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## **MASTERS** **Course Catalog**

**College of Business,**  
**College of Education and Health Services,**  
**College of Liberal Arts, College of Science and**  
**Moser College of Adult and Professional Studies**

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### **Academic Discourse Graduate**

**ADG 400 Orientation.** This five-week course is designed to provide international students with an introduction to graduate-level study at Benedictine University and to the BU community. Students will become comfortable with key aspects of the academic culture and community of the University, will be provided with support and information for various aspects of academics and life both on- and off-campus, and will build confidence and skills through interaction with members of the Benedictine University community. Fall. Typically offered Fall and Spring Terms. *Consent Required.*

**ADG 401 Introduction to the American Graduate Classroom.** This ten-week course for international non-native speakers of English focuses on the development of advanced reading, writing, classroom, and study skills for graduate disciplines. Assessment of student work is by portfolio submission. Pre- or co-requisite: ADG 400. Fall. *Consent Required.*

**ADG 402 Success in the American Graduate Classroom.** This ten-week course is designed for international non-native speakers of English concurrently undertaking graduate studies. Focus is on continued advanced skills development through the supervised completion of a research project and related presentation in the student's graduate field. Prerequisites: ADG 400; ADU 401 or placement. Spring. Typically offered Spring Term. *Consent Required.*

**ADG 411 Academic Skills Lab.** Sequence of lab sessions designed to support and consolidate speaking and listening skills. Repeatable once for credit. Pre- or co-requisites: ADG 400; ADG 401 or 402. Periodically. Typically offered Periodically. *Consent Required. Course Repeatable. Maximum number of units allowed 1.5.*

**ADG 412 Individual and Small Group Study Lab.** Sequence of study groups and activities that support academic skills across the curriculum. Repeatable for credit. Pre- or co-requisites: ADG 400; ADG 401 or 402. Periodically. Typically offered Periodically. *Consent Required.*

### **Business Administration**

**MBA 400 Math Review.** Intended for students needing a review of mathematical concepts and tools at a college algebra level. Strongly recommended for students who have not used such techniques or have not had a math-based course in several years. Not counted as an MBA elective. 1 quarter hour. Typically offered Fall, Winter, Spring, & Summer.

**MBA 500 Financial Accounting.** Concentrates on the preparation, interpretation, and analysis of the balance sheet, income statement, and statement of cash flows. Emphasizes the rationale for and implications of important accounting concepts, the selection of alternatively acceptable accounting methods and their varying affects of valuation and net income determination and reporting. Provides student with an opportunity to understand the complex accounting data they will receive as operational managers. Required. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 504 Corporate Accounting Theory & Practice.** Focus on the theory and practice behind the preparation and use of financial statements, including the balance sheet, income statement, and the statement of cash flows. Provides an understanding of the significance and limitations of financial statements. Useful those pursuing careers in professional accounting and a necessary course for those planning to sit for the CPA exam. Also a useful course for those managers requiring a sophisticated knowledge of financial statements as it relates to bottom-line responsibility, particularly those managers required to provide attestation of the accuracy of the financial statements and internal controls. Elective. Prerequisite: MBA 500. 4 quarter hours. Typically offered Fall and Spring Terms.



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**MBA 506 Corporate Accounting Theory and Practice II.** A continuation of MBA 504 providing an in-depth study of the conceptual framework of corporate accounting and generally accepted accounting practices with particular reference to the problem areas of financial reporting, such as accounting for pensions, accounting for income taxes, segment reporting, and earnings per share. Intended for those who are pursuing a career in accounting or finance, especially those who are seeking professional certification. Elective. Prerequisite: MBA 504. 4 quarter hours. Typically offered Winter and Summer Terms.

**MBA 510 Economics.** Fundamental concepts of macroeconomics, including supply and demand, measurements of and determination of economic performance, such as GDP, inflation, and unemployment, are studied. Other topics include the causes of instability in the economy and corrective measures such as fiscal and monetary policy, money and banking, and the Federal Reserve System. Required. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 511 Orientation to Graduate Education.** Prepares MBA students for individual and project team performance expected in graduate program, including critical thinking, academic honesty, business writing and oral presentations, and case analyses. Required in first term for MBA. 1 quarter hour.

**MBA 512 Federal Income Taxation.** A study of federal regulation covering taxation of individuals and businesses. Intended for those who are pursuing a career in accounting or finance, especially those who are seeking professional certification. Elective. Prerequisite: MBA 500. 4 quarter hours. Typically offered Fall and Spring Terms.

**MBA 513 Auditing Theory and Practice.** An intensive study of generally accepted auditing standards and procedures as prescribed by the Public Company Accounting Standards Oversight Board. Emphasis is placed on planning of an audit engagement, evaluation of internal controls, and documentation required under the Sarbanes-Oxley Act of 2002, audit sampling techniques, and auditing in a computerized environment. A necessary course for those planning to sit for the CPA exam. Elective. Prerequisite: MBA 506. 4 quarter hours. Typically offered Fall and Spring Terms.

**MBA 515 Advanced Accounting.** A study of the accounting methods for mergers, consolidations, foreign subsidiaries, not-for-profit and governmental entities, and partnerships. A necessary course for those planning to sit for the CPA exam. Elective. Prerequisite: MBA 506. 4 quarter hours. Typically offered Winter and Summer Terms.

**MBA 520 Leadership and Ethics in the Global Environment.** Reviews paradigms of leadership in global environment. Introduces and applies principles for ethical decision-making in business situations. Assesses student's leadership capacities and responsibilities in challenging situations. Required. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 530 Organizational Behavior.** A course focusing on the effects of organizational variables on individual and group behavior. This course addresses the theory and practice of organization behavior as it relates to the individual, effective team building, conflict management, and resolution, and the negotiation of legal and psychological contracts. The course also takes a look at the broader aspect of organizational culture and its impact on today's manager. Students learn how to use concepts in the traditional workplace as well as the virtual workplace. Required. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 532 Organization Development.** Considers the theory and practice of organizational change and organization development (O.D.). Discusses analysis, planning, implementation and evaluation of change programs. Covers the learning process, O.D. interventions, consultant skills, employee participation, monitoring success, reinforcement and ethical issues. Elective. Prerequisite: MBA 530, or MGMT 530. 4 quarter hours. Typically offered Fall, Spring, and Summer Terms.



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**MBA 539 International Business.** Selected readings in international business will be covered. Topics include culture, geography, politics, foreign direct investment, supply chain management, monetary systems, foreign exchange markets, and political risk management. Current topics in international business will be covered. Required. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 541 Analytical Tools for Management Decisions.** The goal for this course is to prepare students to be more effective users of quantitative information, as well as to avoid the many potential pitfalls from the misuse of statistical methods. The emphasis is on understanding what a previously obtained data set implies and, if appropriate, to develop meaningful forecasts with a reasonable sense of confidence. Specific topics include data analysis and statistical description, sampling and statistical inference, time series, and regression analysis. Required. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 545 Business Law.** This course presents a comprehensive study of the major areas of business law. Specific topics include: contracts, sales, negotiable instruments, secured transactions and internet law. The students will acquire an overview of the law, and have a basic understanding of how law impacts certain business transactions. Elective.  
Prerequisite: MBA 520. 4 quarter hours.

**MBA 551 Strategic Managerial Communication.** New Course- No Description. 2 quarter hours.

**MBA 557 Web 2.0 Tools in Business.** Consumers have embraced Web 2.0 technologies including, for example, social networking applications - Facebook, LinkedIn, Twitter, YouTube, wikis, blogs, tags, mashups and virtual worlds. How are organizations using these applications? How might organizations use these applications? Specific topics will include an overview of Web 2.0 technologies, how these tools may be leveraged in an organization, how to align these tools with business goals, how to foster collaboration, and how to ensure security. Elective. Cross listed as MIS / MBA 557. 2 quarter hours. Typically offered Fall and Spring Terms.

**MBA 559 Entrepreneurship.** Deals with new venture management, examining entrepreneurial personalities, managing creativity and establishing a successful enterprise. The major project is a new business plan. Elective. 4 quarter hours. Typically offered Fall, Winter, and Summer Terms.

**MBA 581 Area Studies.** Considers the information needed to do business in a particular country or region, including relevant geography, history, cultural, political, social, religious, economic, and legal topics. Additionally, it provides a model for studying other cultural areas. A specific country or region will be announced. International travel and study opportunities may be provided under this course designation. The course may be repeated for credit. Elective. Prerequisite: MBA 539. 2-4 quarter hours. *Course Repeatable. Maximum number of units allowed 99.*

**MBA 582 Conflict Management.** Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes and effective management strategies. Pre-requisite MBA 530. 2 quarter hours. Typically offered Fall, Spring, and Summer Terms.

**MBA 591 Special Topics.** Varies in subject matter and may be repeated if topics are different. Depending on the topic, this course may count toward various concentrations. Consent of instructor required. Elective. 4 quarter hours.



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**MBA 592 Conversion Optimization.** Students in Conversion Optimization will become practitioners in conversion planning and structure, building momentum, engaging in dialogue, as well as analysis and measurement. Students will learn how to focus on the customer and identify opportunities to create a positive online user experience that will motivate them to take action. Each term. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 593 Web Analytics.** This course will instruct and guide students in the Internet marketing discipline of web analytics. The curriculum covers KPI's, segmentation, reports, internal search analytics, surveys, experimentation and testing, and multichannel analytics. Defining useful metrics are critical to successful analytics and students will leave this course with a solid foundation of advanced analytic strategies. Each term. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 594 Search Engine Optimization (SEO).** This course will educate and train students wishing to develop expertise in the Internet marketing discipline of search engine optimization. The curriculum revolves around the core areas of search engine optimization, including fundamentals and best practices, design and architecture, keyword research, copyrighting, and SEO project management. Each term. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 595 Social Media.** This course will educate and train students in the rapidly expanding field of social media. The Curriculum covers social media overviews, strategies for advertising campaigns, and using the necessary tools and tactics to attract attention websites. Additional topics include social news networks, viral marketing, online press releases, online reputation management, and popular social media sites. Each term. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 596 Online Advertising.** The goal of this course is to inform and teach users in the internet marketing discipline of Pay per Click & Paid Search. The curriculum includes initial comprehensive campaign setup, campaign economics, landing pages, managing campaigns, and advanced PPC concepts. Additional concepts include landing page, design, content networks, PPC economics, and 3rd party ad tools. Each term. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 600 Independent Study.** Prerequisite: Departmental Consent 1-4 quarter hours. *Consent Required.*

**MBA 601 Managerial Accounting.** This course introduces the measurement, communication, and interpretation of cost data for management decision-making, planning, control, and evaluation of results. Students are shown how to use accounting information as an effective management tool for coordinating managerial activities. Course material is explored in the context of the extensive changes being implemented in the area of manufacturing, service delivery technologies, and control systems. This course uses case studies to emphasize the application of concepts. Required. Prerequisite: MBA 500. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 603 Cost Analysis, Profit Planning & Control.** Builds on the material mastered in MBA 601. Emphasis is placed on profit planning, strategy, and the behavioral aspects of accounting information. Useful for those pursuing careers in professional accounting or finance, and managers requiring a sophisticated knowledge of financial statements as a result of bottom-line responsibility. Elective Prerequisite: MBA 601. 4 quarter hours. Typically offered Fall and Spring Terms.



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**MBA 604 Theory and Practice of Financial Reporting.** Focuses on the theory and practice behind the preparation and use of financial statements, including the balance sheet, income statement, and statement of cash flows. The objective of the course is to provide an understanding of the significance and limitations of financial statements. The impact of decisions made by corporate executives with regard to the financial statements and their presentation will be discussed. Useful for those pursuing careers in professional accounting and managers requiring a sophisticated knowledge of financial statements as a result of bottom-line responsibility. Elective. Prerequisite: MBA 601. 4 quarter hours. Typically offered Winter and Summer Terms.

**MBA 605 Tax Influences on Decision Making.** This course presents the impact of federal income taxation on various business decisions. Emphasis is placed on areas such as choice of business organization, capital gains, timing of income, depreciation, investments, and employee benefits. Elective. Prerequisite: MBA 601. 4 quarter hours. Typically offered Winter and Summer Terms.

**MBA 606 Forensic Accounting.** A comprehensive study of forensic accounting topics. This course provides students with a background in the field of forensic accounting-fundamentals, tools and accounting applications. Elective. 4 quarter hours. Typically offered Fall and Spring Terms.

**MBA 607 Fraud Examination.** An examination of schemes used by executives, managers and employees to commit fraud against their organizations. Focusing on the prevention, detection and investigation strategies used to combat accounting fraud. Elective. Prerequisites MBA 500 & MBA 601 4 quarter hours. Typically offered Summer Term.

**MBA 608 Fraud and the Legal Environment.** This course examines criminal theory relating to fraud, existing legislation governing fraud, and preparation and presentation of fraud cases in the court system. Elective. Pre-requisite: MBA 606 4 quarter hours. Typically offered Fall Term.

**MBA 609 Computer Fraud.** This course provides an understanding of how fraud is accomplished by the use of computers and the Internet. It discusses the types of computer fraud that can occur in organizations and how computer fraud can be prevented. Elective. 4 quarter hours. Typically offered Winter Term.

**MBA 611 Managerial Economics.** Applies microeconomic tools to business decision making. Topics include optimization, consumer behavior, elasticity of demand, the use of regression analysis to estimate demand (revenues) and costs, marginal analysis and market structure. Required. Prerequisite: MBA 541. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 613 Business and Economic Forecasting.** Acquaints students with business statistical forecasting methodologies, placing special emphasis on the underlying assumptions. Emphasizes time series methods used for planning and includes techniques such as decomposition, smoothing, regression and ARIMA modeling. Elective. Prerequisite: MBA 611. 4 quarter hours. Typically offered Spring Term.

**MBA 614 Auditing and Assurance I.** A study of the processes conducted by independent, internal and governmental accountants to audit, attest, and provide assurance services on information provided by management. Theoretical concepts of materiality, audit risk, and evidential matter are explored, along with the auditor's understanding of controls in a sophisticated technological environment. The application of these concepts in a way that develops critical thinking and communications skills is emphasized. Elective. Pre-requisite: MBA 513. 4 quarter hours. Typically offered Fall and Spring Terms.



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**MBA 615 Auditing and Assurance II.** A continuation of MBA 614. Concepts of internal controls, testing methodologies, auditing strategies, and potential exposure of misstatement and/or fraud and potential liability of the auditor will be explored more in depth. Elective. Prerequisites MBA 614 4 quarter hours. Typically offered Winter and Summer Terms.

**MBA 616 Information System Auditing.** Since the introduction of the Sarbanes Oxley of 2002, there has been an increasing focus on the strengths and weaknesses of a company's information system infrastructure. This course will introduce those students interested in auditing to the fundamentals of Information Systems (IS) auditing with an emphasis on understanding IS controls, the types of IS audits, and the concepts and techniques used in IS audits. Elective. MBA 513 4 quarter hours. Typically offered Spring Term.

**MBA 617 Internal Auditing.** This course will cover internal audit's critical role in Sarbanes-Oxley, Section 404 compliance efforts as well as focusing on the central role that internal auditors play in the management of risk. Internal auditing is presented as an integral part of effective corporate governance. Students are introduced to internal control theory, test design concepts including audit sampling, and best practices. Students will work on selected case studies, explore best practices from organizations such as DuPont, Fannie Mae, Central Maine Power, and Pacific Telesis and use statistical methods to form audit judgment. Elective.  
Prerequisites: MBA 513 4 quarter hours. Typically offered Summer Term.

**MBA 619 International Economics and Finance.** Modern theories of international trade and current issues in selected areas of international finance are the subject of this course. Topics include the theory of comparative advantage, balance of payments, international monetary systems, foreign exchange markets, international parity conditions, hedging tools and techniques, and foreign investment. Elective. Prerequisite: MBA 651. 4 quarter hours. Typically offered Winter Term.

**MBA 620 International Accounting.** This course integrates International Financial Reporting Standards (IFRS) into financial accounting and highlights the differences and issues related to US GAAP and IFRS. Students will gain a basic understanding of IFRS which is gaining worldwide acceptance and being considered for adoption within the US. Elective.  
Prerequisites: MBA 500, MBA 601. 4 quarter hours.

**MBA 622 Creativity and Innovation in Business.** Discusses both individual and group methods to enhance innovation in the organization. Theories of creativity are reviewed, but the emphasis is on using technologies to develop new products and processes. Elective. 4 quarter hours. Typically offered Spring Term.

**MBA 626 Strategic Managerial Communications.** Focuses on effective design and delivery of speeches and virtual presentations for business. Uses multi-media to assess and develop student's presentation skills in business and related public presentations, through student's actual presentation with multi-media aids. The course will expand to: (1) Understand the principles of effective managerial communications, (2) Appreciate the role that communication plays in crisis management, business strategy implementation and managing the workplace and (3) to help students understand the basics of negotiation, including analysis of other party and mutually acceptable outcomes. Elective. 4 quarter hours. Typically offered Winter and Summer Terms.

**MBA 630 Operations Management.** This course focuses on the strategic role of operations and developing an appreciation for operations activities and how to improve them. Issues include continuous quality improvement, the critical importance of the customer and consideration of selected quantitative techniques. Required. Prerequisite: MBA 530, MBA 541. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.



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**MBA 632 Supply Chain Management.** This course provides an overview of the strategic nature of supply chain management, including basic supply chain definitions, concepts and principles and real world applications of supply chain techniques to transportation, inventory, supplier integration, electronic data interface, environmental resource planning, material resource planning, warehousing, and electronic commerce. The course will focus on the value-added impact of supply chain management to marketing, quality and manufacturing and will provide students with an appreciation for the time, money and human resources required for a supply chain management transformation. Elective. Prerequisite: MBA 630. 4 quarter hours. Typically offered Fall and Winter Terms.

