

GRADUATE COURSES

BUSINESS

■ C.M.B.A. Master of Business Administration

CMBA 600. ORIENTATION

The objectives of the Orientation Course are to develop esprit de corps among all new MBA students, as well as the faculty and staff of the program; to give the participants concrete, take-away knowledge in the fundamentals of business education and to set appropriate expectations about the effort, quality and cooperation needed to complete the program. This course provides a basic overview of undergraduate business concepts needed to proceed in the MBA program and allows the student to assess their strength and weaknesses at this particular point in their program. All students must also complete computer knowledge and skills training to analyze their proficiency in the three major computer applications for the program.

Students will receive lectures from faculty members who will teach the fundamental courses in the core courses and be tested on those principles. Also as a part of the residency, participants are introduced to the goals, expectations and methods that are used throughout the program, including case analysis methodology, business plan preparation and business research and analysis skills and techniques. Particular emphasis is placed upon the explanation of and agreement to adhere to the CMBA Honor Code and its stipulations. The ongoing emphasis on relational learning will be explained and stressed as well. The successful completion of this course is required prior to a student proceeding with the Core Courses. Prerequisite: Permission of the MBA Director. Pass/Fail Grading. *Two credits*

■ C.M.B.A. Core Courses

CMBA 601. BUSINESS ETHICS

Students will concentrate on the understanding of worldviews and their effects in the workplace and how ethical decision-making models rely heavily on the understanding of our own and others worldviews. Some of the topics to be considered include the Sarbanes Oxley Act, earnings management, responsibilities of the board of directors and officers, the auditing function, the role of institutional investors and other stakeholders, as well as issues relating to executive compensation. Extensive use of case studies will be used and required weekly. Prerequisite: CMBA 600. *Three credits*

CMBA 602. MANAGERIAL ECONOMICS

This course analyzes business problems in terms of microeconomic principles and methods. Students are required to apply the economic method to managerial decisions in demand estimation, production and cost analysis, and pricing and competitive strategies. Course material integrates economic theory with statistical techniques and concepts from other business disciplines through a series of analytical models. *Three credits*

CMBA 603. FINANCIAL STATEMENT ANALYSIS

The basic concepts of corporate financial statements are developed and explained, with an emphasis on the necessity of understanding these statements, the underlying methodologies used in preparing them and the implications of choices made by accountants. Tools for analyzing profitability, liquidity, leverage, alternatives available within generally accepted accounting principles on financial statements, in terms of management's financial reporting strategy are also explored. *Three credits*

CMBA 604. STRATEGIC FINANCIAL MANAGEMENT

Financial management techniques, policies and theories are discussed and cases, as well as problem-scenario analyses using these topics are fully explored. These topics and policies include: strategies for acquiring and applying current and long-term assets, working capital, total capitalization and profit distribution (presented in the context of share price maximization). Other topics include global financial strategies, leasing, risk analysis, project evaluation and cost of capital. *Three credits*

CMBA 605. STRATEGIC MANAGEMENT CONCEPTS AND APPLICATIONS

This course examines strategic alternatives and choices to be made by companies in view of the opportunities and threats, maximizing their strengths and minimizing their weaknesses. The creation of core competencies to enhance these strategic choices as well as their sustainable competitive advantages is examined. Tiered levels of management are also reviewed. The course integrates learning experiences gained in the prior courses by concentrating on decisions to be made at the senior management level. *Three credits*

CMBA 606. ANALYTICAL BUSINESS RESEARCH

This course will involve the study of techniques and principles for systematically monitoring environments—collecting, recording, analyzing and interpreting data using various statistical tools that provide assistance to decision makers that are involved in the selling and marketing of goods, services and ideas. Among the topics covered are data sources, research design, data measurements, sampling procedures, hypothesis testing, correlation and regression and non-parametric techniques. *Three credits*

CMBA 607. STRATEGIC MARKETING

The course is designed to enhance the student's ability to formulate and implement a marketing plan, and to better understand the relationship of marketing to other business functions. It will emphasize application of marketing concepts through the use of cases, simulations, or projects. *Three credits*

CMBA 608. CAPSTONE PROJECT

Every student will complete either: an individual thesis involving the in-depth analysis of a selected company with recommended solutions

to problems observed and analyzed to senior management of that organization and the course instructors, a marketing plan on a company or organization of the instructor's choice, a new venture business plan for a five year period that will include the acquisition and consolidation of a target company in small groups, or an online business simulation requiring management level decision making and strategy for the success of a company in a given industry in small groups. These projects will incorporate the total learning experiences of the program core courses. Prerequisite: CMBA 601-CMBA 607 courses. *Three credits*

■ M.B.A. Elective Courses

MACC, MECO, MFIN, MITM, MMTG, MMKT 652. SPECIAL TOPICS

Selected special topics in accounting, economics, finance, information technology, management, and marketing. The topics may vary from semester to semester. Course may be repeated more than once depending on topic. Prerequisite: Permission of the instructor. *Three credits*

■ C.M.B.A. Elective Courses

BANK 681, 682, 683 COMMERCIAL BANKING CONCENTRATION

Concentration objectives include increased knowledge of non-traditional financial services, monetary & fiscal policies, theory of interest rates, technology & e-commerce, human behavior, development of sales culture and customer relations, market & business development, asset & liability management, branch planning, consumer, investment, and loan portfolio management, real estate lending, and risk management. Certificate will be awarded upon successful completion of the Paul W. Barret, Jr. Graduate School of Banking 3-year residential program as offered at CBU. Other equivalent programs may qualify upon approval by the MBA Director. A student will complete no fewer than 100 contact hours in this field. Prerequisite: Permission of the MBA Director. *Nine credits*

CMBA 611-619. SPECIAL CMBA TOPICS

These courses are designed to permit intensive study into topics of special interest to the student that are timely for a concentrated study in particular subject area in the field of Business. Prerequisite: Permission of the MBA Director. *Three credits*

CMBA 611. INTERNATIONAL BUSINESS I

These courses are studies of management forces impacting an international business environment for a multinational corporation. Topics for the first course include the fundamentals of international business, cultural considerations, international business ethics and international trade. *Three credits.*

CMBA 612. INTERNATIONAL BUSINESS II

The second course will build upon the foundation of the first course and delve more deeply into the specific disciplines of international business including international business management, international marketing, international economics, and international finance. The two classes provide an overview of international business, its history, trends, and possible future direction, as well as the phenomenon that impact it. *Three credits.*

CMBA 613. FIELD STUDY IN INTERNATIONAL BUSINESS

This course is an international trip that provides an opportunity for students to explore first-hand the international dimensions of business by visiting businesses in another country and discussing with business and political leaders trade and doing business in that country. Students identify and pursue strategic issues in international business and gain consciousness of the impact of culture, policy, and economic levels on business practices. Students extensively research the country and prepare a report detailing business and cultural practices with political and economic components prior to travel. Upon return, students analyze their expectations prior to the field study with the realities of their experiences and observations. *Three credits.*

CMBA 620. ETHICAL LEADERSHIP PRACTICUM

Working individually or in small groups, students utilize learning from other courses in practical ways to provide solutions to real world problems. Working in conjunction with a supervising faculty member, students select an organization, conduct a needs assessment, design and implement an appropriate intervention and evaluate the project's effectiveness. *Three credits*

CMBA 621. ADVERTISING & PROMOTION

This course is a portion of the CMBA curriculum intended for those pursuing a concentration in marketing. This course offers a comprehensive view of advertising and sales promotions as it relates to a company's marketing and/or business issues and provides the necessary tools to manage a firm's competitive position and deploy resources in marketing communications. Contemporary theoretical frameworks as well as conduct practical cases will be studied. Objectives include development of capacity to think strategically about marketing communication tools, build skills in conducting, implementing and executing marketing communication programs, and strengthening understanding of sales promotions in a global market environment. *Three credits*

CMBA 622. GLOBAL MARKETING

This course is a portion of the CMBA curriculum intended for those pursuing a concentration in marketing. This course will provide students with the tools necessary to perform the duties of an international marketer through the use of cases, discussion, lecture, readings, and videos. Students will learn as marketers engaged in international marketing by learning to identify foreign market opportunities, select and execute a market entry strategy, and design and manage a successful marketing mix. The value of standardization and optimization for success in both home and foreign markets will be addressed. *Three credits*

CMBA 623. INVESTMENTS

This course is a portion of the CMBA curriculum intended for those pursuing a concentration in finance. The course intended to both prepare the student to assume professional duties in the field of investment management or to prepare the student for general financial management

responsibilities which include investments. Discussions will explore implications within both an investment management firm and a general corporate environment. Key learning will be focused on the process of assembling securities into portfolios, ranging from the concepts of asset allocation, investment models, equity and fixed income portfolios, the use of derivatives to adjust portfolio risk and finally to evaluate portfolio performance. Prerequisite: CMBA 601-608. *Three credits*

CMBA 624. SPECIAL TOPICS IN FINANCE

This course is a portion of the CMBA curriculum intended for those pursuing a concentration in finance. The course is intended to explore advanced topics in general financial management. The participants will select from a variety of topics proposed by the instructor in advance of the course. The instructor and students will discuss selected cases in order to discover and evaluate alternative courses of action introduced by the case. The course is designed to provide students with an opportunity to explore, at a more advanced level, financial analysis techniques, develop analytical skills required to evaluate financial decisions in a corporate environment, prepare analyses and argue points in defense of analysis, and evaluate contemporary financial events. *Three credits*

