2

**Quarter IV**
- PAMS 605 Pharmacotherapeutics II 4
- PAMS 606 Clinical Laboratory Medicine 4
- PAMS 627 Clinical Pediatrics 4
- PAMS 628 Clinical Geriatrics 4
- PAMS 630 Diseases of Organ Systems I 4
- PAMS 799 Capstone Research Project 2

**Quarter V**
- PAMS 611 Pharmacotherapeutics III 4
- PAMS 614 Behavioral Medicine 4
- PAMS 631 Diseases of Organ Systems II 4
- PAMS 635 Fundamentals of Surgery 4
- PAMS 660 Didactic Summary & Clinic Eval 5

*Note: Scheduling of classes is subject to change.

### Year Two - Clinical Rotations

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

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

*Note: Scheduling of classes is subject to change.

### Master of Social Work (M.S.W.)

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

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

The Program does not grant social work course credit for life or previous work experience.
Degree Requirements
The Master of Social Work degree requires students to complete 62 semester credit hours of course work. This includes specified credit hours per week of supervised field work in the first year, followed by specified credit hours per week of supervised field work in the second year, plus related integrated seminars. These practicum experiences will provide the required total hours of supervised practice experience in selected social service agencies. Two-year, full-time students can expect to complete the requirements for the degree over four continuous semesters. Advance standing students should anticipate one (1) academic year for completion. Change in status (from part-time to full-time or vice versa) is permitted. The maximum number of credit hours transferable is six.

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

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

First Semester Courses (15 semester hours) [offered every fall]
- SWRK 500 Social Work Generalist Practice I 3
- SWRK 501 Human Behavior in the Social Environment I 3
- SWRK 502 Social Policy I: Analysis and Practice 3
- SWRK 503 Social Work Research Methods I 3
- SWRK 504 Field Practicum/Seminar I 3

Second Semester Courses (15 semester hours) [offered every spring]
- SWRK 511 Social Work Generalist Practice II 3
- SWRK 512 Human Behavior in the Social Environment II 3
- SWRK 515 Field Practicum/Seminar II 3
- SWRK 516 Social Policy II: Ethics in Social Welfare 3
- SWRK 517 Women’s Issues and Feminist Practice 3

THE MSW CONCENTRATION CURRICULUM
Advanced Standing Bridging Courses [offered every summer]
- SWRK 611 Human Behavior and the Social Environment I & II 3
- SWRK 612 Social Policy I & II: Analysis and Practice 3

Third Semester (16 semester hours) [offered every fall]
- SWRK 601 Social Work Advanced Generalist Practice I 3
- SWRK 603 Field Practicum/Integrative Seminar III 4
- SWRK 604 Ethical Issues in Contemporary Social Work 3
- SWRK 615 Cross-Cultural Practice Systems 3
  *Elective 3

Fourth Semester (16 semester hours) [offered every spring]
- SWRK 605 Comparative Theories/Object Relations in Social Work Practice 3
- SWRK 613 Advanced Research Methods 3
- SWRK 614 Field Practicum/Seminar IV 4
- SWRK 616 Cross-Cultural Practice Systems 3
  *Elective 3

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

Five Year BSW/MSW Social Work Degree*

Fifth Year – MSW Program

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 601  Advanced Generalist Practice I</td>
<td>SWRK 602  Comparative Theories/Object Relations</td>
</tr>
<tr>
<td>SWRK 603  Field Practicum &amp; Integrated Seminar III</td>
<td>SWRK 613  Advanced Research Methods</td>
</tr>
<tr>
<td>SWRK 604  Ethical Issues in a Contemporary Society</td>
<td>SWRK 614  Field Practicum &amp; Integrated Sem IV</td>
</tr>
<tr>
<td>SWRK 615  Cross-Cultural Practice</td>
<td>SWRK 616  Social Work Generalist Practice II</td>
</tr>
</tbody>
</table>

* Note: if Fast-track electives were not completed at the BSW level, student must add MSW elective to fall and spring semester

For more information regarding the Five Year BSW/MSW Program, refer to undergraduate Social Work section

College of Arts & Sciences Certificate
Graduate Certificate

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

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

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWRK 700</td>
<td>Orientation to Forensic Social Work</td>
<td>1</td>
</tr>
<tr>
<td>SWRK 701</td>
<td>Legal and Ethical Issues in Social Work</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 705</td>
<td>Seminar in Criminal Law</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 710</td>
<td>Seminar in Family Law</td>
<td>3</td>
</tr>
<tr>
<td>SWRK 711</td>
<td>Forensic Practice Skills Lab/Seminar</td>
<td>2</td>
</tr>
<tr>
<td>SWRK 712</td>
<td>Capstone in Forensic Social Work</td>
<td>2</td>
</tr>
</tbody>
</table>

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

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

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

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

Master of Business Administration graduates have an awareness of the total business environment, including financial management and a focus on customers in the global market. In addition, the MBA program provides employers with top-level managers who have skills in communication, leadership, planning and development, technology integration, and decision-making with integrity and a sense of ethics.

The program is designed for the business professional. Classes meet one evening a week or on Saturdays in a traditional class setting, giving students and faculty an opportunity to interact in an exciting learning environment. All MBA courses are also available online through the University’s home page at www.stfrancis.edu.

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

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

Program Outcomes
Outcome 1: Students will develop an understanding of the fundamental principles of strategic marketing and planning
Outcome 2: Students will develop abilities to understand strategic marketing decision making
Outcome 3: Students will apply basic financial concepts to developing a marketing plan
Outcome 4: Students will understand how to analyze consumer, business-to-business, and nonprofit markets/consumers
Outcome 5: Students will develop skills to develop sound product, pricing, promotion, and distribution strategies for consumer, business-to-business, and nonprofit markets
Outcome 6: Students will enhance both written and oral communication skills
Outcome 7: Through formal and informal class presentations and group work, students will improve their abilities to interact positively with peers for enhanced learning by all
Outcome 8: Students will enhance their abilities to integrate and synthesize various sources through formal and informal written exercises
Outcome 9: Students will develop knowledge of ethical issues internal and external to organizations, and enhance their abilities to reason ethically
Outcome 10: Students will better be able to formulate ethical marketing decisions towards women, children, the marginalized and senior consumers

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

- Foundation Courses (0-8 hours, depending on the student’s undergraduate preparation)
- MBA Core Courses (12 hours required)
- Competency Area Courses (12 hours required)
- Concentration Courses (12 hours required)

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

MBAD 501 Survey of Management 2
MBAD 506 Survey of Marketing 2
MBAD 510  Survey of Quantitative Methods and Statistics  2
MBAD 511  Survey of Economics  2
MBAD 516  Survey of Finance  2
MBAD 521  Survey of Financial Accounting  2

**Major Program (36 – 48 semester hours)**

**MBA Core Courses (12 semester hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 611</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 616</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 621</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 695</td>
<td>Experiential Learning Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Competency Area (12 semester hours)**

Choose two areas from the following and complete two courses in each selected area:

- **Analytic Thinking**
  - MBAD 626  Applied Business Research Methods  3
  - MBAD 658  Operations Management  3
  - MBAD 659  Information Technology  3
  - MBAD 671  Special Topics  3

- **Global and Competitive Challenges**
  - MBAD 646  Ethical, Legal and Social Environment of the Firm  3
  - MBAD 650  International Business  3
  - MBAD 660  Macroeconomics in a Global Economy  3
  - MBAD 671  Special Topics  3

- **Leadership and Decision Making**
  - MBAD 606  Marketing Management  3
  - MBAD 641  Human Resource Management  3
  - MBAD 651  Management and Organizational Behavior  3
  - MBAD 661  Social Media  3
  - MBAD 671  Special Topics  3

**Concentration Courses (12 semester hours)**

Choose one of the following concentrations:

- **Accounting* (12 credit hours)**
  - MBAD 627  International Accounting & Reporting  3
  - MBAD 628  Fraud Examination  3
  - MBAD 629  Financial Statement Analysis  3
  - MBAD 630  Taxes II  3

*Requires a Bachelor’s degree in Accounting or additional foundation courses will be needed

- **Business Analytics (12 credit hours)**
  - MBAD 637  Business Forecasting & Econometrics  3
  - MBAD 638  Enterprise Resource Computing  3
  - MBAD 639  Business Intelligence & Analytics  3
  - MBAD 640  Data Mining  3

- **Finance (12 credit hours)**
  - MBAD 620  Entrepreneurship Small Business Finance  3
  - MBAD 622  Advanced Financial Management  3
  - MBAD 623  International Finance  3
  - MBAD 624  Derivatives Valuation  3

- **Health Administration (select 12 hours from the following)**
  - HSAD 607  Medical Sociology  4
  - HSAD 623  Health Informatics  4
  - HSAD 630  Financial Management of Health Services  4
  - HSAD 637  Health Care Law  4

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HSAD 650 Health Care Ethics 4

**Human Resource Management (12 semester hours)**

- MBAD 642 Talent Management: Acquiring, Developing and Retaining Talent 3
- MBAD 643 Total Rewards: Compensation and Benefits 3
- MBAD 644 Employment and Labor Laws 3
- TDEV 622 Needs Analysis, Instructional Design and Assessment 3

*Students that choose the Human Resource Management concentration must take MBAD 641 within the Competency Areas*

**Logistics (Select 12 credit hours from the following)**

- MBAD 612 Logistics Analysis 3
- MBAD 613 Supply Chain Management 3
- MBAD 614 Sustainable Supply Chains 3
- MBAD 615 Supply Chain Logistics Strategy 3
- MBAD 625 Project Management 3
- MBAD 655 Business Logistics 3
- MBAD 656 Transportation Management & Economics 3
- MBAD 657 International Logistics Management 3

**Management (12 credit hours)**

Select four courses from any of the MBA concentrations

**Training and Development (12 credit hours)**

- TDEV 602 Foundations of Continuing Education and Training 3
- TDEV 612 Adult Learning and Development 3
- TDEV 622 Needs Analysis, Instructional Design & Assessment 3
- TDEV 632 Program Development 3

**National Honor Society**

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

**BRIDGE PROGRAMS – Earning an MBA as a second USF graduate degree**

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

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

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

If the student is required to complete survey courses, they should be taken as soon as possible because many of the courses are prerequisites for the core courses. Survey courses and core courses may be taken simultaneously, as long as the prerequisite has been completed for the course in which a student is enrolled.
### Master of Science in Health Administration (M.S. to M.B.A.)

**Foundation Courses (4 semester hours)**

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

*Note: These requirements can also be met through undergraduate courses*

**MBA Core Courses (15 semester hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 606</td>
<td>Marketing Management</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 611</td>
<td>Managerial Economics</td>
<td>3</td>
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<tr>
<td>MBAD 616</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 621</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 631</td>
<td>Strategic Business Management</td>
<td>3</td>
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</tbody>
</table>

### Master of Science in Management (M.S. to M.B.A.)

**Foundation Courses (8 semester hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 506</td>
<td>Survey of Marketing</td>
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</tr>
<tr>
<td>MBAD 510</td>
<td>Survey of Quantitative Methods of Statistics</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 511</td>
<td>Survey of Economics</td>
<td>2</td>
</tr>
<tr>
<td>MBAD 521</td>
<td>Survey of Financial Accounting</td>
<td>2</td>
</tr>
</tbody>
</table>

*Note: These requirements can also be met through undergraduate courses*

**MBA Core Courses (15 semester hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 606</td>
<td>Marketing Management</td>
<td>3</td>
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<tr>
<td>MBAD 611</td>
<td>Managerial Economics</td>
<td>3</td>
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<tr>
<td>MBAD 616</td>
<td>Managerial Finance</td>
<td>3</td>
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<tr>
<td>MBAD 621</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 646</td>
<td>Ethical, Legal and Social Environment of the Firm</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 646</td>
<td>Ethical, Legal and Social Environment of the Firm</td>
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</tbody>
</table>

### Master of Science in Training and Development (M.S. to M.B.A.)

**Foundation Courses (12 semester hours)**

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

**MBA Core Courses (15-18 semester hours)**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>MBAD 606</td>
<td>Marketing Management</td>
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<tr>
<td>MBAD 611</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 616</td>
<td>Managerial Finance</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 621</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 646</td>
<td>Ethical, Legal and Social Environment of the Firm</td>
<td>3</td>
</tr>
<tr>
<td>MBAD 651</td>
<td>Management &amp; Organizational Behavior*</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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**Health Administration (M.S.)**

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

The program is designed for students who have knowledge and experience in specific areas of health care and are seeking a broader understanding of the field. While the program is offered in a convenient format, the content is rigorous. The curriculum includes both the theories of management and its practical application in the health care field. The graduate program emphasizes administration in general rather than a concentration within a specialty.
Each student in the program has a unique philosophy and career goal but shares with other students a common belief in the importance of possessing sound administrative skills. To this end, the resources of the University of St. Francis are available so that the student will be able to undertake a systematic, critical and open-minded investigation of literature and data for the solution of challenging problems.

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

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

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

**Program Outcomes**

**Outcome 1:** Apply management skills to complex management problems (management skills)

**Outcome 2:** Interpret economic data and how the economy impacts health care systems (economic knowledge)

**Outcome 3:** Write, interpret and analyze a financial statement (financial knowledge)

**Outcome 4:** Write and implement a marketing strategy that meets the needs of specific consumer groups (writing ability, marketing knowledge, and socio-cultural knowledge)

**Outcome 5:** Interpret research knowledge

**Outcome 6:** Apply ethics knowledge to the decision making process

**Outcome 7:** Understand the application of legal knowledge to health care situations

**Outcome 8:** In preparation for CAHME accreditation we will begin to develop assessment instruments imbedded in individual courses. The plan is to have five such instruments developed and in place during this academic year

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

**Curriculum (36 semester hours)**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 603</td>
<td>Organizational and Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 607</td>
<td>Medical Sociology</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 610</td>
<td>Economics of Health Services</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 623</td>
<td>Health Informatics</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 630</td>
<td>Financial Management of Health Services</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 637</td>
<td>Health Care Law</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 640</td>
<td>Health Services Marketing</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 650</td>
<td>Health Care Ethics</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 681</td>
<td>Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 695</td>
<td>Health Administration Comprehensive Exam</td>
<td>0</td>
</tr>
</tbody>
</table>

**Management (M.S.)**

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

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

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

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

**Program Outcomes**
- **Outcome 1**: To demonstrate a breadth of knowledge in various aspects of business.
- **Outcome 2**: To develop effective strategic thinking skills
- **Outcome 3**: To demonstrate critical thinking skills
- **Outcome 4**: To improve oral communication skill
- **Outcome 5**: To improve written communication skills
- **Outcome 6**: To demonstrate a breadth of knowledge in various aspects of business.
- **Outcome 7**: To develop effective strategic thinking skills
- **Outcome 8**: To demonstrate critical thinking skills

**Curriculum (36 semester hours)**
The Master of Science in Management requires 36 semester hours. These hours include:
- Management Core Courses (24 semester hours required)
- Concentration Courses (12 semester hours required)

**Major Program**

**Management Core (24 semester hours)**
- MGMT 617 Developing Personal Leadership 4
- MGMT 629 Organization and Team Leadership 4
- MGMT 630 Leading in a Diverse and Changing Economy 4
- MGMT 642 Performance Measurement and Financial Management 4
- MGMT 645 Leading Continuous Improvement 4
- MGMT 695 Leadership Practicum 4

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

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

**Logistics (select 12 semester hours from the following)**
- MBAD 625 Project Management 3
- MBAD 655 Business Logistics 3
- MBAD 656 Transportation Management & Economics 3
- MBAD 657 International Logistics Management 3

**Management (select 12 semester hours from the following)**
- MBAD 625 Project Management 3
- MBAD 641 Human Resource Management 3
- MBAD 646 Business Ethics 3
- MBAD 650 International Business 3
- MBAD 655 Business Logistics 3
- MBAD 656 Transportation Management and Economics 3
- MBAD 657 International Logistics Management 3
- MBAD 671 Topics 1-4

**Training and Development (12 semester hours)**
- TDEV 602 Foundations of Continuing Education & Training 3
- TDEV 612 Adult Learning Development 3
- TDEV 622 Needs Analysis, Instructional Design & Measurement 3
National Honor Society
The graduate business programs provide students with the opportunity to be a member of Delta Mu Delta, an international national honor society in business administration with a growing membership of 150,000 nationwide. For membership, students must have completed over half the requirements for the degree and be in the top 20% of their class with a minimum cumulative 3.6/4.0 G.P.A.

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

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

The Training and Development program will provide employers with professionals who have expertise in the teaching and learning of adults. They will understand how continuing education and training leads to improved performance in the workplace, and they will have an awareness of internal and external environments that will enable them to position education and training effectively within their organizations.

Program Mission
The Master of Science in Training and Development program provides quality educational experiences in an applied curriculum for professionals who design, deliver, and evaluate learning programs for adults.

Program Outcomes
Outcome 1: Design, deliver, and assess education and training programs uniquely suited to adults
Outcome 2: Apply an instructional design system to the development and delivery of meaningful instruction
Outcome 3: Develop and apply standards of measurement and evaluation criteria appropriate for the project and the organization
Outcome 4: Apply adult learning and development theory to create motivational strategies to increase performance of individuals, teams, and organizations
Outcome 5: Practice skills in negotiation, collaboration, and gaining buy-in
Outcome 6: Effectively communicate in the workplace and in the classroom
Outcome 7: Engage in practical research, needs assessment, and evaluation through the use of systematic data collection and analysis
Outcome 8: Develop a basic understanding of the application of learning technologies
Outcome 9: Develop awareness and self-reflection on the influence of the learning of the learning philosophies on their professional practice
Outcome 10: Demonstrate excellent computer literacy skills
Outcome 11: Demonstrate verbal, written, and presentation skills
Outcome 12: Provide an ethical and humanistic basis for the education and training of adults

Training & Development Concentrations
Students will be able to:

Business Administration
- Apply the design, delivery, and evaluation of learning programs for adults in business settings
- Gain experience in working with and understanding professionals who are in business management positions

E-Learning
- Research current theory and practice of e-learning including distance education, instructional design, assessment, faculty and student support, and program management and evaluation
- Design, develop and implement instruction based on effective e-learning instructional design systems
- Perform best practices in the administration of e-learning programs concerning policies, processes, and procedures
- Apply best practice to the facilitation of e-learning instructional strategies for authentic and effective learning experiences
- Identify and analyze e-learning (multimedia) solutions for the merits of the learning goals of what they intend to achieve and how well they achieve them
- Create multi-media or media-related objects that provide a solution to a learning problem for a targeted audience

**Health Administration**
- Apply the design, delivery, and evaluation of learning programs for adults to healthcare settings
- Gain experience in working with and understanding professionals who are in healthcare positions

**Human Resource Management**
- Analyze and synthesize the function of a Human Resource Manager as a strategic business partner within the organization
- Identify top talent and successfully recruit, develop, and retain them
- Design compensation and benefits packages with creative incentives and rewards.
- Interpret and implement sound legal and ethical employment practices
- Analyze employee performance and develop instructional strategies for maximizing top human/intellectual capital

**Management of Training and Development**
- Analyze and apply management theories and principles to create effective and efficient teams.
- Practice a consultant-based approach with skills in influences, collaboration and negotiation
- Adopt a marketing approach and processes for both internal and external learning services
- Contribute to the strategic planning of the organization as well as to the education or training unit.
- Collaborate with the financial personnel of the organization to prepare and manage budgets
- Champion effective and appropriate learning for individual and organizational change

**Curriculum (36 semester hours)**
The Training and Development program requires 36 graduate credit hours. These hours include:
- **Training and Development Core Courses (24 hours)**
- **Concentration Courses (12 hours)**

**Training and Development Core (24 semester hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TDEV 602</td>
<td>Foundations of Continuing Education and Training</td>
<td>3</td>
</tr>
<tr>
<td>TDEV 612</td>
<td>Adult Learning and Development</td>
<td>3</td>
</tr>
<tr>
<td>TDEV 622</td>
<td>Needs Analysis, Instructional Design &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TDEV 632</td>
<td>Program Development</td>
<td>3</td>
</tr>
<tr>
<td>TDEV 642</td>
<td>E-Learning: Evolving Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>TDEV 662</td>
<td>Interpersonal and Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>TDEV 682</td>
<td>Applied Research and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>TDEV 690</td>
<td>Comprehensive Project</td>
<td>3</td>
</tr>
</tbody>
</table>

**Students must pick one of the following concentrations:**

**Business Administration concentration (12 semester hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 625</td>
<td>Project Management</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 641</td>
<td>Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>MBAD 651</td>
<td>Management and Organizational Behavior</td>
<td>4</td>
</tr>
</tbody>
</table>

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

**E-Learning (12 semester hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TDEV 672</td>
<td>Management of E-Learning</td>
<td>3</td>
</tr>
<tr>
<td>TDEV 673</td>
<td>Facilitating E-Learning Instructional Strategies</td>
<td>3</td>
</tr>
<tr>
<td>TDEV 674</td>
<td>Survey of Multimedia</td>
<td>3</td>
</tr>
<tr>
<td>TDEV 675</td>
<td>Development of Multimedia Materials</td>
<td>3</td>
</tr>
</tbody>
</table>
Health Administration Concentration (12 semester hours)
HSAD 603 Organizational and Human Resource Management 4

Choose two classes from the following
HSAD 607 Medical Sociology 4
HSAD 610 Economics of Health Services 4
HSAD 637 Health Care Law 4
HSAD 640 Health Services Marketing 4
HSAD 650 Health Care Ethics 4
HSAD 681 Research Methods 4

Human Resource Management (12 semester hours)
MBAD 641 Human Resource Management 3
MBAD 642 Talent Management: Acquiring, Developing and Retaining Talent 3
MBAD 643 Total Rewards: Compensation and Benefits 3
MBAD 644 Employment and Labor Laws 3

Management of Training and Development (12 semester hours)
TDEV 624 Managing Training & Development 3
TDEV 634 Marketing of Continuing Education and Training 3
TDEV 652 Strategic Planning and Budgeting 3
TDEV 672 Managing E-Learning 3

Self-Design Concentration (12 semester hours)
Concentration courses are selected with the approval of the Academic Advisor and may include TDEV 692 Internship in Training and Development (1-6)

Dual Program Options

Health Administration to Training and Development (24 semester hours)
A graduate of the University’s Master of Science in Health Administration program can complete the requirements for Training and Development major. The second major will be posted to the transcript, but a second degree will not be awarded. Twenty-four (24) additional hours are required for the major.
TDEV 612 Adult Learning and Development 4
TDEV 622 Needs Analysis, Instructional Design & Measurement 4
TDEV 632 Program Development 4
TDEV 642 eLearning: Evolving Theory and Practice 4
TDEV 662 Interpersonal and Group Communication 4
TDEV 690 Comprehensive Project 4

Master of Business Administration (MBA) to Training and Development (24 semester hours)
A graduate of the University’s Master of Business Administration program can complete the requirements for Training and Development major. The second major will be posted to the transcript, but a second degree will not be awarded. Twenty-four (24) additional hours are required for the major.
TDEV 612 Adult Learning and Development 4
TDEV 622 Needs Analysis, Instructional Design & Measurement 4
TDEV 632 Program Development 4
TDEV 642 eLearning: Evolving Theory and Practice 4
TDEV 662 Interpersonal and Group Communication 4
TDEV 690 Comprehensive Project 4
## College of Business & Health Administration Certificates

### Graduate Certificates
Graduate certificates are designed to enhance the credentials of the business professional. They can also be applied toward a graduate degree at a later date.