**MBA 633 Legal Issues in the Workplace.** This course provides an overview of laws and regulations that must be considered in human resource decision making. Topics include the Fair Labor Standards Act, Equal Employment Opportunity and Affirmative Action, sexual harassment, family leave, the Americans with Disabilities Act, Illinois Freedom of Information Act, Equal Pay Act and various aspects of employer/employee relations. Elective. 4 quarter hours. Typically offered Fall and Spring Terms.

**MBA 634 Strategy, Structure, and Decision Making.** The focus is on the role of management in the development of organization strategy, and the development of appropriate organization structures. Case analysis is used to aid in understanding and applying behavioral concepts to the resolution of managerial and organizational problems. Elective. Prerequisite: MBA 530 or MGMT 530. 4 quarter hours. Typically offered Fall and Spring Terms.

**MBA 635 Transnational Management & Global Organizations.** This course focuses on how global firms formulate and implement management strategies addressing issues such as creating solid logistic systems, managing foreign suppliers, building competitive advantage, designing responsible organizations. Students will be able to: (1) understand current models and approaches to strategy formulation and implementation for multinational business enterprises; (2) Integrate the functional disciplines of designing an effective organizational structure through the application of cross border knowledge transfers and boundary expanding structures through the application of cross border knowledge transfers and boundary expanding structures like joint ventures and alliances; (3) Identify the key traits of successful management teams that are a core requirement for transnational operations and where the roles of this complex organization will be in the ever expanding global economy; (4) Devise various types of strategy for transportation and logistic systems that are a core requirement for transnational organizations. Elective. Pre-requisites: MBA 601, MBA 611, and MBA 630. 4 quarter hours. Typically offered Winter and Spring Terms.

**MBA 636 Transnational Management & Global Organization.** This course focuses on how global firms formulate and implement management strategies addressing issues such as creating solid logistic systems, managing foreign suppliers, building competitive advantage, designing responsible organizations. Students will be able to: (1) understand current models and approaches to strategy formulation and implementation for multinational business enterprises; (2) Integrate the functional disciplines of designing an effective organizational structure through the application of cross border knowledge transfers and boundary expanding structures like joint ventures and alliances; (3) Identify the key traits of successful management teams that are a core requirement for transnational operations and where the roles of this complex organization will be in the ever expanding global economy; (4) Devise various types of strategy for transportation and logistic systems that are a core requirement for transnational organizations. Elective. Prerequisites: MBA 601, MBA 611 & MBA 630 4 quarter hours.



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**MBA 641 Information Technology Management.** This course equips managers to assess strategic opportunities utilizing and investing in information technology. Topics include the nature and use of computers and other information technologies as business tools, new technologies, effective communication with members of the information systems community, and IT organization leadership. Elective. Prerequisite: Prerequisites 500, 520. 4 quarter hours. Typically offered Spring Term.

**MBA 642 Financial Information Systems.** The rise of business process analysis within many organizations and the trend toward decentralization has forced many functions to operate autonomously. Students will learn to analyze the role of accounting information systems within a company's operating systems; appreciate the wider view of accounting's role in an organization as an integrated and comprehensive database; and learn the connections between transaction cycles, internal controls, and computer security. Students will be expected to apply quantitative and qualitative techniques learned in previous financial management and information systems courses to analyze cases selected from a wide variety of financial and information technology problem areas. Elective. Prerequisite: MBA 601. Cross-listed as MIS / MBA 642. 2 quarter hours. Typically offered Fall Term.

**MBA 651 Financial Management.** Develops an understanding of financial theory and its application through case analysis. Topics include capital management, operating and financial leverage, costs of capital, investment, and financing decisions. Techniques for the evaluation of investment alternatives using net present value and internal rate of return concepts are covered including the identification of cash flows relevant for capital budgeting. Emphasis is placed on the application of these concepts to the valuation of a going concern. Extensive use of proforma modeling of financial statements is made throughout the course. Required. Prerequisites: MBA 601, MBA 611. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 652 Financial Institutions.** This course presents an overview of financial institutions – their purpose, unique organizational attributes, financial structure, and the environment in which they operate. Focus is placed on the organization and operation of deposit accepting and other financial intermediaries, as well as the role of government regulatory agencies such as the Federal Reserve, the FDIC, and others. Elective. Prerequisite: MBA 651. 4 quarter hours. Typically offered Winter Term.

**MBA 653 Investment Theory and Portfolio Management.** This course applies modern capital market theory to investment analysis and portfolio management. Topics include risk and return measurement, evaluation of portfolio performance, efficient market theory, and pricing of call options, corporate bonds, and equity. Elective. Prerequisite: MBA 651. 4 quarter hours. Typically offered Fall Term.

**MBA 654 Problems in Corporate Financial Analysis.** This course employs challenging cases, current events, and readings to create a framework for students to utilize their qualitative and quantitative skills in corporate finance. Students will be expected to apply techniques learned in MBA 651 and research new techniques. Elective. Prerequisite: MBA 651. 4 quarter hours. Typically offered Spring Term.

**MBA 656 Investment Analysis.** This course covers the history and rationale of futures and options trading, methods of derivative trading, types of charts, size of contracts and value of each tick. This course covers the concepts covered in the CFTC commodities futures and options trading exam (Series 3). Elective. Pre-requisite: MBA 651. 4 quarter hours. Typically offered Winter, Spring, & Summer Terms.





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**MBA 657 Electronic Commerce.** This course presents the state-of-the-art in electronic commerce. Its focus is on the current and future impact of e-commerce. Students will learn how to create new business opportunities; identify new customers and additional value in existing customers; realign the organization for this new environment; address contemporary uncertainties; create a market presence; measure success; and consider outsourcing and partnering. Students examine recent successes and failures in e-commerce through case studies and other readings and will develop an e-commerce business plan for an organization. Elective. Cross-listed as MIS/MBA 657. Prerequisite: MIS 546 or MBA 641. 4 quarter hours. Typically offered Winter Term.

**MBA 658 Derivatives and Risk Management.** This course covers the ethical issues and compliance with a focus on new rules related to the regulation of derivatives trading. Elective. Pre-requisite: MBA 651. 4 quarter hours. Typically offered Spring Term.

**MBA 659 Investment Accounting and Business Ethics.** This course focuses on the Post-Enron era in accounting and investments management. The material is devoted to the cultivation of ethical standards required to ensure the highest degree of commitment to integrity, independence, and objectivity. Elective. Pre-requisite: MBA 651. 4 quarter hours. Typically offered Summer Term.

**MBA 661 Marketing Management.** Introduces students to both the theory and practice of marketing. Students explore consumer behavior, market research, new product development, pricing, distribution, and promotional considerations. Required. Prerequisites: MBA 530 and MBA 541. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 662 Brand Management.** Learning how to guide and motivate a sales force is the central topic of this course. Students will explore the roles of sales representatives in the marketing mix and review and practice successful sales presentations. Managerial considerations related to the training, compensation, and evaluation of sales personnel will be stressed. Elective. Prerequisite: MBA 661. 4 quarter hours. Typically offered Fall Term.

**MBA 663 Marketing Communication.** Integrated marketing communication is the central theme in this class. Students learn to evaluate and integrate print, radio and television advertising, direct response marketing, Web site design, and databases into coherent communications programs. Elective. Prerequisite: MBA 661. 4 quarter hours. Typically offered Spring Term.

**MBA 664 Sports Marketing.** Explores the nature of the activities involved with marketing to business. Special emphasis will be given to understanding the complexities of buyer-seller relationships as well as the unique ways in which the marketing mix changes when dealing with business products and services. A wide variety of business-to-business marketing problems will be explored. A case analysis will be used in this course. Elective. Prerequisite: MBA 661. 4 quarter hours. Typically offered Winter Term.

**MBA 665 Marketing Research.** The focus in this course is on helping students become knowledgeable users of marketing research rather than on becoming experts conducting the market research themselves. To accomplish this goal, the course will look at the entire marketing research process. It will cover problem definition, the correct selection of qualitative and quantitative research methods, data analysis and strategy decisions that result from the research. Elective. Prerequisite: MBA 661. 4 quarter hours. Typically offered Winter Term.



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**MBA 666 Consumer Behavior.** Understanding why consumers do the things they do is essential for all marketing. In this course, students will explore the many influences that affect individual purchase and consumption behavior. The approach taken will be wide-ranging and will draw on current theory in psychology, sociology and anthropology. Applied consumer behavior theory to the student's work and product experiences as well as to their own consumer behavior. Elective. Prerequisite: MBA 661. 4 quarter hours. Typically offered Fall Term.

**MBA 670 Internet Marketing Communications.** Internet marketing is reshaping the way businesses and consumers interact with each other. This course studies the value of the Internet as a communication channel and is useful for marketing decision makers eager to understand and utilize Internet technology to grow their businesses. Examining the Internet and its evolution from a research tool to a marketing communications medium, this course shows how Internet offers an array of one-to-one, real-time, personalized marketing communications. This customized marketing approach attempts to directly meet individual customers' needs and consumer satisfaction may be just a few mouse clicks away. Internet Marketing Communications is not simply developing a website and hoping consumers will find it. It should be part of an Integrated Marketing Communications strategy that grows the business. Elective. Prerequisites MBA 661 4 quarter hours. Typically offered Winter Term.

**MBA 671 Strategic Management.** This course requires students to use and integrate the disciplines and techniques learned in previous required courses. Strategy formulation and implementation concepts are discussed using theory and cases. This course should be taken within two courses of completion of the required courses. Required. Prerequisites: MBA 651, MBA 661. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MBA 672 Essentials of Sustainable Leadership.** This course will examine the fundamental concepts of leadership related to the sustainable enterprise. Topics such as power and politics, networking, communication, and transformational leadership are studied along with traits, principles and behaviors of sustainable leadership. Students will analyze their own leadership qualities as they study various models and discuss the changing global demands placed on contemporary leaders. Students will be introduced to theories of leadership, build their skill, and apply their knowledge through experiential exercises and case studies. 4 quarter hours. Typically offered Fall Term.

**MBA 673 Developing Sustainable Leaders.** This course builds on Essentials of Sustainable Leadership and takes you to the next level. It is a practical, hands-on-course in which you will improve your personal leadership skills and learn to develop other leaders. You will be introduced to cutting-edge theories and practices related to leadership development, sustainability, motivation, coaching, systems thinking and values-driven leadership. You will grow as a leader by applying these theories and practices to yourself and to your interactions with others. You will assess the leadership capacity of your current team, develop a plan for improving it, and write a business case for change that can be used to strengthen the team. Elective. Pre-requisite: MBA 520. 4 quarter hours. Typically offered Winter Term.

**MBA 674 Leading Sustainable Organizations.** This course builds on the Essentials of Sustainable Leadership and Developing Sustainable Leaders courses and takes you to the next level. This course covers advanced topics in leadership, emotional intelligence and the role of sustainable leadership in organizational change (including working with power and politics and managing covert processes in the workplace). The perspective of the course content is from the role of a senior leader. Sustainable leadership performance and an open systems view of organizations are the foundations of the approach to this course. The course also examines how the worldview of the individual executive influences his or her performance as a leader and executive and the long term performance of the organizations they lead. The course is designed to be introspective, to facilitate your learning about yourself, and highly interactive, to foster learning from each other. The in-class exercises, case analyses, group discussions, lectures, and readings are designed to expand your awareness and range of behavioral options as an executive leader. Pre-requisite: MBA 520. Offered yearly, spring term. 4 quarter hours. Typically offered Spring Term.



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**MBA 675 Understanding the New Revolution in Sustainability.** This course is designed to connect students to the business opportunities inherent in the emergence of sustainability—the pursuit of economic prosperity, environmental stewardship, and social justice—in the global business environment. Students will explore current trends, leading literature, theory, and case studies while participating in experiential exercises and interactive projects in order to gain practical insights into how society's increasing expectations are impacting the firm's social license to operate. The goal of this course is for individuals to better understand how business relates to society; the ways in which sustainable business principles are integrated into all facets of organizational life; and the value that can be created for all stakeholders. Elective. Prerequisite: MBA 520. 4 quarter hours. Typically offered Fall Term.

**MBA 676 Marketing Strategies in the Digital Age.** This class focuses on the marketing efforts that companies, both large and small are utilizing to create effective Internet strategies. Students will also investigate what new technologies are dominating the marketplace today, and what we can expect as the Internet, and other technologies evolve. The student will become fluent in the language of e-marketing, and will gain the ability to position his or her self as a major asset in the execution of their organization's Digital marketing plan. Elective. 4 quarter hours.

**MBA 677 Sustainability as a Driver for Innovation, Entrepreneurship, and Market Growth.** This course focuses on the emerging frontier of innovation and entrepreneurial activity, where innovative responses to social needs are being shaped by individuals and organizations driven to bring about positive change. Students will gain an understanding of how sustainability principles are being used as drivers for innovation, collaboration, and transformation and the best practices of starting and growing successful mission-driven firms that are working across traditional borders between government, business, and the social sector. Elective. Prerequisites MBA 520 4 quarter hours. Typically offered Spring Term.

**MBA 678 Building the Sustainable Enterprise.** This course provides an overview of the origins, evolution, and leading thinking around the theory and practice of sustainable development. Students study and discuss the “how and why” to successfully implement sustainability in business and communities and examine sustainable development strategies, approaches and tools through best practice cases, interactive discussion, and experiential learning. Prerequisite: MBA 520. 4 quarter hours. Typically offered Winter Term.

**MBA 680 Capstone Experience.** Integrates all MBA coursework and experience in final analysis of complex business case situation, with formal presentation to panel of expert business leaders. As determined by instructor, may be individual or team based analysis and presentation. Professional performance and comprehensive demonstration of student's expertise expected, as would be expected by consulting team presentation to governing board or senior executives. Required. Prerequisite: Consent of instructor required. 2 quarter hours. *Consent Required.*

**MBA 683 Project Management.** The art and science of project management as applied to a variety of business and technology settings. Discusses how to initiate, plan, execute and control, and close projects, within budget and on schedule. Advanced topics may include critical chains, adaptive and agile project management, the project office, and portfolio management. A project planning software tool is utilized, usually MS Project. This course is appropriate for technology and non-technology managers alike. Cross-listed as MIS/MBA 683. Required. 4 quarter hours.

**MBA 686 International Marketing.** Applies marketing principles and concepts across national borders by examining several key variables of the international environment, such as competition, politics, laws, and consumer behavior. Elective. Prerequisite: MBA 661 or MGMT 561. 4 quarter hours. Typically offered Fall and Spring Terms.



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**MBA 687 Mult-Cultural Management.** The complex global business arena of the 21st century mandates that managers develop the skills necessary to design and implement global strategies and to conduct effective cross-national interactions. This course will focus on the international manager's cultural skills and sensitivity as well as the ability to carry out the company's strategy within the context of the host country's business practices and environment. Elective. 4 quarter hours.

**MBA 690 Internship.** Focused on professional career development through on-site internship developed by student with faculty mentor, including oral presentation. Elective. Prerequisite: Consent of Program Chair required. 4-12 quarter hours. Typically offered Fall, Winter, Spring, & Summer. *Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MBA 691 Lecture Series.** 3 quarter hours.

### **Clinical Psychology**

**MCP 510 The Physiology and Pharmacology of Psychotherapeutic Drug.** This course introduces students to the physiological, pharmacological, and psychological concepts basic to an understanding of the clinical use of psychotherapeutic drugs. Prerequisite: Degree seeking student in the Clinical Psychology Program. 3 quarter hours.

**MCP 516 Group Process.** Group dynamics and processes are studied experientially and conceptually. Emphasis is on understanding learning processes in groups. Prerequisite: MCP 633 and degree seeking student in the Clinical Psychology program. 2 quarter hours.

**MCP 527 Funding and Grantsmanship.** Teaches the intricacies of generating government support for the development of programs important to the operation and expansion of social agencies. Includes program planning, proposal development, grant management and program evaluation. 2 quarter hours.

**MCP 550 Addiction and the Family.** This course will explore family systems as they are organized around addiction. It will include the examination of the immediate impact of living with an addict as well as its implications. Prerequisite: Degree seeking student in the Clinical Psychology program. 2 quarter hours.

**MCP 551 Alcohol and Other Substances of Abuse.** The social, physiological, cultural and psychological factors in the etiology of alcoholism are examined. A wide range of theoretical and practical approaches to alcoholic treatments are outlined not only for the alcoholic, but also for those affected by the alcoholic's drinking. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter hours.

**MCP 552 Drug Abuse: Applied Theory.** This course is a study of drugs of abuse (exclusive of alcohol), including legal and illegal drugs, medical and recreational drugs. It includes an examination of the incidence of abuse, identification of problems, control of abuse patterns and prevention techniques. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter hours.

**MCP 560 Principles of Behavior Modification.** The principles of behavior therapy are studied in depth: examination of techniques derived from behavioral principles; application to specific problems. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter hours.



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**MCP 580 Psychology of Women.** This course examines theory on the psychology of women and its applications developed through clinical work and research with women. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter hours.

**MCP 585 Grief and Loss.** This course examines the process a person experiences as the result of unanticipated or expected life losses. Cultural and cohort differences in grieving styles are explored. A skills component is included to facilitate learning. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter hours.

**MCP 600 Independent Study.** Prerequisite: Degree seeking student in the Clinical Psychology program, Department Consent 1-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 4.*

**MCP 601 Professional, Ethical & Legal Issues in Counseling.** The course introduces students to professional, legal and ethical responsibilities relating to professional counseling especially as related to Illinois law. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter hours.

**MCP 602 Professional, Ethical and Legal Issues in Counseling II.** This course will continue the exploration and discussion of ethical and legal consideration in the practice of counseling. Prerequisite: MCP 601. 2 quarter hours.

