ACCOUNTING

ACCT 401
Accounting Foundations
1 Credit Hour
This course covers basic concepts underlying published financial statements, including the balance sheet, income statement and cash flow statement.

ACCT 513
Identity Theft and Computer Related Fraud
3 Credit Hours
The course introduces students to cyber security and cybercrime. This course examines the relevant threats faced by businesses at all levels with regards to information management and security. Topics covered include Internet and e-commerce fraud, money laundering, assessing risk and detecting computer-related fraud, detecting and deterring identity theft, as well as management, legal, ethical and privacy issues related to technological advances. The course also covers how cybercrime has evolved, and continues to evolve in the contemporary environment and how investigations, detection and protection have attempted to keep pace with fraudulent activity.

ACCT 514
Financial Statement Fraud
3 Credit Hours
This course explores the motivations, opportunities, and rationalizations management uses in perpetrating financial statement fraud. Students will learn to detect fraud by studying fraudulent financial reporting (intentional misstatements or omissions in financial statements) with emphasis on detection techniques. Students learn the tools that fraud auditors/examiners use to detect the warning signs of fraud and methodologies to proactively uncover and discourage such activities.

ACCT 515
Fraud Examination
3 Credit Hours
This course provides students with a knowledge and understanding for the fundamental of fraud examination. Students learn about the causes of fraud and white-collar crime in our society and the circumstances in which it arises. The nature of fraud, elements of fraud, fraud prevention detection, investigation, design and use of controls to minimize fraud, and methods of fraud resolution are examined in this course.

ACCT 516
Ethical Issues in Financial Fraud Examination and Management
3 Credit Hours
Pre/Corequisite: P (RQ) ACCT-515
This course explores the areas of organizational ethics and the connections among detecting and preventing fraud and understanding the corporate ethical environment. Additionally, this course examines the motivation of fraud perpetrators and the different theories as to who commits fraud and why. Topics include personal and organizational responsibility, competence, confidentiality, professional relationships, certification, licensing and other regulatory programs, and research.

ACCT 517
Financial Fraud Capstone Course
3 Credit Hours
This course integrates the knowledge gained in earlier Financial Fraud Examination and Management courses to assist students towards achieving the Certified Fraud Examiner (CFE) credential. Through the use of lectures, videos, and the Association of Certified Fraud Examiners CFE Exam Prep Course, students will synthesize the body of knowledge of the Fraud Examination discipline, apply Fraud Examination fundamentals to a hypothetical case, write a professional fraud incident report, and be prepared to successfully pass the CFE Examination.

ACCT 520
Accounting for Management Decisions
3 Credit Hours
Managerial accounting is the study of accounting as it relates to the use of cost management information to assist in realizing an organization's strategy. This course emphasizes the importance of critical strategic analysis in the decision-making process through the use of readings and cases in the areas of financial reporting, budgeting and cost control.

ACCT 521
Accounting Analytics and Revenue
3 Credit Hours
This course focuses on key financial measurements and the meaningful, timely reporting necessary for data-driven management decision-making.

ACCT 550
Cost and Profitability Management
3 Credit Hours
Pre/Corequisite: P (RQ) ACCT-520
This course requires students to analyze complex case studies. Topics include Profitability by Product Line, Service and Customer; Activity Based Costing and Management; Balanced Scorecard; Strategic Budgeting and Profiting Planning; Management Control; Performance Measurement; and Multinational Issues.

ACCT 561
Forensic and Investigative Accounting
3 Credit Hours
This course is designed to provide students with methodologies for resolving fraud allegations, from inception to disposition. This course addresses important topics associated with modern forensic and investigative accounting, including fraud auditing, investigation methods, courtroom procedure and litigation support, valuation, cybercrime and other key forensic accounting topics. This course covers selected areas of the law and investigative skills for the collection, analysis and evaluation of evidential matter. Additionally, students will learn how to interpret and communicate findings.

All Courses

ACCT 562
Information System Security
3 Credit Hours
This course provides students with an understanding of how electronic files are vulnerable to attacks from both employees and outsiders from around the world, how computer fraud and manipulation is accomplished, and what security measures should be instituted to prevent it. The course covers risk and compensating security technologies by considering the requirements of cyber and information system security with a systemic view of the development process from the 'acquisition' through to the 'disposal' stages.

ACCT 563
Advanced Topics in Taxation and Regulation
3 Credit Hours
This course is a study of the rules, concepts, and applications of several topics. These topics include federal income tax issues, multistate taxation, tax practice, ethics, accounts' liability, and gift and estate taxation.

ACCT 564
Accounting Information System
3 Credit Hours
This course is a study of the concepts, nature and objectives of accounting information systems. AIS integrates the students' knowledge of accounting with computer technology, management concerns, and quantitative reasoning. Systems applications through the business cycle will be explored.

APPLIED COMPUTER SCIENCES GR

ACSG 405
Project Management for Information Technology
3 Credit Hours
In this course, students develop an understanding of project management and how it improves the success of information technology projects. Project management terms and techniques such as the triple constraint of project management, knowledge areas, process groups and the life cycle are illustrated. The course provides coverage of tools and techniques of project management such as selection methods, work breakdown structures, network diagrams, critical path analysis, critical chain scheduling, cost estimates and earned value management. Motivation theory and team building as part of the information systems organization structure is considered. A small project described from some case examples and solved using Microsoft Project integrates topics from the course.

ACSG 425
Data Communications and Wireless Networking
3 Credit Hours
This course provides an overview for the fundamentals of data communications for wired and wireless networking. Topics include analog and digital transmission, transmission media, encoding techniques, multiplexing, flow control, error control, packet switching, circuit switching, wireless LANs, cellular wireless networking and emerging wireless technologies.

ACSG 430
Mobile Applications
3 Credit Hours
Currently, there is rapid growth in the number of mobile devices being used with correspondingly high demand for good apps for phones and tablets on all platforms. In this course students will research the characteristics of a good app, then learn how to create one. As a culminating project, students will plan, design and build a fully functional app.

ACSG 435
Cloud Computing
3 Credit Hours
This course provides an overview for the fundamentals of cloud computing. It describes the delivery model of how IT resources including applications, computing and storage are provided as services, releasing consumers from owning the physical resources and paying for unused services. It describes the concepts of Software as a Service (SaaS), Platform as a Service (PaaS), and Infrastructure as a Service (IaaS). Topics include cloud computing architecture, design, use cases, deployment and management.

ACSG 440
Networking Fundamentals
3 Credit Hours
This course introduces students to the computer networking, local area network configuration and management, network hardware, network topologies and technologies, network media, network protocol, IP addressing, and Wide Area Network. *This is a prerequisite course for the Graduate program, which may be waived if the student has sufficient experience or has completed a course in programming. As such, it does not count toward the 36-credit hour program requirement.

ACSG 441
Relational Database Theory
3 Credit Hours
This course introduces the student to the theory and implementation of relational databases. Topics include the relational model, foreign keys, joins, basic SQL including joins and group aggregates, and normalization. *This is a prerequisite course for the Graduate program, which may be waived if the student has sufficient experience or has completed a course in programming. As such, it does not count toward the 36-credit hour program requirement.

ACSG 442
Introduction to Computer Programming
3 Credit Hours
This course introduces the students to computer programming. Students create programs that use the basic elements of programming: control structures, logical expressions, variables, arrays and file input and output. Students are evaluated on their ability to read and write programs. The course will use Python 3, a contemporary programming language that is used in data science, web development, artificial intelligence, and business applications. *This is a prerequisite course for the Graduate program, which may be waived if the student has sufficient experience or has completed a course in

programming. As such, it does not count toward the 36-credit hour program requirement.

ACSG 450
Digital Forensics
3 Credit Hours
This course introduces students to the techniques and tools of computer forensics investigations. Students will receive step-by-step explanations of how to use the most popular forensic tools. Topics include coverage of the latest technology, including PDAs, cell phones and thumb drives. Many hands-on activities are included which allow students to practice skills as they are learned.

ACSG 452
Advanced Database Topics
3 Credit Hours
As a second course in database theory and design, it begins with a quick review of database fundamentals, including ER modeling techniques, normalization, SQL and implementation issues. Course topics include data storage techniques, indexing, query processing and optimization, transaction processing, concurrency control, administration, security, data mining, data warehousing, distributed databases, internet databases and XML.

ACSG 455
Open Source Software
3 Credit Hours
This course covers the installation, configuration and basic operation of the LAMP (Linux-Apache-MySQL-PHP) environment and other open source software. LAMP has become a common environment in business. Instructional modules in this course serve as a necessary introduction to the use of the Linux operating system and provide basic functional familiarity with software used in other courses for database, web service and scripting.

ACSG 465
Usability and Design
3 Credit Hours
In this course, students learn the principles of user-centered design and how they can be effectively applied to building usable websites and intranets. Topics covered are user profiling, data gathering, scenarios and transitioning to final design.

ACSG 515
Next-Generation Software Architectures
3 Credit Hours
This course explores new paradigms in software engineering and computer systems architecture, including approaches to storing data across complex mobile networks. Students will study modern approaches to software architecture that build on powerful next-generation hardware and software technology.

ACSG 520
TCP/IP Architecture and Protocols
3 Credit Hours
This course provides a solid foundation for understanding the communication process of the Internet. Topics include TCP/

IP protocol suite, TCP/IP layered architecture, classful and classless addressing, IPv6, ARP, RARP, UDP, TCP, SCTP, unicast and multicast routing protocols, TELNET, FTP, TFTP, HTTP, SMTP, POP, IMAP, WAN technologies, mobile IP, multimedia over IP, compression, congestion control, flow control, and security issues.

ACSG 532
Fund Big Data Analytics
3 Credit Hours
Big Data Analytics is about harnessing the power of data for new insights. This course covers the breadth of activities, methods, and tools that data scientists use. The content focuses on concepts, principles, and practical applications that are applicable to any industry and technology environment. The learning is supported and explained with examples and coding exercises.

ACSG 535
Software Requirements
3 Credit Hours
This course focuses on the software requirement gathering, software requirement specification, functional and non-functional requirements, use case scenario development, and UML, and software verification and validations.

ACSG 540
Web Development
3 Credit Hours
This course will enable students to create dynamic web applications using both client-side and server-side scripting technologies. Client-side technologies are necessary for validation of form data and interaction with visitors to the website. Server-side scripting enables the website to interact with other computer application systems such as email and databases. Topics include HTML, Cascading Style Sheets, PHP and database access through the web.

ACSG 542
Full-Stack Development
3 Credit Hours
Front-end, back-end and everything in-between, this course will broaden students' understanding of programming and will challenge their knowledge of computer science. This is a resume-worthy course that gives students a taste of a programming career that encompasses every level. This course will utilize the latest web programming technologies, including Node.js, MongoDB and Angular. Students should have some knowledge of programming and some knowledge of HTML before taking this course.

ACSG 545
Software Engineering
3 Credit Hours
This course addresses the foundations, methodologies, and tools for developing high-quality large-scale software systems, with an emphasis on the technical issues of software development. Students in this course will work in groups through all stages of the design process (requirements, specification, design, code, and test) as they design and implement large-scale projects.

All Courses

ACSG 547
Software Design
3 Credit Hours
This course focuses on transforming the software requirements into a design form, which helps the programmer in software implementation.

ACSG 549
Software Processes
3 Credit Hours
This course focuses on the industry standards for software process such as ISO 12207 and SEI's CMMI models.

ACSG 555
Data Mining and Warehousing
3 Credit Hours
This course focuses on the design and implementation of data mining systems and introduces the student to all aspects of the data mining process, from preprocessing to information retrieval. Current algorithms and OLAP technologies are covered. Applications in a variety of settings and industries are introduced and discussed.

ACSG 556
Data Visualization
3 Credit Hours
This hands-on course is an introduction to the principles and techniques of data visualization, and will include the identification of patterns, trends and differences from data sets across categories, space, and time. Students will learn appropriate visual representation methods and techniques that increase an audience's understanding of complex data and models and enhance human comprehension, communication, and decision-making. Graphical methods for specialized data types will be presented.

ACSG 561
Systems Analysis and Design
3 Credit Hours
The course material encompasses the concepts, tools and techniques required to analyze and design business information systems. It includes structured development approaches and the system development life cycle, as well as rapid application development through alternative approaches. Emphasis will be given to the role of information systems in organizations and how they relate to organizational objectives and structure. Students will be introduced to modeling tools such as data flow diagrams, entity-relationship diagrams, data dictionaries, decision tables, decision trees, structured English, use cases and structure charts.

ACSG 570
Computer Systems Security
3 Credit Hours
This course is concerned with the planning, deployment and security of Web services. Topics include hardware and software selection, fundamentals of secure configuration and maintenance, site organization, intrusion detection, hardening of systems, hacking, the nature of malicious attacks, resources for improving computer security, backup procedures, and documentation techniques.

ACSG 572
Modern Operating Systems and Security
3 Credit Hours
This course explains the security implementation for various operating systems. It focuses on security risk identification, security configuration and implementation, and tools availability for Windows operating systems and applications.