#### Accounting Certificate
**Required courses (12 semester hours)**
- MBAD 627 International Accounting and Reporting 3
- MBAD 628 Fraud Examination 3
- MBAD 629 Financial Statement Analysis 3
- MBAD 630 Taxes II 3

#### Business Analytics Certificate
**Required courses (12 semester hours)**
- MBAD 637 Business Forecasting and Econometrics 3
- MBAD 638 Enterprise Resource Computing 3
- MBAD 639 Business Intelligence and Analytics 3
- MBAD 640 Data Mining 3

#### E-Learning Certificate
**Required courses (12 semester hours)**
- TDEV 672 Management of E-Learning 3
- TDEV 673 Facilitating E-Learning Instructional Strategies 3
- TDEV 674 Survey of Multimedia 3
- TDEV 675 Development of Multimedia Materials 3

#### Finance Certificate
**Required Courses (12 semester hours)**
- MBAD 620 Entrepreneurship Small Business Finance 3
- MBAD 622 Advanced Financial Management 3
- MBAD 623 International Finance 3
- MBAD 624 Derivatives Valuation 3

#### Human Resource Management Certificate
**Required courses (12 semester hours)**
- MBAD 642 Talent Management: Acquiring, Developing, and Retaining Talent 3
- MBAD 643 Total Rewards: Compensation and Benefits 3
- MBAD 644 Employment and Labor Laws 3
- TDEV 622 Needs Analysis, Instructional Design and Assessment 3

#### Logistics Certificate
**Required courses (12 semester hours)**
- MBAD 625 Project Management 3
- MBAD 655 Business Logistics 3
- MBAD 656 Transportation Management & Economics 3
- MBAD 657 International Logistics Management 3

#### Management of Training and Development Certificate
**Required courses (12 semester hours)**
- TDEV 624 Management of Training & Development 3
- TDEV 632 Program Development 3
- TDEV 634 Marketing of Continuing Education and Training 3
- TDEV 652 Strategic Planning and Budgeting 3

#### Training Specialist Certificate
**Required courses (12 semester hours)**
- TDEV 612 Adult Learning and Development 3
- TDEV 622 Needs Analysis, Instructional Design & Measurement 3
- TDEV 662 Interpersonal and Group Communication 3
- TDEV XXX Select on additional TDEV course 3
College of Education
The College of Education offers graduate programs for both in-service teachers and students seeking a teaching license. All programs emphasize the integration of theory, research-based best practices, and meaningful applications. Consistent with the College of Education’s mission and conceptual framework, students are expected to develop and expand professional knowledge, skills, and dispositions and assume leadership roles within the professional community upon completing graduate programs.

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

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

Doctor of Education in Educational Leadership (Ed.D.)
The Doctor of Education program is approved by the Higher Learning Commission and the Illinois Board of Higher Education, and is structured around national standards. There are two concentrations: **The Superintendent Endorsement Concentration** is approved by the Illinois State Board of Education for endorsement on the Professional Educator’s License. It is designed for educators who have the General Administrative (Type 75) endorsement or the Principal Preparation endorsement on their Professional Educator License and want to pursue district-level leadership. **The Stewardship, Leadership, and Learning Concentration** program is designed for those pursuing higher level management and leadership positions in public and private sector, service-oriented organizations. Key features of both concentrations in the doctoral program include:

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

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

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

**ELCC Standards for School District Leaders (modified for Organizational Leaders).** In the interest of having a standards-based program in both concentrations, the ELCC Standards have been used as the framework for course goals and performance assessments. **The Superintendent Concentration** focuses on district-level
leadership resulting in improved student achievement, and the **Stewardship, Leadership, and Learning Concentration** focuses on upper-level leadership resulting in improved employee performance and organizational effectiveness. Parenthetical insertions apply to the Stewardship concentration of the doctoral program.

**STANDARD 1 – Facilitating a Vision of Excellence**
- A district-level (upper-level organizational) leader applies knowledge that promotes the success of every student (client and employee) by facilitating the development, articulation, implementation, and stewardship of a shared district (organizational) vision of learning through the collection and use of data to identify district (organizational) goals, assess organizational effectiveness, and implement district (organizational) plans to achieve district (organizational) goals; promotion of continual and sustainable district (organizational) improvement; and evaluation of district (organizational) progress and revision of district (organizational) plans supported by district (organizational) stakeholders.

**STANDARD 2 – Learning Environment and Program**
- A district-level (upper-level organizational) leader applies knowledge that promotes the success of every student (client and employee) by sustaining a district (organizational) culture conducive to collaboration, trust, and personalized learning (service) environment with high expectations for students (employees); creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district (organizational service-oriented) program; developing and supervising the instructional (training) and leadership capacity across the district (organization); and promoting the most effective and appropriate technologies to support teaching and learning (customer service and effectiveness) within the district (organization).

**STANDARD 3 - Management**
- A district-level education (upper-level) leader applies knowledge that promotes the success of every student (client and employee) by ensuring the management of the district’s (organization’s) organization, operation, and resources through monitoring and evaluating district (organizational) management and operational systems; efficiently using human, fiscal, and technological resources with the district (organization); promoting district-level (upper-level) policies and procedures that protect the welfare and safety of students and staff across the district (organization); developing district capacity for distributed leadership; and ensuring that district (organizational) time focuses on high-quality instruction and student learning (staff development and employee growth).

**STANDARD 4 – Collaboration with Various Communities**
- A district-level education (upper-level organizational) leader applies knowledge that promotes the success of every student by collaborating with faculty (employees) and community members, responding to diverse community interests and needs, and mobilizing community resources for the district (organization) by collecting and analyzing information pertinent to improvement of the district’s educational (organization’s service and employee growth/learning) environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district (organization); building and sustaining positive district (organizational) relationships with families and caregivers (clients and recipients of service); and cultivating productive district (organizational) relationships with community partners.

**STANDARD 5 – Knowledge and Application of Professional Ethics**
- A district-level education (upper-level organizational) leader applies knowledge that promotes the success of every student (client and employee) by acting with integrity, fairness, and in an ethical manner to ensure a district (organizational) system of accountability for every student’s (client’s and employee’s) academic and social (personal and/or professional) success by modeling district (organizational) principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles with the district (organization); safeguarding the values of democracy, equity, and diversity within the district moral and legal consequences of decision making in the district (organization); and promoting social justice within the district to ensure individual student (client and employee) needs informing all aspects of schooling (service).

**STANDARD 6 – Knowledge of the Political, Social, Economic, Legal, and Cultural Context**
- A district-level education leader applies knowledge that promotes the success of every student (client and employee) by understanding and responding to, and influencing the larger political, social, economic, legal, and cultural context within the district (organization) through advocating for district students, families, and caregivers (clients, employees, and stakeholders); acting to influence local, district, state, and national decisions affecting student learning (client service and employee training and growth); and anticipating and assessing emerging trends and initiatives in order to adapt district-level (upper-level) leadership strategies.
STANDARD 7 – Application of Leadership Knowledge

- A district-level (upper-level) education (organizational) leader applies knowledge that promotes the success of every student (client and employee) in a substantial and sustained educational leadership internship experience (upper-level leadership experiential projects) that has district-based (upper-level) field experiences and clinical practice within the district (an organizational) setting and is monitored by a qualified, on-site mentor.

Educational Leadership (Ed.D.) Curriculum – Twenty courses (60 post-masters semester hours)

Required Core Courses (30 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 800</td>
<td>Dynamics of Organizational and Change Theories</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 809</td>
<td>Qualitative/Quantitative Research I</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 810</td>
<td>Qualitative/Quantitative Research II</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 812</td>
<td>Dissertation Experience I</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 813</td>
<td>Dissertation Experience II</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 814</td>
<td>Dissertation Experience III</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 816</td>
<td>Dissertation Experience IV</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 817</td>
<td>Preparation for the Dissertation for Presentation &amp; Publication</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 845</td>
<td>Human Resource Administration and Collective Bargaining</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 855</td>
<td>Servant Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following concentrations:

Stewardship, Leadership & Learning (30 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 815</td>
<td>An Overview of Stewardship and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 821</td>
<td>Evaluation &amp; Accountability: Defining Organizational Success</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 826</td>
<td>Leadership, Politics and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 831</td>
<td>Using Facilities to Fulfill the Mission</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 837</td>
<td>Stewardship of Resources</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 841</td>
<td>Legal, Moral and Ethical Issues</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 851</td>
<td>Promoting Learning in the Organization</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 861</td>
<td>Ethical Governance of the Organization</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 872</td>
<td>Experiential Leadership Projects I</td>
<td>1-3</td>
</tr>
<tr>
<td>EDEL 873</td>
<td>Experiential Leadership Projects II</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Optional if needed:

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

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

Superintendent Certification (30 semester hours)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEL 811</td>
<td>Overview of the Superintendency</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 820</td>
<td>School Evaluation, Assessment and Accountability</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 825</td>
<td>The Superintendency: Politics &amp; Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 830</td>
<td>Administration and Management of Educational Facilities</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 835</td>
<td>School District Finance &amp; Business Management</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 840</td>
<td>Advanced Legal Issues for School Districts</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 850</td>
<td>The Instruction Program</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 860</td>
<td>Governance of the School District</td>
<td>3</td>
</tr>
<tr>
<td>EDEL 870</td>
<td>The Superintendency Internship I</td>
<td>1-3</td>
</tr>
<tr>
<td>EDEL 871</td>
<td>The Superintendency Internship II</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Optional if needed:

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

This course may be taken and repeated as needed to complete the dissertation.
Master of Education with Teacher Licensure (M.Ed.)

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

Program Goals
At the conclusion of the Master of Education with Teacher Licensure program students will have the experience and skills necessary to:

Understand Students
- **Teaching Diverse Students** – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.
- **Content Area and Pedagogical Knowledge** – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.
- **Planning for Differentiated Instruction** – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.
- **Learning Environment** – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.
- **Instructional Delivery** – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.
- **Reading, Writing, and Oral Communication** – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.
- **Assessment** – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

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

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

Master of Education programs provide students the opportunity to earn Professional Educator Licensure in elementary (K-9), secondary (6-12), visual arts (K-12) or special education teaching (K-12). Secondary licensure is offered in the subject areas of science: biology, English language arts, social science: history, and mathematics. The program meets the education licensure needs of individuals seeking a career in teaching. The Master of Education with Professional Educator Licensure is for individuals who have earned a bachelor’s degree in another field and are seeking a teaching license.
The graduate curriculum includes all state required professional education course work and school based field experiences. The student is responsible for completing deficiencies in any program related general education and subject area course work. Such course work may be completed at the undergraduate level. A College of Education advisor will provide students with assistance in selecting the courses needed to fulfill certification requirements that are not part of the graduate component.

Undergraduate licensure courses may be utilized, in part, to meet state Professional Educator Licensure requirements. However, additional graduate courses must be taken to complete the necessary hours of graduate coursework required for the degree.

In general, classes meet during the day in the fall and spring semesters with select courses being delivered online. Field experiences that accompany courses must be completed in a school setting during the regular school day. The Intermediate Field Experience and the Advance Field Experience (student teaching) semesters must be completed during the day. Student teachers attend a professional growth seminar on campus during the Advanced Field experience semester. Special education candidates take an additional course on campus in the evening during the student teaching semester. Students who work full-time must design a plan in which they will complete the required field experience hours as well as the program requirements.

**Program Requirements**

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

**Important Teacher Licensure Notes:**

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

**Master of Education with Professional Educator Licensure (40 – 44 semester hours)**

**Curriculum**

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

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

* This course is taken after completion of all certification requirements

**Choose from one of the following endorsement areas:**

**Elementary Endorsement with Professional Educator Licensure (K-9) (17 semester hours)**

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

**Secondary Endorsement with Professional Educator Licensure (6-12) (17 semester hours)**

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

One of the following:
MEDU 691  Secondary Methods in Biology  3
MEDU 692  Secondary Methods in English  3
MEDU 693  Secondary Methods in History  3
MEDU 694  Secondary Methods in Mathematics  3

Special Education Endorsement with Professional Educator Licensure (Pre-K - 21)
(27-28 semester hours)
MEDU 640  Development and Characteristics of Individuals with Special Needs  3
MEDU 641  Legal and Historical Foundations in Special Education  3
MEDU 642  Assessment and Diagnosis in Special Education  3
MEDU 643  Methods of Instruction for General and Special Education  4
MEDU 644  Specialized Curriculum and Methods in Special Education  3
MEDU 645  Consultation, Collaboration and Transition in Special Education  3
MEDU 679  Special Education (K-12) Intermediate Field Experience  0-1
MEDU 697  Special Education (K-12) Advanced Field Exp. (Student Teaching)  8

Visual Arts Education Endorsement with Professional Educator Licensure (K-12)
(23 - 24 semester hours)
MEDU 655  Methods of Teaching Elementary (K-5) Visual Arts  3
MEDU 656  Methods of Teaching Middle School/ High School (6-12) Visual Arts  3
MEDU 657  Fine Arts (K-12) Intermediate Field Experience  0-1
MEDU 658  Fine Arts (K-12) Advanced Field Experience (Student Teaching)  8
MEDU 687  Middle School Philosophy, Curriculum & Instruction  3

Additional Endorsement Areas
Teacher candidates are able to add endorsements to their ISBE teaching license-upon the completion of specified courses and required ISBE exams. The following endorsements are available to add to a teaching license:

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

**Bilingual Endorsement**
MSED 631  Theoretical Foundations of Teaching ESL  4
MSED 637  Methods and Materials for Teaching Bilingual Students  4
MSED 633  Assessment of the Bilingual Student  3
MSED 634  Cross Cultural Studies for Teaching Limited-English Proficient Students  3
MSED 636  Linguistics  4

*Applicant must pass a target language proficiency test*

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

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

*The above requirements for Middle School Endorsements are valid until December 31, 2017. Beginning January 2018, the candidate must complete an approved program in a middle school teaching area (i.e. math).*
Special Education
MEDU 640 Development & Characteristics of Individuals with Special Needs 3
MEDU 642 Assessment & Diagnosis in Special Education 3
MEDU 644 Specialized Curriculum & Methods in Special Education 3
MEDU 675 Survey of the Exceptional Person 3

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

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

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

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

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

Educational Leadership Major (30 - 33 semester hours)
Required Core Courses (21 semester hours)
MSED 603 Instructional Leadership 3
MSED 610 Methods of Educational Research 3
MSED 645 Organization and Development of Curriculum 3
MSED 655 Supervisory Behavior 3
MSED 661 School and Community Relations 3
MSED 664 Educational Organization and Administration 3
MSED 670 Serving Special Populations 3
Choose from one of the following concentrations:

**Principle Preparation Concentration (12 semester hours)**
- MSED 662 School Finance 3
- MSED 663 School Law 3
- MSED 671 Principal Internship I 2
- MSED 672 Principal Internship II 2
- MSED 673 Principal Internship III 2

**Teacher Leader Concentration (9 semester hours)**
- MSED 674 Teacher Leader Practicum 3
- MSED XXX Two MSED Elective courses 6

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

**Required Courses**
- MSED 608 Cultural Awareness 1
- MSED 610 Methods of Educational Research 3
- MSED 641 Foundations of Literacy 3
- MSED 642 Assessment Procedures & Data Analysis for Student Achievement 3
- MSED 643 Exploration of Literacy Strategies and Materials for Student Achiev 3
- MSED 644 Utilizing literature in the Classroom 3
- MSED 646 Reading Specialist Practicum I 4
- MSED 647 Literacy and Diverse Learners 3
- MSED 648 Writing Instruction in the 21st Century 3
- MSED 649 Reading Specialist Practicum II 3
- MSED 651 Reading Teacher Practicum 3
- MSED 689 Disciplinary Literacy 3

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

**Required Core Courses (12 hours)**
- MSED 610 Methods of Educational Research 3
- MSED 620 Data Driven Decision Making 3
- MSED 650 Designing Effective Instruction 3
- MSED 693 Using Domains to Frame Instruction 1

**Core Electives (2 hours)*
- MSED 608 Cultural Awareness 1
- MSED 609 Service Learning 1

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

**Students must choose one of the following concentrations (18 – 24 semester hours)**

**Adult TESOL (Teachers of English to Speakers of Other Languages Concentration (18 semester hours)**

**Required Courses* **
- MSED 631 Theoretical Foundations of Teaching Limited English Proficient Students 4
- MSED 634 Cross Cultural Studies for Teaching Limited English Proficient Students 3
- MSED 636 Linguistics 4
- MSED 653 Methods and Materials for Teaching Adult ELL’s 4
- MSED 688 Assessment of the Adult ELL 3

*Each course within the TESOL concentration may be substituted with the EEND equivalent course.

**The Affective Domain of Teaching Concentration (18 semester hours)**

**Required Courses**
- REAL 620 Dealing with Stress in Education 3
- REAL 621 The Heart of Teaching 3
- REAL 622 The Attitude of Leadership 3
- REAL 623 Understanding and Applying Emotional Intelligence 3
- REAL 624 Classroom Applications of Differentiated Instruction 3
- REAL 625 Humor in the Classroom 3
Best Practices Concentration (18 semester hours)
Working in conjunction with your academic advisor, the College of Education can customize a concentration to meet the specific needs of an individual, particular cohort of professionals, school, or building.
EEND  Selected Endorsement courses from the following: EEND 606, 607, 630-634, 636, 637, 640, 642, 644, and 687
MSED  Selected MSED courses from the following: MSED 602, 608, 609, 613, 614, 620, 622-627 and 686
REAL  Selected National Board Courses from the following: REAL 630 – 634, 688, 740 and 750
RECT  Selected courses from the following: RECT 600, 621, 622 and 661
REND  Selected Endorsement courses from the following: REND 641-644, 646-648 and 689
SPED  Selected Special Education courses from the following: SPED 640-646

Differentiated Instruction Concentration (18 semester hours)
Required Courses
MSED  602  Survey of Gifted Education  3
MSED  611  Serving English Language Learners with Special Needs  3
MSED  613  Differentiated Instruction  3
MSED  614  Behavior Strategies for the Heterogeneous Classroom  3
MSED  686  Development and Characteristics of Individuals with Special Needs  3
MSED  XXX  Elective  3

English as a Second Language Concentration (ESL) (18 semester hours)
Required Courses
MSED  631  Theoretical Foundations of Teaching ESL  4
MSED  632  Methods and Materials for Teaching ESL  4
MSED  633  Assessment of the Bilingual Student  3
MSED  634  Cross Cultural Studies for Teaching Limited-English Proficient Students  3
MSED  636  Linguistics  4

Reading Concentration (24 Semester hours)
Required Courses
REND  641  Survey of Reading Fundamentals  3
REND  642  Assessment Procedures and Diagnosis of Reading Disabilities  3
REND  643  Diagnostic Teaching Techniques and Materials  3
REND  644  Children’s and Adolescent Literature  3
REND  646  Reading Practicum  3
REND  647  Literacy and Diverse Learners  3
REND  648  Methods of Teaching Writing  3
REND  689  Content Area Literacy  3

Special Education Concentration (18-22 semester hours)
Required Courses
MEDU  640  Development & Characteristics of Individuals with Special Needs  3
MEDU  641  Legal and Historical Foundations in Special Education  3
MEDU  642  Assessment and Diagnosis in Special Education  3
MEDU  644  Specialized Curriculum and Methods in Special Education  3
MEDU  645  Consultation, Collaboration and Transition in Special Education  3
MEDU  648  Early Childhood Special Education  3
MEDU  696  Subsequent Certification Field Experience  1-5

Teaching with Technology Concentration (18 semester hours)
Required courses*
MSED  675  Foundations of Educational Technology  3
MSED  676  Collaborative Web Tools in Education  3
MSED  677  Multimedia Tools in Education  3
MSED  678  Effective Technology Integration into Lessons and Curriculum  3
MSED  679  Assessing and Improving Student Achievement with Technology  3
MSED  680  21st Century Educational Leadership  3

*Each course within the Teaching in Technology concentration may be substituted with the EEND equivalent course.
College of Education Certificate

Graduate Certificate
The TESOL (Teachers of English to Speakers of Other Languages) Certificate program offers instructors of adult second language learners course work that will assist them in developing strategies for successful ESL/EFL (English as a Second/Foreign Language) instruction. The TESOL certificate will be recorded on the candidate’s official transcript.