**MCP 603 Clinical Interviewing & DSM.** This course introduces the student to the current diagnostic and statistical manual and its use. In addition, students practice doing the clinical interview with the purpose of gathering the specific information needed to diagnose and plan treatment. Prerequisite: Undergraduate Abnormal and Degree Seeking Student in the Clinical Psychology program. 3 quarter hours.

**MCP 606 Methods of Research.** This course is an overview of research design, collection and reporting of data, interpretation of findings and inferential procedures. Prerequisite: Undergraduate statistics or proficiency exam. 3 quarter hours.

**MCP 607 Counseling Laboratory.** This course provides empathy training exercises with an emphasis on the therapist's conscious use of the language of emotions and attitudes. Role-play with couples, difficult clients, special situations and therapeutic techniques are practiced. Prerequisite: MCP 629 3 quarter hours.

**MCP 610 Social, Psychological, and Cultural Aspects of Aging.** This course examines social, psychological and cultural aspects that impact the aging process. An analysis of the individual and society, exploration of changes in roles and status, intergenerational relationships, sociocultural differences and intrapsychic dynamics will be explored. Prerequisite: none. Cross listed class with undergraduate students. 4 quarter hours.

**MCP 616 Stress Management.** This course examines stress theories of disease, beneficial aspects of stress, life change, health behavior change, and techniques of stress management. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter hours.

**MCP 620 Cognitive Therapy.** This course provides a survey of a variety of cognitivebehavioral approaches to psychotherapy. Modern techniques will be linked to earlier theories in both cognitive (Adler Kelly, etc.) and behavioral (Skinner, Pavlov, etc.) psychology. Students will be given the opportunity to apply the various techniques and theories to clinical material and will be expected to present and analyze cases within a cognitive-behavior framework. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter hours. *Consent Required.*



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**MCP 621 Brief Counseling & Psychotherapy.** The student is introduced to theories underlying the brief counseling and psychotherapy model. Role-play situations are used to facilitate learning. Prerequisite: Degree seeking student in the Clinical Psychology program. 2 quarter hours.

**MCP 629 Theory and Practice of Counseling and Psychotherapy.** Students receive training in client-centered therapy, including audiotape and videotape recordings of simulated counseling sessions with individual tape playback consultations. Prerequisite: Degree seeking student in the Clinical Psychology program. 4 quarter hours.

**MCP 630 Theory and Techniques of Counseling and Psychotherapy.** Theories and techniques of a sampling of major approaches to counseling and psychotherapy are explored. Prerequisite: Degree seeking student in the Clinical Psychology program, Undergraduate Theories of Personality. 3 quarter hours.

**MCP 633 Group Counseling and Psychotherapy.** Fundamental concepts and skills of group psychotherapy are examined. Prerequisites: MCP 629, Degree seeking student in the Clinical Psychology program. 3 quarter hours.

**MCP 635 Research in Counseling and Psychotherapy.** Studies in the field of counseling and psychotherapy, its practitioners, its processes and its efficacy are critically reviewed in terms of both findings and methods and as illustrations of different design approaches to the understanding of psychotherapy. Prerequisite: MCP 606. 2 quarter hours.

**MCP 638 Problems in Counseling and Psychotherapy.** This course is designed for individual and group study of selected problems and issues. Prerequisite: Degree seeking student in the Clinical Psychology program and Consent of instructor. 1-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 4.*

**MCP 646 Human Development: Infancy and Childhood.** This course presents basic concepts of the developmental perspective and reviews the physical, psychological and social development of the child from birth to puberty. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter hours.

**MCP 647 Human Development: Adolescence.** This course examines the range of development that occurs in adolescence. Discussion and reading focus on the major physical, social, cognitive and emotional changes that occur during this phase of life. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter hours.

**MCP 648 Human Development: Adulthood.** Students will examine the developmental issues surrounding early, middle and late adulthood. The course will focus on the physical, emotional and intellectual changes that occur as one progresses through adult life. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter hours.

**MCP 649 Human Sexuality.** This course examines human sexual development and the nature, assessment and treatment of sexual problems. Sexual desire disorders will be addressed, and the value of sexual therapy intervention for couples will be explored. Sexual issues will be approached from intrapsychic and interpersonal perspectives. Prerequisite: Degree seeking student in the Clinical Psychology program. Offered Fall, yearly. 3 quarter hours. Typically offered Fall Term.

**MCP 650 Art Therapy.** To introduce the use of art in counseling clients of all ages. To examine how art links to the varied theoretical perspectives in psychotherapy. To explore the use of art as a metaphor for human issues and concerns. Prerequisite: Degree seeking student in the Clinical Psychology program. 2 quarter hours.



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**MCP 651 Maladaptive Behavior and Psychopathology.** The etiology, dynamics and treatment of pathological behavior will be studied with an emphasis on the relationship between DSM, Axis I and Axis II disorders. Prerequisite: Degree seeking student in the Clinical Psychology program, MCP 603, and MCP 690 or MCP 691 concurrent. 3 quarter hours.

**MCP 653 Behavior Disorders of Childhood.** Theoretical and methodological issues in behavior disorders of childhood are studied in this course using clinical and research data. Readings and discussions will give consideration to assessment and treatment approaches. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter hours.

**MCP 655 Theory and Practice of Play Therapy with Children.** This course explores the concept of play as a therapeutic modality and the major theories of psychotherapy and how those theories form the foundation for specific play therapy techniques and interventions. An analysis of appropriate application and strategic utilization of techniques that further the processing of client material will be explored. Prerequisite: Degree seeking student in the Clinical Psychology program and MCP 646 and MCP 630. 3 quarter hours.

**MCP 658 Career Counseling, Testing and Planning.** Occupational and educational information and issues in career planning and development are studied with consideration of student's own career plan; laboratory practice. Prerequisite: Degree Seeking student in the Clinical Psychology program. 2 quarter hours.

**MCP 659 Job Search Strategies.** This course will focus on defining job search strategies for a competitive job market. Career development theories will be applied in a practical application. Prerequisite: Degree seeking student in the Clinical Psychology program and MCP 658. 3 quarter hours.

**MCP 664 Psychological Assessment: Measurement and Test Evaluation.** This class provides an overview of the Theory of Psychological evaluation, clinical interview processes and utilization of Interpretative data in assessing client needs. Prerequisite: MCP 603 2 quarter hours.

**MCP 665 Psychological Assessment: Personality Evaluation & Report Writing.** This course provides an overview of major assessment instruments, interpretation of reports and report writing. An introduction to projective techniques is included. Pre-requisite: MCP 603 3 quarter hours.

**MCP 672 Marriage and Family: Systems and Theory.** Family systems theory is introduced. The works of major contributors of the field are studied. A skills component is included to enhance learning. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter hours.

**MCP 673 Workshop in Marital Therapy.** This course explores a range of approaches to brief couple and family therapy. Conceptual and self-observation skills are emphasized in the critique of student-designed, role-played interventions. Part of the course centers on clientcentered approaches to working with clients. Prerequisite: MCP 629 3 quarter hours.

**MCP 677 The Therapist as a Problem in Psychotherapy.** The nature of therapists' behavior that impedes therapeutic progress is examined with emphasis on counter-transference and counter-resistance; societal and ethnic factors are also explored. Prerequisite: Degree seeking student in the Clinical Psychology program, MCP 690 or 691 concurrent. 3 quarter hours.

**MCP 683 Social and Cultural Foundations.** This course explores issues and trends in a pluralistic society. Areas covered include issues associated with factors such as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, gender and socioeconomic status. Ethical implications and considerations are examined. Prerequisite: MCP 601 and MCP 629 3 quarter hours.



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**MCP 684 Workshop in Counseling the Diverse Populations.** This course explores approaches in working with culturally diverse populations. The therapist's own ethnical and cultural factors are also considered. Conceptual and self-observation skills are practiced in the critique of role-played counseling sessions. Prerequisite: Degree seeking student in the Clinical Psychology program, MCP 629 and MCP 683. 2 quarter hours.

**MCP 687 Readings in Counseling Psychology.** Readings in Theories of Personality, Readings in Psychopathology or Readings in Psychotherapy Research Individual or group study is carried out in one of the above areas. Prerequisite: Degree seeking student in the Clinical Psychology program, Department Consent 1-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 4.*

**MCP 688 Master's Thesis.** Students are supervised during the conceptualization, execution, data analysis and formal written presentation of a research project. Prerequisite: Degree Seeking student in the Clinical Psychology program, Department Consent 2-4 quarter hours. *Consent Required.*

**MCP 690 Supervised Field Experience in Mental Health I.** This is the first student internship experience. Students serve their internship at agencies, hospitals and other social service sites with a focus on providing counseling to clients. Students receive weekly supervision on site. Students enroll in this class to register for their first field placement. Prerequisite: Degree seeking student in the Clinical Psychology program and consent of the department. 1-6 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MCP 691 Supervised Field Experience in Mental Health II.** This is the second student internship experience and continues the student's experience in counseling clients. Supervision by the agency staff is provided. Students enroll in this class to register for their second field placement. Prerequisite: Degree seeking student in the Clinical Psychology program and consent of the department. 1-6 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MCP 693 Supervised Field Experience in Human Services, Student Personnel, Supervision, Teaching and Research.** This is a non-clinical field placement. Students gain experience in their area of interest which may include teaching assistance, research, crises line work, career counseling and other options. Prerequisite: Degree seeking student in the Clinical Psychology program, Department Consent. 1-4 quarter hours. *Consent Required.*

**MCP 695 Field Work Seminar: Issues Facing the Intern.** This course is designed to assist students who are in an internship. Through discussion and readings, students learn about various aspects of the professional role and the complexities of functioning as an intern within an organizational setting. Prerequisite: MCP 690 or MCP 691 concurrent 1 quarter hour.

**MCP 696 Clinical Psychology Seminar.** Clinical Psychology seminar presents the student with a comprehensive review of theories, theorists, concepts and skills addressed in the MCP program. This class will refresh student learning in preparation for graduation, licensing and entering the profession. Winter and summer. 1 quarter hour. Typically offered Winter and Summer Terms. *Course Repeatable. Maximum number of units allowed 2.*

## **Education**

**EDUC 400 Preclinical Experience.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application, co-registration in EDUC 605. 1 semester hour. *Consent Required.*





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**EDUC 425 Preclinical: Teaching Mathematics.** Directed observation and participation in an off-campus setting. Students participate in a 40 clock-hour experience. Transportation required. Prerequisite: Preclinical application; co-registration in EDUC 525; cumulative G.P.A. of 3.0, and TEP.

**EDUC 426 Preclinical: Instructional Strategies Learning Disabilities and Emotional Disorders.** Directed observation and participation in off-campus setting. Students participate in a 25 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 625; cumulative G.P.A. of 3.0, and TEP.

**EDUC 430 Preclinical: Reading.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 530; cumulative G.P.A. of 3.0, and TEP.

**EDUC 431 Preclinical: Secondary Mathematics.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 531; cumulative G.P.A. of 3.0, and TEP.

**EDUC 432 Preclinical: Secondary English.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 532; cumulative G.P.A. of 3.0, and TEP.

**EDUC 433 Preclinical: Secondary Social Science.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 533; cumulative G.P.A. of 3.0, and TEP.

**EDUC 434 Preclinical: Secondary Science.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 534; cumulative G.P.A. of 3.0, and TEP.

**EDUC 435 Preclinical Experience: K - 12 Spanish.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience K-12. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 535; cumulative G.P.A. of 3.0, and TEP.

**EDUC 436 Preclinical: Secondary Business/Marketing/Computer Education.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 536; cumulative G.P.A. of 3.0, and TEP.

**EDUC 443 Preclinical: Middle School Philosophy.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 543; cumulative G.P.A. of 3.0, and TEP.

**EDUC 455 Preclinical: Classroom Management.** Directed observation and participation in off-campus setting. Students participate in a 20 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 555; cumulative G.P.A. of 3.0, and TEP.



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**EDUC 460 Preclinical Experience: Physical Disabilities and Mental Retardation Methods.** Directed observation and participation in off-campus setting. Students participate in a 40 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 560; cumulative G.P.A of 3.0, and TEP.

**EDUC 501 Organization and Administration of the Schools.** A study of school administration including educational program, staff and pupil-personnel function, physical plant, finance and business management, school communication, relations, and related issues and trends. Also covers the administrative process, leadership theory and a conceptual framework for administration. 2 semester hours.

**EDUC 502 The Differentiated Classroom: A Practical Approach.** This course is designed to provide a study of the theory of differentiation and its implementation in the classroom. A focus will be on the understanding what differentiation is, the reasons for differentiation, how differentiation can be integrated in teaching and learning, and the results of having a differentiated classroom. 3 semester hours.

**EDUC 503 Schools as Organizations.** A study of schools in their organizational and environmental contexts; covers the administrative process and a conceptual framework for administration. Internship Practicum Hours: 5 3 semester hours.

**EDUC 505 Developmental Characteristics of Young Adolescents/Implications for Teaching and Learning.** This course will begin examining the developmental characteristics of young adolescents. Cognitive, emotional, physical, social and character development will be viewed in the school setting. Current issues, curriculum, strategies, and programs in local, state, and national middle level schools will be explored. 3 semester hours.

**EDUC 506 Overview of Special Education.** The purpose of this course is to provide the adult learner with a basic understanding and overview of Special Education in today's schools. This will include characteristics of and various teaching strategies for working with individuals with learning disabilities, emotional and behavior disorders, and mental impairments. This course is intended for classroom teachers and other school personnel who want more information about Special Education population. This is NOT the Survey of Exceptional Child course for Illinois certification. 2 semester hours.

**EDUC 507 Supervision of Special Education.** The organization, administration and operation of special education programs at the local state and federal levels will be reviewed. Emphasis will be given to laws, mandates, and the impact of the Regular Education Initiative on special education personnel. Supervision of teachers, including observation and evaluation will be studied. In addition, all elements of successful case management, including facilitation of small groups, collaboration across disciplines, development of special services and legal aspects will be explored. 3 semester hours.

**EDUC 508 Legal Issues in Education.** A survey of the legal bases for education; rights and responsibilities of school board members, administrators, teachers, students, parents; due process. Includes such topics as teacher liability, labor law, tenure, dismissal, and employment discrimination. Internship Practicum Hours: 5 3 semester hours.

**EDUC 509 School Law.** A survey of the legal issues evolving in the education profession including Illinois School Code, constitutional rights of students and teachers, student discipline, special education, teacher liability, labor law, tenure, dismissal, and employment discrimination. 2 semester hours.

**EDUC 510 Leadership.** 3 semester hours.



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**EDUC 511 School Finance.** Provides an introduction to short and long term financial planning associated with school administration, which includes: revenues, budgets, property taxes, state and federal aid and bonds. 2 semester hours.

**EDUC 512 Reading, Writing and Thinking in the Middle and Secondary School Curriculum.** Examines the relationship between reading, writing, oral communication and thinking and explores strategies for integrating these areas across the curriculum. Examines a variety of theoretical perspectives and instructional strategies involving simulation, role-playing, case studies, inquiry, problem-solving, critical thinking and environmental learning. Lesson and unit plan development emphasized. Spring. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. Typically offered Spring Term.

**EDUC 513 Integrating Art into the Elementary Curriculum.** This course will provide teachers with tools to integrate art into the elementary curriculum. The course will address the academic, emotional, and social benefits of including art in the academic day. Classes will include hands-on projects and art history research. 2 semester hours.

**EDUC 514 Classroom Management.** This course will provide several models of classroom management, based on instructional styles. Find the best management techniques for your style of teaching. 2 semester hours.

**EDUC 515 School Supervision of Personnel.** Techniques of supervising school personnel in a variety of jobs are emphasized. Supervision approaches are examined from both theoretical and practical points of view. Development of individual leadership and supervisory skills are also stressed. This course is designed for those educators actively seeking supervisory leadership. 2 semester hours.

**EDUC 516 Adult Learning Strategies.** Explores the nature of adult learning with special emphasis given to behavioral and cognitive theories and their applications to lifelong learning. Topics include thinking skills and problem solving strategies, the nature of motivation and self-efficacy, and the relationship between the brain and the mind. Special programs in adult education will be identified. 1 semester hour.

**EDUC 517 Introduction to Technology.** Examines various computer programs and applications that can be used to enhance instruction and learning. Topics will include computer-based instruction, multi-media development, internet use for educational purposes, Live Text and electronic portfolio. 1 semester hour.

**EDUC 518 Survey of Instructional Technology.** Covers the selection, production, utilization and evaluation of technologically based instructional media. Prerequisite: EDUC 517 or department consent. 1 semester hour.

**EDUC 519 Financing Education.** Includes values underlying the system; revenue sources and taxation; school funding formulas; state and federal aid and bonds and school finance reform. Internship Practicum Hours: 5 3 semester hours.

**EDUC 520 Holistic Reading Strategies.** Examines the processes of communicating that include reading, writing, speaking and listening. Stresses the interactive nature of reading by examining the relationships between author and reader, decoding and context, and reading and writing. Explores the impact of these relationships on meaning construction. Specific methods and philosophies are discussed relative to grades K-2, 3-5 and 6-8. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours.



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**EDUC 521 Technology Topics.** This course provides the teacher with a variety of ways in which computer technology can be applied in the classroom. Through exposure to commonly used programs, it will be possible to supplement and enhance an existing curriculum and help teachers be more productive. This course will also provide teachers ways that students can be provided a richer experience as they create and modify their own materials. Teachers will be introduced to products such as scanners, digital cameras and methods to use them effectively. Strategies to realistically use the World Wide Web will be discussed and then put into practice. 1-3 semester hours. *Course Repeatable. Maximum number of units allowed 99.*

**EDUC 522 Ethics and Social Responsibility in Management.** Examines important ethical theories and considers the need for social responsibility in business and other organizations. Studies the ethical dilemmas faced by managers in such areas as marketing, product safety, the environment, job discrimination, and dealing with people in an organization. Credit will not be given if MBA 520 is also taken. (See MGMT 522) 1 semester hour.