ACSG 575
Information Ethics
3 Credit Hours
An introduction to ethical theories and the tools of ethical analysis is followed by the study of ethics issues in privacy, security and intellectual property. Topics include database and Internet ethics, electronic surveillance, plagiarism and electronic voting. Readings will be drawn from classical computer ethics literature, journals, news media and contemporary books that address these topics.

ACSG 578
Network Security
3 Credit Hours
This course discusses various technical issues involved in security threats and protection of computer networks.

ACSG 585
Network Administration
3 Credit Hours
This course explains how to manage, install, and configure IP, IP Routing, DHCP, Access control, and DNS of wire and wireless networks.

ACSG 591
Special Topics
3 Credit Hours
Special topics are offerings developed to examine emerging issues of significance in the field. This course may be proposed and organized from within the University or by outside-recognized professionals who wish to contribute to the program and its studies.

ACSG 592
Independent Study
1 to 4 Credit Hours
Independent study is an intensive individualized study related to a topic in the field. Study goals are outlined, reviewed and agreed upon by the student and faculty member. A written contract is developed. A final report or project is mandatory from the student to the faculty member. Pass/Fail grade option only.

ACSG 593
Directed Study
1 to 4 Credit Hours
Directed study is a course offered by a non-traditional method or a non-traditional educational institution that does not offer university credit or employer related training. The student is responsible for putting sufficient documentation on file with the advisor to receive credit. Pass/Fail grade option only.

ACSG 594
Internship
1 to 4 Credit Hours
Students will work for a semester in an agreed upon career position. The employer will be expected to put a letter on file with the program advisor documenting the proposed professional contribution the student is making to the organization. The employer must supply an evaluation at the end of the internship period. The student must apply for the academic credit at the time the internship takes place. See Division Director for internship guidelines. Pass/Fail grade option only.

ACSG 599
Graduate Capstone Course
1 to 4 Credit Hours
Pre/Corequisite: P (RQ) Admission to the program
This course covers the formal development of a thesis, project, directed study, or internship. Before registering, the student must submit a proposal for an intensive individualized study related to a topic in the field. Study goals are outlined, reviewed and agreed upon by the student and faculty. The student must submit and present a final thesis or culmination report for final evaluation and approval by the program.

BUSINESS ANALYTICS

BANA 501
Business Intelligence and Decision Making
3 Credit Hours
This course is devoted to introduce decision support systems and business intelligence and covers the technologies available to support individual and group decision making in organizations. This course covers the following topics: overview of decision support systems, group decision support systems, data warehousing and mining, data visualization, business intelligence, expert systems, and state of the art technologies in the field.

BANA 530
Operations and Technology Management
3 Credit Hours
The course covers in-depth topics of how technology changes business, mechanics of disruption, digital trends past and future, and developing digital transformation strategies. Topics include fundamental laws of digital transformation, rate of technological change, economics of innovation, digital transformation trends and technologies, and practical strategies for moving towards digital transformation. Students will be able to explain and apply frameworks underlying the transformation that is happening today and in the future of business. After completing the course, students will have the opportunity to the PRINCE2 Foundational Project Management Exam.

BANA 541
Project Management Overview
3 Credit Hours
This course introduces the student to the functions necessary for all project managers. Covering the entire project life cycle, students gain experience in the processes and phases of project management. Project phases such as selection, planning, organizing, execution, monitoring, control and closure will be reviewed. Project processes such as scope, risk, communications, quality and procurement management will be addressed.

BANA 543
Project Management Tools and Systems
3 Credit Hours
The primary focus in this course is on the quantitative tools used in project management. The course will focus on project feasibility, justification, and detail scheduling using work breakdown structures (WBS), critical path methods (CPM) and project budgeting/costing and performance evaluation (PERT). Students will use contemporary tools and techniques for planning, executing, monitoring and controlling projects.

COMM. SCI/DISORDERS - GRADUATE

CSDIG 500
Clinical Problem Solving: Assessment
4 Credit Hours
This course involves principles of measurement concepts and qualitative and quantitative assessment in speech-language pathology. Offered spring.

CSDIG 501
Clinical Problem Solving: Management
1 Credit Hour
Pre/Corequisite: P (RQ) CSDIG-500
This course is a professional issues seminar, designed to challenge decision making among developing clinicians. Examines important dimensions of development, including ethical conduct and the profession's Scope of Practice, workplace characteristics and demands, the role of professional organizations, and requisite skills for lifelong learning. Offered spring.

CSDIG 502
Developmental Disorders of Speech
3 Credit Hours
Detailed study of phonological and articulatory speech sound disorders in children. Discussion of strategies and techniques for assessment and management among a variety of clinical populations. Offered fall.

CSDIG 503
Developmental Disorders of Language
3 Credit Hours
This course is a study of children and adolescents with language disorders. Discussion of strategies for assessment and management with a variety of clinical populations.

CSDIG 505
Aural Rehabilitation
3 Credit Hours
This course is an overview of amplification and (re)habilitative needs identified among hard-of-hearing individuals of all ages. Strategies for management developed from the perspective of the speech-language pathologist. Offered fall.

All Courses

CSDIG 507
Advanced Practicum in Speech-Language Pathology: Campus
1 Credit Hour
This course involves additional on-campus clinical practice with clients exhibiting a variety of communication disorders, overseen by University clinical educators. Offered Summer.

CSDIG 512
Advanced Practicum: School-Based Speech-Language Pathology
2 Credit Hours
Pre/Corequisite: E (RM) CSDIG-500 CSDIG-502 CSDIG-503 CSDIG-515 CSDIG-516 CSDIG-517
Performance of a minimum of 100 clinical hours of supervised practicum in speech-language pathology in a public school setting. Offered spring.

CSDIG 513
Advanced Practicum: Clinical Speech- Language Pathology
2 Credit Hours
Pre/Corequisite: E (RQ) CSDIG-515 CSDIG-516 CSDIG-517 CSDIG-521 CSDIG-522 CSDIG-551
This course is a clinical practicum with a variety of communication disorders in off-campus medical sites such as hospitals, clinics and rehabilitation facilities. Offered spring.

CSDIG 514
Practicum in Prevention
1 Credit Hour
This course is a clinical practicum involving prevention of speech, language and hearing disorders via community-based screenings. Offered fall or spring.

CSDIG 515
Practicum in Speech-Language Pathology I
3 Credit Hours
This course involves on-campus clinical practice with clients across the life span, who have a variety of communication disorders, overseen by University clinical educators.

CSDIG 516
Practicum in Speech-Language Pathology II
3 Credit Hours
Pre/Corequisite: P (RQ) Successful completion of CSDIG-515
This course involves additional on-campus clinical practice with clients exhibiting a variety of communication disorders, overseen by University clinical educators. Offered fall or spring.

CSDIG 517
Practicum in Speech-Language Pathology III
3 Credit Hours
Pre/Corequisite: P (RQ) Successful completion of CSDIG-515 and recommendation of faculty or CSDIG-515 and CSDIG-516
This course involves off-campus or/and on-campus clinical practice with clients across the lifespan, who have a variety of communication disorders, overseen by University clinical educators. Offered fall and spring.

CSDIG 521
Acquired Disorders of Speech
2 Credit Hours
This course is a study of neurogenic disorders of adult speech, including assessment and management of acquired apraxia of speech and dysarthria. Offered summer.

CSDIG 522
Acquired Disorders of Language
3 Credit Hours
This course is a study of acquired neurogenic disorders of adult language. Topics include assessment and management of aphasia, primary progressive aphasia, and other acquired language disorders. Offered fall.

CSDIG 523
Assessment II
1 Credit Hour
Pre/Corequisite: P (RQ) CSDIG-500
This course offers advanced knowledge and clinical application of assessment concepts through simulation technology. Offered summer.

CSDIG 525
Acquired Cognitive Communication Disorders
3 Credit Hours
This course is a study of acquired neurogenic disorders in cognitive communication. Topics include assessment and management of these disorders due to traumatic brain injury, right hemisphere disorders, and dementia. Offered fall.

CSDIG 530
Seminar: Fluency Disorders
2 Credit Hours
This course is a review and analysis of stuttering research, examination of issues in stuttering modification and fluency shaping. Offered summer.

CSDIG 531
Seminar: Voice Disorders
2 Credit Hours
This course is an examination of issues concerning the clinical assessment/treatment of voice disorders in children and adults. Offered fall.

CSDIG 535
Literacy and Speech Language Pathology
1 Credit Hour
This course focuses on the components of literacy including phonemic awareness, phonics, vocabulary, fluency, and comprehension. The course meets the requirements of the ISBE Professional Educator License endorsed in Speech Language Pathology (Non-Teaching). Offered summer.

CSDIG 540
Seminar: Augmentative and Alternative Communication
2 Credit Hours
This course is an introduction to augmentative and alternative principles and practices. Assessment and management of adults and children with severe communication problems are addressed. Topics include: symbol selection, vocabulary

selection, issues of access, sensory impairments, evaluation and treatment. Offered summer.

CSDIG 551
Assessment and Management of Dysphagia
3 Credit Hours
This course is a study of the etiology, assessment, and treatment of swallowing and feeding disorders in adults and children. Offered spring.

CSDIG 554
Seminar: Dysphagia II
1 Credit Hour
Pre/Corequisite: P (RQ) CSDIG-551
This course offers advanced knowledge and clinical application of issues related to swallowing disorders. Offered summer.

CSDIG 578
Research Requirement I
1 Credit Hour
In this course, students will begin to investigate scholarly activity under the direct supervision of a faculty member. Students will begin the process to conduct research, including generating of a research question, planning a study with methodological rigor, and completing a literature review. Permission from Program Director required.

CSDIG 579
Research Requirement II
2 Credit Hours
Pre/Corequisite: P (RQ) CSDIG-578
This course involves scholarly activity under the direct supervision of a faculty member. Students will collect and analyzing data which culminate in a written research paper and oral presentation. CSDIG 579 is a required continuation of CSDIG 578.

CSDIG 581
Seminar: Multicultural Issues
2 to 3 Credit Hours
This course is an organized exploration of issues pertinent to clinical service provision to persons from varying cultural backgrounds. Offered summer.

CSDIG 582
Seminar: Counseling
1 Credit Hour
This course examines the role of speech-language pathologists and audiologists in the provision of informational and personal adjustment counseling to individuals having communication disorders and their families. Offered fall.

CSDIG 594
Foundations of Research in Communication Sciences and Disorders
3 Credit Hours
This course is a detailed study of research design, data collection, analysis, interpretation, and ethical implications of research in communication disorders. Offered spring.

CSDIG 595
Special Topics
1 to 3 Credit Hours
These courses are offerings developed to provide detailed examination of emerging issues of significance in clinical and/ or research areas of the discipline.

CSDIG 596
Independent Study
1 to 3 Credit Hours
This course is an Independent, directed study of a specific problem or problems in speech-language pathology. Requires permission of instructor, program director, and dean.

CSDIG 599
Research Requirement
3 Credit Hours
This course involves scholarly activity under the direct supervision of a faculty member. Students will conduct a research study and complete a written thesis.

CORE CURRICULUM

EDGCC 511
Foundations of Education
3 Credit Hours
This course examines the social, historical, and philosophical foundations of American education. It explores the relationship between school and society, the development of the U.S. educational system from its inception to the present, and the philosophical questions that guide educational thought and practice. Students apply these philosophical questions to a variety of contemporary situations, including theories of learning and educational policies.

EDGCC 512
Assessment of Instruction and Learning
3 Credit Hours
This course is designed to address the assessment and evaluation of student progress toward meeting targeted standards, learning objectives and competencies. The development of interpretive skills across learning objectives will be stressed. Topics addressed include: standards-based assessment, standardized tests and interpreting their results, performance assessment, portfolio assessment, self-evaluation, and dissemination of assessment results. Required for licensure.

EDGCC 513
Educational Research Design and Development
3 Credit Hours
This course initiates the graduate study research requirement. Course content differentiates the foundational assumptions, elements, methods and designs of educational research through both qualitative and quantitative paradigms. A statement of original research inquiry, a literature review, and a plan for investigating a research problem are developed. Cross Ref: All sections of 513.

All Courses

EDGCC 514
Scholarship in Teaching: Finalizing the Inquiry Process
3 Credit Hours
Pre/Corequisite: P (RQ) EDGCC-513
This course is designed to guide and assist graduate students in the completion of the graduate research study. Students receive guidance in the collection and interpretation of data. Dissemination of research findings to peers, the educational community, and other relevant audiences is required.

EDGCC 515
Methods of Reading and Reading in the Content Area
3 Credit Hours
This course explores research-based strategies to support students as they engage with reading and reading in the content areas. Topics include, but are not limited to, varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, and fluency; the construction of meaning through the interactions of reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation; communication theory, language development, and the role of language in learning; the relationship and integration of reading, writing and oral communication; the selection and modification of content area materials to meet the students' needs; varied formal and informal assessments for reading, writing, and oral communication, and building academic vocabulary.