Adult TESOL Certificate Requirements (18 Semester Hours)
MSED 631  Theoretical Foundations of Teaching Limited English Proficient Students  4
MSED 634  Cross Cultural Studies for Teaching Limited English Proficient Students  3
MSED 636  Linguistics  4
MSED 653  Methods and Materials for Teaching Adult ELL’s  4
MSED 688  Assessment of the Adult ELL  3

Each course within the TESOL certificate may be substituted with the EEND equivalent course.

Master of Science in Higher Education (M.S.)
The Master of Science in Higher Education (M.S.) program is for individuals who aspire to assume leadership roles within higher education institutions or for higher education professionals who seek career advancement. The program supports the mission of the university by preparing ethical and compassionate higher education professionals who are able to contribute to the improvement of society. Throughout the program, students are challenged with authentic problem-based learning experiences that require skilled decision-making. The culminating internship or project-based experience provides valuable experience in solving the contemporary problems higher education professionals are currently facing.

Program Goals
At the conclusion of the Master of Science in Higher Education program students will be able to:
1. Utilize historical and foundational knowledge of the establishment of and access to American higher education to influence the purpose and role of stakeholders, financing, faculty, curriculum, pedagogy, students, and future trends within higher education institutions.
2. Make practical applications of various theoretical organizational models relevant to American higher education that lead to efficiency and effectiveness within the higher education institution including student life, academics, and local community.
3. Create, apply, and analyze evaluation plans in higher education environments. Understanding the role of assessment and evaluation, students will be able to ensure accountability and quality on college campuses, maintain institutional mission, and monitor potential value-added elements of post-secondary student experiences.
4. Utilize and continue to build fluency related to a variety cultural viewpoints and be professionally equipped to advocate for diverse, underrepresented, and/or marginalized populations on college campuses.
5. Implement an ethical leadership identity that is values driven, integrates cultural competency, and appreciates the significance of effective leadership and its influence on all facets of a campus community.
6. Apply academic experiences to an American higher education workplace with appreciation and understanding of the dynamic interplay between students, faculty, administration, and the community in order to effectively unite the relational, organizational, and symbolic dimensions of an institution.

Innovative Program Features
- Program focus is on the contemporary and relevant needs of higher education institutions.
- 33 graduate credit hours with the ability to be completed in two years
- Students may proceed in the program quickly (2 courses per semester) or slowly (1 course per semester);
- Choice of capstone experience – professional project or internship
- Exceptional online teaching practices
- Students are treated as individuals and their unique professional needs are considered
- Franciscan values are woven into the course goals as expressed by demonstrating how the course facilitates Understanding Students, Serving the Community, and Finding Our Professional Selves

Curriculum and Program Requirements
The Master of Science in Higher Education degree requires thirty-three graduate credit hours (eleven courses: seven core and four electives). The courses are delivered online in eight week segments. Students carry a three to six-credit hour load per semester/term, including the summer, enabling them to complete the program in six semesters. As a capstone experience, students may elect to do an Internship or complete a Professional Project. If the student elects to do an internship, the duration of the experience will be 16 weeks and must take place in a Fall or Spring term. Maintenance of at least a “B” average (3.0 on a 4.0 scale) is necessary to advancement in the program and graduation.
Higher Education Major (33 semester hours)

Core Requirements (21 semester hours)

- MSED 610 Methods of Educational Research 3
- MSHE 601 Historical Foundations & Future Implication in American Higher Education 3
- MSHE 605 Organizational Systems in American Higher Education 3
- MSHE 612 Assessment & Evaluation in American Higher Education 3
- MSHE 615 Intercultural Competence in American Higher Education 3
- MSHE 620 Leadership in American Higher Education 3
- MSHE 649 Professional Project in American Higher Education 3
  
  OR
  
- MSHE 650 *Internship in American Higher Education 3
  
*Option available in select states.

Electives (12 semester hours)

Choose 4 courses from the following:

- MGMT 629 Organization and Team Leadership 3
- MGMT 645 Leading Continuous Improvement 3
- MSHE 625 Access, Enrollment & Success in American Higher Education 3
- MSHE 626 Student Affairs Profession Practice in American Higher Education 3
- TDEV 612 Adult Learning and Development 3
- TDEV 632 Program Development 3
- TDEV 652 Strategic Planning and Budgeting 3
- TDEV 662 Interpersonal and Group Communications 3
- TDEV 672 Management of E-Learning 3
- TDEV 682 Applied Research and Evaluation 3

College of Nursing

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

The Doctor of Nursing Practice (D.N.P.) program at the University of St. Francis is a post-MSN program that will prepare you, an advanced practice or advanced role nurse, for greater leadership in health care delivery, administration, and education. Doctorally prepared nurses are influencing the direction and nature of health care delivery nationwide. See what the American Academy of Nursing (AAN) says about opportunities available to you as a Doctorally prepared nursing leader, on our DNP program website.

The University of St. Francis Cecily and John Leach College of Nursing has taken another leadership role in advancing evidence-based graduate nursing education, advanced nursing practice and healthcare delivery. USF’s DNP program was the fourth such program established in the State of Illinois. The DNP degree will prepare graduates to provide the most advanced level of nursing care for individuals and communities based on evidence-based, medical and nursing research and practice guidelines.

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

This DNP program is delivered online, and is accessible to graduate nursing students nationwide. Be ready to learn the newest and latest clinical guidelines, protocols, translational research needs, and policy initiatives. DNP nursing faculty members, several of them recognized by the American Academy of Nursing (AAN) as Edge Runners in nursing practice improvement, bring cutting edge technology, professional service, and practice to your learning experience.

The DNP student will provide or direct primary health care to individual patients and families, promote the public’s health, manage vulnerable populations who experience health disparities, manage and direct provider services, and influence health care policy. The elderly, patients with chronic physical and mental illnesses, families at-risk, and women and children in violence shelters are proposed emphases of study, and students are encouraged to specialize in vulnerable populations they plan to work with upon graduation.
Curriculum (40 – 45 semester hours)*  
Major Program (40 semester hours)  
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NURS 810</td>
<td>Professional and Organizational Communication</td>
<td>4</td>
</tr>
<tr>
<td>NURS 812</td>
<td>Information Management in Advanced Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 814</td>
<td>Healthcare Policy, Politics and Practice</td>
<td>4</td>
</tr>
<tr>
<td>NURS 816</td>
<td>Diversity and Social Justice Issues in a Global Society</td>
<td>4</td>
</tr>
<tr>
<td>NURS 910</td>
<td>Advanced Quantitative and Qualitative Research</td>
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<tr>
<td>NURS 914</td>
<td>Healthcare Finance and Practice Management</td>
<td>4</td>
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<tr>
<td>NURS 916</td>
<td>Advanced Practice Role Selective (200 clock hours)</td>
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<tr>
<td>NURS 980</td>
<td>Translational Research Scholarly Initiative: Development (50 clock hours)</td>
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<tr>
<td>NURS 990</td>
<td>Translational Research Scholarly Initiative: Completion and Dissemination (50 clock hours)</td>
<td>4</td>
</tr>
<tr>
<td>NURS 998</td>
<td>Advanced Practice Role Fellowship (200 clock hours)</td>
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*Students choosing to complete the optional Education Concentration will take NURS 645 in place of NURS 916, for a total of 45 semester hours.

With Additional Education Concentration  
<table>
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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>NURS 643</td>
<td>Teaching in Nursing</td>
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</tr>
<tr>
<td>NURS 644</td>
<td>Nursing Education Methods and Measurement</td>
<td>3</td>
</tr>
<tr>
<td>NURS 645</td>
<td>Nursing Education Practicum (200 clock hours)</td>
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Master of Science in Nursing (M.S.N.)  
The master’s graduate of the Cecily and John Leach College of Nursing is an advanced nurse who functions in a nurse practitioner, nurse educator, or nurse administrator role. The advanced nurse assumes a leadership role in the profession and in health care delivery. The graduate incorporates education and research into a practice that is reflective of the dynamic needs of a diverse population. Through the advanced role, the graduate becomes instrumental in ensuring health promotion, health maintenance, and health restoration for society. Through scientific inquiry and collaborative relationships the advanced practice nurse continually augments and refines the science of nursing.

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

- Incorporate concepts of advanced nursing roles into healthcare practices
- Demonstrate competence in advanced nursing roles within a variety of settings and with diverse populations
- Demonstrate leadership and management strategies in advanced nursing roles
- Analyze and synthesize individual and societal issues that influence health care
- Contribute to the development and refinement of nursing science
- Engage in collaborative relationships with members of interdisciplinary teams
- Engage in post-graduate academic and professional development activities
- Communicate effectively, conveying information correctly and accurately

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

Certificate Options  
- Family Nurse Practitioner - Post Master’s
- Psychiatric/Mental Health Nurse Practitioner Certificate
- Teaching in Nursing
Master of Science in Nursing
Family Nurse Practitioner Concentration (47-56 semester hours)

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

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

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

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

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

Master of Science in Nursing
Nursing Administration Concentration (36-45 semester hours)

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

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

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

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

**Nursing Education Concentration (37 semester hours)**

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

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

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


**Master of Science in Nursing**

**Psychiatric/Mental Health Nurse Practitioner Concentration (45 - 54 semester hours)**

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

**Advanced Practice Core (14 semester hours)**
- NURS 620  Advanced Pathophysiology                             4
- NURS 621  Advanced Pharmacology                                4
- NURS 622  Advanced Health Assessment                          4
- NURS 651  Pharmacotherapeutics for Advanced Practice Psychiatric Nursing 2

**Practica Courses (15 semester hours)**
- NURS 653  Psychiatric Mental Health Nurse Practitioner Clinical Mgmt I 5
- NURS 654  Psychiatric Mental Health Nurse Practitioner Clinical Mgmt II 5
- NURS 655  Psychiatric Mental Health Nurse Practitioner Clinical Mgmt III 5

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

**Master of Science in Nursing (R.N.-B.S.-M.S.N. option)**

**Family Nurse Practitioner Concentration (56-65 semester hours)**

**Undergraduate Prerequisites (9 semester hours)**
- MATH 105  Introduction to Statistics                           3
- NURS 365  Physical Assessment                                 3
- NURS 412  Nursing Research                                    3

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

**Advanced Practice Core: (12 semester hours)**
- NURS 620  Advanced Pathophysiology                             4
- NURS 621  Advanced Pharmacology                                4
- NURS 622  Advanced Health Assessment                          4
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<tr>
<td>NURS 672</td>
<td>Family Nurse Practitioner Theoretical Principles and Clinical Management III</td>
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<tr>
<td>NURS 698</td>
<td>Clinical Residency</td>
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### Optional Support Courses: (9 semester hours)

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<td>NURS 644</td>
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<tr>
<td>NURS 645</td>
<td>Nursing Education Practicum</td>
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### College of Nursing Certificates

#### Graduate Certificates

Admitted M.S.N. students complete the advanced practice core (12 semester hours) and the clinical practicum courses (15-17 semester hours). Nursing education support courses are optional.

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

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

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<td>Advanced Health Assessment</td>
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**Specialty Curriculum: (17 semester hours)**

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

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#### Psychiatric/Mental Health Nurse Practitioner Certificate (29 - 38 semester hours)

**Advanced Practice Core: (14 semester hours)**

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**Specialty Curriculum: (15 semester hours)**

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<td>Psychiatric Mental Health Nurse Practitioner Clinical Mgmt II</td>
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<td>NURS 655</td>
<td>Psychiatric Mental Health Nurse Practitioner Clinical Mgmt III</td>
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**Optional Support Courses: (9 semester hours)**

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Teaching in Nursing Certificate (9 semester hours)
This certificate is designed for post-baccalaureate RNs seeking or currently in staff development, patient education or academic nursing faculty roles. Students who complete this certificate are eligible to sit for NLN certification examination for nurse educators after two years in an academic setting.

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Graduate Course Descriptions
College of Arts & Sciences

Physician Assistant Studies (PAMS) Courses
(All Physician Assistant courses are in quarter hours not semester hours)
PAMS 600 INTRODUCTION TO THE PHYSICIAN ASSISTANT PROFESSION (2) - provides an overview of the history of the Physician Assistant (PA) profession, practice regulations and demographics. Issues related to health care management including: reimbursement systems, managed care, principles of quality assurance and risk management are also discussed. Emphasis is placed on the various roles of the PA in health care delivery and on the exploration of ethical and cultural issues related to the practice of medicine.

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

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

PAMS 605 PHARMACOTHERAPEUTICS II (4) - is the second in a three-quarter course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attention given to individual drugs, their uses, side effects, similarities, and differences. Emphasis is placed on the most frequently prescribed agents for treatment of common diseases. Specific pharmacotherapeutic agents and/or disorders covered in this course include neurological disorders, gastrointestinal disorders, cardiovascular issues, pulmonary disorders, and area specific infectious diseases.

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

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

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

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

PAMS 610 MEDICAL GENETICS (2) - is designed to give the student up-to-date genetics information. Topics include structure and function of genes and chromosomes, genetic variation, autosomal dominant and recessive inheritance, sex-linked and mitochondrial inheritance, clinical cytogenetics, biochemical basis of human disease, immunogenetics, developmental genetics and cancer genetics. In addition, degeneration, aging, death and causes of disease and illness will be discussed.
PAMS 611 PHARMACOTHERAPEUTICS III (4) – is the third in a three-course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attentions give to individual drugs, their uses, side effects, similarities, and difference emphasis is place on the most frequently prescribed agents for treatment of common diseases. Specific pharmacotherapeutic agents and/or disorders covered in this course include chemotherapy agents, endocrine disorders, fluid and electrolytes, bone and joint disorders, hematology and coagulation.

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

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

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

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

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

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

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

PAMS 628 CLINICAL GERIATRICS (4) - introduces the student to the principles of geriatric medicine with an emphasis on the physiology of aging, the psychosocial aspects of aging and geriatric assessment. Students will learn to appropriately evaluate, diagnose, monitor, treat, counsel and refer elderly patients. In addition, students will discuss issues related to aging and long-term care from psychological, social, cultural and spiritual perspectives.

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PAMS 630 DISEASES OF ORGAN SYSTEMS I (4) - is the first in a two-course sequence that uses a systems-oriented approach to focus on the etiology, pathophysiology, diagnosis, treatment and prognosis for cardiovascular, respiratory, gastrointestinal, and renal disorders, including, metabolic and infectious processes.

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

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

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

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

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

PAMS 696 RESEARCH FOUNDATION (2) - provides a basis for future work. Time and attention will be given to research methodologies, inquiry, reliability and validity, and statistics. The student will also learn about scientific writing, hypotheses, proposals, human volunteers, and animal rights oversight committees.

PAMS 697 STUDY OF MEDICAL LITERATURE (2) - is dedicated to the study and understanding of the medical literature. The student will read and discuss qualitative, single subject and experimental literature. A crucial component of this course is evidence-based medicine. A focus will be the transformation from the critical appraisals of evidence into direct clinical action. Practice in searching the medical databases will provide the student with confidence for their future medical work.

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

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

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

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

PAMS 715 EMERGENCY MEDICINE (8) - provides the PAMS student with exposure to the diagnosis and treatment of patients presenting to the emergency department. Emphasis is placed on developing skills in recognizing signs and symptoms of common emergencies; taking appropriate action to sustain life; collecting relevant data; and providing accurate assessment and management of a variety of acute and life threatening medical, surgical and psychiatric illnesses and injuries.
PAMS 720 WOMEN’S HEALTH (8) - provides the PAMS student with exposure to the spectrum of women’s health care. A primary care emphasis is given to the evaluation and treatment of common ambulatory gynecological problems, family planning, recognition and treatment of sexually-transmitted diseases, cancer screening, routine care options for the older female patient, and the care of the pregnant patient including, pre-, intra-, and postpartum care.

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

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

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

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

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

Social Work (SWRK) Courses

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

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

SWRK 502 SOCIAL POLICY I: ANALYSIS AND PRACTICE (3) [offered every fall] - is designed to give the student a strong understanding of the relationships between policy and professional practice options. The course will identify and discuss broad national forces, especially those of a political and value-related nature, and complement this with an appreciation of how social workers operate and practice within local organizations. Because of the connections between national and organizational forces, the importance of decision making at the practice and, especially, the program levels are emphasized.

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SWRK 503 SOCIAL WORK RESEARCH METHODS I (3) [offered every fall] - introduces the student to the application of research methods and principles to case and program level evaluations in an applied social work setting. It is intended to equip social work students with the necessary understanding of qualitative and quantitative methods and the critical thinking skills to provide leadership through research. This includes the design, conduct, and analysis of data to competently evaluate social work services at micro, mezzo or macro levels of practice, to successfully use research published in the field, and to evaluate their own practice work in the field. A major focus will be the preparation by each student of a research proposal including a review of the literature and problem statement with design and data protocol. Students will also demonstrate leadership to the profession and their agency by presenting findings from their research.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**SWRK 710 SEMINAR IN FAMILY LAW (3)** - this is an intensive 5 week course. Readings, assignments, presenters and activities support student competencies in the following areas toward the successful completion of course requirements: (1) Fundamental concepts and principles for the family law system: - Constitutional and federal statuses governing family law - State law; (2) Laws, concepts and principles involving children: Child protection, rights and obligations of parents - Legal aspects of out-of-home placement; (3) Legal constructs of "Marriage" and "Family": Marriage as compared to or contrasted with co-habitation - Termination of marriage, dissolution issues; (4) Elder law: Guardianship - who, how, and other alternatives - Competency (elders and others with physical or mental disabilities). Pre-requisite: SWRK 700.

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SWRK 711 FORENSIC PRACTICE SKILLS LAB/SEMINAR (2) - combines didactic material with extensive opportunities for experiential learning under highly supervised conditions. Course content is synchronized with the Field Practicum in Advanced Generalist Forensic Social Work and the course emphasizes preparations for the application of FSW skills in practice settings. Readings, assignments, and activities support student competencies in the following area: Performance-Based Competencies (1) Preparation for legal proceedings/Pre-trial: Importance of context (employment setting, private practice) and social work role - Interviewing - Mediation and negotiation skills; (2) Documentation and documentary evidence: Clinical records - Interoffice documents - Court records; (3) Testifying and expert testimony: Contracting services - Oral testimony on direct and cross-examination - Depositions, hearings, or other proceedings; (4) Responding to claims against the practitioner: Responding to subpoenas - Malpractice claims. Pre-requisite: SWRK 700.

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

College of Business & Health Administration

Health Administration (HSAD) Courses

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

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

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

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

HSAD 623 HEALTH INFORMATICS (4) - explores the unique characteristics of health services organizations and the management of such organizations.

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

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

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

HSAD 650 HEALTH CARE ETHICS (4) - explores ethical issues for the health care professional with three major components: personal ethical decision making, bioethics, and ethics in health care management. The course will cover some basic ethical theories/perspectives and focus on their application to various current issues in the health care context.

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

HSAD 685 TOPICS IN HEALTH SERVICES (4) - addresses specific health care topics which can be of varying importance depending upon location. Topics in health services administration is meant to allow for the integration of current health care trends/issues into the curriculum.
HSAD 695 HEALTH ADMINISTRATION COMPREHENSIVE EXAM (0) – is a summary document of learning acquired during the full course of study. Health Administration majors must pass all portions of the comprehensive exam within one year of completing their last course in order to graduate. Students who do not pass the examination may retake it only upon consultation with the faculty. Prerequisite: 32 semester hours of credit completed or enrollment in final semester of coursework and at least a 3.0 grade point average in the program.

Business Administration (MBAD) Courses

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

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

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

MBAD 511 SURVEY OF ECONOMICS (2) – equivalent to a 3-credit hour undergraduate course in economics. Grades on a pass-fail basis. Surveys the field of economics with special emphasis on pricing policy. Topics include: supply and demand, fiscal and monetary policy, market pricing, resource pricing, regulation of the market, and international trade. This requirement can also be met through an undergraduate course in macroeconomics or microeconomics or a waiver from the academic advisor.

MBAD 516 SURVEY OF FINANCE (2) – equivalent to a 3-credit hour undergraduate course in finance. Graded on a pass-fail basis. Covers the key concepts of finance with emphasis on evaluating a firm’s wealth as measured by an increase in stock value. Attention is also given to financial statement analysis, risk and return, cost of capital and capital budgeting. This requirement can also be met through an undergraduate course in finance or a waiver from the academic advisor.

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

MBAD 606 MARKETING MANAGEMENT (3) - 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 (3) - uses the tools and techniques of economic analysis including computerized analysis, to examine and solve business problems, bridging the gap between theoretical economics and business administration decision making. Managerial Economics clarifies the vital role business plays in the international economy. Prerequisite: MBAD 511 or competency in Economics.
MBAD 612 LOGISTICS ANALYSIS (3) - focuses on developing analytical skills and their application to transportation, logistics and supply chain management. The objectives for the logistics analysis module include: Use the techniques available for modeling logistics and supply chain systems; Analyze logistics and supply chain systems by using several operations research techniques; Design a supply chain network that achieves customer service or cost objectives; Simulate and optimize network processes commonly encountered in logistics and supply chain management. This course will emphasize a particular geographical region, including logistical geography, competitive advantage, modal selection, third party capability, and infrastructure and resources. As an example, the NAFTA region or ASEAN region might be the focus. The student will be able to apply advanced modeling and optimization techniques, such as linear and nonlinear and integer programming and stochastic models, to problems in several modes of transportation and in intermodal contexts, involving modal choice. Students will also use simulation methodology with the aid of Arena software, and be able to validate and verify a simulation and analyze output results. Students will create a model for serving a particular product or service in the region, with real data, to determine the optimal cost or profit and the strategy which provides it.