**EDUC 523 Type and Temperament: Implications for Teaching and Learning.** Myers-Briggs Types and Kiersey-Bates Temperaments can give teachers great insight into their personal teaching style as well as learning preferences for all types and temperaments. The Myers-Briggs Type Indicator will be administered. Individual scores and printouts will start the understanding and feelings about preferences and type. Working on that base, teaching and learning will be viewed through the lens of type and temperament. Practical classroom application, strategies, and examples will be examined. 1 semester hour.

**EDUC 524 Emergent Literacy.** Provides an overview of the history, philosophies and theoretical models of literacy education that impact instructional practices. Focuses on essential competencies for beginning readers and explores research based strategies that promote reading proficiency, which include teaching children to use syntactic, semantic and graphophonemic cueing systems. Examines early language development, environmental influences, cultural and ethnic diversity and instructional methods that impact early literacy growth. Practicum: 5 hours 3 semester hours.

**EDUC 525 Teaching Mathematics: An Interactive Process (with practicum).** Explores current trends in the teaching of mathematics. Discusses content of elementary and middle-grade mathematics programs, teaching materials, and philosophies relative to grades K-2, 3-5, and 6-8. Emphasizes the importance of a developmental approach to teaching mathematics by progressing from conceptual, transitional, and eventually to symbolic problem solving. Includes a 40 clock hour field experience in an off-campus setting. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours.  
*Consent Required.*

**EDUC 526 A Constructivist View: Understanding and Application for the Reality Classroom.** This course is designed for teachers who want to learn more about constructivism in learning and teaching. Discussion about constructivist theory, philosophy, and practice will be the primary focus of this class. Constructivists, experiential learning, cooperative learning and other aspects of constructivist theory will be explored. Participants will develop their own integrated unit or lesson plan to use in their practice. 3 semester hours.

**EDUC 527 Cognitive Theory/Multiple Intelligences Approach to Teaching.** This course is designed for teachers of grades 6-12 who want to understand more about integrating cognitive learning theory and multiple intelligences in the classroom. The goal of the class is to understand the two philosophies and how they relate and ultimately use that understanding to enhance learning in the classroom. Participants will also learn about themselves and their teaching style and reflect on positive ways to engage and connect with other staff and students. The outcome of the course is a unit or lesson plan using the information gained in the course. 3 semester hours.



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**EDUC 528 Science Topics.** 1-3 semester hours. *Course Repeatable. Maximum number of units allowed 999.*

**EDUC 529 Spanish Topics.** 2 semester hours. *Course Repeatable. Maximum number of units allowed 99.*

**EDUC 530 Assessment and Corrective Reading.** Provides opportunities to assess a reader's strengths and weaknesses by utilizing informal assessment techniques. Diagnosis of reading and writing skills in grades K-2, 3-5 and 6-8 is determined through the use of observational checklists, informal reading inventories, and record keeping systems. Includes a 40 hour field experience in an off-campus setting. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours.  
*Consent Required.*

**EDUC 531 Curriculum and Instructional Methods in Mathematics (6-12).** Emphasis placed on methods, content and instructional materials utilized in teaching mathematics in the middle/junior and high school. Includes a 40-hour field experience.  
Pre-requisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours.

**EDUC 532 Curriculum and Instructional Methods in English and Language Arts (6-12).** Emphasis placed on methods, content and instructional materials utilized in teaching English and Language arts in the middle/junior and high school. Includes a 40-hour field experience. Prerequisite: Cumulative G.P.A of 3.0 and TEP. 3 semester hours.

**EDUC 533 Curriculum and Instructional Methods in Social Science (6-12).** Emphasis placed on methods, content and instructional materials utilized in teaching Social Science in the middle/junior and high school. Includes a 40-hour field experience. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours.

**EDUC 534 Curriculum and Instructional Methods in Science (6-12).** Emphasis placed on methods, content and instructional materials utilized in teaching science in the middle/junior and high school. Includes a 40-hour field experience. Transportation needed. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours.

**EDUC 535 Curriculum and Instructional Methods in Spanish K-12.** Emphasis placed on methods, content and instructional materials utilized in teaching Spanish in grades K-12. Includes a 40-hour field experience. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours.

**EDUC 536 Curriculum and Instructional Methods in Business, Marketing, and Computer Education (6-12).** Emphasis placed on methods, content and instructional materials utilized in teaching business, marketing, and computer education in the middle/junior and high school. Includes a 40-hour field experience. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours.

**EDUC 537 Literacy Topics.** 1-3 semester hours. *Course Repeatable. Maximum number of units allowed 99.*

**EDUC 539 Multicultural Literature.** Evaluation, selection, and teaching of literature to service the interests and reading needs of students. Emphasizes theory and research in reading comprehension, literary criticism, reader response and curriculum instruction. Periodically offered. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours. Typically offered Periodically.



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**EDUC 540 Survey of Exceptional Children.** Discussion of learners with exceptionalities; characteristics of students labeled as having mental retardation, learning disabilities, behavioral disabilities, sensory deficits, speech disorders and health/physical challenges. Diagnosis, referral, educational strategies and legal implications are reviewed. 3 semester hours.

**EDUC 541 Reading Research, 30 Years of Knowledge.** This course examines the historical development of reading instruction and analyzes reading as a simple perceptual act to current understandings of reading as a sociocultural act of meaning construction. 1 semester hour.

**EDUC 542 Understanding Reading Process, Comprehension and Instructional Strategies K-5.** This course includes exploration of personal literacy to understand the functions and processes of reading for proficient readers in a literate society. It also includes the idea of linguistic and cultural diversity and their influence on reading process and comprehension. These insights are used to begin observations of students in the classroom. 3 semester hours.

**EDUC 543 Middle School Philosophy, Curriculum, and Instruction.** Analysis of the philosophy and practices in middle level education. Primary emphasis is placed on the unique needs of middle level students and programs and instructional methods and practices designed to meet those needs including content area reading instruction. Examination of the teacher roles in the middle school and curricular reform movements, including strategies for teaching across the curriculum. Includes a 40-hour field experience. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours.

**EDUC 544 Balanced Literacy.** This course introduces the idea of workshop learning and what it means to set up a literate environment in the classroom. Organization and management of reading/writing workshops is emphasized along with the role of the teacher in a workshop setting. The following curricular components are thoroughly explored and experienced so teachers can set up effective reading/writing workshops in their classrooms; read aloud, guided reading, guided writing, shared reading, independent reading, conferences, author's circles, and literature discussions, and mini-lessons to guarantee development of strategies, skills, vocabulary development, reading process, writing process, and phonemic awareness. Clinical Practicum Hours: 5. 3 semester hours.

**EDUC 545 Effective Teaching in the Classroom.** Teachers who complete this course will develop systematic approaches for their classroom practice. This approach is central to linking student performance to standards. Participants in this course will explore and create applications for effective and accomplished teaching within their classrooms and examine in detail applications to enhance student learning and teaching effectiveness. While in this course, participants will develop a community-wide strategy that will also work to improve classroom instruction. 2 semester hours.

**EDUC 546 An Introduction to Accomplished Teaching in the Classroom.** This course will give participants a working knowledge of what comprises the basics of effective and accomplished teaching and how it can be easily adapted to their specific classroom and subject. In addition, participants in this class will gain an insight regarding how the community beyond the classroom. 2 semester hours.



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**EDUC 547 Understanding Reading Process, Comprehension and Instructional Strategies 6-12.** This course continues the key concepts developed in Understanding Reading Process, Comprehension and Instructional Strategies (K-5) as they apply to grades 6-12. In addition, students will continue to examine their own theories and beliefs in relation to reading development and produce a mini-case study. Topics include: linguistic and cultural diversity and their influence on reading process and comprehension, comprehension monitoring, inferencing, summarizing, critical analysis and writing to improve comprehension; relationships among reader, text, context and personal experience; supporting fluency; word meaning; proficient reader profiles and independent instruction; and frustration levels of reading. Students will produce a collection of assessments for at least one student with an accompanying profile and instructional plan for him/her as a reader/writer. 3 semester hours.

**EDUC 548 Issues and Trends in School Improvement.** Designed as a series of mini workshops to study the issues and trends of school improvement such as: leadership and change, research and instructional improvement, curriculum/assessment, choice school funding, technology and school-community partnerships. Examines current theory and research (educational and organizational) and applies it through a variety of course activities. The end product requires each student to develop a detailed strategic plan for their specific school, department, team, or special project. 2 semester hours.

**EDUC 550 Working with Families of Persons with Disabilities.** Using a family systems approach, this course is designed to enable professionals to interact in a productive and empowering manner with families. While strategies and methods of interaction with families of learners with disabilities are stressed, the methods taught in this course are applicable to all family systems. 3 semester hours.

**EDUC 551 Young Adult and Multicultural Literature in the Middle and Secondary School Curriculum.** Evaluation, selection and teaching of literature to serve the interests and reading needs of students from the middle-school through high school. The course includes literature which reflects the culture and heritage of America's multiethnic/multicultural population. The course emphasizes theory and research in reading comprehension, literary criticism, including reader response and curriculum and instruction. In addition, the course includes critical analysis, methods of teaching literature and the uses of literature in the curriculum. Periodically. Prerequisite: Cumulative G.P.A. of 2.5 and TEP. 3 semester hours. Typically offered Periodically.

**EDUC 552 Leadership.** Reviews alternative models of leadership and their effects on employee and organizational performance. Focuses on leadership skills and strategies for effective performance. 1 semester hour.

**EDUC 553 Multicultural Literature for Children and Adolescents.** This course will introduce students to a range of high quality multicultural literature for all grade levels. Students will immerse themselves in the texts as they learn how cultural, linguistic and ethnic diversity influence reading; how breadth and depth of reading experience influence vocabulary and comprehension development; a variety of ways to respond to literature; the analysis and evaluation of material; understanding dialect; and language differences and the implication for reading. (Includes 5 clinical hours). 3 semester hours. Typically offered Fall, Spring, and Summer Terms.

**EDUC 554 Strategy and Implementation.** Develops the theory, practice and application of management by objectives. Examines the implementation and introduction of an MBO system as it applies to for-profit and not-for-profit organizations. 1 semester hour.

**EDUC 555 Classroom Management.** Positive programs for use in classrooms are discussed, with an emphasis on strategies designed to cope with challenging behaviors throughout the curriculum. A case analysis approach is used in conjunction with establishing a knowledge base of a variety of models of discipline. Includes a 20 clock hour field experience in an off-campus setting. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours.



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**EDUC 556 Understanding Literacy Assessment.** Provides opportunities to explore standardized assessment procedures and their relationship to performance-based assessments: comprehension measures, portfolios, close process observations, anecdotal notes, rubrics, student-involved assessment, checklists, interviews, etc. Students have multiple experiences in the development of performance-based measures and their implementation in the classroom. 3 semester hours.

**EDUC 557 Organizational Culture.** Covers the understanding and analysis of corporate culture and its relationship to behavior and organizational performance. Examines management techniques to use culture more effectively. Explores the concept of culture as it applies to international values and norms in management. 1 semester hour.

**EDUC 558 Integration of the Language Arts.** Builds on the major components of the reading process; phonemic awareness, phonics, fluency, vocabulary development and comprehension and the five components of the writing process: conventions, word knowledge, sentence fluency, idea generation and organization for composing a wide variety of texts. Enhances knowledge of research-based, instructional strategies that reinforce the inextricable connection between reading, writing, listening and speaking. Promotes reading and writing success for a wide range of learners, including those of varying abilities and from diverse backgrounds. Practicum: 5 Hours 3 semester hours.

**EDUC 559 School Improvement Trends.** Study of issues and trends impacting the quality and performance of schools; use of data collection and analysis as a basis for informing the strategic planning process and identifying areas for improvement; explores the impact of differing socioeconomic groups and multi-ethnic/racial populations on current practice. Internship Practicum Hours: 5 3 semester hours.

**EDUC 560 Learning Behavior Characteristics of Individuals with Physical Disabilities and Mental Retardation.** Reading and discussion regarding learning characteristics of persons labeled with Physical Disabilities and Mental Retardation. Students will develop awareness of the diverse medical, physical, motor, communication, social-emotional and cognitive needs of the population, as well as identify appropriate programming approaches. 3 semester hours.

**EDUC 562 Educational Policy and Politics.** Examines the political economy and bureaucratic politics of educational organizations, with special attention to the policy making, implementation and evaluation process. Internship Practicum Hours: 5 3 semester hours.

**EDUC 563 Content Area Reading and Writing: Instruction and Assessment.** Explores the differences in textbook and other nonfiction genre and the strategies that proficient readers/writers use. Instructional procedures and assessment tools unique to this type of reading are introduced and implemented in teacher's classrooms. The emphasis is on learning content through effective reading and writing in grades 3-12. 3 semester hours.

**EDUC 564 Content Area Literacy and Learning.** Explores the differences in textbooks and other non-fiction genre and the strategies that proficient readers use. Instructional procedures and assessment tools unique to this type of reading will be introduced and implemented. Topics include: understanding the importance of using reading/writing connections in all content areas; how knowledge, experience, cultural background, vocabulary, word knowledge and developmental levels can be used as a basis for selecting texts and teaching comprehension. Practicum: 5 hours 3 semester hours.

**EDUC 565 Learning Behavior Characteristics of Individuals with Learning Disabilities.** Provides students with an introduction to the field of learning disabilities. Emphasis is placed upon characteristics of specific types of learning disabilities and specific issues across the life-span (early childhood through adulthood). 3 semester hours.





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**EDUC 566 Topics in Mathematics: Geometry Through a Hyperbolic Lens.** Through the study of hyperbolic geometry, this course will explore fundamental concepts of geometry including notions of parallelism, transformational geometry, analytic geometry, trigonometry, and the relationship between two and three dimensional geometry. Also included in this discussion will be the geometry of complex numbers, stereographic projection, mobius transformations, discrete groups, length and area calculations, and the construction of hyperbolic surfaces and three manifolds. Physical models of the hyperbolic plane will be constructed, and software will be employed to visually understand phenomena in two and three dimensional hyperbolic geometry. 3 semester hours.

**EDUC 567 Literacy for the English Language Learner.** Offers a view of diversity and literacy based on sociocultural and sociolinguistic theories of literacy learning. Explores the language and literacy-learning strategies children bring from home and how these strategies impact facilitate growth in reading and writing. Examines the relationship between TESL (Teaching English as a Second Language) and NCLB (No Child Left Behind) standards and methods for assessing English Language Learners (ELL). Effective relevant instructional strategies for enhancing literacy will be introduced and implemented. Practicum: 5 hours. Each Term. 3 semester hours.

**EDUC 568 Prairies Above and Below.** Through exploration of the flora and fauna of the prairie, K-8 teachers will learn standards based concepts in biology and environmental science. 2 semester hours. *Consent Required.*

**EDUC 569 Characteristics of Children and Adolescents Challenged with Behavior Disorders.** Offers a developmental approach to the investigation and study of behaviors evidenced by children who experience social/emotional or behavioral challenges in addressing basic life tasks. Implications of multilingual and multicultural issues on assessment are addressed. Students will develop a working knowledge of psychodynamic, humanistic, cognitive, ecological, biogenic social learning, and behavior management intervention models and theories. Special emphasis is directed toward the contexts of school and family as they relate to the development and management of social/emotional and behavioral deviance. Students are required to complete a minimum of 15 hours of clinical experiences as part of this course. 3 semester hours.

**EDUC 570 Learning Behavior Characteristics of Individuals with Emotional Disorders.** A study of the characteristics of learners labeled as having emotional/behavioral disorders. Theories of causation, assessment and best practices for educational programming are discussed. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours.

**EDUC 572 Special Topics.** This will serve as the course number and prefix for all characteristic classes offered through the TIDE program. 1-4 semester hours. *Course Repeatable. Maximum number of units allowed 99.*

**EDUC 573 Performance Appraisal.** Examines motivation and performance theory relevant to performance appraisal. Students will examine issues relating to existing practices, policies and forms of performance review interviews and develop an appraisal system. 1 semester hour.

**EDUC 575 Understanding Matter.** Through exploration of electromagnetic radiation K-8 teachers will learn standards based concepts in physics, including light energy & radiation. 2 semester hours. *Consent Required.*

**EDUC 576 Forensic Science.** Through exploration of Forensic evidence, K-8 teachers will learn standards based concepts in chemistry and physical science 2 semester hours. *Consent Required.*



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**EDUC 578 Literacy Assessment ( K-12).** Examines the nature of the reading process and reading problems, the context for using formal and informal assessments, approaches for identifying children with reading and writing challenges, and the process for using assessment to guide instructional decision making and improve reading proficiency. Practicum: 5 hours 3 semester hours.

**EDUC 579 Training and Development Overview.** Covers the steps in the training/management development process from needs assessment to training design to training evaluation. Examines the role of training in strategic human resource planning and organizational career management. 1 semester hour.

**EDUC 580 Inquiry, Technology and Integration.** Takes a close look at how teachers and students can use an inquiry cycle to explore and integrate topics using reading, writing and technology. Examples of integrated themes and individual inquiries are demonstrated as teachers across grade levels identify and pursue their own areas of inquiry. Also addresses the idea of balanced literacy. This course also shows teachers how to select and use high quality technical materials as resources for reading and learning. 2 semester hours.

**EDUC 581 Team Building.** Develops a working knowledge of team building, its theoretical basis, and its strengths and weaknesses as an organization development intervention. 1 semester hour.

**EDUC 582 Conflict Management.** Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes, and effective management strategies. 1 semester hour.

**EDUC 583 Organizational Assessment.** Explores a variety of theories, models, tools and best practices for assessing organizational performance. Consideration is given to assessment as a diagnostic organization development intervention. Practical applications provide students with frameworks for analyzing and applying the course material. 1 semester hour.