EDGCC 516
Cycle of Effective Teaching
2 Credit Hours
This course provides an overview of the general structure of the edTPA Cycle of Effective Teaching and an examination of planning for instruction, instructing and engaging students in learning, and assessment. Topics covered will include: instructional planning, evidence-based instructional strategies, classroom management, formative & summative assessments, and data driven instruction.

EDGCC 517
Residency I Fall
2 Credit Hours
Residency I is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site mentor from the school and Program Coordinator from the University jointly supervise the Residency experience.

EDGCC 518
Reading and Writing in the Content Area
2 Credit Hours
This course explores research-based strategies to support students as they engage with informational text. Topics include, but are not limited to, research-based strategies for reading informational texts, arguments/informative/ explanatory writing strategies and frameworks, developing oral communication skills, and building academic vocabulary.

EDGCC 519
edTPA Seminar
2 Credit Hours
Reflective analysis of the directed teaching setting; Analysis and evaluation of the candidate's classroom management, instructional planning, implementation, and assessment strategies; Instructional modifications to address diverse learners; Analysis and evaluation of students' learning.

EDGCC 520
Residency I Spring
2 Credit Hours
Residency I is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site mentor from the school and Program Coordinator from the University jointly supervise the Residency experience.

EDGCC 521
Integrating Technology and Instructional Strategies
2 Credit Hours
Candidates will become familiar with various educational technologies and strategies for effectively integrating them into instructional delivery. This course examines specific examples of how teachers can integrate a variety of technologies to enhance instruction and engage students more fully in learning activities. Educational technology will be addressed as a fundamental part of teaching and learning that offers students a variety of creative and inquiry-based learning experiences.

EDGCC 522
Residency II Fall Residency II Fall
2 Credit Hours
Residency II is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site coach from the school and Program Coordinator from the University jointly supervise the Residency experience.

EDGCC 523
Capstone Research Seminar
4 Credit Hours
This capstone course is designed to prepare teacher candidates for their emerging roles as instructional leaders in their classrooms. Candidates will design and implement an action research project, analyze data, and use data to drive instruction in their classrooms. Candidates will examine contemporary educational issues to inform their professional practice.

EDGCC 524
Residency II Spring
2 Credit Hours
Residency II is comprised of a year of teaching in a classroom setting appropriate to the program/license. A site coach from the school and Program Coordinator from the University jointly supervise the Residency experience.

EARLY CHILDHOOD

EDGEC 443
Student Teaching Early Childhood Education
6 Credit Hours
Pre/Corequisite: C (RQ) EDGEC-445
Program of guided observation, participation, and teaching in classroom, jointly supervised by a teacher from the University and one from the field. Normally, the student teacher spends the whole school day in the field for sixteen weeks. Prerequisite: A minimum of 100 clock-hours of supervised field experiences in education; the required sequence in education course.

EDGEC 503
Foundations, Curriculum and Methods of Teaching Literacy and Social Studies in K-2
3 Credit Hours
Candidates will examine and use a variety of texts that support students' learning of reading, writing, speaking, and listening. The course also examines the content and methods of teaching social science in diverse and inclusive settings. The course explores Illinois Learning Standards for English/Language Arts and Social Science. An emphasis will be placed on holistic learning, technology integration, and developmentally appropriate practice.

EDGEC 504
Foundations, Curriculum and Methods of Mathematics and Science in K-2
3 Credit Hours
The course prepares teacher candidates to facilitate children's development of mathematical thinking, including number concepts, geometry, probability, and measurement. Illinois Standards for Mathematics and the Next Generation Science Standards (NGSS) will be explored. An emphasis will be placed on holistic learning, technology integration, and developmentally appropriate practice.

EDGEC 507
Methods of Teaching Young Children with Disabilities
2 Credit Hours
This course provides an overview of early childhood special education history and philosophy, reflected in current practices, curriculum development, materials selection, assistive technology use, adapted assessment, and intervention planning in the context of collaborative services to young children with disabilities.

EDGEC 509
Child, Family, and Multicultural Community
2 Credit Hours
Family and community contexts surrounding young children, as well as legal, religious, and political institutions that affect families and children are explored. Supportive relationships with families of young children with and without special needs, are emphasized. Family-centered services for diverse families are explored. Ethics in early childhood education, health and safety, and mandated reporting are discussed. Students engage in service-learning.

EDGEC 511
Infant and Toddlers: Environments, Programs, and Activities
2 Credit Hours
This course focuses on creating responsive environments that support the social, emotional, physical, and cognitive development of children aged birth to three. Environmental designs and the facilitating play that fosters the development of language and literacy, creative expression, and mathematical and scientific thinking. Family-partnerships, attachment theory, health, and safety are discussed as vital to early care and education.

EDGEC 521
Assessment of Typically and Atypically Developing Young Children
2 Credit Hours
This course introduces students to developmental assessment of typically and atypically developing children aged birth to 8, in the context of developmentally appropriate practice. The ethical use of assessment data to plan instruction, monitor children's progress on developmental and curricular goals, measure achievement, and gauge children's engagement in learning are stressed. Candidates practice administering various early childhood assessments and reporting results.

EDGEC 551
Physical, Psychosocial, and Cognitive Development in Early Childhood
2 Credit Hours
This course focuses on the cognitive, social, emotional, linguistic, and physical development of children from birth to Grade 2. The role of general health, nutrition, relationships, culture, and play in shaping development are discussed. Candidates explore tools for observing and analyzing the development of children from birth to Grade 2.

EDGEC 552
Inquiry and Play: Birth-Kindergarten
2 Credit Hours
This course focuses on the centrality of inquiry and play in children's learning. Integrated and developmentally appropriate experiences that support children's construction of knowledge and interpersonal relationships are stressed. Candidates explore multiple ways to observe and document learning experiences to support reflective teaching and the development of children's critical thinking skills.

EDGEC 553
Integrated Curriculum and Methods in PreK
2 Credit Hours
This course focuses on the curriculum, methods, materials, and technology for the integrated teaching of mathematics, science, social studies, literacy, and the fine arts to young children in diverse and inclusive settings. An integrated approach to teaching the importance of play, creativity, technology, and the physical and interpersonal environment are discussed. Students use observation and documentation to plan, assess, adapt, and reflect on learning experiences.

All Courses

EDGEC 554
Emergent Literacy and Language Development
2 Credit Hours
This course discusses language and literacy development in young children. Verbal and non-verbal language acquisition in children are examined. Emphasis is on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instructional strategies, technology-use and varied learning materials to promote language and literacy development in inter-disciplinary contexts with attention to the interrelated processes of listening, speaking, reading, and writing, are emphasized.

ECONOMICS

ECON 402
Economic Foundations
1 Credit Hour
This course reviews basic economic principles with a focus on macroeconomics. Issues include aggregate supply and demand, monetary and fiscal policy, consumption, investment, unemployment, inflation and economic growth.

ECON 406
Statistical Foundations
1 Credit Hour
This course provides a review of basic statistics focusing on descriptive statistics with an introduction to basic concepts underlying statistical inference.

ECON 510
Managerial Economics
3 Credit Hours
This course uses the tools and techniques of economic analysis to solve business problems. Managerial economics bridges the gap between traditional economics and business decision making. The course will include demand theory and estimation, production theory, cost analysis, market structure, pricing policies and business investment decisions.

ECON 540
Managing in a Global Econonmy
3 Credit Hours
This course uses the tools and techniques of economic analysis to solve business problems in a global marketplace. Managerial economics bridges the gap between traditional economics and business decision making. The course will include demand theory and estimation, production theory, cost analysis, market structure, pricing polcies and business investment desicions. The course will also study from a management perspective the impact of various external and internal enviromneants (e.g., technological, legal, regulatory, political, socio-cultural, economic) on national and international business organizations, as well as trade and foreign exchange topics.

ED TECH

EDGET 531
Foundations of Educational Technology
3 Credit Hours
This course examines the field of educational technology including the design, development, utilization, management and evaluation of instructional systems. Additionally, the philosophy and principles that influence educational technology is addressed.

EDGET 532
Instructional Design Foundations
3 Credit Hours
Application of contemporary instructional design principles and models to real-world learning problems. The systems approach to designing instruction is emphasized.

EDGET 533
Computers, Critical Thinking and Problem Solving in the Content Area
3 Credit Hours
This course examines the use of computers for promoting higher order thinking and problem solving in the content areas. Contemporary research and instructional strategies are examined.

EDGET 534
Emerging Technology Trends in Education
3 Credit Hours
The course examines the role of technology trends in educational institutions. The course focuses on understanding the life-cycle of technology, change management strategies, and ethical and legal issues associated with adapting and integrating technology into educational institutions.

EDGET 535
Administration and Management of Educational Technology
3 Credit Hours
The course examines how to plan and manage successful training, professional development, and technological projects in educational institutions. Topical areas include planning and developing technology projects, evaluating and analyzing school and district capacity and readiness for a new technology project, organizing and managing human resources and support systems, scheduling, budgeting, team structures, defining project requirements and quality assurance.

EDGET 536
21st Century Literacies and Professional Development
3 Credit Hours
This course is designed to provide technology educators with the tools for engaging critical, digital literacies in a variety of educational settings, including within digital schools, learning management systems, collaborative content development tools, and multicultural community exchanges.

EDGET 537
Educational Computers and Network Applications
3 Credit Hours
The course introduces instructional technology professionals to the fundamentals of computers, including terminology and operations. The course also examines the fundamental concepts of planning, designing, and managing computer networking and knowledge of server-based applications for instructional settings.

EDGET 570
Program Orientation
0 Credit Hours
Candidates explore the Education Program's professional dispositions, which include the values, commitments and professional ethics that influence behaviors toward families, colleagues and communities that affect student learning. In addition, candidates complete the first of two professional dispositions self-assessment surveys. This course also explores key functions of course platforms (Canvas and Live Text) that will be utilized throughout the program.

EDGET 571
Program Reflection
0 Credit Hours
In this course the candidates reflect on their experience throughout the program. Candidates complete the final professional dispositions self-assessment survey.

EDUCATION GRADUATE

EDUGL 470
Education Orientation
0 Credit Hours
Formerly titled "Orientation to the Profession of Teaching". *Level 2 -- Professional Education Course. This online course is designed to introduce teacher candidates to a number of important Education Program policies and procedures they will need to know and understand as they prepare to become a professional educator. Each module in this online course will introduce teacher candidates to an important policy/procedure and the related tasks they will need to complete to move forward in educational programs leading to Illinois licensure.

EDUGL 516
Pre-Residency Field Experience Block
1 Credit Hour
Candidates will spend 30 hours in a structured classroom; the experience will include (but is not limited to): observation in a classroom setting, tutoring student(s), working with small groups of students, reading to student(s), interviewing student(s) and teacher(s), and working with ESL students.

ELEMENTARY EDUCATION

EDGEL 401
Introduction to the Profession of Teaching
3 Credit Hours
*Level 1 Professional Education Course. This course is an introduction to the professional, ethical, and moral responsibilities of teachers, and to the teacher education program at Saint Xavier University. Students will be introduced to a variety of professional standards and will focus their attention on the development of their own professional dispositions. Critical issues in education, such as diversity, curriculum development, state and federal mandates and legal issues will be addressed.

EDGEL 411
Principles and Methods of Teaching Social Science and the Arts in the Elementary School
3 Credit Hours
*Level 2 -- Professional Education Course. This course is designed to introduce content and methods for teaching Social Studies and incorporating the Arts in the elementary classroom. Topics include social science/performing/visual arts theory, lesson planning, interdisciplinary instruction, assessment, and a broad overview of content and standards included in the elementary social studies/arts curriculum. The primary focus is the development of a personal philosophy of teaching elementary social studies, along with the integration of the arts in the classroom. 10 field experience hours required (field experience hours pertain only to those graduate candidates enrolled in the traditional Elementary Education MAT program).

EDGEL 412
Principles and Methods of Teaching Science, Health and PE in the Elementary School
3 Credit Hours
*Level 2 -- Professional Education Course. This course focuses on developing instructional strategies and assessments for teaching science content, modeling science literacy, and employing inquiry-based, interactive learning in a technology-rich environment. A broad range of science, health and physical education content will be explored based on the Illinois Content Area Standards and Next Generation Science Standards. 10 field experience hours required (field experience hours pertain only to those graduate candidates enrolled in the traditional Elementary Education MAT program).

EDGEL 418
Foundations and Methods of Literacy and Language Arts
3 Credit Hours
Level 2 Professional Education Course: Requires Admission to an Education Program. Investigation of theory, research and practice related to the teaching and learning of reading and the language arts. Incorporates the study of language and literacy development; reading and writing processes; principles, methods and materials of literacy instruction including phonemic awareness, phonics, vocabulary, fluency and comprehension. 10 field experience hours required.