MBAD 613 SUPPLY CHAIN MANAGEMENT (3) - focuses on the integration of the activities that procure materials and services, transform them into intermediate goods and final products, and deliver them to customers. These activities include purchasing and outsourcing activities, plus many other functions that are important to the relationship with suppliers and distributors. The supply chain includes all the interactions between internal operations, marketing, sales, suppliers, manufacturers, distributors, and customers. The chain includes transportation, scheduling information, cash and credit transfers as well as ideas, designs, and material transfers. Topics covered include methods of supply chain management; supply chain network design; coordination with 3PL and 4PL companies; intermodal systems; transportation models; cross-docking; vendor managed inventories and warehouse management; demand management and bullwhip effect.

MBAD 614 SUSTAINABLE SUPPLY CHAINS (3) - is a requirement now found in most practicing supply chains. This course defines dimensions of sustainability used in practice and the ability to measure them, and looks at emerging requirements in countries. Students should be able to prepare a sustainability assessment and cost/benefit analysis for an export or import supply chain of their choice. Time permitting, supply chain sustainability assessment methodology will be investigated for its effectiveness and usefulness, through one or more case analyses. The importance of entrepreneurship in achieving sustainability goals is stressed.

MBAD 615 SUPPLY CHAIN LOGISTICS STRATEGY (3) - objectives include reasoning with and applying the supply chain concept; obtaining a competitive advantage through SCM; improving the performance and efficiency of supply chains; interdependence of activities and firms on overall performance and behavior; approaches for measuring performance in the supply chain; strategies for managing the supply chain; different inventory management approaches employed in the supply chain.

MBAD 616 MANAGERIAL FINANCE (3) - 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 620 ENTREPRENEURSHIP SMALL BUSINESS FINANCE (3) – examines the elements of entrepreneurial finance, focusing on technology-based start-up ventures and the early stages of company development. The course addresses key questions which challenge all entrepreneurs: how much money can and should be raised; when should it be raised and from whom; what is a reasonable valuation of the company; and how should funding, employment contracts and exit decisions be structured. It aims to prepare students for these decisions, both as entrepreneurs and venture capitalists. In addition, the course included an in-depth analysis of the structure of the private equity industry.

MBAD 621 MANAGERIAL ACCOUNTING (3) - 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 622 ADVANCED FINANCIAL MANAGEMENT (3) – covers the analysis of long term strategic financial decisions. Topics and cases will focus and include the cost of capital, capital budgeting, cash flow estimation, capital structure theory and policy, leasing, multinational finance, bankruptcy and reorganization, and receivables and inventory management.

MBAD 623 INTERNATIONAL FINANCE (3) – investigates many of the issues facing the international business firm. Topics covered include exchange rate determination, risk management and the interaction of foreign exchange and capital markets.
MBAD 624 DERIVATIVES VALUATION (3) – covers the use of futures, options and swaps in hedging and speculation. Pricing theory, applications and operational issues will be introduced.

MBAD 625 PROJECT MANAGEMENT (3) - 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 (3) - 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 627 INTERNATIONAL ACCOUNTING & REPORTING (3) – understanding international issues is critical to the education of an informed and competent business student. International accounting introduces and examines accounting issues unique to multinational enterprises and international business activity. We consider national differences in accounting systems, the significance of international business, foreign currency issues and efforts to harmonize international accounting standards with special emphasis on IFRS – International Financial Reporting Standards.

MBAD 628 FRAUD EXAMINATION (3) – provides an overview of fraud investigation and examination and forensic accounting. It begins with an introduction for the nature and pervasiveness of fraud. Major topics include: fraud prevention and detection, types of fraud (employee, management, vendor, customer, identity theft, e-commerce and investment scams), and fraud investigation (interviewing, rules of evidence and sources of information). Special emphasis is placed on the best way to prevent fraud with adequate internal controls.

MBAD 629 FINANCIAL STATEMENT ANALYSIS (3) – provides the conceptual tools necessary to understand and interpret financial statements. This course provides a realistic and organized approach to financial reporting using textbook problems and cases and projects using actual companies.

MBAD 630 TAXES II (3) – provides a study of federal income taxation of corporations, partner-ships, estates, and trusts. Prerequisite: ACCT 325.

MBAD 631 STRATEGIC BUSINESS MANAGEMENT (3) - is designed as a capstone course in which students learn and apply various models and tools to formulate a business strategy. The student will learn and apply the process of situational analysis including the macro-environment, industry environment and internal situation of the firm. This analysis will be used to create alternative strategies and determine the optimal strategy to be implemented. The course also examines the processes and issues to implement the selected strategy. Prerequisites: MBAD 501 or competency in management, MBAD 611, MBAD 616, and MBAD 621.

MBAD 632 BUSINESS FORECASTING AND ECONOMETRICS (3) – is designed to introduce working professional and student to the concepts of basic econometrics without requiring the use of advanced matrix algebra or calculus. The course first addresses the basic of regression analysis with cross-sectional data and time series data while the second part focuses on more advanced topics. The coverage is limited to single-equation regression models. We study the bivariate and multivariate regression models in great depth. The course may be completed using SPSS or Excel software. Prerequisites: Statistics and one course in economics.

MBAD 633 ENTERPRISE RESOURCE COMPUTING (3) – focuses on the use of an Enterprise Resource Planning (EPR) system in a global organization. Students learn how to configure and access the database of a large system to support a global organization with multiple companies. Concepts, issues, current trends and decision making are addressed through a cross-functional view of the enterprise. Project management skills are enhanced as the students work in cross-functional teams in order to us a multi-company EPR system and analyze data based on case scenarios and simulations.

MBAD 634 BUSINESS INTELLIGENCE AND ANALYTICS (3) – advanced instruction of business intelligence and data warehousing. The course covers business intelligence functionality with an emphasis on data warehouse design and development. Students demonstrate a working knowledge of business intelligence and a data warehouse design development and performance management via hands on assignments and a culminating project. Both case studies and real projects are used to develop hands-on experience conducting business intelligence studies and using BI tools. Prerequisite: a course in System Analysis and Design, Database or instructor permission.

MBAD 640 DATA MINING (3) – supports decision making by detecting patterns devising rules, identifying new decision alternatives and making decisions. This course will introduce participants to recent data mining techniques, with an emphasis on: getting a general understanding of how the method works, understanding how to perform the analysis using suitable available software, understanding how to interpret the results in a business research context and developing the capacity to critically read published research articles which make use of the technique. This course will concentrate on a number of well-defined data mining tasks: description, classification, estimation, prediction and affinity grouping and clustering. Content may vary according to the interest of participants. Topics may include decision trees, neural nets, self-organizing maps, genetic
algorithms, association (also known as market basket) analysis, web mining and test mining, cluster analysis and logistic regression. Course may use an ERP system as a data source in addition to other large scale data sources.

**MBAD 641 HUMAN RESOURCE MANAGEMENT (3)** - addresses the function of a Human Resource Manager as a strategic business partner within the organization. It provides an overview of the local and global demands that engage HR as an agent for change in the workplace performance. A HR manager’s role in communication, negotiation, and conflict management is addressed as well as in outsourcing, shared services and other cost cutting strategies. Prerequisite: MBAD 501 or competency in Management.

**MBAD 642 TALENT MANAGEMENT: ACQUIRING, DEVELOPING AND RETAINING TALENT (3)** – defines the role of a Human Resource Manager as a strategic force in identifying top talent within the global business community and developing that talent for employee retention and successful organizational performance. It addresses the development of the full spectrum of employees including executives, managers, mentors, interns and apprentices. Prerequisite: MBAD 641

**MBAD 643 TOTAL REWARDS: COMPENSATION AND BENEFITS (3)** – addresses the role of the Human Resource Manager as a rewards professional, designing compensation and benefits packages with creative incentives and motivation. It includes creating cost containment strategies while developing a flexible workplace for employee. Prerequisite: MBAD 641

**MBAD 644 EMPLOYMENT AND LABOR LAWS (3)** – addresses the role of a Human Resource Manager when implementing sound legal and ethical employment practices, managing risk and maintaining the productivity and protection of employer and employee. It includes such topics as common-law employment issues, labor relations law, equal employment opportunity and health care law. Prerequisite: MBAD 641

**MBAD 646 ETHICAL, LEGAL AND SOCIAL ENVIRONMENT OF THE FIRM (3)** - 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 641

**MBAD 650 INTERNATIONAL BUSINESS (3)** - 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 (3)** - 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 (3)** – 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 (3)** – 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 (3)** – focuses on international logistics operations and the legal infrastructure in which it operates to move goods in a global economy. Extensive discussions regarding export/import procedures, multinational logistics strategy, international payment processes, review/selection of transportation modes, and risk management. The effects of government trade and public policies on global logistics operations will also be analyzed. Prerequisite: MBAD 501 or competency in management.

**MBAD 658 OPERATIONS MANAGEMENT (3)** – provides an introduction to operations management (OM), the process of managing people and resources in order to produce goods or provide services. Decisions related to operations strategy, process analysis, forecasting, aggregate planning, facility location, quality management, project management, inventory control and supply chain management are discussed. Considerable emphasis is placed on the development of models to represent OM decision problems and the use of analytical tools and software to support the OM function.

**MBAD 659 INFORMATION TECHNOLOGY (3)** - provides a practical summation of major information systems and the technology used in enterprises today. It stresses frameworks of understanding that help the professional make decisions about technology deployment and migration. Topics covered include hardware technology, enterprise and technical software
requirements, networking and the cloud, databases and large scale unstructured data requirements, enterprise level systems, e-commerce, social networks, and platform evaluation. Emphasis is placed on the ability to develop and analyze requirements, to manage technology efforts to meet time, scope, budget and quality objectives and to practice total lifecycle costing and budgeting of technology resources.

**MBAD 660 MACROECONOMICS IN A GLOBAL ECONOMY (3)** - focuses on the global economy world trade recognizing that all economies in the world are linked through international markets for goods, services and capital. Open-economy models are used throughout the book. The ways that countries differ in their important macroeconomic institutions are carefully examined and those institutional differences are related to observed differences in macroeconomic performance.

**MBAD 661 SOCIAL MEDIA (3)** - is designed to provide students with an overview of the field of social media. Given the movement toward a global economy and regional companies and brands, it is essential that business persons gain an appreciation of the rapidly evolving field. The course will allow students to better understand the pressure and market opportunities that exist worldwide and the firm’s need to optimize its market performance on a global basis.

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

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

**Management (MGMT) Courses**

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

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

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

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

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

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

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

**Training and Development (TDEV) Courses**

**TDEV 602 FOUNDATIONS OF CONTINUING EDUCATION AND TRAINING (3)** - 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 (3) - 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 ASSESSMENT (3) - 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 MANAGING TRAINING AND DEVELOPMENT (3) - examines management processes and responsibilities as they pertain to training and development programs. It includes management functions such as planning, organizing, staffing, motivating and controlling. There is special emphasis on the manager as an internal performance consultant. The course addresses the processes of influence, collaboration and negotiation as they apply to the role of a manager of learning programs for adults.

TDEV 632 PROGRAM DEVELOPMENT (3) - 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 (3) - examines the concepts in marketing continuing education and training programs to both internal and external audiences. It uses the approach that learning programs must be developed as a service or a product that is priced, placed and promoted. This is true whether the target market is internal or external to the organization, whether the program is mandatory or optional, or whether it is expected to be revenue generating, cost recovery, or conform to a budget.

TDEV 642 E-LEARNING: EVOLVING THEORY AND PRACTICE (3) - addresses the development, delivery, and management of blended learning and eLearning with the context of distance learning programs. The course covers current definitions and research, instructional design for eLearning, teaching strategies and materials, and assessment of student learning outcomes. It considers learner and instructor characteristics that lead to successful eLearning. Students analyze various distance learning technology options, enabling them to better select the most appropriate delivery systems. Management strategies are examined in the light of the most current technologies and practices.

TDEV 652 STRATEGIC PLANNING AND BUDGETING (3) - explores the issues and the practice of leadership in continuing education and training. It takes a project management approach to long-range strategic planning, developing and refining mission statements, integrating education and training into organizational goals, managing both classroom and technology assisted learning, and developing and implementing budgets.

TDEV 662 INTERPERSONAL AND GROUP COMMUNICATION (3) - 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 672 MANAGEMENT OF E-LEARNING (3) – principles of management strategies are examined in the administration of e-learning technology systems. Best practices in establishing policies, processes and procedures are addressed. Consideration is given to effective technologies, budgets and legal issues. Plans are developed for the support of learners and faculty. Evaluation processes include benchmarking and data tracking.

TDEV 673 FACILITATING E-LEARNING INSTRUCTIONAL STRATEGIES (3) – introduces learners to the process of facilitating teaching strategies for use in online education and training. Learners will evaluate the relationship between instructional design and technology and have the opportunity to apply the instructional development process as it relates to adult online learning. The course will help students to develop skills in designing experiences and learning activities that will engage learners in an online learning environment. Learners will develop effective online learning facilitation skills as well as design and facilitate activities for an online course.

TDEV 674 SURVEY OF MULTIMEDIA (3) – a well-rounded knowledge of multimedia, as an expression of e-learning will be achieved through an exploration of its different forms and uses encompassing perspectives from the broad to the granular. The emphasis will be placed on analyzing learning objectives and matching these with various multimedia solutions that can be created or may be found in the e-learning marketplace, informed by a careful and critical scrutiny of software for its usefulness in achieving goals and its usability, with an awareness of product life cycles and trends. The value and necessity of collaboration and leadership in pursuing multimedia initiatives is also emphasized.

TDEV 675 DEVELOPMENT OF MULTIMEDIA MATERIALS (3) – principles of systematic instructional design are applied to the development of e-learning solutions. Generative learning strategies in the form of multimedia learning objects are devised. Emphasis is placed on the appropriateness of multimedia and media-related objects for addressing key instructional considerations, including performance support, assessment and instructional strategies.
TDEV 682 APPLIED RESEARCH AND EVALUATION (3) – provides students with strategies for developing research for practical application in continuing education and training. Students will develop questionnaires, focus groups, and interviews for the purpose of needs assessment and evaluation. Standards of evaluation will be applied for useful, effective and ethical results.

TDEV 690 COMPREHENSIVE PROJECT (3) - 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) – allows students to select their own topic of investigation and determine their own way of pursuing and reporting work. A faculty advisor serves as a resource person. Students provide goals, materials and criteria for evaluation.

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

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**College of Education**

**Educational Leadership (EDEL) courses**

*(Superintendent Concentration and Stewardship, Leadership, & Learning Concentration)*

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

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

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

**EDEL 811 AN OVERVIEW OF THE SUPERINTENDENCY (3) (Superintendent Concentration)* – provides a background of the scope and duties of district-level educational leadership. Candidates will learn how to work with the Board of Education, village or city leaders, the county Regional Office of Education, employee groups, and various stakeholder groups. They also will learn the logistics and mechanics of running board meetings, developing and monitoring public relations plans, filing appropriate paperwork with various governmental agencies, and managing the central office: curriculum & instruction, human resources, special education, business affairs, transportation, buildings and grounds, etc. Specifics related to each of the topics will be addressed throughout the program, but this course puts them all together in an overview intended to prepare candidates for the scope of duties and responsibilities related to ethical, district-level educational leadership.
EDEL 812 DISSERTATION EXPERIENCE I: REVIEW OF THE LITERATURE (3) (Both Concentrations) – helps the doctoral candidate to begin the dissertation process. Through this course, candidates will conduct an analysis of related studies supporting their dissertation topic and their writing of Chapter 2 - Review of the Literature.

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

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

EDEL 815 AN OVERVIEW OF STEWARDSHIP AND LEADERSHIP (3) (Stewardship Concentration) – provides a background of the scope and duties of stewardship and leadership. Candidates will learn how to work with members of the governing board, village or city leaders, the various regional groups, employee groups and stakeholder groups. They also will learn the logistics and mechanics of running board meetings, developing and monitoring public relations plans, filing appropriate paperwork with various governmental agencies and managing the central office departments and services. Specifics related to each of the topics will be addressed throughout the program, but this course puts them all together in an overview intended to prepare candidates for the scope of duties and responsibilities related to stewardship and leadership.

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

EDEL 817 DISSERTATION EXPERIENCE V: PREPARATION FOR THE DISSERTATION FOR PRESENTATION AND PUBLICATION (3) (Both Concentrations) – helps the doctoral candidate to prepare the dissertation for presentation to the COE faculty and the dissertation committee. In addition, candidates will be required to submit their dissertation study for publication.

EDEL 818 DISSERTATION EXPERIENCE: ADVANCED – OPTIONAL - (3) (Both Concentrations) – is an optional course for candidates needing extra time to complete their dissertation. It may include one or more of the following deliveries: blended, face to face, and/or online delivery. This course may be repeated each 8-week module until the dissertation is completed.

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

EDEL 821 EVALUATION & ACCOUNTABILITY: DEFINING ORGANIZATIONAL SUCCESS (3) (Stewardship Concentration) – addresses various systems, methods and theories relative to assessment and evaluation of the organization. Ways to effectively evaluate the organization, the smaller units (departments, services, etc.) and employees’ performance will be analyzed. Appropriate analysis and reporting of evaluation results as well as development of improvement process will be taught in this course. In addition, this course addresses the need to ensure the accommodation and representation of diverse and special needs groups in the planning, implementation and analysis of assessments and related data.

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

EDEL 826 LEADERSHIP, POLITICS AND ETHICS (3) (Stewardship Concentration) – provides a foundation for ethical leadership in pursuit of the mission, vision and goals of the organization. Leading all stakeholders, including the board, to utilize resources appropriately, keeping the districts focus on professional growth and development, and getting all stakeholders to assume responsibility for the mission of the organization and its impact on society, are the key topics of the course.

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

EDEL 831 USING FACILITIES TO FULFILL THE MISSION (3) (Stewardship Concentration) – provides the foundation for leading the organization through good fiscal and ethical stewardship. Overseeing the operation, maintenance and future needs of the facilities and equipment; providing quality maintenance and repair through internal and external resources; utilizing state-of-the-art technology to manage the organization’s resources; and implementing preventative maintenance procedures are the key topics of this course.

EDEL 835 SCHOOL DISTRICT FINANCE AND BUSINESS MANAGEMENT (3) (Superintendent Concentration) – provides the foundation for leading the organization through good fiscal and ethical stewardship. Determining an appropriate levy, filing the levy, positing the levy, budgeting in good times and crisis times, trimming an existing budget without compromising the district’s mission, internal and external accounting and monitoring, and assuring appropriate financial resources necessary for quality teaching and learning are the key topics of this course.

EDEL 837 STEWARDSHIP OF RESOURCES (3) (Stewardship Concentration) – provides the foundation for stewards as they oversee the financial and business management aspects of the organization. Determining revenue sources for profit, non-profit, and government organization, budgeting in good times and crisis times, trimming an existing budget without compromising the mission, internal and external accounting and monitoring, and assuring appropriate financial resources necessary for success are the key topics of this course.

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

EDEL 841 LEGAL, MORAL AND ETHICAL ISSUES (3) (Stewardship Concentration) – provides the legal foundation for organizational leaders in the current climate of litigious situations. Issues of ethics, constitutionality, protection of individual rights, respect of uniqueness and diversity, and compliance with statues and regulations are some of the key topics of this course. In addition, students will learn how to lead the governing board in the development of policies; as well as how to implement operational procedures. Current laws and recent cases will be analyzed.

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

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

EDEL 851 PROMOTING LEARNING IN THE ORGANIZATION (3) (Stewardship Concentration) – addresses the importance of professional growth, training and development for all employees. The importance of focusing on learning throughout the organization will be addressed. Various models of learning organizations will be examined.

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

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

EDEL 861 ETHICAL GOVERNANCE OF THE ORGANIZATION (3) (Stewardship Concentration) – addresses the intricacies of the relationship between the leader of an organization and governing boards. It also addresses the protocol regarding meetings, filling of vacancies on the governing board and conducting meetings in a parliamentary manner. Emphasis is on providing direction to the board as well as recommendations and information through effective and ethical leadership of the organization.

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REAL Education Endorsements (EEND) Courses

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

EEND 605 SURVEY OF THE EXCEPTIONAL CHILD (3) - introduces special education today and the history of special education as a field of study. This involves the examination of characteristics for various classifications of special education under the Individuals with Disabilities Act (IDEA 2004).

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

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

EEND 611 SERVING ENGLISH LANGUAGE LEARNERS WITH SPECIAL NEEDS (3) – presents the complex challenges involved in serving English language learners with special education needs. The course focuses on research and teaching that services this population of learners. The educational performance of students from culturally and linguistically diverse backgrounds will be presented by disability prevalence data, race and language status. Candidates will gain the knowledge and guidance in designing effective early intervention, assessment and instructional programs and services for English language learners with special needs. The legal and educational issues that relate to English language learners with special needs will be explored.