**EDUC 584 Strategies for Change.** Reviews the development and implementation of successful change. Focuses on the development of diagnostic skills and the selection of appropriate change methods. Includes exploration of the role of the change agent, employee involvement and political issues. 1 semester hour.

**EDUC 585 Holocaust Curriculum for Young and Middle Adolescents: Practical and Pedagogical Issues.** This workshop style course has been designed to assist secondary, middle-level, and upper elementary teachers to better understand the pedagogical and practical issues of teaching the Holocaust in the schools. Participants will receive lots of hands-on opportunities with prepared and purchased materials as well as guidelines for creating their own materials. We will also review national Holocaust education guidelines and talk about ways to infuse these difficult topics into the school curriculum. Participants will be required to review materials on a nightly basis to share with colleagues at each session. The primary project will require participants to design a skeletal unit of instruction for their own teaching situation. 3 semester hours.

**EDUC 586 School and Community Stakeholders.** Examines the interrelationships and multiculturalism. Explores venues for working with school bureaucracies and parents from a wide range of socioeconomic groups. Internship Practicum Hours: 5 3 semester hours.



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**EDUC 589 Media Literacy, Technologies and Contemporary Cultures Across the Curriculum.** This survey course is designed to explore the power and challenges of integrating media, technologies and contemporary cultures into classroom curricula. Participants will explore academic theories surrounding these issues as well as practical classroom applications. Educators will receive classroom-ready resources throughout the course designed to improve teacher knowledge and practice around media, contemporary cultures and new technologies. The course culminates with teachers creating and sharing K-12 lessons that incorporate media, technologies and popular cultures with existing best practices and national standards. Students will read and write for the duration of the course and participate in a Web 2.0 network where they will share and critique participant's final projects. 3 semester hours.

**EDUC 590 Inclusion of Children with Special Needs in the Regular Classroom - Part II.** This class will focus on practical application of skills learned in EDUC 559. Learning will include: identifying learning needs of specific types of disabilities including mildly mentally impaired, ADHD, learning disabled and behavior disordered; creating learning environments that are more inclusive of students with differences in ability and background; adapting lessons based on the variety of needs within the classroom; designing and implementing a variety of data collection and other authentic assessment strategies; developing behavior management techniques; planning with and for a variety of professionals within the classroom. 3 semester hours.

**EDUC 591 Family, School and Community.** This course examines the position of the child in family and community life. Studies the role of the family in American society and the effects of various types of institutions (political, commercial, legal) on a child's life. 3 semester hours. *Course Repeatable. Maximum number of units allowed 99.*

**EDUC 592 Managing Diversity.** Focuses on the cultural shift required in organizations to move from equal employment opportunities, Affirmative Action and understanding diversity to truly manage diversity in the workplace. Examines the issues from personal, interpersonal and organizational perspectives. Case material and exercises provide experience in acting as a change agent in an organization. 1 semester hour.

**EDUC 593 Teaching Middle Level.** 3 semester hours.

**EDUC 595 Survey of Exceptional Children and Adolescents.** This course explores laws and regulations (IDEA-P.L. 101-476), current philosophies, practices and critical issues in special education. Characteristics of the major types of exceptionality in children and adolescents are studied. The process of assessment, educational planning, and best practices are introduced. The context of multicultural and linguistic influences are considered throughout. Alternative approaches to direct. 3 semester hours.

**EDUC 598 Teaching Strategies for Students in the Autism Spectrum.** This course will cover the characteristics of students within the autism spectrum, strategies for teaching academic and social skills and the development of behavior intervention plans. Opportunities will be provided to practice teaching strategies, develop lesson plans and create materials. The goal of this course is to provide practical strategies that can be used within the special education or general education classroom from the early childhood level through high school. 3 semester hours.

**EDUC 599 Special Methods Topics.** *Course Repeatable. Maximum number of units allowed 99.*

**EDUC 600 Independent Study.** 1-4 semester hours. *Course Repeatable. Maximum number of units allowed 30.*



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**EDUC 601 Cultural Diversity and English as a Second Language.** This course examines the nature of culture and its impact on the political and social aspects of teaching and learning a second language in culturally and linguistically diverse settings. Related topics include biculturalism, race, ethnicity, gender and social class; the implications of government policies such as No Child Left Behind (NCLB); addressing diversity in the classroom; and interacting with immigrant parents and communities. Students will be involved in critical reflection on both theory and practical experience, with the goal of developing a deeper cultural awareness that can inform their teaching and interaction with diverse communities. (Includes 20 clinical hours) 3 semester hours. Typically offered Fall, Spring, and Summer Terms.

**EDUC 602 Assessment for Diagnosis.** Focuses on the steps in the reading diagnostic process, which include the identification of challenged reader/s, administering a series of formal and informal assessments; analyzing the assessment data and identifying literacy strengths and needs. The process culminates in the development of a diagnostic case study. Practicum: 20 hours 3 semester hours.

**EDUC 603 From Diagnosis to Instruction.** Uses assessment data and literacy challenges identified in the diagnostic case study (Educ 602) as a basis for informing instructional planning. Explores theories and methodologies for teaching reading strategies to enhance proficiency; emphasizes relevant research and practice relative to metacognition, motivation, print processing strategies, word study (vocabulary and phonics), comprehension strategies and oral fluency. Provides guidance for developing and implementing appropriate literacy instruction and evaluates the results. The course culminates in the development of a comprehensive case study that incorporates assessment data, diagnostic information, instructional planning and evaluation, and recommendations to parents. Practicum: 20 Hours 3 semester hours.

**EDUC 604 Theoretical Foundations of Teaching English as a Second Language.** This course will help practicing and prospective teachers to understand current research and theories of second language acquisitions (SLA), specifically as they relate to teaching English as a second language. Through readings, critical analysis and thoughtful discussion, students will learn about the current theories of second language learning and acquisition. This class is intended to help prospective teachers create a rationale for their teaching by exposing them to a broad range of theory and research in psycholinguistics, applied linguistics, learning theory, sociolinguistics and the various teaching methodologies which are rooted in these fields. Students will examine the major theories, concepts and guiding hypotheses in the field of Applied Linguistics and Teaching English to Speakers of Other Languages (TESOL) in terms of English language learners' performance. Students will explore the many factors that affect school performance of second language learners. Students will investigate and develop useful and relevant models of SLA, engage and debate the merits of various theories, and learn the vocabulary of the field (Includes 20 clinical hours) 3 semester hours. Typically offered Fall, Spring, and Summer Terms.

**EDUC 605 Ethics, Education and Social Change.** Examines major issues impacting today's educational system including cultural and socioeconomic factors, the role of values in education, and the uses of technology; explores philosophies of education relative to each grade level, including middle grades, and the historical development of education; analyzes the current state of education and considers realistic future directions. 3 semester hours.

**EDUC 606 Linguistics For Educators.** Linguistics for educators is a classroom focused introduction to the study of language and linguistics. The purpose of this class is to provide classroom teachers with a practical grasp of social and academic linguistic building blocks inherent in the English language and how they apply to teaching ESL. (Includes 15 clinical hours) 3 semester hours. Typically offered Fall, Spring, and Summer Terms.



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**EDUC 607 Methods and Materials for ESL.** Briefly overview the historical development and theoretical basis of a range of methodologies and approaches in Teaching English as a Second Language (TESL). Develops an understanding and critical appreciation of the advantages and disadvantages of current approaches, methods, techniques, activities and materials for teaching ESL to students K-12. Examines the relationship between TESL and No Child Left Behind (NCLB) mandated standards. Students will gain practical experience in developing curricula and materials appropriate to specific K-12 ESL teaching contexts. (Includes 20 clinical hours) 3 semester hours. Typically offered Fall, Spring, and Summer Terms.

**EDUC 608 Ethical Issues and Social Change.** Examines major issues impacting today's educational systems including cultural and socioeconomic factors, the role of values in education and the uses of technology; analyzes the current state of education and considers realistic future directions for ethical school leaders. Internship Practicum Hours: 5 3 semester hours.

**EDUC 609 Assessment of English as a Second Language and Bilingual Students.** Assessment is a systematic process that plays a key role in every aspect of programming for ESL and bilingual learners. Assessment of ESL and bilingual students provides educators with information and hands-on experience in dealing with the subject of formal and informal assessment/evaluation within cross-cultural settings, particularly in the education of ESL and bilingual learners. (Includes 20 clinical hours). 3 semester hours. Typically offered Fall, Spring, and Summer Terms.

**EDUC 610 Learning and Development.** Explores the major theories of learning, human growth and development, motivation, and assessment; learning theories and styles are examined and specific principles are applied to the classroom setting; emphasis is placed on developing and enhancing an individual teaching style that maximizes a learner's potential. The developmental characteristics and the nature and needs of the early adolescent are also studied. 3 semester hours.

**EDUC 611 Literacy Coaching and Collaboration.** Examines staff training models that promote the development and implementation of effective literacy strategies, conflict resolution and consensus building. Explores team teaching learning initiatives between reading specialists and classroom teachers and promotes the modeling of various instructional strategies with children in various settings. Focuses on ways to serve as a literacy resource for the school community and creates awareness of the various instructional resources available within the school/school district to support literacy. Explores opportunities for forming partnerships within the external community to promote effective literacy programs; and investigates other sources of revenues (grants) to support and enhance the reading program. Practicum: 5 hours 3 semester hours.

**EDUC 612 Methods of Organizational Research.** Covers alternative methods of research design for organizational studies. Emphasizes academic and practitioner research issues and skill-building in the logic and practice of organizational research. Includes qualitative and quantitative research design, data collection, analysis and report writing. 3 semester hours.

**EDUC 615 Curriculum Development.** Promotes the identification of curriculum issues in the field of education and encourages students to develop effective curriculum models to meet the challenge of implementing an instructional program in today's multicultural and diverse school system. 3 semester hours.

**EDUC 616 Curriculum Design and Instruction.** Examines the historical development, significant research and current trends in the literacy curriculum. Designs a literacy program, which includes a philosophy statement, short and long term goals, instructional planning, and classroom organization. Practicum: 5 hours 3 semester hours.



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**EDUC 617 Curriculum, Assessment and Instruction.** Promotes the identification of curriculum issues in the field of education and encourages students to develop effective curriculum models to meet the challenge of implementing an instructional program in today's diverse school system. Explores the relationship between curriculum, assessment and instruction; aligns curricula to standards; evaluates effectiveness of curricula. Internship Practicum Hours: 5 3 semester hours.

**EDUC 620 Instructional Strategies Across the Curriculum.** Emphasizes instructional methodology; integrated thematic unit planning in such areas as science, and social studies; and inductive approaches to learning. Students develop strategies for: making effective instructional decisions; diagnosing needs; incorporating technology into the curriculum; and selecting appropriate instructional objectives. Specific methods (e.g. reading in the content areas) and philosophies are discussed relative to grades K-2, 3-5 and 6-8.

Prerequisite: Cumulative G.P.A. of 3.0 and T.E.P. 4 semester hours.

**EDUC 625 Learning Behavior Methods of Teaching Individuals with Learning Disabilities and Emotional Disorders.** Designed to focus on the affective nature of teaching students with learning disabilities and severe/emotional disturbances. Provides teaching strategies, discussions on collaboration and consultation, and general programming for learners with learning disabilities (LD) and severe/emotional disturbances (SED) in the regular classroom. Requirement for students in MAED program: 25 clock hour practicum experience in an off-campus setting. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 4 semester hours.

**EDUC 626 Preclinical: Instructional Strategies Learning Disabilities and Emotional Disorders.** Directed observation and participation in off-campus setting. Students participate in a 25 clock hour experience. Transportation needed. Prerequisite: Preclinical Application: co-registration in EDUC 625; cumulative G.P.A. of 3.0, and TEP.

**EDUC 630 Research Methods.** Research fundamentals and methods are explored. Opportunities for the critical analysis of current research studies and the planning and development of a research thesis/project are provided. Prerequisite: Cumulative G.P.A. of 3.0 and T.E.P. 3 semester hours.

**EDUC 631 Action Research and Inquiry.** Provides a foundation for educators to become active inquirers in the classroom. Explores techniques and strategies that guide instructional decision making and improves practice. Provides an in-depth study of the process for developing an Action Research Proposal, which includes the following framework: area of focus, research questions, review of related literature, plans for data collection, sources and analysis and action plan. Practicum: 5 hours 3 semester hours.

**EDUC 632 Supervision and Staff Development.** Examines principles and practices of supervision in schools related to instructional and support personnel and explores various supervisory models. Includes the designing, implementing, and evaluating of effective staff development programs for personnel in educational settings. Internship Practicum Hours: 5 3 semester hours.

**EDUC 635 Learning Behavior Methods of Teaching Individuals with Physical Disabilities and Mental Retardation.** Techniques for arranging the instructional environment to provide for maximum learner participation; design of individualized adaptations and methods of ensuring learner acquisition, fluency, maintenance and generalization for those learners identified with physical disabilities and mental retardation. 40 hour preclinical experience required. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 4 semester hours.



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**EDUC 640 Assessment Measures.** The focus of this course is to provide an in-depth study of assessment relevant to screening, diagnosis of both typical and atypical learners, program development, program evaluation, and accountability in grades K-12. Emphasis is placed upon the critical selection, administration, and interpretation of both formal and informal assessment. Included are topics of statistics relevant to measurement, legal and cultural issues, academic and adaptive behavior assessment, and appropriate applications of assessment results. Prerequisite: Cumulative G.P.A. of 3.0 and TEP. 3 semester hours.

**EDUC 641 Assessment and Diagnosis for Special Education (LBSI).** This course provides students with the background and skills essential to utilize diagnostic data to construct appropriate educational recommendations and to prepare comprehensive educational evaluations for students with special learning needs. 3 semester hours.

**EDUC 645 Collaborative/Consultative Teaching.** Provides students with competencies enabling them to work effectively in the design and implementation of collaborative and consultative approaches to facilitate the delivery of instruction to students with disabilities in regular educational programs. 3 semester hours.

**EDUC 650 Leadership and Motivation.** Covers the basic theory and application of administration and management. Emphasizes organizational behavior, including problems of motivation and leadership. 3 semester hours.

**EDUC 651 Leadership Theory.** Explores ways in which competent educational leaders promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community. Studies the dimensions of leadership and applies them at the school and district levels. Personal leadership styles, core values and beliefs are defined. Internship Practicum Hours: 5 3 semester hours.

**EDUC 660 Preparing Teachers for Inclusion.** Designed to familiarize students with the needs of exceptional children. Students develop specific strategies for teaching children with disabilities in the regular classroom. New ideas for teaching cross-cultural and bilingual students are also explored. 3 semester hours.

**EDUC 665 Alternative Certification for Preservice Teachers.** Provides the alternative certification candidate with an in depth, yet accelerated approach to the pedagogical training necessary to secure a provisional alternative teaching certificate in science or mathematics. The experience consists 320 clock hours of instruction, observation and classroom practice. The problem-based learning model is used as the major mode of instruction during the eight week session. An intensive assessment system is built into the program culminating in a professional portfolio presentation. 18 semester hours.

**EDUC 670 Student Teaching - Elementary and Middle School.** A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles expected of beginning teachers. 6 semester hours.  
*Consent Required.*

**EDUC 671 Student Teaching - Elementary Special Education, Learning Behavior Specialist I.** A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester hours.

**EDUC 672 Student Teaching - Secondary Special Education, Learning Behavior Specialist I.** A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester hours.



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**EDUC 673 Student Teaching - Middle/Junior and High School.** A field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 6 semester hours.

**EDUC 675 Alternative Program/Internship.** A paid field-based teaching experience designed to prepare pre-service teachers for the skills, functions, and professional roles of beginning teachers. 3 semester hours. *Course Repeatable.*  
*Maximum number of units allowed 6.*

**EDUC 680 Seminar/Research in Education.** Study of current issues, trends and patterns of organizations affecting the field of education. Includes a research project or thesis as per instructor. 3 semester hours.

**EDUC 681 Administrative Internship.** Study of current issues, trends and patterns of organizations affecting the field of education. Includes a minimum 100 clock-hour internship in a school. 3 semester hours.

**EDUC 682 Internship in Leadership and Administration.** Study of current issues, trends and patterns of organizations affecting the field of education. Includes a 100-hour internship in a school. The internship includes experiences that: develop instructional leadership; enhance understanding of the management of public schools; and provide an overall understanding of school operations and public policies and practices. Requires the development of an administrative portfolio that addresses standards for principals and school leaders. 3 semester hours.

**EDUC 699 Master's Thesis/Project.** Development of a formal study of a given problem/situation which requires investigative procedures that embody the process of scientific inquiry. 2 semester hours.

### **Exercise Physiology**

**EXPH 500 Exercise Physiology.** Provides an in-depth overview of how the body's physiological, hormonal, and biochemical systems acutely and chronically respond to various forms of physical activity and environmental conditions in untrained and trained individuals. Each Semester. Prerequisite: BIOL 258 or a human physiology course. Cross-listed with EXPH 500. 3 semester hours. Typically offered Fall and Spring Terms.

**EXPH 521 Fitness Testing.** Laboratory and field-based testing of selected physiological parameters of the human. Exercise leadership principles and skills are emphasized. Fall. Cross-listed with HLSC 321, NTR 521. 1 semester hour.

**EXPH 522 EKG Lab.** Practice in the measurement and interpretation of the 12-lead EKG: normal, changes with disease, changes with exercise and stress testing. Spring. Prerequisite: HLSC 321/ EXPH 521. Cross-listed with EXPH 522, NTR 522. 1 semester hour. Typically offered Spring Term. *Consent Required.*

**EXPH 560 Advanced Cardiovascular and Respiratory Physiology.** In depth study of the normal functioning of the cardiovascular and respiratory systems. Emphasis is placed on the acute effects of exercise as well as the adaptations that occur as a result of exercise. Fall. Prerequisite: a human physiology course. Cross-listed with HLSC 360. 3 semester hours.