CMBA 625. ORGANIZATIONAL BEHAVIOR

This course is a portion of the CMBA curriculum intended for those pursuing a concentration in general management. The course studies individual and group behavior as they relate to organizational effectiveness. Emphasis is placed on motivation, leadership, power and politics, the effect of organization design on effectiveness, and group processes. The psychological, interpersonal, and behavioral dynamics in organizations are applied to the management decision making and methods of analyzing and improving performance are also addressed. *Three credits*

CMBA 626. BUSINESS LAW

This course is a portion of the CMBA curriculum intended to teach the nature of both the law as well as the regulatory environments in which all businesses, both global and domestic, and their managers must direct. Topics in this course include the foundations of law and the courts systems, and constitutional, administrative, corporate, contracts, tort, international, property (both real and intellectual), antitrust and employment welfare and discrimination laws. *Three credits*

EXLD 611. LEADERSHIP AND PERSONAL DEVELOPMENT

This course is designed to look at leadership from the individual perspective. It focuses on the importance of self-discovery, self-assessment, and self-development. The course is an introduction to the principles and practices of positive interpersonal relationships for leadership development. The course investigates each student's life crucibles (past), current leadership experiences (present), and personal leadership goals and development plans (future). *Three credits*

EXLD 612. APPLICATION OF LEADERSHIP

This course covers theories of leadership from trait theory (the first recognized theory of leadership) to the most current leadership thinking today. Students will investigate the relationship between leadership theories, societal trends, organization theory, and management thought throughout history. Emphasis will be placed on modern day applications of each theory and lessons leaders can take away from each theory. *Three credits*

EXLD 613. ORGANIZATIONAL CHANGE AND DEVELOPMENT

This course looks at change and development in organizations and communities and the ways leaders affect and influence that change. Some of the most current change techniques such as appreciative inquiry and world café will be studied. Students will use a computer simulation to learn how change manifests in an organizational setting. *Three credits*

FPLN 681, 682, 683 FINANCIAL PLANNING CONCENTRATION

Concentration objectives include increased knowledge of the technical aspects, practical application, ethical and professionalism of financial planning. Students will gain knowledge of the process of financial, insurance, investment, income tax, retirement & employee benefit planning and estate planning. Certificate will be awarded upon successful completion of the Certificate in Financial Planning Program as offered at CBU. Other equivalent programs may qualify upon approval by the MBA Director. A student will complete no fewer than 100 contact hours in this field. Prerequisite: Permission of the MBA Director. *Nine credits.*

NPMT 681, 682, 683 NON-PROFIT MANAGEMENT CONCENTRATION

Concentration objectives include increased knowledge of non-profit organizational management decisions ranging from fundraising strategies, grant writing, financial management to organizational leadership. Certificate will be awarded upon successful completion of the 501(c) college as offered by the Alliance for Nonprofit Excellence. Other equivalent programs may qualify upon approval by the MBA Director. A student will complete no fewer than 100 contact hours in this field. Prerequisite: Permission of the MBA Director. *Nine credits.*

PMGT 681. PROJECT MANAGEMENT

The course in project management is designed to develop an integrated approach to project management that will cover optimization models, practical management and organizational practices, and the use of computer applications and software. The focus will be on developing a process and model for managing projects that includes planning and budgeting, organization and structure, scheduling using Gantt and PERT/CPM, resource allocation, and performance and control techniques. Students will be required to complete a project plan, and guest speakers from the field of project management will supplement the class. Prerequisites: MGMT and STAT 221. *Three credits*

PMGT 682. PROJECT ORGANIZATION, PLANNING AND LEADERSHIP

This course examines processes involved with project planning and leadership. Areas examined include scope, communications and closure. The course includes a review of program/portfolio management and reporting relationships. Also covered is a detailed study of organizational, management, and current theory on projected organizations. Prerequisite: MGMT 681. *Three credits*

PMGT 683. PROJECT ANALYSIS AND CONTROL

This course provides in-depth study of procedures and processes related to the control of costs, risk, scheduling, and related activities. Computer methods including MS Project and other programs will be examined. In addition, in-depth analysis of cost, time and quality variance will be studied. Prerequisite: MGMT 681. *Three credits*

■ CATHOLIC STUDIES**MACS 600. CATHOLIC THOUGHT AND CULTURE THROUGH THE AGES**

An interdisciplinary exploration of the wisdom of the Catholic tradition expressed through works of intellect and imagination, from the beginning of the Church up to contemporary times. Classics in literature, art, theology, philosophy, music, the sciences, and/or architecture are discussed. Emphasis is placed on recognizing the integrity of the grounding Catholic vision and on tracing the unified development and expansion of that vision over time. *Three credits*

MACS 610. CATHOLIC BIBLICAL STUDIES

What is a Catholic approach to the study of the Bible? The course will begin with the Church's teaching on biblical interpretation as contained in such documents as *Divino Afflante Spiritu*, *Dei Verbum*, and "The Interpretation of the Bible in the Church." Selected texts from the Old and New Testaments will then be studied using the Catholic Church's approach to biblical interpretation in contrast to fundamentalism. *Three credits*

MACS 620. CATHOLIC SPIRITUALITY

An exploration of the relationship between religious experience and theological reflection as seen in the works of outstanding spiritual writers of the Catholic tradition, including St. Benedict, St. Francis and St. Clare, St. John Baptist de La Salle. This will include attention to prayer, forms of spirituality, and asceticism. *Three credits*

MACS 630. GOD AND HUMAN PERSON

An investigation of the Catholic doctrine of the human person in relation to God, including topics such as creation and fall, sin and grace, justification and sanctification, and eschatological fulfillment. *Three credits*

MACS 640. CHRISTOLOGY

Understanding the person, presence and mission of Christ in Scripture, doctrine and dogma and in contemporary theology. *Three credits*

MACS 650. THEOLOGY OF SACRAMENTS AND WORSHIP

An examination of the historical development of sacramental life in the Church and theological reflection on the sacraments. This will include contemporary approaches to the theology of sacraments, especially in relation to Christology and ecclesiology. *Three credits*

MACS 660. MORAL THEOLOGY

A study of the foundations of the Christian moral life, including freedom and moral agency, moral norms and moral reasoning, the place of scripture, tradition, and authority in the moral life, virtues and development of moral character. *Three credits*

MACS 670. CATHOLIC SOCIAL ETHICS

Critical analysis of the Biblical and theological foundations for Catholic social teaching and the teachings of the Catholic Church on matters such as war and peace; the rights and duties of states and citizens; the rights, duties, and obligations of members of a family; the rights, duties, and obligations of parents with respect to their children. *Three credits*

MACS 680. CATHOLICISM AND OTHER FAITH TRADITIONS

Drawing upon the teachings of Vatican II and other ecclesial documents, this course will explore the relationship between Catholicism and other faith traditions, both Christian and non-Christian. *Three credits*

MACS 690. ECCLESIOLOGY AND MINISTRY

A consideration of the nature and structure of the Catholic Church, including its apostolic origins, the Church as communion and sacrament, magisterium and authority, the relation of the local and universal Church, evangelization, ministry and mission. Students will reflect upon their ministry plans/work in relation to the Church's mission. *Three credits*

MACS 699. THESIS

The thesis is a substantial revision and development of a term paper written for a different course in the program. Students are advised and graded jointly by the director and professor for whom they originally wrote the paper. *Three credits*

EDUCATION**■ Curriculum and Instruction in Education (CIED)****CIED 600. PROFESSIONAL FOUNDATIONS II**

Students acquire background and skill in curriculum design and instructional strategies and methods, instructional planning and guidance, analysis of patterns of classroom dynamics, classroom assessment, and classroom inquiry in conjunction with perspectives on school reform, teacher leadership, and lifelong professional development. Restricted to students in the MAT program or by permission of instructor and program director. *Three credits*

CIED 601. ANALYSIS OF TEACHING (Formerly MED 601)

Students develop skill in analyzing patterns of classroom dynamics and become proficient in identifying specific instructional behaviors associated with specific learner outcomes. The student acquires perspective in observing and being observed in live classroom settings and is involved in real decision-making issues. These activities lead to the refinement of instruction and the improvement of learner performance. *Three credits*

CIED 602. CONTEMPORARY INSTRUCTIONAL GUIDANCE

Students investigate and implement best practices in classroom management and instructional guidance, focusing on the challenges of engaging learners in self-management and effective classroom participation. *Three credits*

CIED 603. CONTEMPORARY CLASSROOM METHODS (Formerly MED 636)

Students develop skill in decision-making in the K-12 classroom. Approaches to managing the classroom, selecting resources, creating sound instructional strategies, designing instructional units and lesson plans, and reaching decisions that orchestrate the complex implementation of effective learning are considered. *Three credits*

CIED 604. STRATEGIES FOR DIFFERENTIATING INSTRUCTION IN 4-8 AND 7-12 CLASSROOMS (Formerly MED 611)

Students identify, analyze, compare, and justify varied approaches to creating viable learning environments that successfully serve the needs of diverse learner populations. *Three credits*

CIED 605. URBAN TEACHING STRATEGIES.

Candidates develop skills and strategies for investing under-resourced urban students in educational achievement. Restricted to tfa and mtf. *Three credits.*

CIED 606. CLASSROOM LEADERSHIP.