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

EEND 631 THEORETICAL FOUNDATIONS OF TEACHING ESL (4) - presents for the participants historical trends related to English language development and examines research and theories of first and second language acquisition. The rational for English language acquisition programs and an introduction to instructional approaches to facilitate language development are also presented. This is a required course for the Illinois State Board of Education ESL Teacher Approval and recommended as the first course to be taken in the ESL certification program.
EEND 632 METHODS AND MATERIALS FOR TEACHING ESL (4) - provides for the participants the competencies needed by all teachers of limited English proficient and English language development learners. This course presents strategies, techniques and skills in teaching Pre-K—12 academic subjects, including techniques to improve ESL learners’ reading comprehension, speaking and writing skills. The theoretical bases underlying instructional strategies and techniques are presented, along with advantages of each instructional approach. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

EEND 633 ASSESSMENTS OF THE BILINGUAL STUDENTS (3) - analyzes for the participants the implications of second language acquisition theory on testing, explores the relationship between bilingualism and cognition, and presents an overview of procedures for the identification and assessment of limited English and English language development students. An overview of assessment instruments and ESL educational program placement options will also be presented. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

EEND 634 CROSS CULTURAL STUDIES FOR TEACHING LIMITED-ENGLISH PROFICIENT STUDENTS (3) - focuses on cultural factors for the participants that influence teaching and learning. This course also provides intensive consideration of cultural and linguistic diversity, its impact on instruction, and strategies for effective instruction in the multicultural and linguistically diverse classroom. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

EEND 635 LINGUISTICS (4) - focuses on the properties for the participants that all languages have in common and the way languages differ. As an introduction to the science of language, this course surveys the main branches of linguistics: phonology, morphology, syntax, semantics and sociolinguistics, as they apply to language learning and teaching. However, no background in linguistics or any foreign language study is required or assumed in the course. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

EEND 636 METHODS AND MATERIALS FOR TEACHING BILINGUAL STUDENTS (3) - focuses for the participants on the strategies appropriate for teaching bilingual students in a bilingual program of instruction. Language development of the bilingual students is explored through instructional theories, methods, and approaches to promote bilingual learning and language. A special consideration will be given to integration of literacy in content areas, assessment of bilingual students, and effective parental involvement in bi-literacy development. This is a required course for the Illinois State Board of Education Bilingual Teacher Approval or Endorsement.

EEND 637 METHODS AND MATERIALS FOR TEACHING ENGLISH LANGUAGE LEARNERS IN THE INCLUSIVE CLASSROOM I (1) – this course provides participants with a deeper understanding to how to meet the needs of English Language Learners in the regular education classroom. Participants will be introduced to the foundations of language acquisition with special focus on the implementation of instructional strategies and assessments that allow for differentiation for English Language Learners.

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

EEND 638 CROSS CULTURAL STUDIES FOR TEACHING LIMITED-ENGLISH PROFICIENT STUDENTS (3) - focuses on cultural factors for the participants that influence teaching and learning. This course also provides intensive consideration of cultural and linguistic diversity, its impact on instruction, and strategies for effective instruction in the multicultural and linguistically diverse classroom. This is a required course for the Illinois State Board of Education ESL Teacher Approval.

EEND 639 METHODS AND MATERIALS FOR TEACHING BILINGUAL STUDENTS (3) - focuses for the participants on the strategies appropriate for teaching bilingual students in a bilingual program of instruction. Language development of the bilingual students is explored through instructional theories, methods, and approaches to promote bilingual learning and language. A special consideration will be given to integration of literacy in content areas, assessment of bilingual students, and effective parental involvement in bi-literacy development. This is a required course for the Illinois State Board of Education Bilingual Teacher Approval or Endorsement.

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

EEND 641 ASSESSMENT AND DIAGNOSIS IN SPECIAL EDUCATION (3) – provides the candidate with the formal and informal assessment techniques useful for the assessment of special needs learners. Individually administered achievement, aptitude, and information processing tests will be examined in detail. The course will present information concerning report writing, diagnostic and prescriptive planning. Also, methods of interpreting evaluation data, identifying patterns, and presenting results to a consumer in an understandable and clearly written form will be examined.

EEND 642 SPECIALIZED CURRICULUM & INCLUSION IN SPECIAL EDUCATION (3) - focuses for the participants on the development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with mild to severe disabilities.

EEND 643 METHODS AND MATERIALS FOR TEACHING ADULT ELL’S (4) – provides the competencies needed for teachers of adult English language learners to effectively instruct their students. Far beyond theory this course focuses on realistic practice based on current states in the field, preparing the candidate for practical application of the essential contents from all four domains of adult ELL education: 1) The structures & services within adult education; 2) Politics, reform and current trends; 3) Administrative demands; and move intensely 4) TESOL (TESL & TEFL) techniques, skills, purposes and strategies relevant to adult ELLs, including: SLA (Second Language Acquisition), standards-based planning & instruction, best practices, vocabulary, accent reduction & pronunciation, listening, speaking, reading, writing, conversation, EL Civics, pre-employment & workforce, cultural variables, affective, and metacognitive strategies (goal-setting, applying
strategies such as universal language learning, test-preparation, test-taking, etc.), utilization of school district & community resources, the maintaining of the heritage language and the development of the home-school extension relationship between the adult ELL guardian and the Pre-K – 12 child/ren.

**EEND 668 AP RIGOR IN ALL SECONDARY CLASSROOMS** (1) – candidates will examine principles of AP instruction in order to integrate them into their own classrooms. Ways to incorporate the appropriate rigor and high expectations characteristics of the AP classroom will be examined. Candidates will learn how to instruct their students in active reading practices and will also learn strategies for employing conversation starters designed to encourage meaningful academic conversations with and among their students. Candidates will reflect on current practice and make practical modifications designed to challenge students.

**EEND 669 PLANNING RIGOROUS LESSONS AT THE SECONDARY LEVEL** (1) – focuses on how to plan for and execute units and lessons that will challenge all learners in any secondary classroom. Candidates experience what students will experience by examining an essential question. Using the Understanding by Design model, candidates will design essential questions and authentic experiences to tie their discipline to the real world.

**EEND 675 FOUNDATIONS OF EDUCATIONAL TECHNOLOGY** (3) – serves as an introduction and survey of educational technology. Candidates will investigate current trends in technology from web tools to software and hardware and will learn about global collaborative citizenship. An overview of ethical uses of technology will be addressed along with the beginning development of an e-portfolio that will bridge future education technology learning and sharing. The National Educational Technology Standards will be examined and how these standards will impact the candidate in their classrooms.

**EEND 676 COLLABORATIVE WEB TOOLS IN EDUCATION** (3) – candidates explore 21st century web tools that will allow them to work with peers around the world in many capacities through real time collaboration, read/write applications and online journaling. Candidates will create a web presence for themselves through which they can share ideas with others. Additionally, candidates will learn about web tools to improve communication with parents, students, community members and other various stakeholders in order to have a positive impact on teaching and learning. Prerequisite: MSED/EEND 675

**EEND 677 MULTIMEDIA TOOLS IN EDUCATION** (3) – candidates will investigate multimedia tools that can be used in their classrooms to convey a message, improve a lesson or enhance presentation skills. Multimedia tools can be used as a resource to enrich the gifted and talented curriculum as well as to assist struggling readers, visual learners, absent students and those with special needs. Candidates will delve into the power of video and audio use in the classroom and related ethical issues. The Fair Use Act and its impact on best practices will also be explored. Prerequisite: MSED/EEND 675

**EEND 678 EFFECTIVE TECHNOLOGY INTEGRATION INTO LESSONS AND CURRICULUM** (3) – prepares candidates to seamlessly integrate technology into current units of study to enhance lesson presentations. Technological trends will be reviewed and analyzed with a focus on their effectiveness in the classroom. Candidates will also develop criteria for evaluating instructional technology. The National Educational Technology Standards will be addressed and how these standards merge with state and national content standards.

**EEND 679 ASSESSING AND IMPROVING STUDENT ACHIEVEMENT WITH TECHNOLOGY** (3) – utilizes technological tools to create and use formative and summative assessments. In addition, candidates will examine efficient ways to obtain meaningful student data. Candidates will demonstrate how technology can strengthen the assessment process through examining data in a timely manner to improve instruction and student achievement.

**EEND 680 21ST CENTURY EDUCATIONAL LEADERSHIP** (3) – candidates will develop a comprehensive perspective on seamless integration of technology in education. Candidates will investigate how technology leaders share ideas and leverage resources to further a district’s technology policies and mission. Candidates will learn how to build professional learning communities in order to collaborate on issues related to the future to technology education.

**EEND 682 (BYOT) BRING YOUR OWN TECHNOLOGY LESSON STRATEGIES AND MANAGEMENT ISSUES** (1) - prepares candidates to incorporate technology that students already own into classroom lessons. With current fiscal constraints, many districts have started programs that allow the use of student-owned technology within schools. Candidates will examine potential student technology tools (iPads/tablets, smart phones, notebooks, laptops), software they may own and apps. Issues concerning security, data protection, compliance with the Children’s Internet Protection Act (CIPA) will be examined. The National Education Technology Standards will be briefly surveyed and how these standards impact technology in the classroom will be discussed.

**EEND 683 USING TECHNOLOGY TO FLIP LEARNING** (1) – prepares candidates to use technology to flip their lessons in a variety of ways. Many teachers are flipping learning and the outcome has been dramatic in terms or increasing student engagement and success. Candidates will examine various strategies for designing flipped lessons and will consider classroom management issues that may arise. Candidates will use tools for screen casting, podcasting and more to create their
own artifacts for students use online within this exciting teaching model. The National Educational Technology Standards will be briefly surveyed and how these standards impact technology use in the classroom will be discussed.

**EEND 684 DISSECTING MATH DATA: LOOKING PAST THE RTI COLORS (1)** – focuses on the core concepts of Response to Intervention, mathematics assessment procedures and the process of analyzing mathematics data for prescriptive, skill-specific intervention. Participants will also learn how to examine process monitoring data to determine the effectiveness of an intervention.

**EEND 685 DISSECTING READING (LITERACY) DATA: LOOKING PAST THE RTI COLORS (1)** – focuses on the core concepts of Response to Intervention, reading assessment procedures and the process of analyzing reading data for prescriptive, skill-specific interventions. Participants will also learn how to examine progress monitoring data to determine the effectiveness of an intervention.

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

**EEND 688 ASSESSMENT OF THE ADULT ENGLISH LANGUAGE LEARNER (ELL) (3)** – provides the competencies needed for teachers of adult English language learners to effectively assess their students. This course focuses on realistic assessment practices which are based on current states in the field, and provides the candidate with: Practical knowledge of assessment philosophies (e.g. traditional vs alternative) and their association with politics, reform and current trends, including the relationship with standards alignment; The purpose of current assessment instruments (e.g. Language ID Surveys, Background, Placement, Proficiency, Progress-Achievement and Diagnostic); Opportunities to construct assessment tools for classroom use (e.g. practical, authentic, performance-based instruments); Practice in the administration of various tools with comprehensive analysis; and the critical balance between objectives, the corresponding classroom teaching, consequential student-learning, and the assessment used (O = T / L = A) which includes the vital importance of rubrics, accuracy of data interpretation (scoring/grading) and the implications on teaching. Candidates will review test-preparation strategies, test-taking strategies and accommodations for test-takers, as well the impact of culture on assessment. Also uniquely incorporated into this course is the evaluation of the assessment process (e.g. practicality, validity, face-validity and reliability).

**EEND 692 CULTURALLY RESPONSIVE INSTRUCTION: ELEMENTS FOR SUCCESS (1)** – introduces the elements of culturally responsive pedagogy and how to use these elements to address the instructional needs of the diverse student population. Candidates will learn how to create a student-centered, collaborative environment that promotes student achievement.

**Education (MEDU) Courses**

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

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

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

**MEDU 625 INSTRUCTIONAL TECHNOLOGY (3) [offered every semester]** - provides teacher candidates with technical skills required of a 21st century teacher. The course focuses on modeling and promoting digital citizenship and responsibility; digital age work, learning, communication and collaboration; the design of digital age learning experiences and assessments; and the facilitation of student learning and creativity.

**MEDU 630 PSYCHOLOGY AND DEVELOPMENT OF THE MIDDLE SCHOOL CHILD (3) [offered every fall]** promotes understanding of the cognitive, physical, identity, and social and emotional 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. The course emphasizes the use of major theories and research findings to understand and support healthy adolescent development; and examines the advisory role of the middle grade teacher in assessing, coordinating and referring student to health and social services. The course is required for the State of Illinois Middle School Endorsement. Prerequisite: MEDU 670.
MEDU 640 DEVELOPMENT AND CHARACTERISTICS OF INDIVIDUALS WITH SPECIAL NEEDS (3) – [offered every fall] helps educators to understand the characteristics and origin of disabilities as well as designing and assessing materials to meet the individual educational needs of individuals with mild to severe disabilities. This course provides specific understanding of characteristics and development of students with disabilities and their implications on teaching and learning; when teaching students with documented disabilities specified in IDEA (1997): Specific Learning Disabilities (SLD), Emotional Disturbance (ED), Mental Retardation (MR), Other Health Impairment(OHI); Autism(ASD), Traumatic Brain Injury (TBI), Orthopedic Impairments, Sensory Impairments and other low-incidence disabilities (34 CFR, Section 300.7). The course will stress on characteristics that are non-categorical in nature and are observed across the disability areas, which are helpful in choosing and designing interventions. The course also emphasizes writing of Individual Education Plans (IEP). Prerequisite: MEDU 670 and 675.

MEDU 641 LEGAL & HISTORICAL FOUNDATIONS IN SPECIAL EDUCATION (3) [offered every fall] - includes the historical foundations, history of provision of services, major movements, current issues, legal mandates and philosophical changes in special education. State laws, federal laws, litigation, policies, and administrative practices relevant to education and treatment of individuals with disabilities and their relation to learning and instruction are addressed. Teacher candidates will write papers on history of a specific disability, a legal issue in special education and their philosophy of special education identifying their beliefs about special education. Prerequisite: MEDU 670 and 675.

MEDU 642 ASSESSMENT AND DIAGNOSIS IN SPECIAL EDUCATION (3) [offered every fall] - provides teacher candidates with the knowledge and skills necessary to select, administer, and interpret a variety of formal and informal assessment measures used in the field of special education. The course will also provide the teacher candidate with an understanding of the legal, cultural, and historical context of assessment in special education, the relation of assessment to practice, and current critical issues related to special education assessment. Prerequisite: MEDU 670 and 675.

MEDU 643 METHODS OF INSTRUCTION FOR GENERAL AND SPECIAL EDUCATION (4) [offered every fall] – focuses on the development of specific competencies in understanding the general education and special education curriculum requisites for the development of a personalized educational program for individuals with mild to severe disabilities. Prerequisite: MEDU 670 and 675.

MEDU 644 SPECIALIZED CURRICULUM AND METHODS IN SPECIAL EDUCATION (3) [offered every fall] – centers around development of specific competencies in understanding special strategies for accommodations and modifications in the general education curriculum for individuals with special needs. Specific methods of teaching students with disabilities in various settings in the continuum of services will be examined. Prerequisite: MEDU 670 and 675.

MEDU 645 CONSULTATION, COLLABORATION, AND TRANSITION IN SPECIAL EDUCATION (3) [offered every spring] - identifies and describes strategies that show the teacher candidate how to form successful partnerships with families, other educators, outside community agencies, and other professionals in the community for individuals with disabilities. Transition planning and services, self-determination strategies for individuals with special needs are covered. Prerequisite: MEDU 670; Concurrent: MEDU 697 & MEDU 699.

MEDU 646 GENERAL LITERACY METHODS (2) [offered as needed] – introduces traditional and contemporary theoretical perspectives on language development, literacy learning and teaching. Content includes theories, approaches and materials for teaching reading and language arts in today’s diverse classrooms. Techniques for incorporating state standards and new technologies into literacy development are also studied.

MEDU 647 GENERAL MATHEMATICS METHODS (2) [offered as needed] – provides an overview of the materials, content and methodology utilized by educators for teaching mathematics. Candidates explore principles in class and utilize them to develop lesson plan approaches, activities and teaching aids.

MEDU 648 EARLY CHILDHOOD SPECIAL EDUCATION (3) [offered every fall] – Examines various disabilities identified in early childhood including development of cognitive, emotional, social, functional and language skills. Includes characteristics and methods of teaching students with special needs in early childhood settings, with emphasis on typical and atypical language development. Prerequisites: MEDU 646, MEDU 647

MEDU 655 METHODS OF TEACHING ELEMENTARY (K-5) VISUAL ARTS (3) [offered every fall] - provides an overview of the materials, content, and methodologies utilized by visual arts teachers in the elementary school. Teacher candidates will explore methodological and pedagogical principles and apply them by developing lesson plans, learning experiences, assessments, and teaching materials. The course is taken concurrently with intermediate field experience where teacher candidates will be able to apply their knowledge, skills, and dispositions in a classroom. Prerequisite: MEDU 665, MEDU 670, MEDU 675.

MEDU 656 METHODS OF TEACHING MIDDLE & HIGH SCHOOL (6-12) VISUAL ARTS (3) [offered every fall] - provides an overview of the materials, content, and methodologies utilized by visual arts teachers in the middle and high school. Teacher candidates will explore methodological and pedagogical principles and apply them by developing lesson plans, learning
experiences, assessments, and teaching materials. The course is taken concurrently with intermediate field experience where teacher candidates will be able to apply their knowledge, skills, and dispositions in a classroom. Prerequisite: MEDU 665, MEDU 670, MEDU 671, MEDU 675.

MEDU 657 FINE ARTS INTERMEDIATE FIELD EXPERIENCE (0-1) - [offered every fall] - provides the opportunity to learn through observation and practice, to teach music or visual arts content to elementary and secondary students individually and in small and/or large groups. This is an individualized experience under the supervision of a cooperating teacher and a university supervisor. This experience also provides an opportunity for the university student to observe and practice principles learned in Educational Psychology and methods courses This field experience is concurrent with a classroom phase of instructional methodology, specific to the field of study. It is essential that students completing this field experience have numerous opportunities to interact with P-12 students and participate in and initiate instruction. Prerequisite: MEDU 665, MEDU 670, MEDU 671, MEDU 675; Co-requisite MEDU 655, MEDU 656. 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 658 FINE ARTS ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (8) [offered every spring] serves as a culmination of the professional education courses. The teacher candidate is responsible for guiding and directing the learning of students under the supervision of professional certified members of the teaching profession. Prerequisite: MEDU 657; Co-requisite: MEDU 699. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend placement and orientation meetings prior to starting the experience.

MEDU 665 TEACHING IN A DIVERSE SOCIETY (3) [offered every semester] - designed to develop insight into the teaching profession and education in a multicultural society. It 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, candidates develop abilities to relate to various micro-cultural groups in a clinical setting and demonstrate understanding of values and contributions of minority groups. The course is routinely taken with a beginning field experience component that provides first-hand knowledge, through educational situations, by which candidates can enlarge their views to develop more realistic insights into the educational profession.

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

MEDU 671 BEGINNING FIELD EXPERIENCE (0-1) [offered every semester]- provides teacher candidates an opportunity to observe student diversity, classroom teachers and environments, perform specific duties associated with teaching and participate in classroom instruction at multiple grade levels. The candidate through this pre-service teaching experience will learn how to teach students individually and using small/large group instruction under the guidance and supervision of classroom teachers and a University Supervisor. An additional fee will be required for the course. The teacher candidate must provide her/his own transportation to and from the assigned school site. The teacher candidate must attend the placement and orientation meetings prior to starting the experience. Co-requisites: MEDU 665 and MEDU 670.

MEDU 674 CLASSROOM ASSESSMENT (3) [offered every semester] – explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in educational settings; preparation and use of teacher-made tests; and utilizing data to improve instruction. Prerequisites: MEDU 665, MEDU 670, MEDU 675.

MEDU 675 SURVEY OF THE EXCEPTIONAL PERSON (3) [offered every semester] - introduces special education today and the history of special education as a field of study. This involves the examination of characteristics for various classifications of special education under the Individuals with Disabilities Act (IDEA 2004), the process of nondiscriminatory evaluation (including Response to Intervention), and guidelines for inclusion and collaboration. Curriculum, methods, and activities for inclusion will be discussed. Prerequisite or concurrent: MEDU 665.

MEDU 679 SPECIAL EDUCATION (K-12) INTERMEDIATE FIELD EXPERIENCE (0-1) [offered every fall] - directed practice under professional guidance. The field experience includes observation, planning and supervised teaching in a setting to work with student identified with mild to moderate disabilities. Prerequisites: MEDU 665, 670, 675; Co-requisites: MEDU 640, MEDU 642, MEDU 644. 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 680 METHODS OF TEACHING READING (3) [offered every semester] - introduces teacher candidates to traditional and contemporary theoretical perspectives on language development, literacy learning and teaching. Content includes theories, approaches and materials for teaching reading and language arts in today’s diverse classrooms. Techniques for incorporating state standards and new technologies into literacy development are also studied. Prerequisite: MEDU 665, MEDU 670, MEDU 671, MEDU 675; Co-requisite: MEDU 681

MEDU 681 ELEMENTARY (K-6) INTERMEDIATE FIELD EXPERIENCE (0-1) [offered every semester] - provides the opportunity to learn through observation and practice to teach all subject area content to children in small and large groups and involves individual evaluation under the supervision of an elementary cooperating teacher and a university supervisor. This experience provides an opportunity to observe and practice principles and must be taken concurrently with Methods of Teaching Reading and Language Arts, Methods of Teaching Mathematics in the Elementary School, Methods of Teaching Social Studies/Science in the Elementary School, and Discipline and Classroom Management Techniques. The teacher candidates will report to an assigned school each day. 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. Prerequisite: MEDU 665, MEDU 670, MEDU 671, MEDU 675.

MEDU 682 SECONDARY (6-12) INTERMEDIATE FIELD EXPERIENCE (0-1) [offered every fall] - provides participant observations and experiences in classroom to complement theoretical knowledge. Also provides opportunity to meet requirements of clinical experience prior to student teaching (may be repeated) Prerequisite: MEDU 665, MEDU 670, MEDU 671, MEDU 675; Co-requisite: MEDU 691, MEDU 692, MEDU 693 or MEDU 694. 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 683 METHODS OF TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL (3) [offered every semester] - 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. Prerequisite: Math for Teachers I, MEDU 665, MEDU 670, MEDU 671, MEDU 675.

MEDU 684 DISCIPLINE AND CLASSROOM MANAGEMENT (3) [offered every semester] - examines the dynamics of discipline and the latest principles and data which research has shown effective in managing behavior in today’s diverse and inclusive classroom. Numerous discipline models, techniques, methods, and constructs are presented to enable the prospective teacher to move beyond a singular approach in managing classroom behavior. The focus is on implementing the research findings for both preventing behavior problems and for dealing with existing problems. Prerequisite: MEDU 665, MEDU 670, MEDU 671, MEDU 675.