**EXPH 561 Cardiopulmonary Pathophysiology and Prevention.** Study of the disease and progression of cardiovascular and respiratory system diseases. Programs for primary and secondary prevention will be discussed. Spring. Prerequisite: HLSC 360/ EXPH 560. Crosslisted with EXPH 561. 3 semester hours. Typically offered Spring Term.





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**EXPH 568 Biomechanics.** Principles from the fields of physics, engineering, anatomy and physiology are used to analyze motion of the human body and to describe the forces acting upon the various body segments during normal daily activities. Prerequisite: BIOL 203 and MATH 111. Spring. 3 semester hours.

**EXPH 580 Current Topics in Exercise Physiology.** An introduction to the research literature in exercise physiology with special emphasis on research design, statistical analysis, and epidemiology, providing the basis for literature discussion in other courses. Other topics relevant to the exercise physiology program will be addressed in this forum. Fall. Cross-listed with HLSC 380 2 semester hours.

**EXPH 591 Exercise Biochemistry and Metabolism.** Principles of biochemistry and metabolism of biomolecules as they pertain to rest and exercise. Interconversion of nutrients and their usage, integration of hormones and their metabolic effects on each organ system will be emphasized. Spring. Prerequisite: BCHM 251 or 261 or 361 or CHEM 103. Cross listed with HLSC 392/EXPH 591. 3 semester hours. Typically offered Spring Term.

**EXPH 623 Graded Exercise Testing.** Consideration of the implication of exercise for persons in rehabilitative programs. Discussion of performing diagnostic stress testing and understanding the contraindications involved in these actions. Pre-requisite: EXPH 522. Co-registration in EXPH 685 is required. Cross-listed with NTR 623. Offered summer. 2 semester hours.

**EXPH 624 Comprehensive Clinical Exercise Physiology Exit Exam and Skills Examination.** Comprehensive written and skills based program exam. This exam will be designed so that students can demonstrate prior to graduation, all of the KSA's (knowledge, skills, and abilities) to pass the ACSM Registered Clinical Exercise Physiologist exam. Summer. All program class course work must be completed. 1 semester hour.

**EXPH 662 Advanced Exercise Physiology.** An integrated approach to the study of various physiological systems functioning in the human during exercise. Fall. 3 semester hours.

**EXPH 663 Exercise Pharmacology.** Examination of transmitters, mimetics and blockers. Emphasis on current use of therapeutic drugs and their effects on the various systems and risk factors involved in the exercise state. Fall. 3 semester hours.

**EXPH 664 Special Populations.** Basic assessment and treatment of special populations such as adolescents, geriatric patients, those with neuromuscular disorders, diabetes, pulmonary, renal or orthopedic problems. Spring. 3 semester hours.

**EXPH 681 Behavior Modification and Preventive Complimentary Health Care.** Application of current approaches to modifying health impaired habits, lifestyles and beliefs including stress theories of disease, health behavior change and techniques of stress management. Physiological principles of neuromuscular relaxation and other alternative methods of health care also will be investigated. Summer. 3 semester hours.

**EXPH 684 Program Development and Administration.** Policies and procedures for the development of all phases of exercise programs with special emphasis on budgets and management. Summer. 3 semester hours.



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**EXPH 685 Laboratory Ethics and Laboratory Procedures.** A discussion of the various ethical issues and procedures required when testing human subjects in the exercise lab setting. In addition, practical experience in conducting CPX tests with EKG will be covered along with the scientific theories that underlie cardiopulmonary testing and diagnosis for special populations, i.e. congestive heart failure, pulmonary disease, etc.

Co-registration in EXPH 623 is required. Cross-listed with NTR 619. Summer. 2 semester hours. Typically offered Summer Term.

**EXPH 690 Internship.** Practical experience in exercise physiology in various settings such as hospitals, rehabilitation centers, YMCAs, colleges and corporations under the supervision of an experienced on-site professional. Internships available in wellness/fitness, rehabilitation, diagnostics or research. Each semester. 1-2 semester hours. *Consent Required. Course Repeatable. Maximum number of units allowed 4.*

**EXPH 691 Selected Topics.** Special courses on various topics with which the student has not become acquainted in formal course work. May be an extension of or a supplement to material previously encountered, lectures from a completely new area, or independent study. Periodically. 1-3 semester hours. Typically offered Periodically. *Consent Required.*

### **International Student Orientation**

**IPO 400 International Student Orientation.** This class will introduce international students to practical cultural differences that exist between the United States and many countries. Topics to be discussed include health care, university facilities and resources, income taxes and employment. Pre-requisites: Enrollment as an international student. Cross-listed with IPO 100 Typically offered Fall, Winter, Spring, & Summer. *Course Repeatable. Maximum number of units allowed 0.*

### **Leadership**

**MSL 501 Developing a Philosophy of Leadership.** Developing a Philosophy of Leadership, offers an in-depth examination into the theory and application of leadership from a philosophical perspective. By exploring real world leadership, the integration of ideas and practices will be utilized to develop the conceptual framework that is necessary for acquiring the skills, competencies and insights that are needed to become an effective leader. 4 quarter hours.

**MSL 510 Critical Thinking for Leaders.** This course explores the development and application of critical thinking and the tasks and challenges leaders will face in their professional experiences. Students will explore the concepts of critical thinking, decision-making and problem solving from the women's perspective. Students will also identify their decision-making preference and how it can be adapted as roles and responsibilities change. 4 quarter hours.

**MSL 522 Community Service and Social Responsibility.** This course is designed to demonstrate the fundamental importance of moral and civic education. It challenges students to see themselves as members of a community and as individuals with a responsibility to contribute to the common good of society and their communities. The course also examines various ways in which ordinary people can accomplish extraordinary things through service learning, volunteering, and community outreach. 4 quarter hours.

**MSL 536 Ethical Leadership and Globalization.** Ethical Leadership and Globalization will introduce students to leadership from both theoretical and practical perspectives. By developing an application for the betterment of the common good, students will enhance their conceptual framework for leadership. Students will examine prominent theories and practices of leadership in a communitarian, social and global context and will evaluate competencies traditionally associated with civic engagement. 4 quarter hours.



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**MSL 540 Mentoring and Networking for Leaders.** Mentoring and Networking for Leaders is designed to provide a base for the skills necessary to coach, mentor, counsel, network and measure performance. The course will examine ways to assist others in becoming more committed to performance objectives and increased productivity. 4 quarter hours. Typically offered Annually.

**MSL 542 Self-Efficacy - The Genesis for Leadership.** The course is designed to help develop self-awareness, express personal authenticity and integrate practical leadership skills into the application of providing effective organizational management. These skills include communications, coaching, motivational, and inspirational public speaking and group facilitation, and self-awareness. 4 quarter hours.

**MSL 550 The Endowment of Religions for Female Leadership.** This course uses an innovative approach for studying religions and scriptures. The Endowment of Religions will provide an examination of major world religions and their sacred writings while focusing on the leadership role of women as outlined in the sacred writings and practices of the various world religions. 4 quarter hours.

**MSL 581 The Gender Awareness Phenomenon: Exploring Interpersonal and Organizational Dynamics.** The Gender Awareness Phenomenon will provide students with a framework for understanding, assessing and managing gender differences in their interactions at work and in their personal lives. The course will also address how these interactions affect the organizational culture in general and the day-to-day organizational operations in particular. The methodology involves a plurality of perspectives on the gender variances evident inside and outside the workplace. 4 quarter hours.

**MSL 586 Power, Politics and Conflict Resolution.** The class will incorporate formal and informal methods of conflict resolution, including negotiation and mediation strategies and techniques. Methods include sharing of anecdotes, hypothetical situations that learning teams will work to resolve through negotiation, mediation, and journaling of real life conflicts and applications of methods of resolution, both in and out of the office. 4 quarter hours.

**MSL 589 Change Agent-A New Leader for Change.** The purpose of the course is to identify and incorporate the eight-stage process as a method for successful change agents. This course is designed to provide an introduction and thorough understanding of the eight stages and the steps necessary for successful large-scale transformation led by change agents. The course will provide an examination of real life business scenarios where the need for change has been imminent; identifying strategic business implications for lack of change; breaking through challenges at each of the eight stages; consequences of errors in sequence; lack of leadership or sufficient communication; and successful removal of organizational structural barriers leading to lasting change. 4 quarter hours. Typically offered Annually.

**MSL 620 Strategic Planning for Effective Leaders.** Strategic Planning will introduce students to the theory and review of practical measures for successfully designing and implementing a business strategy, which is inclusive of all aspects of the organization. Students will develop a strategy that allows measurement of financial responsibility and accountability as well as customer satisfaction, divisional and/or departmental interaction, with the intent of identifying best practices and overall organizational effectiveness. 4 quarter hours.

**MSL 635 Diversity, Inclusion and Cultural Management for Women Leaders.** This course is designed to collaborate with female management and develop an understanding of the complex issue of diversity, and how to address these issues in an effective and highly competitive environment. Students will develop skills that will enhance their organization capabilities with the creation of a truly inclusive culture. They will also learn how to demonstrate inclusive behaviors involving a conscious awareness of inclusion of diverse representation in meetings, training classes, promotions, recognition, and rewards. 4 quarter hours. Typically offered Annually.



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**MSL 650 Financial Management and Business Intelligence.** Financial Management and Business Intelligence will provide a foundation that promotes financial literacy and non-financial performance indicators. This foundation will help management/future leaders understand and make informed decisions that maximize corporate performance, which will enhance a student's understanding of the skills that are required to diagnose an organization's financial health. 4 quarter hours.

**MSL 663 Servant leadership.** Servant Leadership is a management model that is embraced by Fortune 500 companies. This concept in leadership is designed to provide a basic understanding of the theoretical and practical principles of being a servant and elevating others. Students will critically review and analyze current strategic ideas about servant leadership theory and practice which will focus on servant in leadership perspectives, values, skills and knowledge necessary for successful leaders in the 21st century. 4 quarter hours.

**MSL 672 Entrepreneurial Management and Leadership.** This course is designed to provide the critical information for developing an entrepreneurial mindset that will lead to a better understanding and appreciation for entrepreneurship as an effective tool for organizational development. Students will learn the importance of the type of leadership necessary to drive the success of an entrepreneurial organization. 4 quarter hours.

**MSL 681 Leadership Capstone.** The capstone course in the Leadership program is designed to bring together what students have learned throughout the program. The Leadership Capstone will help students put their own leadership philosophies into action. 4 quarter hours. Typically offered Annually.

### **Management and Organizational Behavior - Graduate**

**MGMT 500 Accounting for Managers.** Surveys a broad range of financial techniques applied to business and organizational problems. Emphasizes understanding rather than mathematical rigor. Stresses interpretation and analysis of problems. Credit will not be given if MBA 500 is also taken. 4 quarter hours.

**MGMT 521 Career & Human Resource Planning.** Covers current theory and research in career and manpower planning, including techniques of career planning and individual organization, problems such as women in the career cycle, affirmative action and career planning, career choice and change, age-30 crisis, mid-career crisis, dual career couples, and retirement. 2 quarter hours.

**MGMT 522 Ethics and Social Responsibility in Management.** Examines important ethical theories and considers the need for social responsibility in business and other organizations. Studies the ethical dilemmas faced by managers in such areas as marketing, product safety, the environment, job discrimination, and dealing with people in an organization. Credit will not be given if MBA 520 is also taken. 2 quarter hours.

**MGMT 527 Funding and Grantsmanship.** Teaches the intricacies of generating government support for the development of programs important to the operation and expansion of social agencies. Includes program planning, proposal development, grant management and program evaluation. 2 quarter hours.



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**MGMT 530 Organizational Behavior.** A course focusing on the effects of organizational variables on individual and group behavior. This course addresses the theory and practice of organization behavior as it relates to the individual, effective team building, conflict management, and resolution, and the negotiation of legal and psychological contracts. The course also takes a look at the broader aspect of organizational culture and its impact on today's manager. Students learn how to use concepts in the traditional workplace as well as the virtual workplace. Required. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MGMT 532 Organization Development.** Considers the theory and practice of organizational change and organization development (O.D.). Discusses analysis, planning, implementation and evaluation of change programs. Covers the learning process, O.D. interventions, consultant skills, employee participation, monitoring success, reinforcement and ethical issues. Elective. Prerequisite: MBA 530, or MGMT 530. 4 quarter hours. Typically offered Fall, Spring, and Summer Terms.

**MGMT 540 Data Processing and Management.** Surveys the uses of information systems for effective operations, decision-making and strategic advantage. A major emphasis is to analyze how information systems are used to support a business strategy. Design concepts are discussed to insure that any developed system will support organizational needs. Includes the study of technology and its application, with the use of several common software tools such as spreadsheets, word processors and databases. 4 quarter hours.

**MGMT 552 Leadership.** Reviews alternative models of leadership and their effects on employee and organizational performance. Focuses on leadership skills and strategies for effective performance. 2 quarter hours.

**MGMT 553 Organization Design.** Focuses on the design of organizations to perform optimally for various environments and purposes. Reviews ways to move organizations toward a desired structure. 2 quarter hours.

**MGMT 555 Power Strategies.** Surveys contemporary perspectives and measures of power, influence, and control as they relate to motivation, interpersonal relations and organizational climate. 2 quarter hours.

**MGMT 556 Strategy and Implementation.** Develops the theory, practice and application of management by objectives. Examines the implementation and introduction of an MBO system as it applies to for-profit and not-for-profit organizations. 2 quarter hours.

**MGMT 557 Organizational Culture.** Covers the understanding and analysis of corporate culture and its relationship to behavior and organizational performance. Examines management techniques to use culture more effectively. Explores the concept of culture as it applies to international values and norms in management. 2 quarter hours.

**MGMT 558 Service Management.** Focuses on the management and delivery of effective service. Covers service strategy, development of service systems, human resource strategy, and implementation of the service management concept. Prerequisite: MCP Degree seeking student. 2 quarter hours.

**MGMT 559 Entrepreneurship.** Deals with new venture management, examining entrepreneurial personalities, managing creativity and establishing a successful enterprise. The major project is a new business plan. Elective. 4 quarter hours. Typically offered Fall, Winter, and Summer Terms.

**MGMT 561 Marketing Concepts and Planning.** Discusses and analyzes the major components of a well-integrated marketing plan. Emphasizes products and services in both the for-profit and not-for-profit sectors. Students will be expected to write a marketing plan for a specific product or service. Cannot be taken for MBA credit. Each term, yearly 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.



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**MGMT 570 Human Resource Management Overview.** Introduces students to strategic human resource management. Covers the relationship of business and human resource planning, and the changing character of the workforce. Provides systemic overview of recruiting, training, compensation, affirmative action, employee relations, and identifies key issues of the 1990's. For those students presently in Human Resource Management positions, contact your program advisor; MGMT 633 (4 credits) may be a better option. Online and Springfield Campus. 2 quarter hours.

**MGMT 571 Labor Relations.** Covers the basic concepts relevant to laws governing labor relations. Focuses on contracts, including recognition of the union, negotiation and administration, patterns of contracts currently in existence and their negotiation process, and issues that arise during contract administration. 2 quarter hours.

**MGMT 572 Compensation and Benefits.** Examines the importance of benefits and compensation to the U.S. employer. Focuses on the elements of total compensation, including welfare and qualified retirement benefits, salary administration, performance management, executive compensation and incentive pay plans. 2 quarter hours.

**MGMT 573 Performance Management Systems.** Examines motivation and performance theory relevant to performance appraisal. Students will examine issues relating to existing practices, policies and forms of performance appraisal, conduct performance review interviews, and develop an appraisal system. 2 quarter hours.

**MGMT 574 Affirmative Action.** Examines the historical background and current issues of affirmative action. Focuses on legal issues and cases, organizational concerns, and implementation strategies. 2 quarter hours.

**MGMT 578 Recruitment and Selection.** Examines the steps in the recruitment and selection process from the perspectives of the human resource manager, line manager and job applicant. Focuses on skill building and understanding of issues, including cost/benefit analysis and integration of the process with strategic human resource planning and career management. 2 quarter hours.

**MGMT 579 Training and Development Overview.** Covers the steps in the training/management development process from needs assessment to training design to training evaluation. Examines the role of training in strategic human resource planning and organizational career management. 2 quarter hours.

**MGMT 580 Group Dynamics.** Deals with dynamics of group and interpersonal relationships. Uses unstructured group experience (laboratory training) to help students become more aware of how their actions affect and are affected by others, more capable of giving and receiving personal feedback, and more cognizant of the dynamic process by which groups are created, maintained and transformed. Studies major concepts in group and interpersonal relations, including communication patterns influence in power dynamics, conflict management, interpersonal perception, trust formation, leadership and task group dynamics. 4 quarter hours.

**MGMT 581 Team Building.** Develops a working knowledge of team building, its theoretical basis, and its strengths and weaknesses as an organization development intervention. 2 quarter hours.

**MGMT 582 Conflict Management.** Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes, and effective management strategies. 2 quarter hours.

**MGMT 583 Organizational Assessment.** Explores a variety of theories, models, tools and best practices for assessing organizational performance. Consideration is given to assessment as a diagnostic organization development intervention. Practical applications provide students with frameworks for analyzing and applying the course material. 2 quarter hours.



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**MGMT 584 Strategies for Change.** Reviews the development and implementation of successful change. Focuses on the development of diagnostic skills and the selection of appropriate change methods. Includes exploration of the role of the change agent, employee involvement and political issues. 2 quarter hours.

**MGMT 585 High Performance Work Systems/Large Group Interventions.** Covers the development of appropriate levels of employee participation, increasing the psychological rewards of the employee and the quality and productivity of the organization. Emphasizes the design of high-performance work systems utilizing large group interventions. 2 quarter hours.