Candidates apply leadership theories and practices to create engaging and disciplined learning environments for under-resourced urban students. Restricted to tfa and mtf. *Three credits.*

CIED 608. ASSESSMENT OF LEARNING AND PRACTICE (Formerly MED 608)

Students explore various means of acquiring data to determine learning progress among both groups and individuals, with emphasis on hard-to-measure dimensions of learning. Students consider standard measures of learning, standards-driven instruction, and emerging alternative approaches to developing and assessing authentic products, projects and performances. Students gain experience with traditional designs for evaluation and new assessment tools. *Three credits*

CIED 609. CLASSROOM MANAGEMENT AND METHODS

Students develop and practice competence in various classroom management methods, including unit and lesson planning, interpersonal and group communication skills, and principles of effective classroom organization. Designed for initial teaching licensure students. Course topics include analyzing, comparing, evaluating, and applying various theories and methods of classroom motivation, management, and discipline. Ten hours of field experience required. *One semester; three credits*

CIED 610. CURRICULUM DESIGN AND DEVELOPMENT (Formerly MED 610)

Students examine a variety of curriculum designs and the process of planned educational change, looking for evidences of the dimensions of learning in contemporary curricular models. Using a constructivist emphasis, students create curriculum based on current theories of design. Theoretically derived alternatives are also evaluated in terms of implementation and assessment within particular instructional environments. *Three credits*

CIED 611. CURRICULUM AND METHODS IN SCIENCE, Pre-K-6

Students examine theory and practice in transforming the methods of inquiry and the knowledge base of the sciences into the elementary and middle school science curriculum, emphasizing content and performance standards, planning for instruction, teaching methods, and materials, including the integration of technology into the elementary and middle school science curriculum. *Three credits*

CIED 612. CURRICULUM AND METHODS IN SOCIAL STUDIES, Pre-K-6 (Formerly MED 658)

Students examine theory and practice in transforming the methods of inquiry and the knowledge base of the social studies into the elementary and middle school social studies curriculum, emphasizing content and performance standards, planning for instruction, teaching methods, and materials, including the integration of technology into the elementary and middle school social studies curriculum. *Three credits*

CIED 613. CHARACTER EDUCATION (Formerly MED 614)

Students examine approaches to character education as currently practiced in K-12 schools in the United States. Various models are reviewed and evaluated for effectiveness. Research into programs currently in use in the Mid-South will be required. *Three credits*

CIED 615. RHYTHMIC ACTIVITIES AND GAMES

Students explore activities and games designed for elementary age students. *One credit*

CIED 622. CURRICULUM AND METHODS IN MATHEMATICS, Pre-K-6

Students examine theory and practice in transforming the methods of inquiry and the knowledge base of mathematics into the elementary and middle school mathematics curriculum, emphasizing content and performance standards, planning for instruction, teaching methods, and materials, including the integration of technology into the elementary and middle school mathematics curriculum. *Three credits*

CIED 624. CREATIVE EXPRESSION IN ELEMENTARY SCHOOLS, Pre-K-6

Candidates integrate concepts of music, visual art, drama, and dance into the elementary classroom. *One credit*

CIED 626. INTEGRATING CURRICULUM (Formerly MED 609)

Students examine features of integrated curricula and review designs of quality work, including standards-driven instruction, essential elements of quality work, integration of content to strengthen transfer of knowledge, and frameworks for designing both integrated and interdisciplinary work. Students create original work for learners which includes a product focus, product standards, novelty and variety, choice, freedom from initial failure, and authenticity. A variety of performance-based and alternative assessments are included in the integrated framework. *Three credits*

CIED 627. MIDDLE SCHOOL STRATEGIES (Formerly MED 612)

Students review the elements of high performing middle schools and the characteristics of the young adolescent. Specific components include interdisciplinary teaming, flexible block-of-time scheduling, quality and authentic work designed to address needs of the adolescent, alternative assessment, teacher-based guidance, exploratory experiences, classroom/team management, and current middle school issues. Emphasis is given to the developing and changing roles and relationships of middle school teacher leaders. *Three credits*

CIED 630. CURRICULUM AND ASSESSMENT IN SECONDARY SCHOOLS

Students planning to teach in the secondary school setting engage in curriculum design and development in their content areas and plan assessment strategies that encourage higher dimensions of learning and understanding in high school students. *Three credits*

CIED 633. TEACHING MATHEMATICS, 7-12

Required curriculum and instructional methods course for all students completing a licensure program in secondary mathematics. *Three credits*

CIED 634. TEACHING SCIENCE, 7-12

Required curriculum and instructional methods course for all students completing a licensure program in secondary science. *Three credits*

CIED 635. TEACHING ENGLISH/LANGUAGE ARTS, 7-12

Required curriculum and instructional methods course for all students completing a licensure program in secondary English. *Three credits*

CIED 636. TEACHING HISTORY/SOCIAL STUDIES, 7-12

Required curriculum and instructional methods course for all students completing a licensure program in secondary history. *Three credits*

CIED 637. TEACHING FOREIGN LANGUAGE, K-12

Required curriculum and instructional methods course for all students completing a licensure program in a foreign language. *Three credits*

CIED 638. TEACHING ART K-12

Required curriculum and instructional methods course for all students completing a licensure program in visual arts. *Three credits*

CIED 653. INTERNSHIP (Formerly MED 653)

Under the guidance of an assigned cooperating or mentor teacher and a University supervisor, the graduate student assumes the responsibilities of a classroom teacher. During the internship, students must complete a portfolio representing their impact on student learning and their own professional development while in an initial licensure program. Students must also enroll in CIED 654, Professional Seminar. Restricted to students who entered under previous catalogs. *Three credits*

CIED 654. PROFESSIONAL SEMINAR (Formerly MED 654)

A weekly seminar for intern teachers. Students review professional development and resolve issues arising from the intern experience. Students must also be enrolled in CIED 653, Intern Teaching. Restricted to students who entered under previous catalogs. *One credit*

CIED 671. PORTFOLIO AND PRACTICUM I

Students in the M.A.T. degree program or other post-baccalaureate teacher licensure programs acquire classroom experience while engaging in a first phase of required assessment activities leading to initial development of their portfolio. Must be taken during the first one-third of coursework in the M.A.T. or post-baccalaureate program. *One credit*

CIED 672. PORTFOLIO AND PRACTICUM II

Students in the M.A.T. degree program or other post-baccalaureate teacher licensure programs acquire classroom experience while engaging in a second phase of required assessment activities leading to further development of their portfolio. Must be taken during the first two-thirds of coursework in the M.A.T. or post-baccalaureate program. *One credit*

CIED 673 TEACHING PRACTICUM III AND INTERN TEACHING

Culminating semester-long experience of supervised teaching for students in the M.A.T. degree program or other post-baccalaureate teacher licensure programs. During Teaching Practicum III, students are expected to improve their instructional methods and classroom management, to become more reflective and analytical about their own professional practice, and to utilize clinical methods, assessment strategies, and classroom inquiry techniques to investigate their impact on student learning. Students continue to compile their portfolio and are required to take CIED 674, Professional Seminar and Portfolio III, with CIED 673. There is a \$150.00 fee attached to this course. *Four credits*

CIED 674. PROFESSIONAL SEMINAR AND PORTFOLIO III

Seminar accompanies CIED 673 and supports students in their experience of supervised teaching in the M.A.T. degree program or other post-baccalaureate teacher licensure programs. During the seminar, students complete the final components of required assessments for their licensure program, including their portfolio. *One credit*

CIED 675. TRANSITIONAL LICENSURE A

This zero-credit course is for students seeking Alternative I or II licensure ONLY. Students will be supervised and mentored during their time enrolled in this course. A \$625.00 fee will be automatically assessed to those enrolled. *One semester, zero credits*

CIED 676. TRANSITIONAL LICENSURE B

This zero-credit course is for students seeking Alternative I or II licensure ONLY. Students will be supervised and mentored during their time enrolled in this course. A \$625.00 fee will be automatically assessed to those enrolled. *Zero credits*

CIED 677. TRANSITIONAL LICENSURE C

This zero-credit course is for students seeking Alternative I or II licensure ONLY. Students will be supervised and mentored during their time enrolled in this course. A \$625.00 fee will be automatically assessed to those enrolled. *One semester, zero credits*

CIED 678. INTERN TEACHING

This zero-credit course is for students seeking Alternative I or II licensure ONLY. Students will be supervised and mentored during their time enrolled in this course. A \$625.00 fee will be automatically assessed to those enrolled. *One semester, zero credits*

CIED 680-690. SPECIAL TOPICS

Selected topics of interest. Permission of the Director of the Graduate Education Program required. *One to three credits*

■ Early Childhood Education (ECED)**ECED 630 CHARACTERISTICS OF EARLY CHILDHOOD EDUCATION**

This course explores the nature and development of children pre-K-third grade. Students explore models and theories of early childhood development and research based approaches to design developmentally appropriate strategies for early childhood students. *Three credits*

ECED 631 METHODS OF TEACHING EARLY CHILDHOOD EDUCATION

Students examine theory and practice of methods and inquiry as they pertain to the early childhood classroom. Emphasis is placed on transforming these practices into the early childhood curriculum, emphasizing content and performance standards, planning for instruction, teaching methods, and the integration of technology across the curriculum. *Three credits*

■ Education of the Diverse Learner (EDDL)**EDDL 630 SURVEY OF EXCEPTIONAL LEARNERS**

This course surveys and assesses the physical, psychological, social, and learning characteristics and needs of atypical learners with emphasis on skills and techniques for identifying and teaching such learners in a heterogeneous classroom. Requires interviews with and observations of practitioners in special education and a practicum experience of at least ten hours. *Three credits*