EDGEL 419
Assessment and Diagnosis of Reading Problems
3 Credit Hours
*Level 2 -- Professional Education Course. This course will focus on the study of the combined procedures of assessment, evaluation, and instruction. Topics will target the development and implementation of methods materials and assessments to enable the classroom teacher to adapt instruction to small groups and students' needs. This course is designed to enable

All Courses

teacher candidates to use sound theoretical, philosophical, and knowledge-based approaches to the diagnosis and instruction for struggling readers, employing the guidelines and standards of the International Literacy Association. 15 field experience hours required.

EDGEL 421
Methods of Teaching Mathematics in the Elementary School
3 Credit Hours
Level 2 Professional Education Course. The course focuses on the analysis of children's construction of mathematical knowledge and on mathematics as a meaningful activity. The use of word problems and manipulatives to aid in the understanding of operations on whole numbers, fractions, decimals and percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics are included. 15 field experience hours required.

EDGEL 425
Child Growth and Development
3 Credit Hours
*Level 1 Professional Education Course. This course focuses on the study of theories of development that include the physical, psychosocial, cognitive and moral development of the individual from infancy through childhood. Application of these theories as they relate to the child's formal and informal school experiences is examined.

EDGEL 439
Managing the Elementary Classroom: Behavior Management and Instructional Planning
3 Credit Hours
*Level 2 -- Professional Education Course. This course presents best practices in classroom and behavior management - from organizing time, materials, and classroom space to strategies for managing individual and large group student behaviors, transitions, and other arrangements for general education classrooms. In addition, teacher candidates will be introduced to the effective development and design of instructional lesson planning for all students, including ESL and students with special needs. Topics will include, but are not limited to: Classroom Management, Classroom Organization, Behavior Management, Response to Intervention, PBIS, Common Core State Standards, Understanding by Design (UbD) and research-based instructional strategies. 10 field experience hours required.

EDGEL 441
Using Student Achievement Data to Support Instructional Decision Making
3 Credit Hours
*Level 2 -- Professional Education Course. This course will provide teacher candidates with an understanding of how to use data to inform instruction and enhance learning for diverse student populations. Teacher candidates will participate in activities that will enhance knowledge of assessment task development, analysis, and interpretation of results. Documenting student performance and progress both for instructional and accountability purposes will be emphasized. Candidates will become familiar with quantitative and qualitative concepts and practices used to evaluate student learning in the classroom. They will learn how to communicate assessment results to their learners. Candidates will also explore established and developing assessment technologies. Topics may include but are not limited to: Multi-tiered systems of support (response to intervention), standardized assessments, benchmark assessments, diagnostic assessments, progress monitoring assessments, formative assessments, performance assessments, teacher-developed assessments, rubrics, checklists, data literacy and assessment-based grading.

EDGEL 445
Seminar in Teaching and Learning
3 Credit Hours
Pre/Corequisite: E (RQ) EDGEL-446
*Level 3 -- Professional Education Course. This course for student teachers includes a structured teaching performance assessment (edTPA) in the directed teaching site; an analysis of the contextual factors of the elementary students' learning environment; alignment of teaching with the state learning standards; an appropriate assessment plan linked to learning goals; instruction designed for engaged, successful learning for all students'; modifications to address diverse learners; analysis and evaluation of students' learning; and oral and written reflection of all components of the teaching process. Enrollment requires completion of general education prerequisites, all education coursework, and field experiences

EDGEL 446
Directed Teaching - Elementary Education
6 Credit Hours
Pre/Corequisite: E (RQ) EDGEL-445
*Level 3 - Professional Education Course. This student teaching practice experience is a serious apprenticeship that requires teacher candidates to spend a full semester [16 weeks] in a school setting working alongside veteran elementary school teachers. The experience is designed to provide opportunities for candidates to apply course concepts in an authentic classroom environment. This semester includes guided observation, active participation, as well as solo/co-teaching. Throughout this experience a university supervisor and a mentor teacher support the teacher candidate. Enrollment requires successful completion of general education prerequisites, all education coursework and field experiences.

EDGEL 483
Reading and Writing in the Content Areas
3 Credit Hours
*Level 2 -- Professional Education Course; This course will explore research-based strategies to support students as they engage with informational text. Topics will include, but are not limited to: research-based strategies for reading expository texts; narrative, opinion/argumentative, and informational/explanatory writing strategies and frameworks; developing oral communication skills; and building academic vocabulary. 10 field experience hours required.

EDGEL 519
Assessment and Diagnosis of Reading Problems
2 Credit Hours
This course focuses on the study of the combined procedures of literacy assessment, evaluation, and instruction. Topics will target the development and implementation of methods, materials, and assessments to enable the classroom teacher to adapt instruction to the needs of small groups and individual students. This course is designed to enable teacher-candidates to use sound theoretical, philosophical, and knowledge-based approaches to the diagnosis and instruction for struggling readers, employing the guidelines and standards of the International Literacy Association.

EDGEL 521
Methods of Teaching Mathematics in the Elementary School
2 Credit Hours
The course focuses on the analysis of children's construction of mathematical knowledge and on mathematics as a meaningful activity. The use of word problems and manipulatives to aid in the understanding of operations on whole numbers, fractions, decimals, and percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics are included.

EDGEL 525
Child Growth and Development
2 Credit Hours
This course focuses on the study of theories of development that include the physical, psychosocial, cognitive and moral development of the individual from infancy through childhood. Application of these theories as they relate to the child's formal and informal school experiences is examined.

EXERCISE SCIENCE - GRADUATE

EXSCG 400
Leadership and Ethics
3 Credit Hours
This course explores leadership and ethics through an interdisciplinary approach. The objective of this course is to broaden the student's knowledge about theories, models and constructs as they relate to the study of ethical issues in health care. Students examine the Mercy mission and its application and impact in the healthcare field, especially as related to social determinants of health and healthcare disparities. The course includes content and activities to promote development of effective decision-making and communication skills for leadership roles, working in diverse settings and valuing service to the community as a leader.

EXSCG 405
Psychology of Health-Related Behavior
3 Credit Hours
This course is designed to explore theories and models of health-related behavior among individuals and populations. Students will analyze selected theories that explain the psychology behind motivation for health-related behavior change and variables that influence short- or long-term changes. Research evidence that supports theories and

models will be discussed. Emphasis is on the application of theory in developing interventions and programs targeting individuals or populations.

EXSCG 415
Application of Educational Practices
3 Credit Hours
This course examines the principles related to development of educational activities and evidence-based educational practice used for delivery of information in a variety of health care fields and settings, including clinical, human performance, and rehabilitative settings. Topics include health information literacy, learning styles, generational learning, and writing learning objectives, as well as various strategies to deliver content and evaluate the effectiveness of educational activities.

EXSCG 425
Research Methods
3 Credit Hours
This course is designed to advance the health care professional's ability to evaluate the validity and reliability of research findings and their application to practice within their field. The student will compare and contrast research studies related to a selected topic of interest and synthesize the results in a critical appraisal. Research methods will include qualitative, quantitative, epidemiological and mixed methods. Topic areas include determining appropriate statistical tests, interpretation of results and determining if additional research is needed. Professional written communication using APA style will be emphasized.

EXSCG 505
Advanced Concepts in Applied Physiology
3 Credit Hours
This course examines the physiological responses and adaptations to both acute and chronic exercise. Topics to be covered include skeletal muscle physiology and the cardiorespiratory, endocrine, and renal systems. Further investigation of environmental effects, ergogenic aids, gender- and other specific training procedures will be discussed. The student will recognize and apply strategies for effective programming to help with adaptations needed for performance or rehabilitation.

EXSCG 515
Advanced Strength and Conditioning
3 Credit Hours
This course focuses on applying the advanced principles of strength and conditioning. Topics include biochemistry, physiology, needs analysis, and biomechanics of sport and its application to movement. Emphasis is adapting strength and conditioning principles to various settings, including rehabilitation, sport, and general fitness.

EXSCG 540
Advanced Coaching Practices
3 Credit Hours
This course will investigate the theoretical basis and the evidence supporting coaching science in various healthcare settings. Students will examine various concepts of coaching and their applications to behavioral change in both the team

All Courses

setting and one on one setting. Significant areas of coaching strategies are discussed, including motivational interviewing, appreciative inquiry, and positive psychology. Other areas discussed are coaching skills, self-reflection, and ethics within coaching.

EXSCG 550
Advanced Recovery and Regeneration
3 Credit Hours
This course is designed to investigate the history and science of methods used in the recovery and regeneration of the human body. Students will utilize research principles as they analyze the evidence related to nutrition, sleep, physical stress, and other modalities that are thought to help with recovery and regeneration of the body.

EXSCG 580
Advanced Motor Control and Assessment
3 Credit Hours
The focus of this course is to explore and analyze a variety of assessment techniques about motor control and its application to sport, fitness, and activities of daily living. In addition, students will discuss current literature applied to motor control and assessments within the sport, general population, or the rehabilitation setting. Students in this course will participate in a 2-day on-campus intensive that provides opportunities to practice selected assessment skills.

EXSCG 590
Application of Strength and Conditioning Principles
3 Credit Hours
This course examines theories and principles of periodization of sport and the outcomes associated with different methodologies. Preparatory, competitive, and transitional phases will be examined within the context of the annual plan. Emphasis will be placed on needs analysis, techniques, variations, frequency, intensity, time and type of exercises, and effectiveness evaluation. Course content also includes discussing long-term athletic development concerning sport and life. Finally, students will design an annual plan for a selected individual or team.

EXSCG 600
Scholarly Project or Thesis Option
3 Credit Hours
This course is a semi-independent or directed guided study course where the student completes an original research project. The thesis/scholarly project is a culmination of the MSES program and helps the student transition to a field of academia scholar as well as a professional within your discipline.

EXSCG 601
Scholarly Project or Thesis Option
3 Credit Hours
Pre/Corequisite: P (RQ) EXSCG-600
This course is a continuation of EXSCG 600 and is a semi-independent or directed guided study course where the student completes an original research project. The thesis/scholarly project is a culmination of the MSES program and helps the

student transition to a field of academia scholar as well as a professional within your discipline.

EXSCG 602
Scholarly Project Or Thesis Option
1 Credit Hour
Pre/Corequisite: P (RQ) EXSCG-600, EXSCG-601
This course is a continuation of the EXSCG 600 and 601 course. The student is to continue their semi-independent or directed guided study or original research project. This course can be taken up to three times for 1 credit each time.

FINANCE

FINC 403
Financial Foundations
1 Credit Hour
This course includes basic concepts of the time value of money, discounts cash flows, capital budgeting, debt and equity financing.

FINC 521
Managerial Finance
3 Credit Hours
Students develop an understanding of financial theory necessary to implement effective financial strategies. The course reviews fundamental concepts such as time value and the basics of risk and return. The course explores the valuation of bonds and stocks, strategic investments, and financing decisions, including the cost of capital, capital budgeting, and long-term financial planning.

FINC 577
Special Topics in Finance
3 Credit Hours
The focus of this course is on special topics in finance. The course will be offered as a seminar on a subject of current interest.

GRADUATE EDUCATION TESOL

EDGTE 450
Methods of Teaching English as a Second Foreign Language to Adults and Children
3 Credit Hours
This course focuses on teaching English to adults and children in formal and/or informal school settings. This course will develop candidates' understandings of and skills in the method and materials of Teaching English to Speakers of Other Languages, intercultural competencies, language structure and teaching practice in supervised settings. 40 field hours. Offered fall.

EDGTE 470
Advanced Methods of Teaching English as Second/ Foreign Language to Adults and Children
3 Credit Hours
Pre/Corequisite: P (RQ) EDGTE-450
This course is designed to develop advanced candidate theory, knowledge and skills, including advanced grammar, for teaching English in community settings, e.g., community

centers, adult education, and after-school programs, both in the U.S. and abroad. 40 field hours. Offered spring.

EDGTE 479
Theoretical Foundations of Teaching ESL and Bilingual Education
3 Credit Hours
This course is designed to introduce students to an understanding of the historical, philosophical, socioeconomic and educational issues that have led to the formation of ESL and bilingual education policies, programs and services for culturally diverse populations. An examination of the research concerning theories of language learning and acquisition as they pertain to ESL and bilingual education is included. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered fall.

EDGTE 480
Methods of Teaching English as a Second Language
3 Credit Hours
Relevant topics concerning English as a second language are included in this course, as well as the nature and function of language. Methods of teaching, listening, speaking, reading and writing are presented. Students select and critically analyze ESL materials and are placed in supervised ESL classrooms for clinical experience. Research on methodologies in ESL instruction is developed. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDGTE 481
Cross Cultural Studies in a Bilingual Program
3 Credit Hours
This course focuses on teaching children from diverse linguistic, cultural and racial backgrounds within the context of societal issues related to poverty, discrimination, racism and sexism. Learning and communication styles and the impact of teacher expectations on student achievement are examined. Effective utilization of home and community resources is explored and a review of the professional literature is included. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered fall.