**MGMT 586 International Organization Development.** Examines and analyzes OD values and their relationship with national and cultural values in countries around the world. Consists of an overview and case studies involving application and adaptation of management and OD practices to local situations differing by organizational and national culture. 2 quarter hours.

**MGMT 591 Contemporary Trends in Change Management.** A one-day workshop with nationally known professionals and practitioners in the field of organization development. 1 quarter hour. *Course Repeatable. Maximum number of units allowed 12.*

**MGMT 592 Managing Diversity.** Focuses on the cultural shift required in organizations to move from Equal Employment Opportunities, Affirmative Action and understanding diversity to truly managing diversity in the workplace. Examines the issues from personal, interpersonal and organizational perspectives. Case material and exercises provide experience in acting as a change agent in an organization. 2 quarter hours.

**MGMT 593 Process Consultation.** Covers the concepts, methods and philosophy of process consultation and its role in organization development. Emphasizes the application of this key activity in consulting to organizations, groups and individuals. Presented in a context useful to consultants and managers alike. 2 quarter hours.

**MGMT 596 Special Topics in Management and Organizational Behavior.** This course varies in subject matter and may be repeated if topics are different. Depending on the topic, this course may count toward various concentrations. 2-4 quarter hours. *Course Repeatable. Maximum number of units allowed 99.*

**MGMT 600 Independent Study.** Provides students with a variable option for exploring a topic in depth under faculty supervision. Generally, faculty request a two to three page proposal which outlines the project objectives, expected learning outcomes and assessment criteria. Faculty approval of proposal is required for registration. 2-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 99.*

**MGMT 612 Methods of Organizational Research.** Covers alternative methods of research design for organizational studies. Emphasizes academic and practitioner research issues and skill-building in the logic and practice of organizational research. Includes qualitative and quantitative research design, data collection, analysis and report writing. 4 quarter hours.

**MGMT 633 Legal Issues in the Workplace.** This course provides an overview of laws and regulations that must be considered in human resource decision making. Topics include the Fair Labor Standards Act, Equal Employment Opportunity and Affirmative Action, sexual harassment, family leave, the Americans with Disabilities Act, Illinois Freedom of Information Act, Equal Pay Act and various aspects of employer/employee relations. Elective. 4 quarter hours. Typically offered Fall and Spring Terms.



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**MGMT 634 Strategy, Structure, and Decision Making.** The focus is on the role of management in the development of organization strategy, and the development of appropriate organization structures. Case analysis is used to aid in understanding and applying behavioral concepts to the resolution of managerial and organizational problems. Elective. Prerequisite: MBA 530 or MGMT 530. 4 quarter hours. Typically offered Fall and Spring Terms.

**MGMT 635 Business Process Redesign.** Covers the principles and methodology of organization transformation through reengineering/business process redesign. Simulation, service and manufacturing cases as well as topic presentation will be used. 2 quarter hours.

**MGMT 636 Advanced Methods of Organization Development.** Explores advanced theory, interventions and methodologies in organization development. Emphasizes generative interventions as opposed to discrepancy-based change processes. 4 quarter hours.

**MGMT 671 Strategic Management.** This course requires management students to use the disciplines and techniques learned during their degree programs. Strategy formulation and implementation concepts are discussed using cases and readings. This course is to be taken as the last core class or with permission from the program director. 4 quarter hours.

**MGMT 690 Management Internship.** Consists of experience in a field setting in collaboration with a trained professional. Equivalent of one and one-half days a week spent in an area of work related to the student's special interests. May be repeated in different settings. 4-8 quarter hours. *Course Repeatable. Maximum number of units allowed 12.*

**MGMT 691 Advanced Topics in Organization Development.** Designed to provide Organization Development students and practitioners with access to leading edge interventions, research and professionals. Available once each quarter, this workshop will introduce theory and practice of innovative work in Organization Development. 1-2 quarter hours. *Course Repeatable. Maximum number of units allowed 12.*

## **Management Information Systems**

**MIS 543 Computer Programming.** The art and science of programming is the focus of this course. In particular, algorithm development and logical problem-solving are emphasized. Programming concepts are conveyed using a high-level structured programming language in a visual environment, for example, Visual C++. Individual programming assignments and course participation are required, as are several exams. Elective. 4 quarter hours.

**MIS 544 Programming and Data Structures.** Techniques for analyzing and constructing solutions for a wide range of computer-based problems are emphasized. A structured approach to program design and data structures is used. Fundamental concepts relating to the access, sorting, and searching of data are explored through the study of pointers, ordered lists, arrays, stacks, queues, linked lists, trees, and other related algorithms. Individual programming assignments and course participation are required, as are several exams. Prerequisite: MIS 543. Elective. 4 quarter hours.

**MIS 545 Computer Organization & Architecture.** The objectives of this course are to provide basic concepts of computer systems, to introduce computer architecture, and to introduce assembly language. Discussion includes internal organization of the computer, techniques for representation of data, assembly language for a particular processor, procedure call and return mechanisms including parameter passing and stack utilization, input/output processing including interrupt handling, and the relationship between high-level languages and machine languages. Several assignments and course participation are required, as are several exams. Required. 4 quarter hours.





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**MIS 546 Systems Analysis and Design.** Tools and techniques associated with the analysis and design of application systems are studied and evaluated. Traditional and state-of-the-art system development life-cycle methodologies are examined. Specific topics include construction and evaluation of user interviews, data flow diagrams, data dictionaries, decision tables and trees, and use of prototyping techniques and computer-aided software engineering tools. The course project requires a team analysis and design of a new application system. Required. 4 quarter hours.

**MIS 557 Web 2.0 Tools in Business.** Consumers have embraced Web 2.0 technologies including, for example, social networking applications - Facebook, LinkedIn, Twitter, YouTube, wikis, blogs, tags, mashups and virtual worlds. How are organizations using these applications? How might organizations use these applications? Specific topics will include an overview of Web 2.0 technologies, how these tools may be leveraged in an organization, how to align these tools with business goals, how to foster collaboration, and how to ensure security. Elective. Cross listed as MIS / MBA 557. 2 quarter hours. Typically offered Fall and Spring Terms.

**MIS 600 Independent Study.** This course allows an opportunity for a student to concentrate on a specific topic related to an existing course or to explore a timely topic not covered in an existing course. A proposal is required, outlining the nature of the problem and scope of the investigation. A research paper or project is required, as appropriate to the problem under investigation. Elective. 1-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MIS 609 Computer Fraud.** This course provides an understanding of how fraud is accomplished by the use of computers and the Internet. It discusses the types of computer fraud that can occur in organizations and how computer fraud can be prevented. Elective. Cross-listed as MIS/MBA 609. 4 quarter hours.

**MIS 616 Information System Auditing.** Since the introduction of the Sarbanes Oxley of 2002, there has been an increasing focus on the strengths and weaknesses of a company's information system infrastructure. This course will introduce those students interested in auditing to the fundamentals of Information Systems (IS) auditing with an emphasis on understanding IS controls, the types of IS audits, and the concepts and techniques used in IS audits. Elective. Cross-listed as MIS/ MBA 616. Prerequisite: MBA 513. 4 quarter hours.

**MIS 642 Financial Information Systems.** The rise of business process analysis within many organizations and the trend toward decentralization has forced many functions to operate autonomously. Students will learn to analyze the role of accounting information systems within a company's operating systems; appreciate the wider view of accounting's role in an organization as an integrated and comprehensive database; and learn the connections between transaction cycles, internal controls, and computer security. Students will be expected to apply quantitative and qualitative techniques learned in previous financial management and information systems courses to analyze cases selected from a wide variety of financial and information technology problem areas. Elective. Prerequisite: MBA 601. Cross-listed as MIS / MBA 642. 2 quarter hours. Typically offered Fall Term.

**MIS 645 Object-Oriented Design.** This course continues the study of good programming style based on structured programming principles and practices. It also explores the effective use of productivity tools and code reuse. Emphasis is placed on developing the real world use of the object-oriented programming paradigm. A visual application development environment, for example, Visual C++ is used. Students are expected to complete a project. Prerequisite: MIS 543, MIS 546. Elective. 2 quarter hours.



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**MIS 648 Information Management in Health Care.** The objective of this course is to examine information technology applications in health care. Case studies are used to analyze systems currently in place and to explore systems on the horizon within health care organizations. Discussion includes the roles of providers and payers; it also includes issues of patient records and quality assurance and quality management as well as administrative and patient-related systems. Students are expected to propose a solution and implementation plan to an information management problem in a health care organization. Prerequisite: MPH 602 and either MIS 546, or MBA 641. 2 quarter hours.

**MIS 649 Advanced Topics in Health Information Systems Management.** The objective of this course is to examine emerging technologies and new information technology applications in health care. Topics include information systems for an integrated local delivery system, issues in building clinical data warehouses, health care information system standards, telemedicine, as well as the implications of strategic information-based alliances among the managed care and hospital communities. Techniques include case analysis and review of current literature. A course project to select a technology direction and to evaluate its fit with the strategy of a health care organization is expected. Prerequisite: MIS 648. 2 quarter hours.

**MIS 650 Issues in Health Information Systems.** Changes in information technology in the health care field are occurring at an increasing rate. Accelerated growth is expected as the focus of information technology uses shifts from operational or tactical uses to more strategic uses. A related challenge is to provide open, flexible technology solutions that effectively support the current organization demands and provide the foundation for growth around unknown, future business requirements. A course project examining strategic issues in information technology in the student's organization is expected. Prerequisite: MIS 649. Elective. 2 quarter hours.

**MIS 651 Client/Server Development.** Client/server computing refers to a scenario where individual workstations are connected to a server that controls some operations and manages data via a local area network. Therefore, the application is divided into two parts: one part resides on the server and the other on the client workstation. This course emphasizes the development of applications, but also discusses implementation considerations such as organizational factors, information infrastructure, systems management, and management issues. A visual application development environment is used. Prerequisite: MIS 543, MIS 546. Elective. 2 quarter hours.

**MIS 652 Introduction to Data Mining.** This course focuses on the interface between database systems and advertising and direct mail activities. The construction and use of an integrated database is essential in marketing communication, for it is the database that provides the information for tracking cost information as well as response information about customers. This course prepares students with information systems, advertising, or direct mail expertise to discuss planning and management issues on strategic marketing communication activities from either the company or the agency perspective. Prerequisite: MIS 674. 2 quarter hours.

**MIS 654 Enterprise-Wide Information Systems.** Application systems supporting business areas such as finance, sales and marketing, manufacturing, distribution, and human resources are studied. Special features and information sharing issues within and across functional areas are analyzed and developed. Topics include appropriateness of an information system as a business solution, the unique aspects of each business functional area, special design and implementation considerations, and integration issues with the enterprise model. Assignments include interviews with a user manager and a corresponding systems manager as well as a multiple application systems integration plan and design. Prerequisite: MIS 674. Elective. 4 quarter hours.



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**MIS 655 Computer and Network Systems Security.** Topics discussed include network infrastructure security issues, including perimeter security defense, firewalls, virtual private networks, intrusion detection systems, wireless security, network security auditing tools, honeypots, incident response, forensics, as well as ethical considerations. Also discussed is the development of an enterprise security policy. Prerequisite: MIS 546. Elective. 4 quarter hours.

**MIS 656 Information Systems Security.** Information is a vital corporate resource. The integrity, accuracy, timeliness, confidentiality, and physical security of this resource is essential to maintain its value to the organization. Topics discussed include security considerations as they apply to information systems analysis and design, vulnerability assessment, security audits, and access controls. Also discussed are disaster recovery, business continuity, as well as legal and social issues. Prerequisite: MIS 546. Required. 4 quarter hours.

**MIS 657 Electronic Commerce.** This course presents the state-of-the-art in electronic commerce. Its focus is on the current and future impact of e-commerce. Students will learn how to create new business opportunities; identify new customers and additional value in existing customers; realign the organization for this new environment; address contemporary uncertainties; create a market presence; measure success; and consider outsourcing and partnering. Students examine recent successes and failures in e-commerce through case studies and other readings and will develop an e-commerce business plan for an organization. Elective. Cross-listed as MIS/MBA 657. Prerequisite: MIS 546 or MBA 641. 4 quarter hours. Typically offered Winter Term.

**MIS 658 Management of IT Facilities.** The support side of information systems is studied, focusing on physical needs and on-going production support. Facilities issues, including requirements for physical space, voice and data, servers, networks, emergency equipment, special environmental needs, and green issues of energy efficiency, recyclability, and sustainability are examined. Disaster recovery and business continuity issues are also considered. Elective. 2 quarter hours.

**MIS 674 Database Management Systems.** Database technology has evolved from simply being a better way to organize and access data to being an information systems keystone, required to effectively support the enterprise. This course introduces database technology, emphasizing effective database design. Specific topics include components, roles, and functions in a database environment; importance of data security; integrity and recovery; strengths and weaknesses of data models, focusing on the relational model. A course project requires the design of a personal computer-based database application. A research paper is also expected. Prerequisite: MIS 543, MIS 546. Required. 4 quarter hours.

**MIS 677 Knowledge Management and Business Intelligence.** This course introduces the use of knowledge-based systems, including decision support systems, group decision support systems, expert systems and executive information systems within the functional structure of the firm. Decision support and expert systems will be discussed in depth. For decision support systems, topics include analysis of decision criteria and modeling techniques, and the system development process. For expert systems, students have the opportunity to demonstrate a business application using a rule-based system. Discussion will also include evaluation of existing software. Prerequisite: MIS 674. Elective. 4 quarter hours.

**MIS 681 Network Planning.** In this course, students are asked to describe and evaluate networks as part of an organization's strategic and tactical plans. Business needs are evaluated and students offer feasible network solutions meeting these needs. Students analyze network opportunities, considering competitive forces, strategic advantages, strengths, and opportunities. Students evaluate network requirements and alternative solutions, selecting the most appropriate, given the current and projected business environment. Network management and security issues are reviewed and appropriate policies and procedures recommended. Students also investigate the future of enterprise-wide networks. Prerequisite: MIS 545, MIS 546. Required. 2 quarter hours.



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**MIS 682 Network Design.** In this course, students evaluate network topologies, protocols, network components, current technology standards, and interoperability issues. Students design a physical network solution that includes current physical environment, growth requirements, network solution requirements, and business constraints. Students design a logical network solution, which includes how the application will work across the physical network and how the data travels within and across networks. Distributed network models are also examined, looking at presentation, processing and data placement within the network structure. Tools for network management are reviewed, documentation standards are defined, and network solutions provide production criteria for managing an implemented network solution. Prerequisite: MIS 681. Required. 2 quarter hours.

**MIS 683 Project Management.** The art and science of project management as applied to a variety of business and technology settings. Discusses how to initiate, plan, execute and control, and close projects, within budget and on schedule. Advanced topics may include critical chains, adaptive and agile project management, the project office, and portfolio management. A project planning software tool is utilized, usually MS Project. This course is appropriate for technology and non-technology managers alike. Cross-listed as MIS/MBA 683. Required. 4 quarter hours.

**MIS 684 Application Development Methodologies.** This course addresses managerial and technical issues involved in the development of information systems. Various models for software development are discussed, including rapid application development, joint application development, and case tools. Topics discussed include estimating, productivity, performance measurement, simulation, quality, testing, maintenance, and human resources. Practical examples of these topics are presented. Prerequisites: MIS 543, MIS 546. Elective. 2 quarter hours.

**MIS 689 Strategic Information Technology Management.** This course requires students to use all disciplines and techniques learned. Strategy formulation and implementation concepts focusing on information technology are discussed using cases and readings. This course should be taken within two courses of completion or with permission of the program director. Required. 4 quarter hours.

**MIS 690 Management Information Systems Internship.** An internship offers practical work experience within which the student has the opportunity to apply and test theoretical learning while developing executive skills. The internship experience may be an apprenticeship, in which a less experienced student learns about the organization, the business unit, and a variety of information systems projects in which the supervisor is involved, or a project, in which the student has major responsibility for a specific assignment and exposure to other areas of responsibility or interest. The MIS internship may be repeated in different settings. Prerequisite: Permission of the program director. Elective. 1-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 12.*

**MIS 691 Management of Information Technology Lecture Series.** Timely information technology topics are presented in the form of one- or two-credit hour courses. Keeping pace with information technology requires constant learning. These courses provide an opportunity to examine and assess current information technology issues. There are no designated prerequisites, but graduate students are encouraged to have completed the 500-level course sequence. Topics are announced in advance. Elective. 1-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 12.*

## **Nursing and Health**



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**NRHL 500 Financial Accounting.** Concentrates on the preparation, interpretation, and analysis of the balance sheet, income statement, and statement of cash flows. Emphasizes the rationale for and implications of important accounting concepts, the selection of alternatively acceptable accounting methods and their varying affects of valuation and net income determination and reporting. Provides student with an opportunity to understand the complex accounting data they will receive as operational managers. Cross listed with MPH/MBA 500 3 semester hours.

**NRHL 510 Transforming Nursing Roles: The Educator, Administrator and Socially Sculptured Professional Nurse.** This course focuses on forward-thinking approaches of the profession of nursing in the 21st century. New definitions of advanced professional nursing will be discussed and challenged. This course, building upon the foundations of professional nursing in the undergraduate program, addresses such areas as informed practice, the culture of nursing, current and future roles of nurses, the dynamics of professional development and professional practice strategies. It also continues with emphasis on holistic nursing, and community involvement. The interrelationship among nursing roles as educator, administrator and socially responsible citizens is presented. Students will sculpture their own transformation with their vision for the future of mankind. Pre-requisite: Admission to the MSN program or consent of instructor. 3 semester hours.