EDDL 631. INCLUSION AND THE GENERAL SETTING

Candidates in this course will develop practical knowledge on how to create successful inclusion environments for students with disabilities. While this course provides a broad perspective of inclusive practices, there will be a particular focus on Science and Social Studies as related to projects and activities. Candidates will gain knowledge on how to plan and implement inclusive strategies, as well as, adapt the general content to meet the needs of special learners. This course includes a 5-hour observation requirement to be completed in a co-teaching setting. *Three credits*

EDDL 632. TEACHING DIVERSE LEARNERS (Formerly MED 632)

Students explore issues and themes in multicultural education, studying human diversity with its many faces and learning to develop culturally appropriate curricula, classrooms, and schools. *Three credits*

EDDL 633. DIRECT INSTRUCTION FOR EXCEPTIONAL LEARNERS

Candidates will acquire background and understanding of reading, math and writing challenges in elementary students who have mild or moderate disabilities. This course will help candidates acquire a set of skills that will enable them to determine what core academic concepts are necessary for each student. Candidates will also learn effective instructional methods for teaching these basic skills. Candidates will gain their knowledge through course readings, application assignments, observations/field experiences, lectures, demonstrations, and group discussions. *Three credits*

EDDL 634. MODELS OF INSTRUCTION FOR EXCEPTIONAL LEARNERS

Candidates will acquire background and understanding of instructional strategies related to teaching students with mild or moderate disabilities in the upper grades. Students will use generalizations about classroom practice to develop key principles for use of the instructional strategies. Emphasis will be placed on the integration of research findings and theories of instructional models that apply to teaching middle and high school students that need to be involved in higher level thinking. This course will prepare students to plan and implement appropriate lessons, assessments, activities, assignments, teaching strategies, and develop collaborative relationships that actively engage students in their own learning thus creating lifelong learners. *Three credits*

EDDL 638. USING APPLIED BEHAVIOR ANALYSIS TO CREATE SUCCESSFUL LEARNING ENVIRONMENTS

Candidates will learn the principles of behavior analysis and how to apply them to managing classroom behavior in the following ways: selecting and writing behavioral goals and objectives, collecting data on the seven dimensions of behavior, applying procedures for reducing maladaptive behavior and increasing appropriate behavior, teaching useful target skills, and understanding the functions of behavior in order to complete a functional behavior assessment and behavior intervention plan. Candidates will also learn positive behavior support strategies as they relate to class-wide and school-wide behavior intervention programs. *Three credits*

EDDL 640. ASSESSMENT OF EXCEPTIONAL LEARNERS

Candidates will become familiar with formal and informal assessment strategies used in the identification and service of students. This course provides in-depth information on standardized testing and hands-on learning related to criterion-referenced assessments. Candidates will have opportuni-

ties to review formal assessments by teachers, psychologists, therapists, and medical professionals. In addition, the field experience component will include administering an informal criterion-referenced test. *Three credits*

EDDL 651. FAMILY CONSULTATION AND SUPPORT

Candidates will acquire the knowledge to engage, support and collaborate with the families of students with disabilities. Candidates will gain an understanding of the impact of identification and diagnosis on families, transitioning students between various school settings, transitioning between post school and adulthood, and collaboration with community to aid in post school opportunities. Candidates will also acquire knowledge in the diversity of students and backgrounds, and the law of education. *Three credits*

EDDL 680-690. SPECIAL TOPICS

Selected topics of interest. Permission of the Director of the Graduate Education Program required. *One to three credits*

■ Foundations of Education (EDFD)

EDFD 600. PROFESSIONAL FOUNDATIONS I

Students acquire background in the professional foundations of education, emphasizing perspectives on the profession of teaching, the teacher as a leader, the history of schooling, philosophies of curriculum, social and cultural influences on schools and classrooms, the diversity of student populations, and the politics, economics, and law of education. Restricted to students in the MAT program or by permission of instructor and program director. *Three credits*

EDFD 602. PORTFOLIO AND PROFESSIONAL DEVELOPMENT

Students in the advanced professional development programs analyze and assess their professional growth, review and update their professional portfolios, establish a professional and development plan, and present this plan to the faculty. Restricted to students in the M.Ed. and M.S.E.L. programs for advanced professional development. *Two credits*

EDFD 603. FOUNDATIONS OF EDUCATION (Formerly MED 643).

Students gain an overview of the philosophical, curricular, cultural, social, historical, legal, economic, and political foundations of education as necessary background for professionalism in teaching. Students reflect on the past and engage current issues to develop perspectives for professional practice. *Three credits*

EDFD 605. PHILOSOPHY AND ETHICS OF EDUCATION (Formerly MED 605)

Students explore the historical bases of educational philosophy and ethics, interpreting modern issues and problems through an ethical and philosophical perspective and with particular attention to the Lasallian tradition. Students also develop or refine their own reflective philosophies of education and ethical principles as a value component in educational decision-making. *Three credits*

EDFD 606. LEGAL AND SOCIAL ISSUES (Formerly MED 606)

Students examine the statutory and judicial influences upon education, both historical and current. Through exposure to social and cultural issues and dilemmas, students engage in dialogue about personal and professional rights and responsibilities as an educator. The student prepares position papers on the legally and socially appropriate roles of the educator in both private and public educational settings. *Three credits*

EDFD 607. SCHOOL, FAMILY, AND COMMUNITY (Formerly MED 607)

Students examine family, cultural, and community patterns in relation to the educator's roles and responsibilities to develop and foster strong educational partnerships. *Three credits*

EDFD 608. FUNDAMENTALS OF URBAN EDUCATION.

Candidates develop understanding of and gain experience with the challenges of teaching in urban situations with under-resourced students. Restricted to TFA and MTF. *Three credits*.

EDFD 610. HUMAN DEVELOPMENT (Formerly MED 600)

Students acquire background in human development over the lifespan, investigate stages from childhood to adulthood with respect to physical, cognitive, and social development, and develop educational applications. *Three credits*

EDFD 612. ADVANCED EDUCATIONAL PSYCHOLOGY (Formerly MED 602)

Students explore applications of psychological principles and their potential role in instruction. Special attention is given to the application of psychological principles for the improvement of teaching and learning. Students are challenged to develop critical thinking skills and recognize their personal set of coherent views relevant to their own practice. Opportunities for conducting research in the application of educational psychology are provided. *Three credits*

EDFD 614. MORAL DEVELOPMENT AND EDUCATION (Formerly MED 614)

Students examine and critically assess several theories of moral development—classical, modern, and contemporary. The focus is on how human beings acquire morally responsible character traits and the ability to engage in moral reasoning. The ideas considered form the foundation for evaluating the appropriateness of various educational approaches to teaching values. *Three credits*

EDFD 615. CHILD DEVELOPMENT AND LEARNING

Students explore models and theories of child development and research-tested approaches in order to implement developmentally appropriate strategies of teaching, learning, and instructional guidance in the elementary and middle-level classroom and school. *Three credits*

EDFD 617. ADOLESCENT DEVELOPMENT AND LEARNING (Formerly MED 617)

Students examine the special nature of adolescence as a developmental stage, or set of stages, with respect to physical, cognitive, and social dimensions of the adolescent experience. Applications in developmentally appropriate educational practices for middle and high school are also considered. *Three credits*

EDFD 639. MIDPOINT ASSESSMENT AND PORTFOLIO DEVELOPMENT

This course is required for the Master of Education Degree. Course will be taken during the third semester of the program. *Two credits*

EDFD 640. EDUCATIONAL RESEARCH (Formerly MED 603)

Students acquire research skills in natural settings by pursuing questions and issues within a typical classroom or school building or relative to matters of educational policy and practice. The student designs, employs and evaluates investigations using both qualitative and quantitative approaches. This course is especially appropriate for students who are contemplating additional graduate work beyond the master's degree, who will undertake a thesis or dissertation, and who wish a broad preparation in inquiry skills for these purposes. *Three credits*

EDFD 675. CAPSTONE PROJECT (Formerly MED 675)

Under the direction of an assigned advisor, students design, implement, and evaluate a project relevant to a current issue or problem of practice, presenting their results in a public forum. Students must also complete program assessments to determine their progress toward program goals. Prerequisite: Completion of all other courses. *Four credits*

EDFD 680-690. SPECIAL TOPICS

Selected topics of interest. Permission of the Director of the Graduate Education Program required. *One to three credits*

■ EPLS Education (EPLS)**EPLS 600. ACHIEVING STUDENT OUTCOMES THROUGH COOPERATIVE LEARNING**

Students learn how to successfully implement cooperative learning and become proficient in setting up, monitoring, and debriefing student learning. *Three credits*

EPLS 601. ACTION RESEARCH FOR THE CLASSROOM

Students examine instructional practices and explore the benefits of action research. Students showcase their findings in an action research report that includes how they will improve their current practices. Online. *Three credits*

EPLS 602. BEHAVIORAL, ACADEMIC, AND SOCIAL INTERVENTIONS FOR THE CLASSROOM

Students learn to design effective universal and targeted interventions that incorporate strengths-based learning as well as support student resiliency by creating learning alliances and designing REACH lessons. *Three credits*

EPLS 603. BLENDED AND SYNCHRONOUS LEARNING DESIGN

Students will gain an understanding of blended and synchronous environments, the development process, and considerations for implementation of each. *Three credits*