MEDU 685 METHODS OF TEACHING SCIENCE/SOCIAL SCIENCE (3) [offered every semester] - provides an overview of materials, content, and methodologies utilized by educators in the elementary science and social studies curriculum (National Council for the Social Studies, 1994; National Research Council, 1996). Candidates will explore methodological principles and apply them by developing lesson plans, activities, and using technology. Teaching, observation and participation in a field experience are included in the course. Prerequisite: MEDU 665, MEDU 670, MEDU 671, MEDU 675.

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

MEDU 689 READING AND WRITING IN THE CONTENT AREAS (3) [offered every spring] - focuses on the relationship between the language arts and specific content area disciplines. Teacher candidates will explore and understand the changing definitions and effects of literacy. They will also explore engaging strategies for classroom instruction that will increase reading and writing strategies for secondary learners. Prerequisite: MEDU 665, MEDU 670, MEDU 671, MEDU 675.

MEDU 690 ELEMENTARY (K-9) ADVANCED FIELD EXPERIENCE (STUDENT TEACHING) (8) [offered every semester] - 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 and a University supervisor. Prerequisite: MEDU 681; 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 691 METHODS OF TEACHING SCIENCE/BIOLOGY IN THE SECONDARY SCHOOL (3) [offered every fall] - examines methods and techniques for teaching science such as use of laboratory experiences, teaching in the field, applications of the scientific inquiry methods, use of technology, questioning and listening skills, lecture and small group techniques and assessment procedures. Professional growth will also be discussed, and teacher candidates will be required to demonstrate an understanding of the various skills needed for teaching science/biology. A strong emphasis will be placed on instructional planning and assessment. Includes classroom diversity, discipline, and management issues as components of instructional planning and assessment. Prerequisite: MEDU 665, MEDU 670, MEDU 671, MEDU 675; Co-requisite MEDU 681.

MEDU 692 METHODS OF TEACHING ENGLISH/LANGUAGE ARTS IN THE SECONDARY SCHOOL (3) [offered every fall] - examines general methods for teaching reading skills and English/language arts at the middle and secondary levels. Teacher candidates will demonstrate an understanding of the various specific skills needed for teaching grammar, composition, and literature. Focus will be upon reading strategies, evaluation of student performance, questioning skills, lecture and small group techniques, discipline and classroom management, and classroom organization in middle and high school settings. Professional growth will also be discussed. Prerequisite: MEDU 665, MEDU 670, MEDU 671, MEDU 675; Co-requisite MEDU 681.

MEDU 693 METHODS OF TEACHING HISTORY AND THE SOCIAL SCIENCES IN THE SECONDARY SCHOOL (3) [offered every fall] - examines methods and techniques of teaching the social sciences. Questioning and attending skills, professional growth, use of technology, and assessment procedures are included. Teacher candidates will demonstrate an understanding of the various skills needed for teaching the social sciences, specifically history. The course content includes classroom diversity, discipline, and management issues as components of instructional planning and assessment. Prerequisite: MEDU 665, MEDU 670, MEDU 671, MEDU 675; Co-requisite MEDU 681.

MEDU 694 METHODS OF TEACHING MATHEMATICS IN THE SECONDARY SCHOOL (3) [offered every fall] - examines methods of teaching mathematics, algebra, and geometry at the secondary level. Includes discussions and/or assignments related to the development of mathematics curriculum, the preparation of lessons, motivation techniques, design of homework assignments, creation of appropriate assessments, evaluation of student performance, and classroom organization in a high school setting. Course content includes classroom diversity, discipline, and management issues as they relate to instructional planning and assessment. Professional growth will also be discussed. Prerequisite: MEDU 665, MEDU 670, MEDU 671, MEDU 675; Co-requisite MEDU 681.

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

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

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

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

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

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

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

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

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

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

MSED 611 SERVING ENGLISH LANGUAGE LEARNERS WITH SPECIAL NEEDS (3) – presents the complex challenges involved in serving English language learners with special education needs. The course focuses on research and teaching that services this population of learners. The educational performance of students from culturally and linguistically diverse backgrounds will be presented by disability prevalence data, race and language status. Candidates will gain the knowledge, guidance in designing effective early intervention, assessment and instructional programs and services for English language learners with special needs. The legal and educational issues that relate to English language learners with special needs will be explored.

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

MSED 614 BEHAVIOR STRATEGIES FOR THE HETEROGENEOUS CLASSROOM (43) - provides specific application of strategies for serious emotional disturbance for students with documented disabilities specified in IDEA. This course is designed to introduce the student to assessment and effective intervention strategies for students with serious emotional disturbance with emphasis on the roots of applied behavior analysis.

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

MSED 620 DATA DRIVEN DECISION MAKING (3) - explores current theory and practice regarding assessment including formal, standardized, and informal tests and inventories; selection, evaluation and interpretation of tests used in...
educational settings; preparation and use of teacher-made tests; and evaluating intangible outcomes; as well as utilizing data to improve instruction.

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

**MSED 623 INSTRUCTIONAL STRATEGIES AND DESIGN (4)** - explores the Understanding by Design and ASSURE lesson design models, various instructional strategies, integrating curriculum with technology, and assessing the impact on student learning.

**MSED 624 DIGITAL AUTHORING AND LEARNING (4)** - explores the thematic structure, the conceptual design, and the project management needed to construct a multimedia learning environment.

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

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

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

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

**MSED 638 SUPPORTING ENGLISH LANGUAGE LEARNERS IN THE INCLUSIVE CLASSROOM I (1)** – this course provides participants with a deeper understanding to how to meet the needs of English Language Learners in the regular education classroom. Participants will be introduced to the foundations of language acquisition with special focus on the implementation of instructional strategies and assessments that allow for differentiation for English Language Learners.

**MSED 641 FOUNDATIONS OF LITERACY (3)** focuses on the history of literacy instruction, theoretical models of instruction in literacy and research-based methodology through the lens of a 21st century classroom implementing Common Core Standards.

**MSED 642 ASSESSMENT PROCEDURES AND DATA ANALYSIS FOR STUDENT ACHIEVEMENT (3-)** – Examines a wealth of grade appropriate assessment tools at the screening, diagnostic and progress monitoring level. Special emphasis is placed on data interpretation and analysis for student achievement in components related to English Language Arts Common Core Standards.

**MSED 643 EXPLORTION OF LITERACY STRATEGIES AND MATERIALS FOR STUDENT ACHIEVEMENT (3)** explores research-based exemplary strategies, standards and materials that are grade appropriate and tailored for specific literacy needs and components. Selection, implementation and reflection of classroom based strategies and materials connected to English Language Arts Common Core Based on collected data is emphasized.

**MSED 644 UTILIZING LITERATURE IN THE CLASSROOM (3)** - explores a wide variety of literature, including informational text; and provides opportunities for locating and evaluating texts appropriate for grade and reading levels of students. Extensive reading of texts from multiple genres and their connection to Common Core Standards is emphasized.

**MSED 645 ORGANIZATION AND DEVELOPMENT OF CURRICULUM (3-4)** – addresses the foundations, principles and issues of curriculum, the authentic assessment of student work, and collaboration with teachers in improving the curriculum. This course focuses on the design, development, implementation, and evaluation of curriculum and assessment that support plans that result in improved student learning for all P-12 students including those with special needs especially in the areas of literacy and numeracy.
MSED 646 READING SPECIALIST PRACTICUM I (4) – prepares the future Reading Specialist by providing the candidates with opportunities to collect, interpret and present data in order to effectively consult and collaborate with all professional and stakeholders at the building level. Special emphasis on supporting students with exceptionalities is explored.

MSED 647 LITERACY AND DIVERSE LEARNERS (3) - addresses specific literacy needs for diverse learners. Best practice considerations for students with exceptionalities; low socio-economic students; and student with religious, linguistic and multicultural needs are emphasized. Analysis of school demographics and connections to outside resources allow a more comprehensive understanding of students in the 21st century classroom.

MSED 648 WRITING INSTRUCTION IN THE 21ST CENTURY (3) - focuses on the instructions of writing as part of developing a competent 21st century writer in light of the emphasis on writing in the English Language Arts Common Core Standards. Emergent writing through proficient writing is emphasized as well as the role of instruction in this literacy component.

MSED 649 READING SPECIALIST PRACTICUM II(3) - prepares the future Reading Specialist by exploring various roles and responsibilities of this multi-faceted leadership role at the building and district level. Curricular emphasis focuses on practical strategies and coaching duties to support teachers required to address programming needs across all levels of the educational community.

MSED 650 DESIGNING EFFECTIVE INSTRUCTION (3) - 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 651 READING TEACHER PRACTICUM (3) – provides multiple opportunities to plan and participate in professional and practical literacy activities in order to promote life-life learning and a professional literacy model to colleagues and students.

MSED 653 METHODS AND MATERIALS FOR TEACHING ADULT ELL’S (4) – provides the competencies needed for teachers of adult English language learners to effectively instruct their students. Far beyond theory this course focuses on realistic practice based on current states in the field, preparing the candidate for practical application of the essential contents from all four domains of adult ELL education: 1) The structures & services within adult education; 2) Politics, reform and current trends; 3) Administrative demands; and move intensely 4) TESOL (TESL & TEFL) techniques, skills, purposes and strategies relevant to adult ELLs, including: SLA (Second Language Acquisition), standards-based planning & instruction, best practices, vocabulary, accent reduction & pronunciation, listening, speaking, reading, writing, conversation, EL Civics, pre-employment & workforce, cultural variables, affective, and metacognitive strategies (goal-setting, applying strategies such as universal language learning, test-preparation, test-taking, etc.), utilization of school district & community resources, the maintaining of the heritage language and the development of the home-school extension relationship between the adult ELL guardian and the Pre-K – 12 child/ren.

MSED 655 SUPERVISORY BEHAVIOR (3-4) - focuses on current theory, practice of supervision in educational settings, and the importance of collaborating with teachers in the development of professional growth plans. The course introduces principles related to supervision and management of educational personnel focused on school improvement, student achievement, and the Illinois Professional Teaching Standards. The focus of supervision of personnel is the improvement of student learning for all P-12 students including special needs students.

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

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

MSED 662 SCHOOL FINANCE (3) - addresses financial and facility management systems within the district and school. The focus of analysis of each of these systems is on student achievement and how to align these systems to result in improved student achievement for regular and special needs students. Candidates will become familiar with monetary issues facing P-12 public schools in the 21st Century. The candidate will analyze a school district budget and prepare a simulated school building budget.
MSED 663 SCHOOL LAW (3) - addresses the legal foundations of educational systems in the United States as well as current trends and issues. The role of the P-12 principal and concomitant responsibilities within a legal framework are thoroughly explored. Landmark cases, as well as current and evolving cases are emphasized spanning the spectrum of local, state, and federal levels. Included in the course are legal school issues involving bullying, ethnicity, race, gender, exceptionality, religion, language and multiethnic/multicultural education. The rapidly changing area of special education is examined.

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

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

MSED 666 AP RIGOR IN ALL SECONDARY CLASSROOMS (1) – candidates will examine principles of AP instruction in order to integrate them into their own classrooms. Ways to incorporate the appropriate rigor and high expectations characteristics of the AP classroom will be examined. Candidates will learn how to instruct their students in active reading practices and will also learn strategies for employing conversation starters designed to encourage meaningful academic conversations with and among their students. Candidates will reflect on current practice and make practical modifications designed to challenge students.

MSED 667 PLANNING RIGOROUS LESSONS AT THE SECONDARY LEVEL (1) – focuses on how to plan for and execute unites and lessons that will challenge all learners in any secondary classroom. Candidates experience what students will experience by examining an essential question. Using the Understanding by Design model, candidates will design essential questions and authentic experiences to tie their discipline to the real world.

MSED 668 SERVING SPECIAL POPULATIONS (3) - focuses on role of the principal and school leaders to ensure a free and appropriate public education for all students. Key topics are understanding of the scope of special needs and related services, legal obligations of schools, and rights of special student populations (including early childhood, English as a Second Language, differentiated instruction, special education (RTI, 504, IFSP), social and emotional issues, school improvement plans and gifted students. Appropriate placement and services for students with special needs is emphasized.

MSED 669 PRINCIPAL INTERNSHIP I (0-1) - provides the candidate with an on-site internship with a school (mentor) principal in a P-12 public or private school with the support of a faculty supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long Internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted. The faculty supervisor will meet with the candidate and the principal to assess the progress of the internship. The candidate will meet with the faculty supervisor and other candidates to discuss and share their administrative experiences in planned seminars.

MSED 670 SERVING SPECIAL POPULATIONS II (2-3) – provides the candidate with an on-site internship with a school (mentor) principal in a P-12 public or private school with the support of a faculty supervisor. The internship includes school leadership experiences in preschool, elementary, middle school and high school through a year-long Internship with regular and special needs students, such as those with Individual Education Plans (IEPs), Individualized Family Service Plan (IFSPs), or Section 504 plans, English Language Learners (ELLs), and students identified as gifted. The faculty supervisor will meet with the candidate and the principal to assess the progress of the internship. The candidate will meet with the faculty supervisor and other candidates to discuss and share their administrative experiences in planned seminars.

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

MSED 672 TEACHER LEADER PRACTICUM (3) – provides the candidate with an on-site cooperating administrator in a P-12 public or private school with the support of a faculty supervisor. The candidate will have both school leadership and supervision responsibilities. The candidate will review and discuss the approved teacher leader projects with the faculty
supervisor and mentor school leader in regularly scheduled conferences. The candidate will share experiences in seminars with other members of the practicum.

**MSED 675 FOUNDATIONS OF EDUCATIONAL TECHNOLOGY (3)** – serves as an introduction and survey of educational technology. Candidates will investigate current trends in technology from web tools to software and hardware and will learn about global collaborative citizenship. An overview of ethical uses of technology will be addressed along with the beginning development of an e-portfolio that will bridge future education technology learning and sharing. The National Educational Technology Standards will be examined and how these standards will impact the candidate in their classrooms.

**MSED 676 COLLABORATIVE WEB TOOLS IN EDUCATION (3)** – candidates explore 21st century web tools that will allow them to work with peers around the world in many capacities through real time collaboration, read/write applications and online journaling. Candidates will create a web presence for themselves through which they can share ideas with others. Additionally, candidates will learn about web tools to improve communication with parents, students, community members and other various stakeholders in order to have a positive impact on teaching and learning. Prerequisite: MSED/EEND 675

**MSED 677 MULTIMEDIA TOOLS IN EDUCATION (3)** – candidates will investigate multimedia tools that can be used in their classrooms to convey a message, improve a lesson or enhance presentation skills. Multimedia tools can be used as a resource to enrich the gifted and talented curriculum as well as to assist struggling readers, visual learners, absent students and those with special needs. Candidates will delve into the power of video and audio use in the classroom and related ethical issues. The Fair Use Act and its impact on best practices will also be explored. Prerequisite: MSED/EEND 675

**MSED 678 EFFECTIVE TECHNOLOGY INTEGRATION INTO LESSONS AND CURRICULUM (3)** – prepares candidates to seamlessly integrate technology into current units of student to enhance lesson presentations. Technological trends will be reviewed and analyzed with a focus on their effectiveness in the classroom. Candidates will also develop criteria for evaluating instructional technology. The National Educational Technology Standards will be addressed and how these standards merge with state and national content standards.

**MSED 679 ASSESSING AND IMPROVING STUDENT ACHIEVEMENT WITH TECHNOLOGY (3)** – utilizes technological tools to create and use formative and summative assessments. In addition, candidates will examine efficient ways to obtain meaningful student data. Candidates will demonstrate how technology can strengthen the assessment process through examining data in a timely manner to improve instruction and student achievement.

**MSED 680 21ST CENTURY EDUCATIONAL LEADERSHIP (3)** – candidates will develop a comprehensive perspective on seamless integration of technology in education. Candidates will investigate how technology leaders share ideas and leverage resources to further a district’s technology policies and mission. Candidates will learn how to build professional learning communities in order to collaborate on issues related to the future to technology education.

**MSED 682 (BYOT) BRING YOUR OWN TECHNOLOGY LESSON STRATEGIES AND MANAGEMENT ISSUES (1)** - prepares candidates to incorporate technology that students already own into classroom lessons. With current fiscal constraints, many districts have started programs that allow the use of student-owned technology within schools. Candidates will examine potential student technology tools (iPads/tablets, smart phones, notebooks, laptops), software they may own and apps. Issues concerning security, data protection, compliance with the Children’s Internet Protection Act (CIPA) will be examined. The National Education Technology Standards will be briefly surveyed and how these standards impact technology in the classroom will be discussed.

**MSED 683 USING TECHNOLOGY TO FLIP LEARNING (1)** – prepares candidates to use technology to flip their lessons in a variety of ways. Many teachers are flipping learning and the outcome has been dramatic in terms or increasing student engagement and success. Candidates will examine various strategies for designing flipped lessons and will consider classroom management issues that may arise. Candidates will use tools for screen casting, podcasting and more to create their own artifacts for students use online within this exciting teaching model. The National Educational Technology Standards will be briefly surveyed and how these standards impact technology use in the classroom will be discussed.

**MSED 684 DISSECTING MATH DATA: LOOKING PAST THE RTI COLORS (1)** – focuses on the core concepts of Response to Intervention, mathematics assessment procedures and the process of analyzing mathematics data for prescriptive, skill-specific intervention. Participants will also learn how to examine process monitoring data to determine the effectiveness of an intervention.

**MSED 685 DISSECTING READING (LITERACY) DATA: LOOKING PAST THE RTI COLORS (1)** – focuses on the core concepts of Response to Intervention, reading assessment procedures and the process of analyzing reading data for prescriptive, skill-specific interventions. Participants will also learn how to examine progress monitoring data to determine the effectiveness of an intervention.
MSED 686 DEVELOPMENT & CHARACTERISTICS OF INDIVIDUALS WITH SPECIAL NEEDS (43) – 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 moderate 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).

MSED 688 ASSESSMENT OF THE ADULT ENGLISH LANGUAGE LEARNER (ELL) (3) – provides the competencies needed for teachers of adult English language learners to effectively assess their students. This course focuses on realistic assessment practices which are based on current states in the field, and provides the candidate with: Practical knowledge of assessment philosophies (e.g. traditional vs alternative) and their association with politics, reform and current trends, including the relationship with standards alignment; The purpose of current assessment instruments (e.g. Language ID Surveys, Background, Placement, Proficiency, Progress-Achievement and Diagnostic); Opportunities to construct assessment tools for classroom use (e.g. practical, authentic, performance-based instruments); Practice in the administration of various tools with comprehensive analysis; and the critical balance between objectives, the corresponding classroom teaching, consequential student-learning, and the assessment used (O = T / L = A) which includes the vital importance of rubrics, accuracy of data interpretation (scoring/grading) and the implications on teaching. Candidates will review test-preparation strategies, test-taking strategies and accommodations for test-takers, as well the impact of culture on assessment. Also uniquely incorporated into this course is the evaluation of the assessment process (e.g. practicality, validity, face-validity and reliability).

MSED 689 DISCIPLINARY LITERACY (3) – focuses on the relationship between language arts and the development of competent readers and writers across disciplines. The nuances of different types of disciplinary readers are examined through the major shifts in literacy across disciplines with an analysis and implementation of the English Language Arts Standards and effective literacy instruction.

MSED 690 ADMINISTRATIVE INTERNSHIP I (3) - entails the assignment of the candidate to a cooperating administrator in an elementary, secondary, or central office position of a public or private school. The candidate will have both school leadership and supervision responsibilities. In the seminar portion of the internship, the candidate will review and discuss the major and minor administrative projects with the university supervisor and then share experiences with others members of the seminar.

MSED 691 ADMINISTRATIVE INTERNSHIP II (3) - entails the assignment of the candidate to a cooperating administrator in an elementary, secondary, or central office position of a public or private school. The candidate will have both school leadership and supervision responsibilities. In the seminar portion of the internship, the candidate will review and discuss the major and minor administrative projects with the university supervisor and then share experiences with others members of the seminar.

MSED 692 CULTURALLY RESPONSIVE INSTRUCTION: ELEMENTS FOR SUCCESS (1) – introduces the elements of culturally responsive pedagogy and how to use these elements to address the instructional needs of the diverse student population. Candidates will learn how to create a student-centered, collaborative environment that promotes student achievement.

MSED 693 USING DOMAINS TO FRAME INSTRUCTION (1) – provides candidates the opportunity to reflect upon and enhance their instructional practices in order to better serve their students’ needs. Candidates will examine student data to set instructional objectives that align with their district/state/national learning goals and discover resources to assist them in achieving those objectives. Through the thoughtful designing of optimum learning environments, instructions objectives, and multiple assessment tools, will seek to help their student achieve in the area(s) of determined need. Finally, candidates will develop multiple ways to reflect upon their instruction, including participation in professional learning communities and will develop a variety of ways to enhance school/home communication.

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

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

MSED 700 CLOSE READING FOR THE COMMON CORE (1) – provides educators with an understanding of close reading in Common Core ELA instruction. Starting with an exploration of the practice, candidates will consider the necessity of close reading in the repertoire of a student’s reading experience and the importance of this practice in creating stronger, more confident readers. The relationships of text-dependent questioning and test types will be explored. Candidates will learn how to structure close reading experience that will engage all students.
MSED 701 TEXT COMPLEXITY & BALANCING INFORMATION/LITERARY TEXTS FOR THE COMMON CORE (1) – provides educators with an understanding of two major reading shifts in ELA instruction under the Common Core: Studying adequately leveled tests, candidates will learn and apply the three measures of text complexity: quantitative, qualitative, and reader and task considerations to various texts. In addition, candidates will work toward the task of balancing text types in the classroom setting. Considering literary, informational and alternate text types, educators will gain understanding of pairing text with a particular emphasis on making informational text more accessible to all students in all subjects.