EDGTE 482
Methods and Materials of Teaching English in a Bilingual Program
3 Credit Hours
A variety of program models, methodologies and strategies that are effective and appropriate for teaching the bilingual student are presented in this course. Methods and materials for integrating the English language arts into the teaching of mathematics, science and social studies are reviewed and employed. The course introduces techniques for managing a multi-level class and presents curricular development techniques for programs that assist students who are learning English in a bilingual educational setting. A supervised clinical experience in a bilingual classroom is provided. An overview of the research associated with teaching methodologies and bilingual education is included. 0-25 field experience

hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDGTE 483
Linguistics for Educators
3 Credit Hours
This course provides an introduction to contemporary theories of language structure, phonology, morphology, syntax and semantics. Concentrates on applied linguistics relevant to the PreK-12 classroom and includes a review of pertinent professional literature. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered summer.

EDGTE 484
Assessment of Bilingual Students
3 Credit Hours
This course provides a theoretical and practical study of instruments and procedures for testing bilingual students. Formal and informal methods used to evaluate and assess language skills and academic proficiency are examined. Issues of non-discriminatory testing are addressed and the professional literature on assessment and bilingual education is reviewed. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered summer.

EDGTE 485
Methods of Teaching Bilingual Education
3 Credit Hours
Program models, methodologies, and strategies that are effective and appropriate for designing, implementing, and assessing teaching and learning for emergent bilinguals are presented in this course. Students will engage in curricular development for preK-12 students who are learning in a bilingual education setting. An overview of the research associated with teaching methodologies and bilingual education is included. Successful completion of the Illinois State Language Proficiency Examination in target language is required to earn the Bilingual Education endorsement. A supervised clinical experience in a bilingual setting is provided. 0-25 field experience hours. Variable field hours requirement depending on student program and teaching experience. Offered spring.

EDGTE 486
ESL Bilingual Education Observation
1 Credit Hour
This course is the field experience component of your ESL or Bilingual Education endorsement. Topics include observation, analysis of interactions and instruction of students in ESL and Bilingual Education classroom settings to support theory presented in university classroom component.

EDGTE 570
Program Orientation
0 Credit Hours
Candidates explore the Education Program's professional dispositions, which include the values, commitments and professional ethics that influence behaviors toward families, colleagues and communities that affect student learning. In

addition, candidates complete the first of two professional dispositions self-assessment surveys. This course also explores key functions of course platforms (Canvas and Live Text)that will be utilized throughout the program.

EDGTE 571
Program Reflection
0 Credit Hours
In this course the candidates reflect on their experience throughout the program. Candidates complete the final professional dispositions self-assessment survey.

MANAGEMENT

MGMT 404
Management Foundations
1 Credit Hour
This course provides a review of the human aspects of management. The focus is on the impact of human behavior in organizations and the implications they have on managerial decisions and actions.

MGMT 500
The Management Experience
3 Credit Hours
Pre/Corequisite: P (RQ) MGMT-404
This course examines the effective management of people in organizational settings. The course focuses on managerial and leadership function/skills in organizations and the impact on accomplishing the goals of the organization. Critical issues such as self-awareness, interpersonal perception, communication, employee motivation and engagement, diversity in the workplace, high performance work teams, performance management, ethical decision making and change management are explored.

MGMT 501
Strategic Human Resources Management
3 Credit Hours
Pre/Corequisite: P (RQ) MGMT-500
This course helps students manage a workforce using data visualization tools such as Salesforce and Tableau. Students learn that human resources are an asset that much be managed using business intelligence, data warehousing and mining, data reporting and storytelling, overview of analytic models, data visualization, and digital transformation technologies. Students will follow a prescribed learning methodology culminating in a Salesforce Certification Badge in Tableau.

MGMT 502
Training and Workplace Learning
3 Credit Hours
In this course students will learn methodologies for anticipating the future and developing the tools needed to always be ready for changes in the work environment. Students learn adaptive learning methodologies. They also learn how to anticipate the skills a workforce needs in the future. This course offers students certification from Salesforce.

MGMT 505
Employee Benefits
3 Credit Hours
This course considers how organizations plan and design health benefits as well as their fiscal control and administration. Topics include, the purchase of plans, determination of plan quality, legal mandates, employee satisfaction and morale issues.

MGMT 507
Leadership and Managing Change
3 Credit Hours
This course examines the effective management of people in organizational settings. The areas of individual behavior, informal and formal organization structure, and group dynamics will be related to leadership style and effectiveness in managing change. Students will critically examine and creatively solve problems of managing individuals and teams within organizations.

MGMT 540
The Global Environment of Business
3 Credit Hours
This course takes a management perspective to examine the impact of various external and internal environments (e.g., technological, legal, political, socio-cultural, economic) on national and international business organizations. Case studies, articles in business management journals, and current events will be used to understand and apply international business frameworks. Specific topics covered include globalization, culture, political economy, international business strategy, international human resources management, and international finance.

MGMT 545
Managing High Performance Teams
3 Credit Hours
This course helps students understand team dynamics, to become better team members through experience, to be better able to manage teams, whether local or virtual, and to apply team theory to actual practice in their personal and professional lives. This course accomplishes these goals through a combination of exercises supplemented by lecture, discussion, video cases, and role-play.

MGMT 550
Managing Business Ethics and Social Responsibility
3 Credit Hours
This course addresses the concept of classical theories and ethics in corporate decision-making and the conflict between economic and social objectives in domestic and global environments. Topics include global ethical dilemmas, corporate social responsibility, and ethical implications of managerial decisions. Within this framework, it introduces students to the ethical concepts and ethical principles and the reasoning and analytical skills needed to resolve those moral dilemmas and provides students with an understanding of the social and natural environments within which moral issues in business arise.

MGMT 570
Ethics Governance and Business
3 Credit Hours
This course examines the major social, political and economic forces impacting business organizations. Topics include social accounting, labor relations, technological change, consumerism, pollution, government regulation, ethics and morality and equal opportunity. An emphasis will be placed on management's response to societal issues as the corporation attains its mission and goals. This course is designed to increase the students' awareness of ethical problems and how these problems affect managerial and corporate responsibility to individuals and to society.

MGMT 574
Diversity and Inclusion in Organizations
3 Credit Hours
This course focuses on building a case for diversity as a competitive advantage in today's organizations. Students learn to understand, value, and respect individual differences in the context of workplace diversity. Through readings, cases, and identity group discussion and presentations, the application and implications as well as opportunities and challenges of diversity are explored.

MGMT 585
Health Care System Organization
3 Credit Hours
The primary focus of this course is on the development and organization of the various elements of health care in the United States. The continuing impact of the Accountable Care Act is studied. The course considers the growth of the third-party payer system, the impact of employer-based health insurance and the role of government programs. Also, the changing world of doctors, other providers, and provider organizations are discussed.

MGMT 587
Health Care Financing and Managed Care
3 Credit Hours
This course looks in detail at the societal and management issues precipitated by the financing of the U.S. health care system. The course considers types of managed care arrangements, the impact of managed care on service provision, risk arrangements, capitation, disease and demand management principles, cost-effectiveness and quality issues and the changing relationships between patients, payers, providers and employers.

MGMT 588
Legal and Regulatory Issues in Health Administration
3 Credit Hours
Pre/Corequisite: P (RQ) MGMT-585
This course considers legal obligations and responsibilities of health care providers and organizations in administration. Elements of corporation, agency, administrative and common law are covered. Landmark cases are used to study legal issues faced by providers and health care organizations.

MGMT 590
Strategic Management and Policy
3 Credit Hours
Pre/Corequisite: P (RQ) FINC-521, MKTG-560
Strategic Management and Policy is a capstone course that builds on and integrates key concepts and ideas learned in core courses. Case studies provide the context for applying a strategic management framework to create effective strategic alternatives in a business setting. Emphasis is placed on how these issues affect a manager and an organization.

MARKETING

MKTG 405
Marketing Foundations
1 Credit Hour
This course serves as an overview of critical aspects of marketing management. The four major areas of product, price, promotion and distribution are the main subjects of case study and situational analysis.

MKTG 560
Marketing Management
3 Credit Hours
Marketing management is a study of the various phases of marketing activity and an analysis of the concepts on which sound marketing practices are based. Consideration is given to product planning, distribution channels, promotional methods, sales programs, pricing policy, market research and the problems of the administration of marketing programs.

MIDDLE LEVEL

EDGML 501
Methods of Teaching Mathematics in the Middle School
2 Credit Hours
This course exposes both pre-service and in-service teachers to principles, current issues, materials and methods of teaching mathematics in grades 5-8. A strong mathematical background expected.

EDGML 502
Methods of Teaching English Language Arts in the Middle School
2 Credit Hours
This course covers the theories and practices of teaching English in middle school (grades 5-8) English language arts classrooms, in addition to an emphasis on integrating reading, writing, speaking, listening and technology skills into effective lessons and units.

EDGML 503
Methods of Teaching Science in the Middle School
2 Credit Hours
This course is designed to prepare middle grade (5-8) science teacher candidates to teach science using the complex and scientifically appropriate inquiry model. The Illinois Learning Standards for Science and the Next Generation Science Standards will guide instructional planning activities. Emphasis will be placed upon the nature of science and its instructional methods including: the nature of scientific inquiry,

All Courses

the development of science process skills, integration of subject areas (STEM) and assessment, and using data to improve student achievement.

EDGML 504
Methods of Teaching Social Studies in the Middle School
2 Credit Hours
This course is specifically designed to develop the knowledge, skills and understandings needed to teach social studies at the middle school level (grades 5-8) by providing teacher candidates with a comprehensive overview of the most effective approaches to planning, implementing, managing and assessing successful and effective learning experiences for students. Emphasis will be placed on exploring the relationship between educational theory and the development of practical teaching techniques for everyday use in the middle level social studies classroom.

EDGML 505
Young Adolescent Development
2 Credit Hours
This course will address the unique social, emotional, physical and intellectual challenges faced by 10-14 year old children, known as the period of early adolescence. Middle level candidates will examine and reflect on the major concepts, principles, theories, and research related to young adolescent development. The focus will be on building the knowledge needed to provide healthy and effective learning environments for all young adolescents. Candidates will explore the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents, including those whose language and cultures are different from their own. Critical understanding of these characteristics and transformations will be an essential part of the course, along with a review of the important work of Piaget, Erickson and others who have made significant contributions toward our understanding and ability to effectively teach this age group. The vital elements of parental involvement and responsiveness to diversity will also be emphasized. Candidates will be prepared to transition to the middle school classroom through deep appreciation for and understanding of the children they will teach in grades 5-8.

EDGML 506
Data Driven Instruction
3 Credit Hours
This course will provide teacher candidates with an understanding of how to use data to inform instruction and enhance learning for diverse student populations. Teacher candidates will participate in activities that will enhance knowledge of assessment task development, analysis, and interpretation of results. Documenting student performance and progress both for instructional and accountability purposes will be emphasized. Candidates will become familiar with quantitative and qualitative concepts and practices used to evaluate student learning in the classroom. They will learn how to communicate assessment results to their learners. Candidates will also explore established and developing assessment technologies. Topics may include but are not limited to: Multi-tiered systems of support (response to intervention), standardized assessments, benchmark assessments, diagnostic assessments, progress monitoring assessments, formative assessments, performance assessments, teacher developed assessments, rubrics, checklists, data literacy and assessment-based grading.

EDGML 507
Historical Trends and Contemporary Issues in Education
3 Credit Hours
This course is designed to engage students in a critical exploration of the social and political history and dynamics of American public schools, as well as the demands of the teaching profession. Central to this study is an exploration of the myth and reality of diversity and equality in our democratic society. Current issues and trends will be dissected and debated to explore multiple perspectives and experiences. Trends and issues may include: standards and standardized testing, multicultural education, critical literacy, parental choice, unionization, school funding, educational reforms, and the legal and ethical rights and responsibilities of teachers and learners in our school communities.

EDGML 508
Middle Level Classroom Environment: Supporting College/ Career Readiness
2 Credit Hours
Supporting College/Career Readiness Students must be college and career ready when they leave our secondary schools, however that process does not begin in secondary school. Future employers seek applicants who are perseverant problem solvers, communicators, and team players. This course aims to prepare middle level teachers to understand what these soft skills look like through the lens of a middle school curriculum and to begin the process of preparing students to be successful four to six years in the future. Topics include but are not limited to: communication and collaboration, creative thinking, critical thinking/problem solving, decision-making, evaluation/argument, and organization.

NURSING - GRADUATE

NURSG 409
Graduate Nursing Stats Module
0 Credit Hours
This self-paced, ten-module tutorial is an option to meet the statistics prerequisite for NURSG 509. Basic statistical information will be reviewed consisting of descriptive statistics and confidence intervals, measures of relative standing, variability in sample results, probability, hypothesis testing, inferential statistics, common non-parametric testing, simple and multiple regression and odds ratio along with relative risk. Upon completion of each module a 4- question practice quiz will be taken. Upon completion of the ten modules, a competency exam will be taken with a score of 85% or greater to be achieved in order to successfully pass the course. Students are allowed a total of 2 attempts to pass the competency exam.