EPLS 604. BRAIN-BASED WAYS WE THINK AND LEARN

Students discover how a brain-compatible and enriched environment enhances learning, comprehension, and achievement. *Three credits*

EPLS 605. BUILDING ONLINE COLLABORATIVE ENVIRONMENTS

Students will experience the Web as a means of constructing new knowledge through conversation, networking, and collaboration. This course focuses on currently-available tools and their utilization. *Three credits*

EPLS 606. BUILDING COMMUNICATION AND TEAMWORK IN THE CLASSROOM

Students will learn the strategies necessary to foster an emotionally-engaging classroom and discover how to connect students to school, learning, and one another. *Three credits*

EPLS 607. BUILDING YOUR TECHNOLOGY EDUCATION AND SKILLS

Students learn to use basic computer and related technology in the classroom. Students will create motivational materials, manage classroom chores, use the Internet, and identify quality teacher and student software. *Three credits*

EPLS 608. CLASSROOM MANAGEMENT: ORCHESTRATING A COMMUNITY OF LEARNERS

Students discover and practice skills for orchestrating classroom life and learning so that instruction flows smoothly, student misbehavior is minimized, and learning potential is maximized. *Three credits*

EPLS 609. CULTURAL COMPETENCE: A TRANSFORMATIVE JOURNEY

Students explore the framework "know yourself, your students, and your practice" to understand their role in student achievement and as an agent of change for social justice. *Three credits*

EPLS 610. DESIGNING MOTIVATION FOR ALL LEARNERS

Students design learning experiences and develop effective leadership strategies in order to promote motivation for all learners, especially Generation Me. *Three credits*

EPLS 611. DEVELOPING 21ST CENTURY LITERACY SKILLS

With a focus on information literacy, multimedia skills, and organizational change, students discover frameworks for 21st century skills. *Three credits*

EPLS 612. DIFFERENTIATED INSTRUCTION FOR TODAY'S CLASSROOM

Students acquire key knowledge and skills to implement differentiated instruction successfully in their classroom. *Three credits*

EPLS 613. DISCOVERING THE POWER OF LIVE-EVENT LEARNING

Students find out how incorporating real-life experiences-live events-into teaching serves as a platform for integrating academic curriculum with important life skills. *Three credits*

EPLS 614. EDUCATING THE NET-GENERATION

Students apply innovative techniques that today's generation values, including advances in technology, a team approach, and social networking. *Three credits*

EPLS 615. FACILITATING ONLINE LEARNING COMMUNITIES

Students learn and practice the skills necessary to nurture a successful online learning community, manage myriad facilitator roles, and communicate positively and effectively. *Three credits*

EPLS 616. GEOMETRY FOR MIDDLE SCHOOL EDUCATORS

Students explore strategies for developing mathematical literacy and fostering logical thinking to set the stage for future student learning. *Three credits*

EPLS 617. INFUSING ARTS INTO THE CURRICULUM

Students explore the value of the arts in education and how to infuse arts disciplines across the curriculum. *Three credits*

EPLS 618. INSTRUCTIONAL DESIGN FOR ONLINE EDUCATORS

Students explore instructional design theories and approaches in the e-learning environment in order to understand the basics of instructional design, explore philosophies of e-learning, and receive hands-on experience with online delivery and interaction techniques and tools. *Three credits*

EPLS 619. LEARNING TO READ: BEGINNING READING INSTRUCTION

Centered on scientific strategies aligned with state and national reading research initiatives, this course addresses implementation of a balanced, integrated approach to teaching beginning reading. *Three credits*

EPLS 620. MEANINGFUL ACTIVITIES TO GENERATE INTERESTING CLASSROOMS

Students acquire firsthand experience designing new and interesting activity-based lessons that unlock the creative minds of students and teachers alike. *Three credits*

EPLS 621. MERGING EDUCATIONAL GOALS AND INTERACTIVE MULTIMEDIA PROJECTS

Students explore ways to incorporate multimedia projects into the classroom. Students must have a working knowledge of PowerPoint before enrolling in this course. *Three credits*

EPLS 622. PROJECT-BASED LEARNING: BUILDING FOR THE FUTURE

Students gain the skills to help pupils create real-life applications of required content and empower them to become self-managing, responsible individuals and citizens in an emerging global community. *Three credits*

EPLS 623. PURPOSEFUL LEARNING THROUGH MULTIPLE INTELLIGENCES

Students acquire an understanding of Howard Gardner's intelligences and how to apply them in the classroom. *Three credits*

EPLS 624. READING ACROSS THE CURRICULUM

Students explore reading strategies designed to help plan effective lessons in their content area. *Three credits*

EPLS 625. READING TO LEARN: COMPREHENSION INSTRUCTION

Students explore the best ways to help pupils construct meaning from what they read. Students examine scientifically-based comprehension strategies and learn how to adapt them to the classroom and/or content areas. *Three credits*

EPLS 626. SIMULATIONS AND GAMING TECHNOLOGIES FOR THE CLASSROOM

Students discover contemporary gaming technologies, their pedagogical models, and how they may be used for learning. *Three credits*

EPLS 627. STRATEGIES FOR MIDDLE SCHOOL SCIENCE TEACHERS

Students explore the unique characteristics of middle school learners and discover techniques to involve them in a meaningful educational experience in science. *Three credits*

EPLS 628. SUCCESSFUL TEACHING FOR ACCEPTANCE OF RESPONSIBILITY

Students gain new techniques to model, teach, and support responsible student behavior while creating a classroom that fosters personal power and self-responsible behaviors. *Three credits*

EPLS 629. TEACHING ALGEBRA TO MIDDLE SCHOOL STUDENTS

Students evaluate the major concepts fundamental to teaching algebra to middle school students. *Three credits*

EPLS 630. TEACHING THE ENGLISH LANGUAGE LEARNER

Students design academic content to guide English language learners toward linguistic proficiency. *Three credits*

EPLS 631. TEACHING THE SKILLS OF THE 21ST CENTURY

Students incorporate real-life skills while teaching curriculum to prepare students for their occupations and lives. Computer access is needed to do assignments outside of class. *Three credits*

EPLS 632. TEACHING THROUGH LEARNING CHANNELS

Students explore learning style preferences and develop brain-compatible strategies to address them. *Three credits*

EPLS 633. THINKING MATHEMATICALLY: ELEMENTARY EDITION

Students explore mathematical curriculum, instruction, and assessment tools and strategies designed for grades K through 5. *Three credits*

EPLS 634. USING ONLINE RESOURCES TO BRING PRIMARY SOURCES TO THE CLASSROOM

Students access and analyze primary sources, explore classroom applications, and develop authentic, engaging learning experiences for students. *Three credits*

EPLS 635. WRITING ACROSS THE CURRICULUM

In this hands-on writing course appropriate for teachers of grades 3 through 8, students will discover content-area appropriate strategies for modeling writing formats, supporting below-grade level writers, engaging all pupils in writing, and balancing the expectations of writing and content in both formal and informal assessments. *Three credits*

EPLS 636. STUDENT ENGAGEMENT AND STANDARDS-BASED LEARNING

Using a standards-based approach as its foundation, this course offers high-yield instructional strategies designed to help teachers optimize student learning. Participants will use standards as a basis for lesson and assessment design in order to foster maximum student engagement and achievement. A variety of instructional activities aligned to national content and process standards which address students' learning needs and foster progress toward deeper retention and transfer of learning are featured in this course. *Three credits*

EPLS 637. COLLABORATIVE INQUIRY FOR STUDENTS: PREPARING MINDS FOR THE FUTURE

This course provides educators with research-based strategies for designing and implementing collaborative inquiry for students. Participants explore the role of the facilitative leader as they learn strategies for teaching collaboration and designing collaborative inquiry experiences. *Three credits*

EPLS 639. CREATING PROFESSIONAL LEARNING COMMUNITIES™

This is an Online (PLCs) dynamic, results-driven course that emphasizes teamwork, group learning, and professional development. Participants will share ideas, discuss divergent views, and formulate a mutual perspective on how they can significantly improve student achievement. *Three credits*

EPLS 640. RESPONSE TO INTERVENTION

This is a Performance Learning Systems© online course that provides educators with an overview of the Response to Intervention (RTI) framework for providing data-differentiated instruction to meet the needs of today's diverse learners. *Three credits*

EPLS 641. CULTURAL COMPETENCE: A TRANSFORMATIVE JOURNEY

This course equips experienced and beginning educators with the knowledge, awareness, and skills they need to work in today's diverse classroom settings for the goal of student success. Participants will have opportunities to critically examine how privilege and power impact educational outcomes and to understand the role of educators as agents of change for social justice. *Three credits*

■ Leadership (LEAD)**LEAD 601. TEACHER AS LEADER: RENEWING THE PROFESSION** (Formerly MED 640)

Students analyze teacher leadership through multiple frameworks: the sociology of the teaching profession, organizational behavior in educational settings, reform and renewal efforts, adult development models, professional standards for teachers, and leadership strategies. Advocacy skills are developed through personal and collaborative plans for ongoing professional development. *Three credits*

LEAD 605. POLICY PERSPECTIVES FOR EDUCATORS (Formerly MED 641)

Students examine the organizational behavior of schools and school systems, analyzing the politics, economics, finance, and sociology of education, with special emphasis on the teacher's and principal's roles as professional leaders with perspective vision on schools and society. Students acquire in-depth understanding of the challenges of change and the moral exercise of power. *Three credits*