MSED 702 TEXT DEPENDENT QUESTIONING FOR THE COMMON CORE (1) – provides educators with an in-depth analysis of one of the major shifts in ELA instruction under the Common Core Standards. The theory behind this shift will be reviewed and will include an examination of current practice and implications for both teachers and students as we move forward. Participants will gain an understanding of what constitutes a text dependent question and have opportunity to recognize, evaluate and construct text dependent questions for use in their classroom. The importance of text selections will be covered. In addition, participants will examine the relationship between students’ close reading and their ability to answer text dependent questions. Instructional strategies will be shared to develop students’ analytic and critical thinking skills.

MSED 703 NAVIGATING PARCC ELA ASSESSMENT (1) – provides educators with a full understanding of the Partnership for Assessment of Readiness for College and Careers (PARCC) English Language Arts (ELA) Assessment in relationship to the Common Core State Standards (CCSS) for ELA and Literacy. Candidates will develop an understanding of the philosophy of the assessment and be introduced to the layout and design of the test. By focusing on the key reading, writing and critical thinking skills the test demands, candidates will learn about types of classroom practices that will best prepare students for this test design.

MSED 704 NAVIGATING PARCC MATH ASSESSMENT (1) – provides educators with a full understanding of the Partnership for Assessment of Readiness for College and Careers (PARCC) Math Assessment in relationship to the Common Core State Standards for Mathematics. Starting with an understanding of the philosophy of the assessment, participants will then be introduced to the layout and design of the test, including technical aspects. Most significantly, with an emphasis on opportunities for in-depth focus and connections between mathematical content and mathematical practice, participants will come to understand the types of classroom pedagogy that will best prepare students for this new design of testing.

MSED 705 CREATING COMMON CORE IEPs (1) – provides educators with a deeper understanding of how Common Core is revolutionizing the way we look at Individualized Education Plans (IEPs) for students with disabilities. This course will focus on how the IEP will shift as schools adopt, unpack and implement the Common Core State Standards. Supporting our students, we must refocus our vision and goals to meet the needs of the 21st century learner. Participants in this course will examine the Common Core State Standards and how that will impact goal setting for students with disabilities. They will also delve into how these new standards will shift the way goals are measured and monitored.

MSED 706 NAVIGATING PARCC FOR STUDENTS WITH DISABILITIES (1) – participants will delve into what the PARCC assessment measures and how that will be accomplished with Special Education students. After gaining a greater understanding of the assessment itself, educators will examine the implications it has for students with a varying degree of disabilities and the accommodations that they will need in order to successfully demonstrate their level for their College and Career goals.

MSED 707 DEALING WITH STRESS IN EDUCATION (3) – creates interactive examination of the circumstances and conditions that cause stress to become a personal impediment. Along with identifying many of the common causes, will be a study of the choices available to dampen the effects stress has on our bodies, minds, contentment, and productivity.

MSED 708 THE HEART OF TEACHING (3) – focuses on educational practitioners in both the classroom and leadership positions. Since instructional quality is largely a function of personal character, this course includes an awareness and examination of the educator’s personal preparedness for the classroom as compared to universal norms for quality teaching.

MSED 709 THE ATTITUDE OF LEADERSHIP (3) – assists educators in gaining an awareness of the elemental nature of attitude as a factor in effectiveness. This course will encourage and assist students in a personal examination of their character, personality and behavior as measured against the time-tested “ingredients” of attitude and stress. This personal examination will lead to an understanding of how they can employ methods to improve themselves not only as professional but also as personal ambassadors in their world. Participants will examine their attitudes and actions and the effect each has on other people. This inward examination and subsequent discussions reveal the value of a healthy attitude in wellbeing and personal effectiveness.

MSED 710 UNDERSTANDING AND APPLYING EMOTIONAL INTELLIGENCE (3) – provides a journey to understand the scientific insights into emotions and their impact in our personal and professional lives. One of the main objectives of the course is to gain better insight into personal levels of emotional intelligence. Preliminary self-scoring “tests”
generate an initial interesting in the concept of emotional intelligence. This data will introduce the role emotions play in our
everyday effectiveness both personal and professional. The five commonly recognized areas of emotional intelligence will be
introduced an examined along with expert explanation by the course’s primary author, Daniel Goleman. From these five
areas, student will be able to gauge their own self-mastery in each as well as means of improving areas they choose. An
emphasis of this course it to help teachers understand how this information can be transmitted to students so they can gain
from its value.

MSED 711 CLASSROOM APPLICATIONS OF DIFFERENTIATED INSTRUCTION (3) – assists teachers in the
classroom setting. Of primary importance is helping educators understand the concept of individualized instruction and its
value to the learning process. This will include a reflection on the educator’s learning style and how it can increase his or her
effectiveness in educating children.

MSED 712 HUMOR IN THE CLASSROOM (3) – candidates will learn creative instructional strategies to incorporate
humor in their classrooms to stimulate the learning environment and motivate students. Research about the use of humor in
the classroom will be discussed since there is evidence suggesting if children can laugh while learning, they can retain content
better. Candidates will be introduced to brain research that supports the concept that student retain more when information is
presented in was that promote fun and laughter. Additionally, humor is one of the of the best healing agents knows to
medicine, thus the importance of humor in relieving stress and the relationship between laughter and good health will be emphasized.

MSED 720 DISCIPLINARY LITERACY FOR COMMON CORE (3) - provides 6-12 educators with a full and complete
understanding of the English/Language Arts (ELA) History/Social Science, and Technical Subjects (HST) standards.
Participants of this course will learn how to examine the ELA/HST standards and how these standards are designed to enhance
the natural literacies in each of the disciplines. Most importantly, participants will explore teaching strategies that will
develop students who are confident in utilizing gained literacy skills as critical thinkers in the 21st century world.

MSED 721 CREATING STRONG AND POWERFUL WRITERS FOR THE COMMON CORE (3) – provides
educators with an understanding of the shifts in teaching writing that will be needed to meet the CCSS writing standards.
Particular focus will be on writing from sources; short, sustained research; and persuasive and argument writing; however,
narrative and poetic writing will also be explored. Both theory and practice will be utilized in understanding the writing
process to help students become better writers. The relationship between the PARCC assessment and writing will also be
stressed.

MSED 722 ADVANCING TO THE NEXT GENERATION SCIENCE STANDARDS (NGSS) K-8 (3) - designed for K-
8 teachers who want to gain a comprehensive understanding of the standards. This course will provide educators with
knowledge and skills required to incorporate NGSS in their classrooms to improve teaching and learning. While teachers will
secure awareness of the history and development of NGSS and the anatomy of the standards, an emphasis is placed on
effective teaching strategies and practices. Teachers will engage in activities to construct new knowledge about science
teaching and learning with the NGSS.

MSED 723 COMMON CORE MATH (K-5) (3) – provides K-5 educators with a deep understanding of the Common Core
State Standards for Mathematics, and the relationships between the Standards for Practice and Standards for Content.
Participants will learn how to examine the K-5 standards closely, with an emphasis on fewer content standards that have
greater focus and coherence and how the Practice standards indulge pedagogy. Initial work will include understanding the
conditions that fueled the need for the Standards’ changes in the 21st century world, as well as the consideration of the needs
of the 21st century learner. Participants will learn teaching strategies to embrace the new Math standards, with a particular
focus on strengthening classroom practice toward seamless and natural integration of the Practice Standards and aligning
learning tasks to the new assessments in grades K-5.

MSED 724 COMMON CORE MATH (6-12) (3) – provides 6-12 educators with a deep understanding of the Common Core
State Standards for Mathematics, and the relationships between the Standards for Practice and Standards for Content.
Participants will learn how to examine the 6-12 standards closely, with an emphasis on fewer content standards that have
greater focus and coherence and how the Practice standards indulge pedagogy. Initial work will include understanding the
conditions that fueled the need for the Standards’ changes in the 21st century world, as well as the consideration of the needs
of the 21st century learner. Participants will learn teaching strategies to embrace the new Math standards, with a particular
focus on strengthening classroom practice toward seamless and natural integration of the Practice Standards and aligning
learning tasks to the new assessments in grades 6-12.
Education (MSHE) Courses

**MSHE 601 HISTORICAL FOUNDATIONS & FUTURE IMPLICATIONS IN AMERICAN HIGHER EDUCATION** (3) – provides a survey of the history of American higher education and the sociological influence higher education has had on shaping American culture. Prevalent concerns and trends will also be analyzed through a historical lens to interpret and begin to resolve contemporary issues surrounding higher education.

**MSHE 605 ORGANIZATIONAL SYSTEMS IN AMERICAN HIGHER EDUCATION** (3) – introduces the organizational structures that govern American higher education institutions. Theoretical models will be utilized to examine the inherent political, fiscal, managerial and cultural complexities within higher education institutions. The interconnected function of governing boards, administration, faculty and various constituents that form an institution will be explored.

**MSHE 612 ASSESSMENT & EVALUATION IN AMERICAN HIGHER EDUCATION** (3) – explores the purpose and implementation of assessment and evaluation within postsecondary institutions. Theories, models, methods, and ethical considerations that assist higher education professional with making data informed decisions will be examined. Institutional effectiveness related to students, faculty, student services and accreditation is the primary emphasis.

**MSHE 615 INTERCULTURAL COMPETENCE IN AMERICAN HIGHER EDUCATION** (3) – serves as a foundation for developing personal and professional intercultural competence which is essential for American higher education practitioners. Readings, discussions and assignments are designed to advance awareness, knowledge and skills that lead to cultivating, sustaining, and affirming inclusive campus cultures.

**MSHE 620 LEADERSHIP IN AMERICAN HIGHER EDUCATION** (3) – critically examines the evolution of leadership theory, diverse leadership methods, and their application within the context of American higher education. The principle and varied academic, student, organizational, managerial and fiscal challenges confronting higher education institutions will be considered. The course content is designed to provide a foundation for underestimating and examining leadership models and styles with the intent of developing effective personal leadership and followership. While leadership may be honed via personal attributes, it may be further defined within given contexts and cultural constructs; thus, a portion of this course will be dedicated to these facets.

**MSHE 625 ACCESS, ENROLLMENT & SUCCESS IN AMERICAN HIGHER EDUCATION** (3) – analyzes enrollment management in American higher education through a philosophical, practical and ethical framework. The fundamental integration of admissions, financial aid, and student access will be explored. Strategic practices and related policies and programs with the aim to recruit, retain, and graduate students across race and socioeconomic parameters will be addressed. The assessment of an institution’s enrollment health and organizational issues and trends will also be examined.

**MSHE 626 STUDENT AFFAIRS PROFESSION PRACTICE IN AMERICAN HIGHER EDUCATION** (3) – provides a foundation for understanding the student affairs professionals within American higher education. Responsibilities of officials, administration of services and programs, and organizational structure will be examined. Students will also explore attributes and dispositions necessary for effective student affairs professionals.

**MSHE 649 PROFESSIONAL PROJECT IN AMERICAN HIGHER EDUCATION** (3) – provides a capstone experience for students enrolled in the Master of Science in Higher Education program. It is designed for students who are currently employed within higher education institutions. The Professional Project is a self-directed experience giving the student an opportunity to create, evaluate, analyze and apply knowledge gained throughout the Higher Education program.

**MSHE 650 INTERNSHIP IN AMERICAN HIGHER EDUCATION** (3) – provides students a full semester internship experience (150 hours) at a college or university. Under the supervision of a mentor and a USF supervisor, the student will engage in administrative responsibilities that require the application of a higher education knowledgebase and practical skills.

**REAL Regional Education (REAL) Courses**

**REAL 600 STANDARDS AND PROPOSITIONS NB** (3) - prepares participants to fully investigate the 5 Core Propositions and the National Board for Professional Teaching Standards (NBPTS) in their selected area of certificate. Participants will analyze their own teaching to identify the 5 Core Propositions as well as NBPTS standards in their learning environments. Once identified, participants are expected to be reflective practitioners and move toward incorporating developing accomplished teaching practices in daily teaching.
REAL 601 ANALYZING CURRICULUM PLANNING NB (3) - prepares participants to analyze and reflect on their planning, instruction, and assessment within their own learning environment. Participants will utilize the Architecture of Teaching and the NBPTS in their certificate area to reflect on student learning. Reflection of integration of curricular areas is expected with this course. In addition, analyzing student work samples to enhance instruction and improve student learning is expected as part of this course requirement.

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

REAL 603 COLLABORATIVE RELATIONSHIPS NB (3) - prepares participants to identify and analyze past and current collaborative relationships as members of learning communities. Collaboration with families and the school’s community will be identified and analyzed with regards to the impact on student learning. Participants will also recognize the contributions to the school community, leadership opportunities, and personal accomplishments and the impact on their teaching and student learning. NBPTS will be utilized throughout this process as teachers reflect on their collaboration using national teaching standards.

REAL 604 ASSESSMENT CENTER PREP NB (3) - prepares participants for the NBPTS Assessment Center in their area of certification. Participants will utilize the NBPTS Assessment Center exercises in their certificate area to identify what is known and what needs additional research and studying. Participants will utilize the Assessment Center rubrics to identify the expectations of the assessment center.

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

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

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

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

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

REAL 625 HUMOR IN THE CLASSROOM (3) – candidates will learn creative instructional strategies to incorporate humor in their classrooms to stimulate the learning environment and motivate students. Research about the use of humor in the classroom will be discussed since there is evidence suggesting if children can laugh while learning, they can retain content better. Candidates will be introduced to brain research that supports the concept that student retain more when information is presented in was that promote fun and laugh. Additionally, humor is one of the of the best healing agents known to medicine, thus the importance of humor in relieving stress and the relationship between laughter and good health will be emphasized.

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

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

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

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

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

REAL 640 STUDENTS WITH AUTISM SPECTRUM DISORDERS (3) – focuses on understanding the characteristics and learning styles including social, communication, behavioral, sensory, and cognitive differences of students with Autism Spectrum Disorders. The difference between Autism and Asperger’s Syndrome will be explored. Application of this information will be applied to effective teaching strategies for students in both general and special education classrooms.

REAL 641 CHARACTERISTICS AND METHODS FOR TEACHING LEARNERS WITH AUTISM SPECTRUM DISORDERS (3) – explores effective techniques and strategies for teaching students with autism spectrum disorders. These methods will include behavioral supports and interventions, discrete trial teaching, environmental supports and structured teaching, Picture Exchange Communication System, visual systems, and Social Stories. The course will focus on the understanding theories supporting the use of these strategies and the application of these strategies to working with students with autism spectrum disorders.

REAL 682 THE EFFECTIVE TEACHER (2-3) – examines and applies methods that include how to manage a classroom with efficient procedures and routines, demonstrate high expectations for all students and design learning activities to achieve high-level academic success. Additional topics include effective communication with the total learning community, building and district procedures, cooperative learning approaches, team teaching techniques and effective utilization of support staff and programs.

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

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

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

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

REAL 688 NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION (NOAA) TEACHER AT SEA (3-4) – gives teachers a clearer insight into our ocean planet, a greater understanding of maritime work and studies, and to increase their level of environmental literacy by fostering an interdisciplinary research experience. In studying the ocean and atmosphere, teachers will realize the enormous influence each has on their lives and the world; in participating I maritime activities, teachers will appreciate the work and skill that is needed to support oceanic and atmospheric research. With this knowledge, teacher will engage student and excite their curiosity about NOAA science. NOAA’s Teacher at Sea Program is dedicated to fostering an interdisciplinary educational experience that provides a unique environment for learning and teaching.
REAL 694 TOPICS IN EDUCATION (1-4) – provides graduate level advanced study of selected topics. Topic courses can be repeated for graduate credit.

REAL 700 CLOSE READING FOR THE COMMON CORE (1) – provides educators with an understanding of close reading in Common Core ELA instruction. Starting with an exploration of the practice, candidates will consider the necessity of close reading in the repertoire of a student’s reading experience and the importance of this practice in creating stronger, more confident readers. The relationships of text-dependent questioning and test types will be explored. Candidates will learn how to structure close reading experience that will engage all students.

REAL 701 TEXT COMPLEXITY & BALANCING INFORMATION/LITERARY TEXTS FOR THE COMMON CORE (1) – provides educators with an understanding of two major reading shifts in ELA instruction under the Common Core: Studying adequately leveled texts, candidates will learn and apply the three measures of text complexity: quantitative, qualitative, and reader and task considerations to various texts. In addition, candidates will work toward the task of balancing text types in the classroom setting. Considering literary, informational and alternate text types, educators will gain understanding of pairing text with a particular emphasis on making informational text more accessible to all students in all subjects.

REAL 702 TEXT DEPENDENT QUESTIONING FOR THE COMMON CORE (1) – provides educators with an in-depth analysis of one of the major shifts in ELA instruction under the Common Core Standards. The theory behind this shift will be reviewed and will include an examination of current practice and implications for both teachers and students as we move forward. Participants will gain an understanding of what constitutes a text dependent question and have opportunity to recognize, evaluate and construct text dependent questions for use in their classroom. The importance of text selections will be covered. In addition, participants will examine the relationship between students’ close reading and their ability to answer text dependent questions. Instructional strategies will be shared to develop students’ analytic and critical thinking skills.

REAL 703 NAVIGATING PARCC ELA ASSESSMENT (1) – provides educators with a full understanding of the Partnership for Assessment of Readiness for College and Careers (PARCC) English Language Arts (ELA) Assessment in relationship to the Common Core State Standards (CCSS) for ELA and Literacy. Candidates will develop an understanding of the philosophy of the assessment and be introduced to the layout and design of the test. By focusing on the key reading, writing and critical thinking skills the test demands, candidates will learn about types of classroom practices that will best prepare students for this test design.

REAL 704 NAVIGATING PARCC MATH ASSESSMENT (1) – provides educators with a full understanding of the Partnership for Assessment of Readiness for College and Careers (PARCC) Math Assessment in relationship to the Common Core State Standards for Mathematics. Starting with an understanding of the philosophy of the assessment, participants will then be introduced to the layout and design of the test, including technical aspects. Most significantly, with an emphasis on opportunities for in-depth focus and connections between mathematical content and mathematical practice, participants will come to understand the types of classroom pedagogy that will best prepare students for this new design of testing.

REAL 705 CREATING COMMON CORE IEPs (1) – provides educators with a deeper understanding of how Common Core is revolutionizing the way we look at Individualized Education Plans (IEPs) for students with disabilities. This course will focus on how the IEP will shift as schools adopt, unpack and implement the Common Core State Standards. Supporting our students, we must refocus our vision and goals to meet the needs of the 21st century learner. Participants in this course will examine the Common Core State Standards and how that will impact goal setting for students with disabilities. They will also delve into how these new standards will shift the way goals are measured and monitored.

REAL 706 NAVIGATING PARCC FOR STUDENTS WITH DISABILITIES (1) – participants will delve into what the PARCC assessment measures and how that will be accomplished with Special Education students. After gaining a greater understanding of the assessment itself, educators will examine the implications it has for students with a varying degree of disabilities and the accommodations that they will need in order to successfully demonstrate their level for their College and Career goals.

REAL 720 DISCIPLINARY LITERACY FOR COMMON CORE (3) – provides 6-12 educators with a full and complete understanding of the English/Language Arts (ELA) History/Social Science, and Technical Subjects (HST) standards. Participants of this course will learn how to examine the ELA/HST standards and how these standards are designed to enhance the natural literacies in each of the disciplines. Most importantly, participants will explore teaching strategies that will develop students who are confident in utilizing gained literacy skills as critical thinkers in the 21st century world.

REAL 721 CREATING STRONG AND POWERFUL WRITERS FOR THE COMMON CORE (3) – provides educators with an understanding of the shifts in teaching writing that will be needed to meet the CCSS writing standards. Particular focus will be on writing from sources; short, sustained research; and persuasive and argument writing; however, narrative and poetic writing will also be explored. Both theory and practice will be utilized in understanding the writing
process to help students become better writers. The relationship between the PARCC assessment and writing will also be stressed.

REAL 722 ADVANCING TO THE NEXT GENERATION SCIENCE STANDARDS (NGSS) K-8 (3) - designed for K-8 teachers who want to gain a comprehensive understanding of the standards. This course will provide educators with knowledge and skills required to incorporate NGSS in their classrooms to improve teaching and learning. While teachers will secure awareness of the history and development of NGSS and the anatomy of the standards, an emphasis is placed on effective teaching strategies and practices. Teachers will engage in activities to construct new knowledge about science teaching and learning with the NGSS.

REAL 723 COMMON CORE MATH (K-5) (3) – provides K-5 educators with a deep understanding of the Common Core State Standards for Mathematics, and the relationships between the Standards for Practice and Standards for Content. Participants will learn how to examine the K-5 standards closely, with an emphasis on fewer content standards that have greater focus and coherence and how the Practice standards indulge pedagogy. Initial work will include understanding the conditions that fueled the need for the Standards’ changes in the 21st century world, as well as the consideration of the needs of the 21st century learner. Participants will learn teaching strategies to embrace the new Math standards, with a particular focus on strengthening classroom practice toward seamless and natural integration of the Practice Standards and aligning learning tasks to the new assessments in grades K-5.

REAL 724 COMMON CORE MATH (6-12) (3) – provides 6-12 educators with a deep understanding of the Common Core State Standards for Mathematics, and the relationships between the Standards for Practice and Standards for Content. Participants will learn how to examine the 6-12 standards closely, with an emphasis on fewer content standards that have greater focus and coherence and how the Practice standards indulge pedagogy. Initial work will include understanding the conditions that fueled the need for the Standards’ changes in the 21st century world, as well as the consideration of the needs of the 21st century learner. Participants will learn teaching strategies to embrace the new Math standards, with a particular focus on strengthening classroom practice toward seamless and natural integration of the Practice Standards and aligning learning tasks to the new assessments in grades 6-12.