NURSG 502
Advanced Health Assessment
3 Credit Hours
This course assists students to develop effective clinical interviewing, focused history-taking, and advanced physical assessment skills. Course content builds upon the student's foundational knowledge of pathophysiology, microbiology and anatomy. The underlying approach to assessment stresses a holistic view of clients as complex beings possessing physical, emotional, social and spiritual health needs and resources.

NURSG 503
Advanced Pathophysiology
3 Credit Hours
In this course students will acquire a deeper understanding of some of the mechanisms of disordered physiology that underlie the disease conditions commonly encountered in practice settings. Students will apply the knowledge of pathophysiological processes to the clinical manifestations of diseases. It will ultimately form the basis for clinical diagnosis and decision-making regarding therapeutic interventions in future courses.

NURSG 504
Philosophical and Theoretical Foundations of Advanced Nursing
3 Credit Hours
This course focuses on the ethical and theoretical foundations of advanced nursing. Personal narratives from clinical practice are analyzed from the perspectives of several ways of knowing. Selected ethical and aesthetic theories as well as theories from nursing, physical sciences, social and behavioral sciences, and organizational management are analyzed and applied. Reflexive practice, scholarly writing, and transformational learning in graduate education are emphasized.

NURSG 505
Advanced Health Assessment and Clinical Reasoning
3 Credit Hours
Pre/Corequisite: P (RQ) NURSG-503
This advanced health assessment course builds upon baccalaureate and professional practice physical assessment and history-taking knowledge and skills. It focuses on the skills of assessment necessary in advanced nursing practice. Content in this course builds upon and integrates the student's foundational knowledge of anatomy, physiology, and pathophysiology. Emphasis will be placed on applying theoretical foundations as well as the development of advanced assessment skills in order for the student to perform a comprehensive health assessment across the lifespan. This course will also allow students to further develop skills such as: effective clinical interviewing; comprehensive and focused history-taking, clinical reasoning and differential diagnosis, disease risk factors, and health promotion strategies. The underlying approach to advanced health assessment utilizes a holistic view of clients as complex beings possessing physical, emotional, social, cultural, and spiritual health needs, living as individuals within families and communities.

NURSG 509
Nursing Inquiry
3 Credit Hours
Pre/Corequisite: P (RQ) NURSG-504 NURSG-517 Basic statistics course or passing score on statistics competency exam
This course focuses on methods of inquiry as a basis for the expansion of knowledge in nursing. Philosophical foundations of qualitative and quantitative methods are explored. Methodological approaches that use qualitative analysis are compared with those that require quantification and statistical analysis of data. Emphasis is placed on the congruence between the research problem and the research design. Analysis of research studies and the ability to develop a research proposal are expected outcomes of this course. Current issues in nursing research, including those of critique, collaboration and publication are discussed.

NURSG 512
Advanced Pharmacology
3 Credit Hours
This course focuses on the pharmacologic effects and clinical uses of selected drug groups. Principles of pharmacodynamics and pharmacokinetics will be reviewed. The issues of altered pharmacotherapeutic response relative to physiologic and psychosocial variables will be included. Pharmacologic mechanisms of action in association with side effects, drug interactions, contraindications and patient education will be addressed.

NURSG 517
Health Care Systems and Financing
3 Credit Hours
This course focuses on the transformation of the American health care system. The corporatization of health care and the complexities of health care delivery and related financing of that care are addressed. Efforts on quality care, now linked to reimbursement for that care, are the emphasis for health care systems' policies today. Included are the basic concepts of quality, safety, improving health outcomes and related policy analysis. The course also provides an opportunity for practical application of budgeting through cost analysis, and the use of financial information for decision and policy making in providing quality health care.

NURSG 519
Primary Care of Women and Children
3 Credit Hours
Pre/Corequisite: P (RQ) NURSG-505 and C (RQ) NURGP-519
This is the first of three primary care delivery courses for Family Nurse Practitioner students. With an emphasis on women's and children's health, assessment and management strategies for problems commonly encountered in primary care are introduced. Students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the Family Nurse Practitioner.

All Courses

NURSG 523
Clinical Leader Role I
2 Credit Hours
This is the first of four courses specific to the Clinical Leader (CL) role. The course provides a foundation for implementation of the role. Students focus on the CL role and its contribution to improve patient outcomes, ensure quality care and reduce health care costs. Concepts, theories and issues related to nursing leadership and care environment management are investigated in depth. End of program competencies for the Clinical Nurse Leader role will be discussed. The practicum facilitates role clarification and application of microsystem analysis.

NURSG 524
Clinical Leader Role II
2 Credit Hours
Pre/Corequisite: P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-523 and C (RQ) NURGP-524
This is the first of three didactic-practicum dyads in the Clinical Leadership track. Students apply elements of the CL curriculum with a selected cohort of clients in a practice setting. Periodic seminars provide opportunities for CL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. NOTE: Students registered for NURSG 524 must also register for NURGP 524 in order to complete the course requirements and receive credit for this course.

NURSG 525
Pharmacology for Advanced Practice Nursing
1 Credit Hour
Pre/Corequisite: P (RQ) NURSG-552 and C (RQ) NURSG-535
The student will focus on the application of pharmacologic and pharmacotherapeutic principles in primary care throughout the lifespan. Students will address varying prescribing regulations within the United States as well as prescriptive authority, controlled substance and substance abuse. All course objectives will be considered from the perspective of the Family Nurse Practitioner as a licensed prescriber of medications.

NURSG 535
Management of Common Problems in Primary Care
3 Credit Hours
Pre/Corequisite: P (RQ) NURSG-519 NURGP-519 and C (RQ) NURGP-535
This is the second of three primary care delivery courses for Family Nurse Practitioner students. Assessment and management strategies for problems commonly encountered in primary care are introduced. Students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the family nurse practitioner.

NURSG 536
Management of Complex Problems in Primary Care
3 Credit Hours
Pre/Corequisite: P (RQ) NURSG-535 NURGP-535 and C (RQ) NURGP-536
This is the final course of three primary care delivery courses for Family Nurse Practitioner students. Assessment and management strategies for complex problems in primary care are introduced. A minimum of 225 hours of clinical practicum is required for this course. Students work closely with primary care providers in clinical settings to develop clinical decision-making skills integral to the role of the family nurse practitioner. The student will synthesize elements of clinical management skills and knowledge and analyze, apply and evaluate diverse aspects of patient assessment and health care interventions. This course is the mandatory practicum section for NURSG 536, Complex Problems in Primary Care.

NURSG 537
Family Nurse Practitioner Role Synthesis
2 Credit Hours
Pre/Corequisite: P (RQ) NURSG-535
Current concepts, theories, and issues relevant to the family nurse practitioner role are analyzed. The multifaceted role of the family nurse practitioner as primary care provider, educator, researcher, manager, and consultant is examined. Focus will be placed on how the evolution of these roles has influenced the development, transition, and implementation of today's advanced nursing practice. Professional competencies, educational requirements, and regulatory controls will be discussed.

NURSG 544
Epidemiology and Population Based Health Care
3 Credit Hours
Pre/Corequisite: P (RQ) NURSG-509
This course emphasizes the use of epidemiological research in population based health care. The essential elements of the community health/needs assessment method are applied to assess health needs and/or problems of a population/community or an aggregate in the community. Students have opportunities to apply principles of epidemiology including analysis of occurrence, distribution, determinants, and consequences of health-related states and diseases. Analysis of aggregate data from public domain websites is also included to evaluate the effectiveness of interventions to improve population health care outcomes. Students have opportunities to study disease(s) and apply strategies that promote health in diverse population groups. Students will design population centered and culturally responsive strategies to promote health and health related interventions for populations, communities and aggregates in a community.

NURSG 552
Advanced Pharmacology for FNP's
3 Credit Hours
This course focuses on the pharmacologic effects, and clinical uses of selected drug groups. Principles of pharmacodynamics and, pharmacokinetics will be reviewed. The process of rational drug selection and issues of altered pharmacotherapeutic response relative to physiologic and psychosocial variables and special populations will be included. Pharmacologic mechanisms of action in, association with side effects, drug interactions, contraindications and patient education will be, addressed. All course objectives will be considered from the perspective of the Family Nurse Practitioner as a licensed prescriber of medications.

NURSG 553
Culture, Communication, and Conflict Resolution in Inter-Professional Practice
3 Credit Hours
This course addresses expressions of health, illness, caring and healing from trans-cultural and communication-focused perspectives. Understanding and developing professional competence in caring for and working with individuals, families, groups, and communities with diverse cultural backgrounds is emphasized. Patterns of human communication and interaction with health care clients and professional colleagues are considered in terms of theories and practical skills of communication, conflict resolution and professional collaboration. The impact of negative patterns of interaction (e.g., stereotyping, discrimination, workplace incivility and marginalization) on health care disparities is considered.

NURSG 557
Information Technology in Health Care and Outcomes
3 Credit Hours
This course provides an overview of the various ways in which information technology is used in health care and education. Following an introduction to the principles of information science and information systems, students explore the practical applications and strengths and limitations of myriad information technologies. Applications of technology in the care of individuals, populations and communities are addressed, including aspects of tele-health. Students gain experience using and interpreting data from administrative and clinical health information databases in order to develop plans for quality assurance and outcomes evaluation. Students will interact with information management applications related to administration, clinical practice, education and research.

NURSG 589
Individualized Study
1 to 6 Credit Hours
This course is an intensive individual study of a topic related to the nursing profession. Specific goals are reviewed and agreed upon by the student, the student's advisor, and the instructor involved. A written contract is developed. A final written report of the study is required.

NURSG 608
Nurse Educator Role
2 Credit Hours
This is the first of four courses specific to the Nurse Educator role. The course provides a foundation for the implementation of the role. Field experience enables students to explore the NLN Competencies for the Academic Nurse Educator to understand the impact of the faculty role in the advancement of the nursing profession. Students will examine learning theory and conceptual frameworks. Foundational principles of the scholarship of teaching, and roles and realities for the nurse educator across settings are explored. Students will analyze the political, institutional, social, and economic forces that impact the Nurse Educator role in the educational environment.

NURSG 609
Nurse Educator Clinical Practice Specialty
2 Credit Hours
Pre/Corequisite: P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-608 and C (RQ) NURGP-609
This is the first of three didactic-practicum dyads in the Nurse Educator Track. The didactic course focuses on roles and responsibilities that are applicable to advanced clinical practice in any setting, for example, evidenced based practice, consultation for complex patients, Clinical education and inter-professional collaboration. Online discussion seminars provide opportunities for Nurse Educator students, faculty and clinical preceptors to discuss issues and asses experiences related to implementation of this role. NOTE: Students registered for NURSG 609 must also register for NURGP 609 in order to complete the course requirements and receive credit for this course.

NURSG 610
Learning Principles and Instructional Methods for the Adult Learner
2 Credit Hours
Pre/Corequisite: P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-608 and C (RQ) NURGP-610
This is one of three didactic-practicum dyads specific to the Nurse Educator (NE) role. Basic principles of curriculum design and formulation of program outcomes are introduced. The focus is on course planning, with emphasis on evidence-based educational strategies and learning activities that facilitate learning in a variety of settings. Online seminar activities assist the NE student to apply theoretical principles and specific teaching-learning strategies in clinical, simulation, online and classroom instructional situations. A particular focus is effective communication between teacher and learner and sensitivity to varying needs of learners based on culture, disabilities, and educational background. Integration of core professional nursing values and the core concepts of clinical decision-making, communication, and cultural competence into the curricular plan are discussed. NOTE: Students registered for NURSG 610 must also register for NURGP 610 in order to complete the course requirements and receive credit for this course.

NURSG 611
Nurse Educator Capstone
2 Credit Hours
Pre/Corequisite: P (RQ) NURSG-610 NURGP-610 and C (RQ) NURGP-611
This is one of three didactic-practicum dyads specific to the Nurse Educator role. This course focuses on the development of skills in assessment and evaluation strategies as applied to course and program learning outcomes. Evidence-based practices for evaluation of learning in both classroom and clinical settings are analyzed and applied. Ethical and legal implications of classroom and clinical evaluation are explored. NOTE: Students registered for NURSG 611 must also register for NURGP 611 in order to complete the course requirements and receive credit for this course.

All Courses

NURSG 612
Clinical Leader Immersion I
1 Credit Hour
Pre/Corequisite: P (RQ) NURSG-524 NURGP-524 and C (RQ) NURGP-612
This is the second didactic-practicum dyad in the Clinical Leadership track. Students enhance skills in advocacy and leadership for reforming a health care delivery system while putting best practices into action. Periodic seminars provide opportunities for CL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. NOTE: Students registered for NURSG 612 must also register for NURGP 612 in order to complete the course requirements and receive credit for this course.