LEAD 607. SCHOOL, PARENT AND COMMUNITY PARTNERSHIPS

Program participants acquire and apply knowledge about the important role of strong community and public relations for schools and develop skills and plans conducive to effective community and public relations. *One semester; three credits*

LEAD 610. EXPLORING SCHOOL LEADERSHIP (Formerly MED 670)

Students explore the roles and responsibilities of school leaders and assess their own capacity for leadership in a K-12 setting. The role of the principal in creating community in the school, the nature of skillful moral leadership in a rapidly changing world, and the art of reflection on the craft of administration are emphasized. Restricted to participants in the Educational Leadership Program or by permission of instructor. *Three credits*

LEAD 615. STRATEGIES FOR WHOLE SCHOOL RENEWAL (Formerly MED 639)

Students explore strategies for renewing schools based on research into effective and ineffective practices for bringing about broad-based and whole-school change. Issues of school culture and context, leadership, and factors that resist change are investigated and engaged through case studies combined with principles for effective practice. *Three credits*

LEAD 620. SUPERVISION AND TEACHER DEVELOPMENT

Students examine varied approaches to supervision and teacher development in school settings, emphasizing the role of the supervisor as a facilitator of school improvement and as a collaborative partner in enhancing school curriculum and classroom practices. Restricted to participants in the Educational Leadership Program or by permission of instructor. *Three credits*

LEAD 625. MANAGING THE MODERN SCHOOL

Students acquire background about the multiple management functions of schools and school leaders, including responsibilities for academic programs, student services, human and fiscal resources, facilities and technology, community and public relations, legally sound operations, and central office communications. Through a problem-based approach, students integrate these functions and experience the complexity of ethical leadership in the school environment. Restricted to participants in the Educational Leadership Program or by permission of instructor. *Three credits*

LEAD 626. MANAGING THE PRIVATE SCHOOL

Students planning to lead a private school acquire background about the context for private school operations and the multiple management

functions of private school leaders, including responsibilities for academic programs, student services, human resources, institutional advancement and development, fiscal management, facilities and technology, community, parent and public relations, and legally sound operations. Through a problem-based approach, students integrate these multiple functions and experience the complexity of leading in the private school environment. Restricted to participants in the Educational Leadership Program or by permission of instructor. *Three credits*

LEAD 630. ORGANIZATIONAL INQUIRY (Formerly MED 665)

Students develop the art and science of conducting inquiry into organizational issues and problems, with the aim of improving schools and school systems. Using both quantitative and qualitative methods, students conduct evaluation studies about school effectiveness and academic achievement and in-depth inquiries into school culture, climate, systems, structures, and specific programs with a school-wide impact. *Three credits*

LEAD 648. LAW FOR SCHOOL LEADERS

Program participants acquire and develop conceptual knowledge about legal issues that impact schools and the legal environment of schools, develop awareness of and alertness to legal risks and responsibilities, conduct legal research, and consult with school leaders about legal problems and use of legal counsel. *Three credits*

LEAD 661. LEADERSHIP PRACTICUM I

This module is designed in conjunction with a mentor to provide students with meaningful experiences in the Pre-K - 12 setting. A \$625.00 fee will be automatically assessed to those enrolled. *Pass/Fail; Zero credit*

LEAD 662. LEADERSHIP PRACTICUM II

This module is designed in conjunction with a mentor to provide students with meaningful experiences in the Pre-K - 12 setting. A \$625.00 fee will be automatically assessed to those enrolled. *Pass/Fail; Zero credit*

LEAD 663. LEADERSHIP PRACTICUM III

This module is designed in conjunction with a mentor to provide students with meaningful experiences in the Pre-K - 12 setting. A \$625.00 fee will be automatically assessed to those enrolled. *Pass/Fail; Zero credit*

LEAD 674. ADMINISTRATIVE INTERNSHIP

After being selected for the internship by a school or school system, program participants engage in school- and system-based leadership activities supported by a mentoring team and University faculty. Enrollment restricted to those completing the internship route. There is a \$100.00 fee attached to this course. *Pass/Fail; Three credits*

LEAD 680-690. SPECIAL TOPICS IN EDUCATIONAL LEADERSHIP

Special topic courses or directed studies in educational leadership, administration, and supervision approved by the Department of Education and the Director of the Educational Leadership Program. *One to three credits*

■ **Reading Education (READ)**

READ 605. CURRICULUM AND METHODS IN LANGUAGE ARTS, Pre-K-6

Students examine the theory and practice in transforming the methods of inquiry and the knowledge base of the language arts into language curriculum, emphasizing content and performance standards, planning for instruction, teaching methods and materials, including the integrating of technology into the elementary school language arts curriculum. Specialized instruction in teaching grades K-3 to read is an integral part of this course. *Three credits*

READ 606. CURRICULUM AND METHODS IN LANGUAGE ARTS, 4-8

Students examine theory and practice in transforming the methods of inquiry and the knowledge base of the language arts into the language curriculum, emphasizing content and performance standards, planning for instruction, teaching methods and materials, including the integration of technology into the middle school language arts curriculum. Specialized instruction in teaching grades 4-6 how to read is an integral part of this course. *Three credits*

READ 628. ADOLESCENT LITERATURE (Formerly CIED 628)

Students engage in the study of literature written for adolescents and learn how to integrate literature into the teaching of the language arts and literacy instruction in the middle school and the high school. *Three credits*

READ 629. LITERACY ACROSS THE CURRICULUM (Formerly CIED 629)

Students planning to teach in the secondary school setting learn about the importance of teaching reading within the content areas and about using reading and writing strategies to strengthen student literacy and learning. *Three credits*

READ 630. FOUNDATIONS OF LITERACY

This four week intensive course of study incorporates a research-based, structured, and multisensory approach designed to help assist children in the acquisition of reading, speaking, listening, writing, and thinking skills. *Six credits*

READ 631. INTEGRATION OF LITERACY

This four week intensive course of study further extends the training provided in the Foundations of Literacy, READ 630. Participants will apply skills that utilize advanced techniques in the language continuum. *Six credits*

READ 632. THE CHALLENGED READER (Formerly CIED 632)

Candidates master instructional strategies used to enhance the learning and instruction of K-12 students with reading disabilities in both the regular and special education classroom. Topics include assessment, modification of instruction, research-based instructional practices in reading, and technology. *Three credits*

READ 633. READING ASSESSMENT STRATEGIES

This course is designed to provide knowledge and experience with a variety of evaluation tools and techniques to assess individual learner strengths and needs as well as how to create appropriate learning experiences based on assessment data. This course is required for the Reading Endorsement. *Three credits*

READ 634. THE READING AND WRITING CONNECTION

This course will provide strategies to promote various kinds of writing as well as an understanding of the writing process. Strategies to integrate content areas to support the reading and writing growth will be explored. This course is required for the Reading Endorsement. *Three credits*

■ Religious Education (RLED)**RLED 620. PASTORAL FOUNDATIONS OF CATHOLIC EDUCATION**

Students examine key dimensions of Catholic theology as a support for understanding the role and mission of Catholic education and to understand their responsibilities as leaders and teachers in Catholic schools. *Three credits*

RLED 625. CATHOLIC EDUCATION AND THE LASALLIAN TRADITION

Students explore the foundations of education from a Catholic perspective and in relation to the Lasallian tradition and mission. *Three credits*

RLED 630. CURRENT ISSUES IN CATHOLIC EDUCATION

Students analyze contemporary concerns in the Catholic school environment from historical, theological, and educational perspectives. *Three credits*

RLED 640. THE CATHOLIC TEACHER

Students examine the unique position of the Catholic school teacher as role model, catechist, inspiring intellectual, and spiritual mentor. *One credit*

RLED 645. THE CATHOLIC SCHOOL LEADER

Students examine the unique position of the Catholic school leader in its spiritual, instructional, community-building, and managerial dimensions. *One credit*

RLED 650. SPIRITUALITY AND EDUCATION

Students consider the spiritual dimensions of teaching and learning, the role of spiritual development in the life of the teacher and the community life of the school, and the curriculum and co-curriculum of the school. *Three credits*

RLED 651. CURRICULUM AND METHODS IN RELIGIOUS EDUCATION, K-6

Students explore appropriate curriculum and instruction for religious education programs and courses in the elementary school or at the elementary level. *Three credits*

RLED 652. CURRICULUM AND METHODS IN RELIGIOUS EDUCATION, 7-12

Students explore appropriate curriculum and instruction for religious education programs and courses in the secondary school or at the secondary level. *Three credits*

RLED 660. LASALLIAN STUDIES FOR EDUCATORS

Students study key documents from the Lasallian tradition of education and analyze the scope and substance of the Lasallian educational mission worldwide. *Three credits*

RLED 680-690. SPECIAL TOPICS IN RELIGIOUS EDUCATION

Special topic courses or directed studies in religious education or Catholic education approved by the Chair of the Department of Education and the Director of the Graduate Education Program. *One to three credits*

■ ENGINEERING MANAGEMENT**ENGM 600. ENGINEERING MANAGEMENT THEORY**

Management theories, concepts, and applications in an engineering or other technical environment; roles and responsibilities of the engineering manager as integral part of an organization's overall performance; motivation and leadership theories and methodologies. *Three credits*

ENGM 601. APPLICATIONS IN ENGINEERING MANAGEMENT (Formerly MEM 601)

Engineering's role in the firm; organization and structure; leadership and motivation; project management; concepts, methodologies, and procedures for engineering management. *Three credits*