REAL 740 NIAAA FOUNDATIONS OF ATHLETIC ADMINISTRATION (1) – shows candidates how to successfully build, maintain and administer an interscholastic athletic program. Emphasis will focus on specific aspects of athletic administration and prerequisites required to become a Certified Athletic Administrator. Candidates must complete four NIAAA leaderships modules, conducted by NIAAA approved presenters.

REAL 750 NFHS ACCREDITED INTERSCHOLASTIC COACH (1) – shows candidates how to successfully coach, build and administer an interscholastic sport program. Emphasis will focus on the role of the coach as an instructional leader and the prerequisites required to become an Accredited Interscholastic Coach. Candidates must complete four NFHS leadership coaching modules, conducted by NFHS approved online video instruction.

REAL Regional Education (RECT) Courses

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

RECT 601 ASCD KINDERGARTEN CONFERENCE 2 (1-3) - identifies and describes instructional strategies (through a variety of workshops and featured keynote presenters) that show candidates how to work successfully with early grade children, families, other educators/administrators, outside community agencies, and professional organizations within their school communities.

RECT 602 ASCD KINDERGARTEN CONFERENCE 3 (1-3) - identifies and describes instructional strategies (through a variety of workshops and featured keynote presenters) that show candidates how to work successfully with early grade children, families, other educators/administrators, outside community agencies, and professional organizations within their school communities.

RECT 621 ETHICS IN EDUCATION: DOING THE RIGHT THING (3) - examines the process of education and explores the best practices that will improve the delivery of knowledge to students of all ages. Address issues relevant to today's students as educators prepare students for the future. Motivating students to adjust and compete in a world that may be unfamiliar to them now and even more diverse when they enter the workforce will be addressed throughout the course.
RECT 622 DIFFERENTIATING FOR DIVERSE LEARNERS (3) - examines the process of education and explores the best practices that will improve the delivery of knowledge to students of all ages. Research clearly states that the brain development of our students is very different than it was just a few year ago. Children have become digital learners. This drastically changes the rubric for delivering the curriculum to our tech-savvy students. This course will assist teachers with their instructional strategies to keep abreast of the current challenges that they face in the ever changing classroom environment that impacts student learning. (This course is programmatic, it can be applied as an elective to a Master’s Degree Program.)

RECT 623 MID-AMERICA CONFERENCE: RELATIONSHIPS + RESOURCES = RESULTS (3) – examines the process of education and explores the best practices that will improve the delivery of knowledge to students of all ages. We know that the brains of our students are very different than they were just a few years ago. They have become digital learners. This drastically changes the rubric for delivering the curriculum to our tech-savvy students. Our schools, classrooms and teachers must adapt to this important trend by building positive relationships with all students and acquiring state of the art resources essential for reaching and teaching all students through their diverse learning styles.

RECT 624 TECHNOLOGY AND TEACHING STRATEGIES THAT PROMOTE COMMON CORE STANDARDS (3) – The focus of this course, Technology and Teaching Strategies that promote Common Core Standards, is to examine the process of education and explore the best practices that will improve the delivery of knowledge to students of all ages. We know that the brains of our students are very different than they were just a few years ago. They have become digital learners. This drastically changes the rubric for delivering the curriculum to our tech-savvy students. Our schools, classrooms and all educators must adapt to this important trend by building positive relationships with all students and acquiring state of the art resources essential for reaching and teaching all students through diverse learning styles.

RECT 642 (BYOT) BRING YOUR OWN TECHNOLOGY LESSON STRATEGIES AND MANAGEMENT ISSUES (0-1) - prepares candidates to incorporate technology that students already own into classroom lessons. With current fiscal constraints, many districts have started programs that allow the use of student-owned technology within schools. Candidates will examine potential student technology tools (iPads/tablets, smart phones, notebooks, laptops), software they may own and apps. Issues concerning security, data protection, compliance with the Children’s Internet Protection Act (CIPA) will be examined. The National Education Technology Standards will be briefly surveyed and how these standards impact technology in the classroom will be discussed.

RECT 643 USING TECHNOLOGY TO FLIP LEARNING (0-1) – prepares candidates to use technology to flip their lessons in a variety of ways. Many teachers are flipping learning and the outcome has been dramatic in terms or increasing student engagement and success. Candidates will examine various strategies for designing flipped lessons and will consider classroom management issues that may arise. Candidates will use tools for screencasting, podcasting and more to create their own artifacts for students use online within this exciting teaching model. The National Educational Technology Standards will be briefly surveyed and how these standards impact technology use in the classroom will be discussed.

RECT 646 DISSECTING MATH DATA: LOOKING PAST THE RTI COLORS (0-1) – focuses on the core concepts of Response to Intervention, mathematics assessment procedures and the process of analyzing mathematics data for prescriptive, skill-specific intervention. Participants will also learn how to examine process monitoring data to determine the effectiveness of an intervention.

RECT 647 DISSECTING READING (LITERACY) DATA: LOOKING PAST THE RTI COLORS (0-1) – focuses on the core concepts of Response to Intervention, reading assessment procedures and the process of analyzing reading data for prescriptive, kill-specific interventions. Participants will also learn how to examine progress monitoring data to determine the effectiveness of an intervention.

RECT 648 SUPPORTING ENGLISH LANGUAGE LEARNERS IN THE INCLUSIVE CLASSROOM I (0-1) – this course provides participants with a deeper understanding to how to meet the needs of English Language Learners in the regular education classroom. Participants will be introduced to the foundations of language acquisition with special focus on the implementation of instructional strategies and assessments that allow for differentiation for English Language Learners.

RECT 649 CULTURALLY RESPONSIVE INSTRUCTION: ELEMENTS FOR SUCCESS (0-1) – introduces the elements of culturally responsive pedagogy and how to use these elements to address the instructional needs of the diverse student population. Candidates will learn how to create a student-centered, collaborative environment that promotes student achievement.

RECT 650 CLOSE READING FOR THE COMMON CORE (1) – provides educators with an understanding of close reading in Common Core ELA instruction. Starting with an exploration of the practice, candidates will consider the necessity
of close reading in the repertoire of a student’s reading experience and the importance of this practice in creating stronger, more confident readers. The relationships of text-dependent questioning and test types will be explored. Candidates will learn how to structure close reading experience that will engage all students.

**RECT 651 TEXT COMPLEXITY & BALANCING INFORMATION/LITERARY TEXTS FOR THE COMMON CORE (0-1)** – provides educators with an understanding of two major reading shifts in ELA instruction under the Common Core: Studying adequately leveled tests, candidates will learn and apply the three measures of text complexity: quantitative, qualitative, and reader and task considerations to various texts. In addition, candidates will work toward the task of balancing text types in the classroom setting. Considering literary, informational and alternate text types, educators will gain understanding of pairing text with a particular emphasis on making informational text more accessible to all students in all settings.

**RECT 652 TEXT DEPENDENT QUESTIONING FOR THE COMMON CORE (0-1)** – provides educators with an in-depth analysis of one of the major shifts in ELA instruction under the Common Core Standards. The theory behind this shift will be reviewed and will include an examination of current practice and implications for both teachers and students as we move forward. Participants will gain an understanding of what constitutes a text dependent question and have opportunity to recognize, evaluate and construct text dependent questions for use in their classroom. The importance of text selections will be covered. In addition, participants will examine the relationship between students’ close reading and their ability to answer text dependent questions. Instructional strategies will be shared to develop students’ analytic and critical thinking skills.

**RECT 653 NAVIGATING PARCC ELA ASSESSMENT (0-1)** – provides educators with a full understanding of the Partnership for Assessment of Readiness for College and Careers (PARCC) English Language Arts (ELA) Assessment in relationship to the Common Core State Standards (CCSS) for ELA and Literacy. Candidates will develop an understanding of the philosophy of the assessment and be introduced to the layout and design of the test. By focusing on the key reading, writing and critical thinking skills the test demands, candidates will learn about types of classroom practices that will best prepare students for this test design.

**RECT 654 NAVIGATING PARCC MATH ASSESSMENT (0-1)** – provides educators with a full understanding of the Partnership for Assessment of Readiness for College and Careers (PARCC) Math Assessment in relationship to the Common Core State Standards for Mathematics. Starting with an understanding of the philosophy of the assessment, participants will then be introduced to the layout and design of the test, including technical aspects. Most significantly, with an emphasis on opportunities for in-depth focus and connections between mathematical content and mathematical practice, participants will come to understand the types of classroom pedagogy that will best prepare students for this new design of testing.

**RECT 655 CREATING COMMON CORE IEPs (0-1)** – provides educators with a deeper understanding of how Common Core is revolutionizing the way we look at Individualized Education Plans (IEPs) for students with disabilities. This course will focus on how the IEP will shift as schools adopt, unpack and implement the Common Core State Standards. Supporting our students, we must refocus our vision and goals to meet the needs of the 21st century learner. Participants in this course will examine the Common Core State Standards and how that will impact goal setting for students with disabilities. They will also delve into how these new standards will shift the way goals are measured and monitored.

**RECT 656 NAVIGATING PARCC FOR STUDENTS WITH DISABILITIES (0-1)** – participants will delve into what the PARCC assessment measures and how that will be accomplished with Special Education students. After gaining a greater understanding of the assessment itself, educators will examine the implications it has for students with a varying degree of disabilities and the accommodations that they will need in order to successfully demonstrate their level for their College and Career goals.

**RECT 659 PLANNING RIGOROUS LESSONS AT THE SECONDARY LEVEL (0-1)** – focuses on how to plan for and execute units and lessons that will challenge all learners in any secondary classroom. Candidates experience what students will experience by examining an essential question. Using the Understanding by Design model, candidates will design essential questions and authentic experiences to tie their discipline to the real world.

**RECT 668 AP RIGOR IN ALL SECONDARY CLASSROOMS (0-1)** – candidates will examine principles of AP instruction in order to integrate them into their own classrooms. Ways to incorporate the appropriate rigor and high expectations characteristics of the AP classroom will be examined. Candidates will learn how to instruct their students in active reading practices and will also learn strategies for employing conversation starters designed to encourage meaningful academic conversations with and among their students. Candidates will reflect on current practice and make practical modifications designed to challenge students.
RECT 661 ADVANCED PLACEMENT INSTITUTE (2) – prepares high school instructors with the materials and knowledge necessary that will allow their students to be successful in a college level AP classroom. Each academic AP discipline will have an expert in that content area to facilitate discussions, share instructional strategies, and assist in lesson planning that will increase the student’s ability to achieve a high score in the AP exams.

RECT 662 ADVANCED PLACEMENT INSTITUTE 2013 (2) - prepares high school instructors with the materials and knowledge necessary that will allow their students to be successful in a college level AP classroom. Each academic AP discipline will have an expert in that content area to facilitate discussions, share instructional strategies, and assist in lesson planning that will increase the student’s ability to achieve a high score in the AP exams.

RECT 663 ADVANCED PLACEMENT INSTITUTE 2014 (2) - prepares high school instructors with the materials and knowledge necessary that will allow their students to be successful in a college level AP classroom. Each academic AP discipline will have an expert in that content area to facilitate discussions, share instructional strategies, and assist in lesson planning that will increase the student’s ability to achieve a high score in the AP exams.

RECT 681 EARLY CHILDHOOD CONFERENCE 2013 (1-3) – identifies and describes instructional strategies (through a variety of workshops and featured keynote presenters) that show candidates how to work successfully with early grade children, families, other educators/administrators, outside community agencies and professional organizations within their school communities.

REAL Reading Teacher Endorsement (REND) Courses
REN 641 FOUNDATIONS OF LITERACY (3) – focuses on the history of literacy instruction, theoretical models of instruction in literacy and research-based methodology through the lens of a 21st century classroom implementing Common Core Standards.

REN 642 ASSESSMENT PROCEDURES AND DATA ANALYSIS FOR STUDENT ACHIEVEMENT (3-4) – examines a wealth of grade appropriate assessment tools at the screening, diagnostic and progress monitoring level. Special emphasis is placed on data interpretation and analysis for student achievement in components related to English Language Arts Common Core Standards.

REN 643 DIAGNOSTIC TEACHING TECHNIQUES AND MATERIALS (3) – explores research-based exemplary strategies, standards, and materials that are grade appropriate and tailored for specific literacy needs and components. Selection, implementation, and reflection of classroom-based strategies and materials connected to English Language Arts Common Core based on collected data is emphasized.

REN 644 UTILIZING LITERATURE IN THE CLASSROOM (3) – explores a wide variety of literature, including informational text; and provides opportunities for locating and evaluating texts appropriate for grade and reading levels of students. Extensive reading of texts from multiple genres and their connection to Common Core Standards is emphasized.

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

REN 647 LITERACY AND DIVERSE LEARNERS (3) - addresses specific literacy needs for diverse learners. Best practice considerations for students with exceptionalities; low socio-economic students; and student with religious, linguistic and multicultural needs are emphasized. Analysis of school demographics and connections to outside resources allow a more comprehensive understanding of students in the 21st century classroom.

REN 648 WRITING INSTRUCTION IN THE 21ST CENTURY (3) – focuses on the instructions of writing as part of developing a competent 21st century writer in light of the emphasis on writing in the English Language Arts Common Core Standards. Emergent writing through proficient writing is emphasized as well as the role of instruction in this literacy component.

REN 651 READING TEACHER PRACTICUM (3) – provides multiple opportunities to plan and participate in professional and practical literacy activities in order to promote life-life learning and a professional literacy model to colleagues and students.

REN 689 DISCIPLINARY LITERACY (3) - focuses on the relationship between language arts and the development of competent readers and writers across disciplines. The nuances of different types of disciplinary readers are examined through the major shifts in literacy across disciplines with an analysis and implementation of the English Language Arts Standards and effective literacy instruction.
Special Education (SPED) Courses

SPED 646 SPECIAL EDUCATION PRACTICUM (2) – is 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.

College of Nursing

Nursing (NURS) Courses

NURS 610 ADVANCED PRACTICE NURSING: ROLES AND ISSUES (4) - focuses on students developing an appreciation for the clinical and leadership roles expected of advanced practice nurses within the current and future national and international health care systems. Emphasis is placed on the breadth and depth of clinical competencies of the individual advanced practice nursing specialties and how these competencies should be integrated into the collaborative interdisciplinary teamwork required to ensure quality, cost-effective, and accessible care within a variety of health care settings. The health care environments and their components are analyzed relative to health care policy and financing using a systems approach. Concepts in organizational structure and theory and political processes influencing health care policy are discussed. Synthesis of the course content facilitates transition to an advanced practice role, and promotes integration of the new functions and activities into professional practice.

NURS 611 BIOSTATISTICS AND NURSING RESEARCH (4) - focuses on research and applied statistics for the health sciences of importance to advanced practice nursing. Emphasis is placed on a conceptual understanding of statistics, methods of inquiry as a basis for the expansion of nursing knowledge and the application of research in advanced clinical practice. Selection of statistical and research methods to identify client-focused clinical nursing problems and appropriate interventions in advanced practice are addressed. The course provides a basis for understanding statistical methods and the evaluation of published research while supporting the application of quantitative and qualitative research methods to clinical practice client/population focused problems. Analysis of research studies and utilized statistical methods, as well as the identification of a specific research problem in nursing that is addressed with an evidence-based nursing practice paper, are expected outcomes of this course. Prerequisites: Undergraduate Statistics

NURS 612 POPULATION HEALTH (4) - focuses on creating a culture of wellness from a perspective of population health. Emphasis is placed on a population based approach for advanced practice nurses in disease management, chronic care management, public health, health policy, quality and patient safety. Epidemiological topics such as, emerging infectious diseases, screening and prevention of diseases, chronic disease, role of culture, genetic applications, nursing pandemics and emergency preparedness and applications in clinical nursing sciences are discussed. Frameworks for cultural assessment and intervention are discussed and applied in a transcultural nursing paper.

NURS 613 EVIDENCE-BASED HEALTH CARE (4) – incorporates the evidence-based (EB) process in healthcare practice and policy improvement, clinical reasoning, and clinical decision making. Emphasis is placed on understanding principles of evidence measurement, collection, management and analysis. Students are prepared to address clinical issues by selecting internal evidence, validating clinical practice, and implementing application of evidence through the use of continuous monitoring of outcomes. Prerequisites: NURS 611 and Undergraduate Statistics

NURS 620 ADVANCED PATHOPHYSIOLOGY (4) - 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 (4) - focuses on advanced principles of pharmacology, including both the pharmacotherapeutics and pharmacokinetics of selected drug groups and their clinical application. The course is designed to build upon the understanding of pathophysiological mechanisms of disease processes, and to provide the foundation for clinical competency in therapeutic drug administration across the life span. Emphasis is placed on provision of knowledge, and skills to assess, diagnose, and treat common health alterations, and the issues related to prescriptive practice. Synthesis and application of pharmacological principles will also be integrated within the clinical practice experience.

NURS 622 ADVANCED HEALTH ASSESSMENT (4) - focuses on the expansion and refinement of the clinician’s skills in collecting and integrating data necessary for a comprehensive health assessment. It is designed to strengthen the physical, social and psychological assessment across the life span as well as incorporate the cultural and developmental variations of individuals. Laboratory and clinical experiences in advanced practice skills are used to emphasize the differentiation between normal and abnormal findings. The enhancement of holistic assessment skills is intended to serve as the basis for ensuring
appropriate and effective clinical decision-making in advanced practice (Weekday residency required). Prerequisites: NURS 610, 611, 612, 620 and 621.

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

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

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

NURS 651 PHARMACOTHERAPEUTICS IN ADVANCED PRACTICE PSYCHIATRIC NURSING (2) – presents a neurobiological science based overview of the pharmacological treatment of psychiatric disorders. Pharmacological agents and strategies for evidence-based treatment of acute and chronic behavioral and psychiatric disorders are examined. Prescribing and medication management roles and responsibilities of family psychiatric nurse practitioners are emphasized. The course uses an evidence-based, integrative approach to the combined use of medication management in population with specific psychiatric disorders. Special attention is placed in psychopharmacology of children and geriatric patients as well as women across the reproduction life cycle.

NURS 653 PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER CLINICAL MANAGEMENT I (5) – focuses on building foundational skills including the development of an appropriate provider/patient alliance in diagnosing, treating and managing patient populations. The course includes the incorporation of state specific mental health laws while learning the proper usage of screening and assessment tools and the DSM IV to determine appropriate diagnoses and identify crises and acute situations. Current research and epidemiological trends in psychiatric mental health care are utilized in the analysis of clinical decision making and collaboration with interdisciplinary providers for the early screening, assessment and diagnosis of psychopathology across the lifespan. Laboratory and clinical setting allow student to apply assessment and intervention strategies to assist patient with the maintenance and restoration of their highest level of mental health. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.)

NURS 654 PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER CLINICAL MANAGEMENT II (5) – focuses on psychotherapeutic management of psychiatric disorders and behavioral/mental health problems with a focus on early diagnosis and appropriate treatment, at risk populations and use of psychopharmacotherapeutics across the lifespan. Current research and epidemiological trends in psychiatric mental health care are utilized for the selection of pertinent constructs to be addressed and therapies to be explored. Opportunities are provided for examination and application of individual self, group and marital/couples therapies across the lifespan in various clinical practice settings. Laboratory and clinical setting allow students to apply assessment and intervention strategies to assist patients with the maintenance and restoration of their highest level of mental health. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.)

NURS 655 PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER CLINICAL MANAGEMENT II (5) – focuses on the culmination of skill sets allowing for the comprehensive management of psychiatric disorders and behavior/mental health problems in patient population across the lifespan. Current research and epidemiological trends in psychiatric mental health care are utilized in the clinical opportunities for screening, assessment, diagnosis, treatment and medication management of various patient population across the lifespan. The clinical settings allow opportunities for the students to collaborate with the various disciplines while applying assessment and intervention strategies to assist patients with the maintenance and restoration of their highest level of mental health. The students will practice appropriate personal and professional boundaries and identify various professional and therapeutic resources for their patient populations. (Student must meet with the clinical faculty during the semester preceding their enrollment to arrange for the clinical component of this course.)
NURS 670 FNP THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT I (5) - focuses on primary health care delivery with an emphasis on health promotion, risk screening, and disease prevention across the entire life span. Current research and epidemiological trends in health care are explored and serve as the foundation for application of clinical decision making in advanced practice roles. This course provides opportunity for discussion, differentiation, and application of the concepts related to various clinical practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies for episodic health care problems, and emphasize promotion of the client’s self-care agency. (Students should review the Graduate Clinical Rotation Guidance document nine months before beginning practica courses.) Prerequisite: NURS 610, 611, 612, 613, 620 and 621.

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

NURS 672 FNP THEORETICAL PRINCIPLES AND CLINICAL MANAGEMENT III (5) - focuses on management strategies for human response to acute and chronic complex problems across the life span. Current research and epidemiological trends in health care are utilized for the selection of pertinent health issues to be addressed. Emphasis is placed on the entire life span (pediatric, adult, and geriatric) in keeping with the population trends impacting health care delivery. This course provides opportunity for practice roles. Laboratory and clinical settings allow students to apply assessment and intervention strategies to assist the client with the maintenance and restoration of his/her highest level of wellness. (Students should review the Graduate Clinical Rotation Guidance document before beginning practica courses). Prerequisite: NURS 671.

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

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

NURS 698 CLINICAL RESIDENCY (4) - is specific to the FNP 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 across the lifespan. Students will complete a critical literature review poster and present poster at Scholarship Day. Prerequisites: Completion of all Graduate Core, Advanced Practice Core and Practica courses.

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

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

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

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

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

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

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

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

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

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