NURSG 614
Clinical Leader Immersion II
1 Credit Hour
Pre/Corequisite: P (RQ) NURSG-612 NURGP-612 and C (RQ) NURGP-614
This is the third didactic-practicum dyad in the Clinical Leader track. Students refine the skills necessary to implement roles of the clinical leader in a specific health care delivery system. Periodic seminars provide opportunities for CL students, faculty and mentors to discuss issues and assess experiences related to implementation of this role. NOTE: Students registered for NURSG 614 must also register for NURGP 614 in order to complete the course requirements and receive credit for this course.

NURSING - GRADUATE PRACTICUM

NURGP 519
Primary Care of Women and Children Practicum
2 Credit Hours
Pre/Corequisite: P (RQ) NURSG-505 and C (RQ) NURSG-519
This course is the mandatory practicum section for NURSG 519 Primary Care of Women and Children. A minimum of 150 hours of clinical practicum is required for this course. Students work closely with primary care providers in clinical settings in developing clinical decision making skills integral to the role of the family nurse practitioner.

NURGP 524
Clinical Leader Role II Practicum
1 Credit Hour
Pre/Corequisite: P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-523 and C (RQ) NURSG-524
This course is the mandatory practicum section for NURSG 524. The practicum facilitates development of skills for advocacy and leadership in a microsystem as a means to promote positive change in a health care delivery system while putting best practices into action. Students work closely with the preceptor in clinical settings in developing leadership skills integral to the role of the clinical nurse leader. A minimum of 75 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 524 must also register for NURSG 524 in order to complete the course requirements and receive credit for this course.

NURGP 535
Management of Common Problems in Primary Care Practicum
3 Credit Hours
Pre/Corequisite: P (RQ) NURSG-519, NURGP-519 and C (RQ) NURSG-535
This is the second of three primary care delivery courses for Family Nurse Practitioner students. Assessment and management strategies for problems commonly encountered in primary care are introduced. Students work closely with primary care providers in clinical settings in developing clinical decision-making skills integral to the role of the family nurse practitioner.

NURGP 536
Management of Complex Problems in Primary Care Practicum
3 Credit Hours
Pre/Corequisite: P (RQ) NURSG-535, NURGP-535 and C (RQ) NURSG-536
This is the final course of three primary care delivery courses for Family Nurse Practitioner students. This course is the mandatory practicum section for NURSG 536 Complex Problems in Primary Care. Assessment and management strategies for complex problems in primary care are introduced. A minimum of 225 hours of clinical practicum is required for this course. Students work closely with primary care providers in clinical settings to develop clinical decision-making skills integral to the role of the family nurse practitioner. The student will synthesize elements of clinical management skills and knowledge and analyze, apply and evaluate diverse aspects of patient assessment and healthcare interventions.

NURGP 609
Clinical Practice Specialty Practicum
1 Credit Hour
Pre/Corequisite: P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-608 and C (RQ) NURSG-609
This course is the mandatory practicum section for NURSG 609. Practicum experiences provide the opportunity to expand clinical proficiency in an identified area of advanced nursing practice. Students will collaborate with a MSN-prepared preceptor in order to develop in-depth knowledge and expertise in a particular area of nursing that includes graduate-level practice content and experiences, and expand their exposure to a variety of clinical situations and management strategies. A minimum of 75 hours of clinical practicum is required for this course. Note: Students registered for NURSG must also register for NURSG 609 in order to complete the course requirements and receive credit for this course.

NURGP 610
Learning Principles and Instructional Methods for the Adult Learner Practicum
1 Credit Hour
Pre/Corequisite: P (RQ) NURSG-502 NURSG-503 NURSG-512 NURSG-608 and C (RQ) NURSG-610
This course is the mandatory practicum section for NURSG 610. Practicum activities assist the NE student to demonstrate application of theoretical principles and specific teaching-learning strategies in clinical, simulation, online and classroom

instructional situations. A minimum of 75 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 610 must also register for NURSG 610 in order to complete the course requirements and receive credit for this course.

NURGP 611
Nurse Educator Capstone Practicum
1 Credit Hour
Pre/Corequisite: P (RQ) NURSG-610 NURGP-610 and C (RQ) NURSG-611
This course is the mandatory practicum section of NURSG 611. Students will collaborate with a faculty mentor to create teaching-learning activities that include preparing and delivering didactic lectures in face-to-face and online environments, providing feedback to learner assignments, designing and conducting simulation activities, choosing clinical assignments, supervising learners in the clinical setting, leading pre-and post clinical conferences and evaluating learners in the clinical setting. A minimum of 75 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 611 must also register for NURSG 611 in order to complete the course requirements and receive credit for the course.

NURGP 612
Clinical Leader Immersion I Practicum
2 Credit Hours
Pre/Corequisite: P (RQ) NURSG-524 NURGP-524 and C (RQ) NURSG-612
This course is the mandatory practicum section for NURSG 612. The practicum facilitates development of a project to promote positive change in the microsystem. In this course, students work closely with the preceptor in clinical settings in developing leadership skills integral to the role of the clinical nurse leader. A minimum of 150 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 612 must also register for NURSG 612 in order to complete the course requirements and receive credit for this course.

NURGP 614
Clinical Leader Immersion II Practicum
2 Credit Hours
Pre/Corequisite: P (RQ) NURSG-612 NURGP-612 and C (RQ) NURSG-614
This course is the mandatory practicum section for NURSG 614. The practicum facilitates implementation, measurement of outcomes and dissemination of a project that promotes positive change in the microsystem. In this course, students work closely with the preceptor in clinical settings in developing leadership skills integral to the role of the clinical nurse leader. A minimum of 150 hours of clinical practicum is required for this course. NOTE: Students registered for NURGP 614 must also register for NURSG 614 in order to complete the course requirements and receive credit for this course.

NUTRITIONAL SCIENCES

NUTSG 515
Advances in Nutritional Sciences I Macronutrient Metabolism
3 Credit Hours
This course investigates how protein, carbohydrates and fats are utilized within the body. Advanced knowledge of the use of the metabolic pathways and physiologic pathways will be discussed.

NUTSG 550
Advances in Nutritional Sciences II Micronutrient Metabolism
3 Credit Hours
This course will extend the knowledge shared in NUTSG 515 and look at how the micronutrients are used by the body. Special attention will be made on the biochemistry and metabolic pathways used for energy metabolism, health and disease.

NUTSG 553
Nutrition and Disease Prevention
3 Credit Hours
This course explores how nutrition plays a role in acute and chronic diseases. Students will look at current research supporting how nutrition can be used as a preventative measure in disease control.

NUTSG 557
Special Topics in Nutrition
3 Credit Hours
This course will look at current trends and topics within nutritional sciences. Topics may vary from year to year and include nutrition and its effects on physical activity, nutritional assessments, education, community engagement and human behavior.

NUTSG 580
Energy Balance and Obesity
3 Credit Hours
This course examines the frequency, prevention and treatment of both childhood and adult obesity with further investigation into the metabolic disorders that may occur due to obesity. Students will be able to understand the epidemiology of obesity, risk factors of being obese and the complications that come with obesity in both an acute and chronic effect.

NUTSG 590
Molecular Nutritional Sciences
3 Credit Hours
This course provides the student a broad overview of genes that may influence their diet, lifestyle choices and disease development both acutely and chronically. Student's will also be taught how to manipulate their own lifestyle choices to help avoid or delay genetic diseases.

All Courses

NUTSG 600
Scholarly Project Or Thesis Option
3 Credit Hours
This course is a semi-independent or directed, guided study course where the student completes an original research project. The thesis/scholarly project is a culmination of the MSES program and helps the student transition to a field of academia scholar and a professional within your discipline. Students may elect to complete a scholarly project or an in-depth research-intensive thesis option under the guidance of the program director and research committee. The choice of project or thesis will be determined collaboratively by students and faculty to be consistent with the student's academic and professional goals.

NUTSG 601
Scholarly Project Or Thesis Option
3 Credit Hours
Pre/Corequisite: P (RQ) NUTSG-600
This course is a continuation of the NUTSG 600 course. This course is a semi-independent or directed, guided study course where the student completes an original research project. The thesis/scholarly project is a culmination of the MSES program and helps the student transition to a field of academia scholar and a professional within your discipline. Students may elect to complete a scholarly project or an in-depth research-intensive thesis option under the guidance of the program director and research committee.

NUTSG 602
Scholarly Project Or Thesis Option
1 Credit Hour
Pre/Corequisite: P (RQ) NUTSG-601
This course is a continuation of the NUTSG 601 course and is only taken if the student needs to complete part of their scholarly project or thesis project. This course will be offered in 1 Cr increments and can be taken up to three times. The student cannot take the course a 4th time; students should finish their scholarly project or thesis project within that time frame if not completed in NUTSG 601.

SECONDARY EDUCATION

EDGSE 404
Field Experience for Secondary
1 Credit Hour
Candidates will enroll in a one-credit course prior to students teaching and observe classes in their major for two weeks. Field experience will take place at a high school selected by the Education Program. Arrangements will be made for licensed teachers pursuing subsequent licensure in secondary or candidates in their own classroom.

EDGSE 415
Principles and Practices of the Middle and Secondary School
3 Credit Hours
This course focuses on establishing a learning environment in the classroom. It examines methods of establishing objectives and developing learning experiences, the setting of limits on behavior, group dynamics, research-based instructional

methods and the use of community resources. Study and application of classroom interaction models, use of applied research techniques and use of computer databases are included in this course. Strategies for educational leadership are also examined.

EDGSE 423
Secondary Education Practicum
3 to 6 Credit Hours
This practicum experience is designed for licensed teachers seeking a subsequent Secondary license. In lieu of a second student teaching experience, graduate students enroll in EDGSE 423, Practicum in Secondary Education. A faculty member from the Education Program will supervise the practicum.

EDGSE 434
K-12 General Music
3 Credit Hours
This course teaches students how to plan, implement, and evaluate a comprehensive general music program. Students will acquire a varied pedagogical skill set; develop a working knowledge of practices in current use, as well as national and state standards; develop a working knowledge of educational materials; and be acquainted with the theoretical constructs on which music education is based. 15 field experience hours required.

EDGSE 435
Teaching Choral Music in the Senior High School
3 Credit Hours
This course prepares students to teach in middle and high school choral programs. The course focuses on choral rehearsal techniques and pedagogies, choral program administration, and the completion of a job application portfolio and mock interview. Subject-specific content for the edTPA is also addressed. 15 field experience hours required.

EDGSE 436
Teaching Instrumental Music in the Senior High School
3 Credit Hours
This course focuses on the skills necessary to successfully operate a secondary instrumental music program (including proper programming for and instruction of concert bands, jazz bands, marching bands, orchestras, chamber music, and other ensembles). Rehearsal technique, instrumental pedagogy, philosophies of teaching, and subject-specific content related to the edTPA are also addressed. 15 field experience hours required.

EDGSE 444
Directed Teaching - Middle and Secondary
6 Credit Hours
Pre/Corequisite: C (RQ) EDGSE-445
Must have completed a minimum of 100-clock hours of supervised field experiences in education; the required in sequence education courses. This directed teaching practice experience is a serious apprenticeship that requires teacher candidates to spend a full semester in a school setting working alongside veteran middle and/or secondary education schoolteachers. The experience is designed to

provide opportunities for candidates to apply course concepts in an authentic classroom environment. This semester includes guided observation, active participation, as well as solo/co-teaching. Throughout this 16 week experience a university supervisor and a mentor teacher support the teacher candidate.

EDGSE 445
Seminar in Teaching and Learning
2 Credit Hours
Pre/Corequisite: C (RQ) EDGSE-444
This course provides a reflective analysis of the directed-teaching setting; analysis and evaluation of the candidate's classroom management, instructional planning, implementation and assessment strategies; instructional modifications to address diverse learners; analysis and evaluation of students' learning.

EDGSE 463
Methods of Teaching Art in the K-12 Schools
3 Credit Hours
Pre/Corequisite: E (RQ) EDGSE-415
Level 2 Professional Education Course: Requires Admission to an Education Program. Formerly Methods of Teaching Art in the Middle and Secondary School. This course focuses on theoretical and applied investigation of practical and creative aspects of teaching art. Through classroom and field experiences, students will explore and discuss major visual art educational concepts and techniques including curriculum development and presentation of visual art lessons. Course also includes field trips to a variety of schools where different teaching modes can be examined. 30 field experience hours required. Offered fall.

EDGSE 464
Methods of Teaching Biology and Science in the Middle and Secondary School
3 Credit Hours
Pre/Corequisite: E (RQ) EDGSE-415
*Level 2 Professional Education Course: Requires Admission to an Education Program. Formerly Methods of Teaching Biology in the Middle and Secondary School. This course covers the principles, methods and materials of teaching biology at the middle school and secondary level. Additionally, this course covers general science methods for middle level teaching.30 field experience hours required. Offered fall.

EDGSE 465
Methods of Teaching English in Middle and Secondary Schools
3 Credit Hours
Pre/Corequisite: E (RQ) EDGSE-415
*Formerly Methods of Teaching English in Secondary School. *Level 2 education course: requires admission to an Education Program. This course builds on and expands the material covered in ENGL 356 and ENGL 371. This course covers the theories and practices of teaching English in secondary school English language arts classrooms, in addition to an emphasis on integrating reading, writing, speaking, listening and technology skills into effective lessons and units. 30 field experience hours required. Offered fall.