ENGM 602. ENGINEERING ACCOUNTING (Formerly MEM 602)

Uses and limitations of accounting information; measurements, recording of economic events; analysis, control, reporting of financial events; interpretation and application. *Three credits*

ENGM 603. ENGINEERING FINANCE (Formerly MEM 603)

Understanding of financial decisions by corporations. Topics include return on investment; return on assets; asset management; capital planning; budgets, controls, taxes, profit centers; financial and risk analysis. *Three credits*

ENGM 604. SOCIAL, LEGAL AND ETHICAL CONSIDERATIONS FOR ENGINEERING MANAGERS (Formerly MEM 604)

Advanced seminar on impact of technology and engineering processes on social, business and government institutions; issues of the engineer and scientist and their roles as catalyst for societal change. *Three credits*

ENGM 605. QUALITY ASSURANCE (Formerly MEM 605)

Statistical quality control methods for products and services; design of quality control systems; control of quality control inputs. Lecture and problem solving. *Three credits*

ENGM 606. COMPUTER APPLICATIONS (Formerly MEM 606)

Computer-aided design and manufacturing; business applications; personal computers information storage; networks; computer graphics; future applications; management systems. *Three credits*

ENGM 607. OPERATIONS RESEARCH (Formerly MEM 607)

Models and methods of operations research in solving engineering and management problems. Includes linear models, linear programming, duality, post optimality and network analysis and simulation. *Three credits*

ENGM 621. ENGINEERING LAW (Formerly MEM 621)

Legal principles and procedures; contracts and patents; liability, product liability, computer and environmental law; government regulation. *Three credits*

ENGM 624. KNOWLEDGE ENGINEERING (Formerly MEM 624)

Concepts and applications of Artificial Intelligence, Expert Systems, Artificial Neural Networks, Genetic Algorithms, and Software Agents. *Three credits*

ENGM 636. COMPUTER NETWORKS (Formerly MEM 636)

Fundamentals of computer networks. Introduction to computer networking elements, architectures and protocols. Design and analysis of networks: topology, physical and logical communication and applications. *Three credits*

ENGM 637. FILE ORGANIZATION AND DATA BASE MANAGEMENT (Formerly MEM 637)

Survey of current database approaches and systems. Topics include DBMS types; architecture; introduction to SQL; query optimization. DB management project required. *Three credits*

ENGM 640. PRINCIPLES OF PACKAGING

Packaging materials, container types, processes, technology, and equipment. Packaging development process, testing and evaluation methods, standards, and equipment. Government regulations. Special projects. Three credits

ENGM 641. DISTRIBUTION AND MEDICAL DEVICE PACKAGING

Physical distribution systems and distribution hazards. Rules and regulations governing distribution packaging and industry guidelines and practices. Basics of packaging materials, forms and sterilization methods used in biomedical industry. Packaging design, development, and validation. Special projects. *Three credits*

ENGM 642. SUSTAINABILITY

Sustainability criteria and sustainable packaging. Steps to sustainable packaging. Design for optimizing materials and energy. Real-life design and material innovations. Life cycle assessment, examples and carbon footprints. Current state of implementations of sustainable packaging. Special projects. *Three credits*

ENGM 643 MEDICAL DEVICE PACKAGING

Introduction to medical device packaging. Packaging materials and forms used in medical device packaging. Basic extrusion and thermoforming principles. Sterilization methods used in industry. Maintenance of sterility of packages through distribution environment including package integrity and testing. Basics of medical device packaging design and development including validation. Introduction to cold chain management and sustainability. *Three semester credits*

ENGM 644 COLD CHAIN MANAGEMENT

Introduction to various facets of cold chain management. Design of container to maintain proper cooling of products. Use of data loggers to monitor temperatures in relevant cold chain links. Identify key factors that compromise cold chain and cause temperature excursions. Regulatory affairs and compliance. Qualification and validation: methods of thermal mapping. Latest trend and innovations in cold chain management links. *Three semester credits*

ENGM 650. REGULATORY AFFAIRS AND QUALITY SYSTEMS

Develop a basic understanding of regulatory affairs and quality systems related to medical devices to provide a better cross-functional working relationship and process efficiency. *Three credits*

ENGM 652. QUALITY SYSTEMS FOR THE MEDICAL DEVICE INDUSTRY

Develop a basic understanding of quality system requirements for medical device manufacturers based on both FDA and ISO standards. *Three credits*

ENGM 690. ENGINEERING MANAGEMENT MASTER PROJECT

(Formerly MEM 690)

Technical project complete with written report or thesis. This will be a publishable and significant report on an investigation into a scientific and/or engineering management topic which has been approved by the School of Engineering. *Three credits*

ENGM 691, 692, 693. SPECIAL TOPICS (Formerly MEM 691, 692, 693)

One to Three credits

ENGM 695. RESEARCH METHODS IN ENGINEERING MANAGEMENT

Methods used in engineering management research. Emphasis on problem formulation, proposal preparation, oral presentation, data analysis, and experimentation; thesis proposal. *Three credits*

ENGM 696. THESIS

Thesis and oral presentation prepared demonstrating proficiency in analyzing, solving, and implementing a solution to an engineering management problem. (Prerequisite: ENGM 695) *Three credits*

ENGM 698. PROFESSIONAL SEMINAR (Formerly MEM 698)

One to Three credits

ENGM 699. RESEARCH (Formerly MEM 699)

One to Three credits

■ PHYSICIAN ASSISTANT STUDIES**PAS 600. INTRODUCTION TO THE PA PROFESSION**

This course introduces students to the physician assistant profession. Topics of discussion include history of the profession, national and state organizations, federal and state laws affecting practice, education, integrity, developing a team approach to healthcare, diversity and cultural bias, and discussing the future of the profession. *One semester, one credit*

PAS 601. HUMAN ANATOMY

This course provides a comprehensive study of human gross anatomy. A regional approach is used to study the structures and organ systems of the extremities and trunk in order to differentiate between the normal and the abnormal. The clinical significance of topographical and radiological anatomical features is emphasized. Lectures are complemented by laboratory study of prosected cadavers, anatomic models, simulated and real dissection, and surface anatomy. *One semester, five credits*

PAS 602. PHYSIOLOGY & PATHOPHYSIOLOGY

Study of the physiological function of the cell and organ systems and the basic pathological and pathophysiological concepts of disease conditions will be discussed in this course. Students will learn to identify signs and symptoms of various medical conditions using a systemic approach. Systems to be covered in this course include: cardiovascular, respiratory, digestive, urinary, reproductive, nervous, musculoskeletal, special senses, lymphatic, endocrine and integument. Course topics will integrate with the corresponding topics presented in Human Anatomy. *One semester, five credits*

PAS 603. PUBLIC HEALTH

Students explore relevant health-care policy issues that impact healthcare delivery systems and the Physician Assistant profession. Students will learn to promote a lifestyle of healthy choices and focus on prevention of disease. Areas of discussion address global health issues, identifying community resources, community responses to acts of destruction and addressing barriers such as cultural bias that might affect public health access, and differences in health care. *One semester, two credits*

PAS 604. MEDICAL ETHICS AND LAW

Contemporary professional medical issues are discussed and debated. Issues discussed include ethical theories and issues as they apply to the PA and PA/physician team, medical law, and developing a basic understanding of the current healthcare delivery system. *One semester, one credit*

PAS 605. RESEARCH METHODS

Students receive instruction in research methods and application in the clinical setting. Students will locate, appraise and integrate evidence from scientific studies, develop skills to apply this knowledge to their patients, apply knowledge of study designs and statistical methods to determine diagnostic and therapeutic effectiveness. Students are prepared to critically read published reports of clinical research and identify strengths and weaknesses and bring this to their practice in an efficient and cost-effective manner to ultimately benefit patient care. *One semester, two credits*

PAS 606. CLINICAL PHARMACOLOGY AND THERAPEUTICS I

This clinically oriented course provides students with knowledge required for the safe and effective use of pharmaceutical agents in the diagnosis, prevention, and treatment of diseases through an understanding of pharmacokinetics and pharmacodynamics. *One semester, two credits*

PAS 607. CLINICAL MEDICINE I

This course presents an organ-systems approach to the principles of acute and chronic disease processes in clinical medicine. Course involves a review of basic anatomy, physiology, and pathophysiology. Emphasis is placed on etiology of disease, recognition of signs and symptoms, development of differential diagnosis, diagnosis, prognosis, management, patient education, indications for referral, and disease prevention. Course addresses medical conditions related to hematology, oncology, cardiology, pulmonology, and infectious disease. *One semester, nine credits*

PAS 608. HISTORY & PHYSICAL I

Lecture and practical laboratory course covering theory and application of interviewing skills, history and physical examination skills, elicitation and documentation of patient data, and clinical procedures. Students demonstrate competence through practical evaluations, written documentation, and oral presentations. *One semester, three credits*

PAS 609. CLINICAL PHARMACOLOGY AND THERAPEUTICS II

This is a continuation of Clinical Pharmacology and Therapeutics I. This clinically oriented course provides students with knowledge required for the safe and effective use of pharmaceutical agents in the diagnosis, prevention, and treatment of diseases through an understanding of pharmacokinetics and pharmacodynamics. *One semester, two credits*

PAS 610. CLINICAL MEDICINE II

This is a continuation of Clinical Medicine I course. This course continues to present a systems approach to the principles of disease processes; a review of basic anatomy, physiology, and pathophysiology; an emphasis on etiology of disease; recognition of signs and symptoms; development of a differential diagnosis, diagnosis, prognosis, treatment, patient education, disease prevention. This course section covers medical conditions related to renal, endocrine, neurological, and gastrointestinal systems. *One semester, nine credits*

PAS 611. HISTORY & PHYSICAL II

A continuation of Physical & History I. Lecture and practical laboratory course covering theory and application of interviewing skills, history and physical examination skills, elicitation and documentation of patient data, and clinical procedures. Students demonstrate competence through practical evaluations, written documentation, and oral presentations. *One semester, three credits*

PAS 612. CLINICAL SKILLS I

This is the first of two courses that will focus on the development of a variety of clinical skills and procedures. Course covers indications, contraindications, precautions, complications, techniques, cost effectiveness and patient preparation while addressing issues of promoting a safe environment, addressing cultural sensitivity, practicing ethical and cost-effective medicine and providing and maintaining a sound relationship with the patient. *One semester, three credits*

PAS 613. CLINICAL LABORATORY & MEDICAL GENETICS

This course identifies and describes common laboratory tests, demonstrates what types of laboratory tests to order for specific diseases and disorders, and reviews basic interpretation of laboratory test results. Ordering and interpreting genetic testing and application of genetic information and results in the primary care setting will be discussed. *One semester, two credits*

PAS 614. CLINICAL PHARMACOLOGY AND THERAPEUTICS III

A continuation of Clinical Pharmacology and Therapeutics II, this clinically oriented course provides students with knowledge required for the safe and effective use of pharmaceutical agents in the diagnosis, prevention, and treatment of diseases through an understanding of pharmacokinetics and pharmacodynamics. *One semester, one credit*

PAS 615. CLINICAL MEDICINE III

This is a continuation of Clinical Med I & II studying the etiology, presentation, evaluation and management of various diseases and disorders. Instructional emphasis is on the etiology of disease, signs and symptoms, differential diagnosis, diagnosis, prognosis, treatment, patient education, disease prevention. The topics covered in this course include medical conditions of the eyes, ears, nose and throat (EENT); pediatrics, and dermatology disorders. There will be emphasis on pediatric nutrition, screening and prevention, adolescent medicine, special and acute issues in the pediatric population. In addition, the course will cover topics relevant to Geriatric medicine including, general principles of geriatric principles of hospice and palliative care, and death and dying. *One semester, five credits*

PAS 616. INTRODUCTION TO EMERGENCY MEDICINE

This course is designed to provide the students with an introduction and an overview to the discipline of Emergency Medicine. Emphasis will also be placed on acute care and surgical conditions. All students are expected to complete ACLS and PALS training included within this course curriculum. *One semester, two credits*

PAS 617. CLINICAL SKILLS II

This is a continuation of Clinical Skills I. Course covers indications, contraindications, precautions, complications, techniques, cost effectiveness and patient preparation while addressing issues of promoting a safe environment, addressing cultural sensitivity, practicing ethical and cost-effective medicine and providing and maintaining a sound relationship with the patient. Students will also be required to complete a Summative evaluation focusing on history taking and physical examination performance skills, as well as communication and clinical reasoning ability, the ability to summarize and document clinical encounter findings, and demonstration of psychomotor clinical and cognitive critical thinking skills, Objective Structured Clinical Examinations (OSCEs), and clinical procedure performance skill laboratories. Students will participate in a cumulative overview of the NCCPA “blueprint” and will learn strategies to facilitate exam success. They will also participate in a standardized test known as the “Packrat” used as a predictor for success on the PANCE certification exam. *One semester, three credits*

PAS 618. BEHAVIORAL MEDICINE

This course is designed to provide the student with tools to evaluate, diagnose, and manage psychiatric conditions. Students will gain an appreciation for the Diagnostic and Statistical Manual (DSM) classifications of mental illness as well as the importance of timely referrals to other healthcare professionals. Information will be provided on behavioral issues that impact health, the genetic and environmental aspects of behavioral disorders, etiology and treatment of substance abuse, responses and coping mechanisms for stress, growth and development, life cycle development, personality development, human sexuality, death and dying and bereavement. *One semester, two credits*

PAS 701. CLINICAL ROTATION: FAMILY MEDICINE

This clinical practicum is an outpatient-based medical experience that focuses on the clinical aspects of family practice/ primary care. Students will build on the fundamental skills of history taking, performing physical exams, developing differential diagnoses, formulating diagnoses, designing prevention and treatment plans and documenting common medical conditions observed in the family practice setting. Students will participate in a variety of primary care procedures. Emphasis will be placed on caring for the entire family ranging from the newborn to the geriatric patient. *Eight weeks, eight credits*

PAS 702. CLINICAL ROTATION: PRIMARY CARE/INTERNAL MEDICINE

This clinical practicum is an outpatient-based medical experience that focuses on the clinical aspects of family practice/ primary care. Students will build on the fundamental skills of history taking, performing physical exams, developing differential diagnoses, formulating diagnoses, designing

prevention and treatment plans and documenting common medical conditions observed in the family practice setting. Students will participate in a variety of primary care procedures. Emphasis will be placed on caring for the entire family ranging from the newborn to the geriatric patient. *Four weeks, four credits*

PAS 703. CLINICAL ROTATION: INPATIENT CARE

This practicum focuses on the evaluation, diagnosis, and management of acute and chronic inpatient medical conditions. Students will perform inpatient complete history and physical exams, assist with consultations, and evaluate and management inpatients from admission to discharge. Students will appreciate how to and interpret diagnostic tests commonly utilized in inpatient medicine and to perform clinical hospital procedures. Students will also be involved with inpatient hospital documentation to include the admission summary, history and physical examination, daily progress note, consultation note, and discharge summary. *Four weeks, four credits*

PAS 704. CLINICAL ROTATION: BEHAVIORAL HEALTH

This practicum introduces students to a variety of behavioral medicine problems in an outpatient and/or inpatient setting. Students will perform psychiatric interviews and physical examinations, assist with individual and group psychological counseling, perform psychological testing, and participate in management strategies for the psychiatric patient. This practicum is designed to train to students in recognizing psychiatric medical conditions through clinical presentation and the psychiatric interview. *Eight weeks, eight credits*

PAS 705. CLINICAL ROTATION: SURGERY

This practicum introduces students to the clinical evaluation, diagnosis and surgical management of patients in the general surgery setting. Students will be trained in preoperative and post-operative patient care, outpatient evaluation of surgical candidates, surgical inpatient management, operating room protocol and surgical techniques, emergent surgical cases, and documentation specific to surgical patients. Students will learn common surgical procedures and the description, indications, contraindications, and complications of each. Additionally, students will gain experience in interpreting diagnostic tests utilized in the general surgical environment. *Four weeks, four credits*

PAS 706. CLINICAL ROTATION: EMERGENCY MEDICINE

This practicum introduces students to the clinical evaluation, diagnosis and management of acute medical and trauma conditions that present to the emergency department. Students will observe and demonstrate the ability to triage patients, perform problem-focused history and physical examinations, develop differential diagnoses, formulate diagnoses, and design management plans for patients presenting to the emergency department. Students will also be trained in performing emergency procedures, recognizing life-threatening medical conditions, and assisting with resuscitation efforts. This practicum also focuses on utilizing diagnostic procedures essential to the emergency medicine setting. *Four weeks, four credits*

PAS 707. CLINICAL ROTATION: PEDIATRICS

This practicum permits students to gain experience in an outpatient and/or inpatient pediatric setting. Students will be taught to care for patients ranging from neonates to adolescents through well-child and sick-child office visits. The goal of the practicum is for students to recognize the clinical presentation of common pediatric medical problems and then develop differential diagnoses, formulate diagnoses and design management plans for these patients. This practicum will reinforce the knowledge and clinical application of drug dosing, immunizations, growth and developmental milestones, common diagnostic procedures, nutritional assessment, documentation and communication with parents and pediatric patients. *Four weeks, four credits*

PAS 708. CLINICAL ROTATION: OB/GYN

This practicum is designed to provide students with clinical experience in outpatient women's healthcare. Focus will be on eliciting and performing the gynecological history and physical examination, screening techniques, diagnostic procedures, management plans, and contraceptive counseling and management. The practicum will enable students to strengthen their knowledge of pre-natal and post-natal care, menstrual abnormalities, infertility, sexuality issues, menopause and sexually transmitted diseases. *Four weeks, four credits*

PAS 709. CLINICAL ROTATION: GERIATRICS

This practicum is designed to provide students with clinical experience in outpatient and inpatient geriatric healthcare. Students will have the opportunity to develop skills to care for geriatric patients and issues germane to geriatric care. *Four weeks, four credits*

PAS 710. CLINICAL ROTATION: ORTHOPEDICS

This practicum is designed to provide students with clinical experience in orthopedics. This is a required 4 week rotation in orthopedics under the supervision of the site preceptor. Students will have the opportunity to develop skills to care for patients with orthopedics problems that can be found in the primary care setting. Students will have the opportunity to participate in pre-, intra-, and postoperative care. *Four weeks, four credits*

PAS 711. CLINICAL ROTATION: ELECTIVE

For this practicum the student will be permitted to select an area of medicine in which he/she desires to gain additional clinical experience. A list of elective clinical rotation settings will be provided to the student including core general rotations and subspecialty areas of medicine. The student will be permitted to develop a new elective clinical rotation site only with the assistance and permission of the faculty and the Clinical Coordinator. *Four weeks, four credits*