EDGSE 466
Methods of Teaching Foreign Language in K12 Schools
3 Credit Hours
Pre/Corequisite: E (RQ) EDGSE-415
*Formerly Methods of Teaching Foreign Language in Secondary Schools. *Level 2 education course: requires admission to an Education Program. This course examines the trends in methodology of foreign language teaching in the United States. Course includes the development of ability in determining, stating and evaluating objectives. Emphasis on individualized instruction. Class demonstration of teaching techniques with the use of audio-visual equipment. 30 field experience hours required. Offered fall.

EDGSE 467
Methods of Teaching Math in Middle and Secondary Schools
1 to 3 Credit Hours
Pre/Corequisite: E (RQ) EDGSE-415
*Formerly Methods of Teaching Math in Secondary School. Level 2 Professional Education course: Requires admission to an Education Program. This course exposes both pre-service and in-service school teachers to principles, current issues, materials and methods of teaching mathematics in secondary school. Strong mathematical background expected. 30 field experience hours required. Offered Fall term.

EDGSE 469
Methods of Teaching History and Social Science in Middle and Secondary Schools
3 Credit Hours
Pre/Corequisite: E (RQ) EDGSE-415
*Formerly Methods of Teaching History and Social Science in Secondary School. This course covers the principles, methods and materials of teaching history and social studies at the middle school and secondary level. 30 field experience hours required. Offered fall.

EDGSE 497
Literacy Instruction for Diverse Learners
3 Credit Hours
This course addresses the responsibility and challenge secondary teachers must undertake as they strive to meet the needs of diverse learners in their content areas. Teacher candidates will explore teaching and learning strategies that support the development of a wide range of literacy skills in order to create challenging learning opportunities for all students. 10 field experience hours required.

EDGSE 498
Student Teaching K-12
6 Credit Hours
Program of guided observation, participation and teaching of students in K-12 settings. Jointly supervised by an instructor from the University and a teacher from the host school. The student teacher spends 16 weeks in a 6-12 classroom setting.

All Courses

EDGSE 507
Advanced Educational Psychology
3 Credit Hours
This course examines the psychological theories and principles of learning as they apply to the teaching-learning process. A constructive analysis of the principle areas, theories, experimentation and conclusions in psychology with attention focused on such topics as motivation, intelligence, learning, cognition and emotions. Graduate students seeking licensure in Early Childhood or Elementary Education may not substitute this course with an undergraduate course. 10 field experience hours required.

EDGSE 508
Advanced Adolescent Development
3 Credit Hours
This course will investigate the research concerning the transition from adolescence to young adulthood. It is designed to address decision making curriculum that would include the emotional, sexual, spiritual, physical, moral and intellectual development of the adolescent in special and regular educational settings. This course may not be substituted by an undergraduate course for licensure. 10 field experience hours required.

EDGSE 570
Secondary Classroom Environment: Supporting College Career Readiness
2 Credit Hours
This course prepares candidates to support secondary students with preparing for college and career.

EDGSE 571
Methods of Teaching Mathematics in the Secondary School
2 Credit Hours
This course exposes both candidates to the principles, methods and materials teaching mathematics in the secondary school.

EDGSE 572
Methods of Teaching English Language Arts in the Secondary School
2 Credit Hours
This course covers the theories and practices of teaching English in secondary school English language arts secondary classrooms. Areas of focus are on integrating reading, writing, speaking, listening and technology skills into effective secondary education lessons and units.

EDGSE 573
Methods of Teaching History and Social Studies in the Secondary School
2 Credit Hours
This course covers the principles, methods and materials of teaching social studies with a focus on history at the secondary level.

EDGSE 574
Methods of Teaching Biology in the Secondary School
2 Credit Hours
This course covers the principles, methods and materials of teaching biology at the secondary level.

EDGSE 575
Methods of Teaching Chemistry in the Secondary School
2 Credit Hours
This course covers the principles, methods and materials of teaching chemistry at the secondary level.

EDGSE 576
Methods of Teaching Physics in the Secondary School
2 Credit Hours
This course covers the principles, methods and materials of teaching physics at the secondary level.

EDGSE 577
Methods of Teaching Political Science and Social Studies in the Secondary School
2 Credit Hours
This course covers the principles, methods and materials of teaching social studies with a focus on political science at the secondary level.

EDGSE 578
Methods of Teaching Computer Science in the Secondary School
2 Credit Hours
This course is designed to introduce students to the pedagogical approaches and practices associated with teaching computer science at the secondary level. Students will learn methods of teaching secondary CS. Topics include developing learning objectives, theories of learning in CS and computational thinking, instructional approaches, lesson design and implementation, and assessment.

EDGSE 579
Methods of Teaching Music in the Secondary School
2 Credit Hours
This course teaches candidates the principles, methods and materials necessary for teaching in a general music program.

EDGSE 580
Visual Arts: Methods of Teaching
2 Credit Hours
Formerly Methods of Teaching Visual Arts in the Secondary School. This course provides teachers with the major educational concepts, methods, techniques and materials of applicational, functional and expressional aspects of teaching art.

EDGSE 589
Methods of Teaching Foreign Language in the Secondary School
2 Credit Hours
This course examines the principles, methods and materials necessary for teaching of foreign language teaching in the United States.

SPECIAL EDUCATION

EDGSP 403
Introduction to the Special Education edTPA
1 Credit Hour
Pre/Corequisite: P (RQ) EDGSP-520 EDGSP-521 EDGSP-522 EDGSP-523 EDGSP-524
Candidates will complete practice exercises for Task 1, Planning for Instruction; Task 2, Instructing and Engaging the Focus Learner; and Task 3, Assessing Learning. Practice activities will include responding to prompts that use key edTPA vocabulary and reflecting on edTPA requirements and rubrics. *This course will be delivered online via CANVAS.

EDGSP 413
Survey of Students with Exceptionalities
3 Credit Hours
This course explores the characteristics and learning needs as well as effective methods for teaching, assessing, and accommodating students with disabilities and other learning differences. The responsibilities of teachers and related service providers under federal legislation are emphasized. Learners with disabilities include learners with intellectual, sensory, health, and physical disabilities; learning and emotional disabilities; and communication and behavioral disabilities. Learners with learning differences include those who are English Language Learners or dialectical English speakers, those who are gifted, and those with specific risk factors. This course meets the requirement for Illinois House Bill 150. 5 clinical hours.

EDGSP 418
Methods of Teaching Reading at the Elementary School
3 Credit Hours
This course provides an investigation of theory, research and practice related to the teaching of reading, language arts and children's literature. It includes the study of language development; principles, methods and materials of literacy instruction including basal reader, constructivist, literature-based learning; selection and use of children's literature.

EDGSP 421
Methods of Teaching Mathematics at the Elementary School
3 Credit Hours
The course focuses on the analysis of children's construction of mathematical knowledge and on mathematics as a meaningful activity. The use of word problems and manipulatives to aid in the understanding of operations on whole numbers, fractions, decimals and percents is stressed. Methods of teaching proportions, ratios, measurement, geometry and statistics are included.

EDGSP 445
Seminar in Teaching and Learning
2 Credit Hours
Pre/Corequisite: P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, and EDGSP-524 and E (RQ) EDGSP-530
This course for student teachers includes a structured teaching performance assessment in the directed teaching site: an analysis of the contextual factors of the special education students' learning environment; alignment of teaching with the state learning standards; an appropriate assessment plan linked to learning goals; instruction designed for engaged, successful learning for all students' accommodations and modifications to address learning needs; analysis and evaluation of students' learning; and oral and written reflection on all components of the teaching process.

EDGSP 520
Characteristics of Students with Disabilities
3 Credit Hours
This course provides a study of cognitive, motor, behavioral and physical development, as well as etiologies and medical conditions related to a wide range of disabilities. Experiences with students with disabilities regarding their characteristics, learning needs, family needs, adaptive equipment, assistive technology, community integration, and vocational options are provided. 15 clinical hours.

EDGSP 521
Foundations of Special Education
3 Credit Hours
Pre/Corequisite: P (RQ) EDGSP-520
This course provides a study of philosophical, historical and legal foundations of special education. Candidates investigate the progression of service delivery models from segregation to inclusive settings and the self-determination of persons with disabilities across the life span. 5 clinical hours.

EDGSP 522
Adaptations and Accommodations for Students With Disabilities
3 Credit Hours
Pre/Corequisite: P (RQ) EDGSP-520
This course provides investigation and development of adaptations for instruction, communication and assessment for students with disabilities, and interaction with their families, paraprofessionals, colleagues, community members, and other service agencies. Candidates develop accommodations of multiple curriculum areas across the age range from preschool to 22. 15 clinical hours.

EDGSP 523
Language Disorders and Instruction in Diverse Classrooms
3 Credit Hours
Pre/Corequisite: P (RQ) EDGSP-520
This course provides a study of typical and atypical language development, including cultural influences, second-language acquisition, and the effects of sensory impairment. Included is the exploration of research-based language-intervention strategies and devices/systems across age and skill levels. 10 clinical hours.

EDGSP 524
Diagnostic Assessment for Educational Decision-Making
3 Credit Hours
Pre/Corequisite: P (RQ) EDGSP-520
This course includes intensive theoretical and practical study of the instruments and processes used for nondiscriminatory

All Courses

evaluation of students with disabilities in the areas of academic, social and vocational function. Analysis of test construction, considerations of legal and ethical issues in the administration of specified tests and the interpretation of various scores, and Illinois Alternative Assessment are also discussed in this course. 20 clinical hours.

EDGSP 525
Methods of Teaching Students with Disabilities
6 Credit Hours
Pre/Corequisite: P (RQ) EDGSP-520, EDGSP-524
This course provides an examination and implementation of research-based effective strategies and materials for teaching students with disabilities in the areas of academic, social and vocational function. Emphasis is on transfer and generalization in inclusive settings, including physical and academic prompts and adaptations. Focus is also on IEP development, responsive to Illinois learning standards and aligned with assessments, and inclusive of progress monitoring. 25 clinical hours.

EDGSP 526
Practicum: Students With Disabilities
3 Credit Hours
Pre/Corequisite: P (RQ) EDGSP-520, EDGSP-521, EDGSP-522, EDGSP-523, EDGSP-524, and EDGSP-525
This course includes observation of, participation with, and teaching of students with disabilities. Other activities include fulfilling responsibilities of practicing special educators, such as planning for instruction; using IEPs; implementing adaptations and accommodations of instruction aligned to Illinois learning standards and general education curriculum in academic, social and vocational areas; assessing student progress employing alternative assessment as appropriate; employing community resources and technology; and collaborating with parents and other professionals.

EDGSP 530
Student Teaching: Students with Disabilities
6 Credit Hours
Pre/Corequisite: P (RQ) EDGSP-520 EDGSP-521 EDGSP-522 EDGSP-523 EDGSP-524 EDGSP-525 and C (RQ) EDGSP-445
This course includes observation of, participation with, and teaching of students with disabilities. Other activities include fulfilling responsibilities of practicing special educators, such as planning for instruction; developing IEPs; implementing accommodations and modifications of instruction aligned to Illinois learning standards and general education curriculum in academic, social and vocational areas; assessing student progress employing alternative assessment as appropriate; employing community resources and technology; and collaborating with parents and other professionals.

EDGSP 531
Behavior Management
3 Credit Hours
This course explores the research relevant to the behavior management of classrooms as a three-dimensional construct, including prevention of misbehavior through effective instructional design, addressing misbehavior through effective management techniques, and decreasing misbehavior through effective positive-behavior support plans. Recognition of age-appropriate and developmental needs of typical and atypical learners serves as a foundation. 10 clinical hours.

EDGSP 532
Individualized Positive Behavior Support Plans
3 Credit Hours
This course includes investigation of relevant legal and ethical issues regarding discipline of students with disabilities. Collaborative models of design and implementation and evaluation of positive-behavior support plans based on functional analysis of behavior is explored. 10 clinical hours.

EDGSP 533
Curriculum Development for Special Educators
3 Credit Hours
This course includes investigation of state and federal legislation, Illinois learning standards, general curriculum and curriculum materials from varied sources. Other course topics include development of curricula, employing learning styles research, bodies of knowledge from professional organizations of the disciplines, curriculum adaptation, collaboration models, instructional delivery, student advocacy, matching curricula to individual learners, technology, and case-by-case problem solving. 10 clinical hours.

EDGSP 534
Curriculum Evaluation and Collaborative Assessment for Special Educators
3 Credit Hours
This course provides an exploration of assessment strategies for systematic monitoring of student progress, curriculum appropriateness, alternative communication modes, alternative assessment use in the general education classroom, grading, error analysis, and instructional planning. The course also provides experience in peer coaching, team teaching, team assessing, and models for collaboration. 10 clinical hours.