**NRHL 511 Economics.** Fundamental concepts of macroeconomics, including supply and demand, measurements of and determination of economic performance, such as GDP, inflation, and unemployment, are studied. Other topics include the causes of instability in the economy and corrective measures such as fiscal and monetary policy, money and banking, and the Federal Reserve System. Cross listed with MBA 510. 3 semester hours.

**NRHL 520 Global Leadership: Foundations of Nursing and Health Care.** This course focuses on the theoretical and historical foundations of the American "health care system" (the hospital, self-care, and public health). Ideas, events and people are introduced and examined for their influence and significance in sculpting both the institutions and the social roles of health care providers. The interrelationships among nursing and social, political, economic, and intellectual contexts are considered. Theories, conceptual models, and ways of thinking about health, disease, the illness experience, nursing, and relationships within the health care system are examined as educators, administrators and socially responsible citizens. Each term.

Pre-requisite: NRHL 510 3 semester hours. Typically offered Fall, Spring, and Summer Terms.

**NRHL 521 Leadership and Ethics in the Global Environment.** Reviews paradigms of leadership in global environment. Introduces and applies principles for ethical decision-making in business situations. Assesses student's leadership capacities and responsibilities in challenging situations. Required. Cross listed with MBA 520 3 semester hours.

**NRHL 530 Ethical and Culturally Competent Health Care Professional.** This course draws upon the disciplines of philosophy, ethics, and the social sciences in examining key concepts of professional practice that form the foundations for leadership. The key concepts include professional obligations, duties, and rights, and cultural competence. Building upon the ethical and cultural foundations of undergraduate education, this course leads to an increased understanding of the relationships among socio-cultural contexts, ethics, and the health/illness beliefs and practices, the nature of human beings, how they respond to health and illness. The increasing complexity of vulnerable populations is presented with an interdisciplinary perspective on health and illness, basic principles of epidemiology, community-based assessment and evaluation, issues of equity, and levels of prevention. The role of the educator, administrator and social change agent provide a common basis for exploring what it means to be culturally competent, ethical health care professional and leader in health systems or education. Pre-requisite: NRHL 510 and NRHL 520. Each term. 3 semester hours. Typically offered Fall, Spring, and Summer Terms.



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**NRHL 531 Organizational Behavior.** Course focusing on the effects of organizational variables on individual and group behavior. This course addresses the theory and practice of organization behavior as it relates to the individual, effective team building, conflict management, and resolution, and the negotiation of legal and psychological contracts. The course also takes a look at the broader aspect of organizational culture and its impact on today's manager. Students learn how to use concepts in the traditional workplace as well as the virtual workplace. Cross listed with MPH/MBA 530 3 semester hours.

**NRHL 540 Health Care Information Systems and Technology.** This course provides nurse leaders with working knowledge of technical, user and environmental factors that are important to consider in the selection and use of clinical information systems that support nursing care and decision making processes in multiple health care and academic settings. Students will gain an understanding of technology, data, human processing, and standards related to clinical information systems, and how these elements are used to make evidence-based decisions in health care systems and services. Pre-requisites: NRHL 510, NRHL 520 and NRHL 530. Each term. 3 semester hours. Typically offered Fall, Spring, and Summer Terms.

**NRHL 582 Conflict Management.** Explores interpersonal and intragroup conflict and conflict management. Examines underlying causes, participant strategies and outcomes, and effective management strategies. Cross listed MGMT 582 1.5 semester hours.

**NRHL 601 Behavioral and Social Aspects of Public Health.** Overview of social and psychological determinants and theories of health behavior. Cross listed with MPH 601 3 semester hours.

**NRHL 602 Public Health Systems.** Explores the history, basic structures and operations of public health and health care delivery systems based on Essential Public Health Services. Cross listed with MPH 602. 3 semester hours.

**NRHL 603 Ethical and Political Issues in Public Health.** This course focuses on the ethical and political dimensions of public health and health care organizations and professions. Prerequisite: MPH 602. Cross listed with MPH 603. 3 semester hours.

**NRHL 604 Epidemiology.** This course analyzes chronic and communicable disease patterns in the U.S. and the world. It covers the epidemiological triad and other models, preventive health and medicine, disease in history and civilization and the study of epidemiological statistical methods. Cross listed with MPH 604. 3 semester hours.

**NRHL 605 Environmental Health.** The health implications of human relationships to the biosphere are examined as well as the effect of environmental change upon physical, biological and social patterns. Alternative solutions for environmental problems are explored. Cross listed with MPH 605 3 semester hours.

**NRHL 608 Financial Planning in Health Care Organizations.** Applies the principles and techniques of financial management to intermediate and long-range planning in health care organizations. Topics include capital budgeting, cash flow analysis, planning short and long-range financing and prospective payment systems. Prerequisite: MGMT 500 or MBA 500, MPH 602.

Cross listed with MPH 608 1.5 semester hours.

**NRHL 609 Cultural Context of Health Care in the U.S..** Supplies information on the cultural and sociological contexts in which the health care system developed. Examines the role of socio-economic groups in the history of the U.S. health care system. Cross listed with MPH 609 3 semester hours.



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**NRHL 610 Health Policy.** Considers current health policies as outcomes of the larger political and social debates as well as the determinants of disease and the resources and information gathering systems necessary to formulate health policies. Cross listed with MPH 610 3 semester hours.

**NRHL 623 Legal Aspects of Health Care Administration.** Covers the issues of patient rights and consent, reimbursement, expansion, malpractice, risk management, and coordination with regulatory agencies. Cross listed with MPH 623 1.5 semester hours.

**NRHL 632 Public Health Education Methods.** This course focuses on techniques that encourage behavior change through education methods used in various settings are covered in this course. It combines education theory with practical application. Cross listed with MPH 632. 3 semester hours.

**NRHL 650 The Teacher Scholar, Administrator, Visionary Leader.** This course builds upon the knowledge and experience of the professional clinician. Focus is on the theoretical foundations of how adults learns, how to design curricula in health professional discipline, what and how to teach in the theoretical domain, and how to evaluate whether learning has occurred. Scholarship of teaching-evidenced based curricular designs, teaching methods, clinical competencies, and evaluation methods are discussed. Content also addresses what it means to be a scholar in professional practice settings, academic settings, and within the community. Academic responsibilities, ethical and legal issues, and the impact of professional trends, health care policies, and rapidly changing health illness care environments on the education of tomorrow's health professionals. Pre-requisites: NRHL 510, NRHL 520, NRHL 530, and NRHL 540. Each term. 3 semester hours. Typically offered Fall, Spring, and Summer Terms.

**NRHL 651 Principles and Practices of Emergency Response and Recovery.** Introduces the core principles and practices of emergency response and recovery from all types of hazards, threats and disasters. Cross listed with MPH 650. 3 semester hours.

**NRHL 654 Psychology and Sociology of Disasters.** Examines the immediate and long-term effects that natural and man-made disasters have on survivors, their communities and first responders; and methods to assist survivors in their recovery. Cross listed with MPH 654. 3 semester hours.

**NRHL 656 Hazard Assessment and Preparedness Planning.** Focuses on the basics of hazard and vulnerability assessment and how disaster planning evolves from the assessment process. This course builds upon the concepts learned in NRHL 651. Cross listed with MPH 656. 3 semester hours.

**NRHL 657 Disaster Management in Public Health.** This course examines incident preparedness and response from a variety of public health dimensions, including: acute and chronic health care delivery, impacts on vulnerable populations, delivery of basic human services, epidemic response, and environmental and occupational health. Students will learn how to prepare for and address disruptions of public health systems arising from disasters. Cross listed with MPH 657 3 semester hours.



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**NRHL 660 Measuring Quality in Health and Education Systems.** This course analyzes problems raised by the various levels of quality found in health care systems, educational institutions, and other organizations. It includes knowledge about the major theories for the measurement of quality, with actual case examples using such measures. Additionally, the course will examine managerial and clinical rating systems used to determine program and service quality levels, and how the subsequent consideration of outcomes should be targeted for specific improvements. Students are expected to participate in the development of actual quality measures and explain prospective use of such measures in a defined health or educational system. Pre-requisites: NRHL 510, NRHL 520, NRHL 530, NRHL 540, NRHL 650. Each term. 3 semester hours. Typically offered Fall, Spring, and Summer Terms.

**NRHL 662 Management of Health Services Organizations.** This course addresses key business functions as they apply to effective management of health care organizations. It includes view of coverage of managerial functions and organizational matters in the health care arena as they relate to hospitals and provider-based organizations. Cross listed with MPH 662 3 semester hours.

**NRHL 664 Marketing of Health Care Services.** Concepts of marketing theory and the execution of marketing tactics as they apply to the health industry. The course focuses on actions that successful health leaders take in marketing, planning, strategy, research and implementation of marketing plans. Cross listed with MPH 664 3-4 semester hours.

**NRHL 670 Management, Human Resources and Financial Planning in Health and Education Systems.** This course analyzes problems raised by the various levels of quality found in health care systems, educational institutions, and other organizations. Ways to demonstrate effectiveness of health care interventions and maintain quality of care are explored. Health care professionals are now expected to make decisions based on evidence of effectiveness at individual, unity, and system levels. This course focuses on higher order interdisciplinary critical thinking, strategic planning, and leadership for transformational change within health/illness care organizations and systems. Content includes team-building, the changing requirements of health/illness care within the USA, the changing workforce needs, and informed decision-making processes. Emphasis is placed on the leadership role that nurses can play in creating healthcare systems that are safe, effective, and accessible to all. The students will conduct financial planning with consideration for: personnel, budgets, using this information to plan for quality service delivery, operation and strategic planning in academic and, health care service sectors. Pre-requisites: NRHL 510, NRHL 520, NRHL 530, NRHL 540, NRHL 650, NRHL 660. Offered each term. 3 semester hours. Typically offered Fall, Spring, and Summer Terms.





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**NRHL 680 Synthesis and Transformation of Knowledge Capstone (Practicum).** This course includes advisement and supervision of the student's investigation into the scholarship of teaching, leadership, and social change in an ever changing world. The student will consider their educational interest, career goals and supporting electives when determining the personal fit for professional and personal growth. Guidelines for development, evaluation, and responsibilities associated with the practicum experience are provided in the course. Practicum options: Teacher Scholar Practicum-offers the opportunity to develop, implement, and evaluate a teaching/course plan based on the principles of teaching and learning and curriculum development. Requirements include development of a contract with the student's mentor-teacher, measurable learning outcomes, a lesson plan, use of a variety of teaching methods and audio-visual aids, and both peer and student evaluation of effectiveness. Nursing Leadership Practicum-offers the opportunity to apply leadership content and refine leadership abilities in a setting and practice area mutually agreed by the student and course faculty. The practicum experiences will occur at the organizational or system level. Requirements include a written contract with specified outcomes developed by the student, and agreed to by the preceptor/agency, and course faculty. One outcome of the practicum will be the completion of and formal report on an agency or system - specific project demonstrating nursing leadership. Interrelationship Practicum Community and Public Health - offers the opportunity to apply the context of knowledge gained throughout the program including the interrelationship among nursing roles as educator, administrator and socially responsible citizens. The practicum experience should be guided by principles of interdisciplinary perspectives on health and illness, epidemiology, issues of equity, and levels of prevention. The student will focus on health disparities and vulnerable populations when developing their project. Pre-requisites: NRHL 510, NRHL 520, NRHL 530, NRHL 540, NRHL 650, NRHL 660, NRHL 670 and 12 semester hours of electives. Each term. 3 semester hours. Typically offered Fall, Spring, and Summer Terms.

**NRHL 687 Multi-Cultural Management.** The complex global business arena of the 21st century mandates that managers develop the skills necessary to design and implement global strategies and to conduct effective cross-national interactions. This course will focus on the international manager's cultural skills and sensitivity as well as the ability to carry out the company's strategy within the context of the host country's business practices and environment. Cross listed with MBA 687. 3 semester hours.

**NRHL 688 Media, Technology, and Publication.** This course emphasizes assessment, evaluations and development skills in community health education including utilization of Internet and media-based technologies. Students will also learn how to apply the principles of effective risk communication to address the specific health needs of their audiences. Cross listed with MPH 688. 3 semester hours.

### **Nutrition - Graduate**

**NTR 521 Fitness Testing.** Laboratory and field-based testing of selected physiological parameters of the human. Exercise leadership principles and skills are emphasized. Prerequisite: Must be accepted into the 4 + 1 MCEP graduate program to register. Cross-listed HLSC 321 and EXPH 521. Fall semester 2 quarter hours.

**NTR 522 EKG Lab.** Practice in the measurement and interpretation of the 12-lead EKG: normal, changes with disease, changes with exercise and stress testing. Spring. Prerequisite: HLSC 321 or EXPH 521. Must be accepted into the 4+ 1 MCEP graduate program to register. Cross-listed HLSC 322 and EXPH 522. Spring semester. 2 quarter hours.

**NTR 530 Science of Sports Nutrition.** The course examines the metabolic and physiologic basis for macronutrient and micronutrient recommendations during training, competition/performance, and recovery. Includes disease applications and case studies. Pre-requisites: physiology, biochemistry, and nutrition courses. Spring and summer term. 4 quarter hours. Typically offered Summer Term.



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**NTR 542 Applied Nutritional Physiology.** A physiological and biochemical examination of the impact of lifestyle factors (e.g., nutrient excesses and deficiencies, exercise, stress) on disease processes associated with Syndrome X. Spring. Prerequisite: NUTR 241 4 quarter hours.

**NTR 560 Advanced Cardiovascular and Respiratory Physiology.** In depth study of the normal functioning of the cardiovascular and respiratory systems. Emphasis is placed on the acute effects of exercise as well as the adaptations that occur as a result of exercise. Cross-listed HLSC 360 and EXPH 560. Fall semester . 4 quarter hours.

**NTR 591 Exercise Biochemistry and Metabolism.** Principles of biochemistry and metabolism of biomolecules as they pertain to rest and exercise. Interconversion of nutrients and their usage, integration of hormones and their metabolic effects on each organ system will be emphasized. Spring. Prerequisite: BCHM 251 or 261 or 361 or CHEM 103. Cross listed with HLSC 392/EXPH 591. 3 quarter hours.

**NTR 595 Nutrition Counseling.** Interviewing methods and counseling skill development, techniques, and issues. Incorporates principles of ethics, outcome measurements, and reimbursement. Prerequisites: NTR 670 or department consent. 2 quarter hours.

**NTR 600 Independent Study.** Arranged on a specific topic by teaching/learning contract with instructor. Prerequisite: Department Consent 1-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 30.*

**NTR 614 Advanced Human Nutrition.** This class will provide students with an in-depth study of the metabolism of carbohydrate, fat, protein, vitamins, and minerals. An understanding of action and interaction of nutrients with other micronutrients as well as macronutrients and metabolic consequences will be stressed. Emphasis on providing understanding of research methodology in nutrition using the current literature in the field will also be discussed. Prerequisites: NTR 621. Spring. Cross listed NUTR 390 and MPH 614. 4 quarter hours. Typically offered Spring Term.

**NTR 615 Medical Nutrition Therapy Advanced Concepts and Outcome Measurement.** Application of clinical assessment techniques, data gathering methods, care planning, and documentation for patients with complex disease states. Use of waived point of care techniques will be taught and require student demonstration of competence. Critical analysis and application of current issues in the clinical nutrition case arena. Student skill in gathering and applying information from a variety of sources is enhanced. Requirements related to patient confidentiality and professional conduct are emphasized. Transportation is required, as off-campus site is utilized. Offered Fall term. Prerequisite: Completion or concurrent registration in NTR 670. 4 quarter hours. Typically offered Fall Term.

**NTR 619 Laboratory Ethics & Laboratory Procedures.** A discussion of the various ethical issues and procedures required when testing human subjects in the exercise lab setting. In addition, practical experience in conducting CPX tests with EKG will be covered along with the scientific theories that underlie cardiopulmonary testing and diagnosis for special populations, i.e. congestive heart failure, pulmonary disease, etc. Co-registration in NTR 623 is required. Cross listed with EXPH 685. Offered Summer. \$100 lab fee. 3 quarter hours. Typically offered Summer Term.

**NTR 621 Obesity: Theory & Practice Applications.** Discussion of the etiology, physiological, pathophysiological, and psychological impacts, and multidisciplinary assessment and treatment modalities of obesity for persons throughout the life cycle. Prerequisites: Acceptance into the MS in Nutrition and Wellness program. Fall term. 4 quarter hours. Typically offered Fall Term.



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**NTR 622 Case Studies in Dietetics Seminar.** Advanced level application utilizing case study approach for exploration of the Nutrition Care Process and medical nutrition therapy. Prerequisite: NTR 670 or Instructor Consent 2 quarter hours. Spring quarter. 2 quarter hours.

**NTR 623 Graded Exercise Testing.** Consideration of the implication of exercise for persons in rehabilitative programs. Experience in writing and implementing individualized exercise prescriptions, performing stress testing, and understanding the contraindications involved in these actions. Prerequisite: NTR/EXPH 521 and 619 3 quarter hours.

**NTR 624 Career Portfolio.** This course focuses on professional development, self-evaluation, and goal-setting. Legislative and public policy issues are addressed as they impact dietetics. Students are introduced to the ADA Professional Development system. Test taking strategies and sample test questions related to the ADA Registration Exam are introduced to the students. As an outcome of the course, students will develop a professional portfolio, including a plan for life-long learning. Prerequisite: NTR 670 or Instructor Consent. Fall quarter. 2 quarter hours. Typically offered Fall Term.

**NTR 625 Complementary and Alternative Nutrition.** Scientific examination of the use, mechanisms of action, efficacy, side effects, and practical recommendations for food and herbal complementary and alternative therapies. Prerequisites: NTR 614. Summer quarter. 4 quarter hours. Typically offered Summer Term.

**NTR 629 Health and Wellness Research Planning.** Principles and application of the research process with a focus on community-based research and evaluating outcomes of health educational programs. Prerequisites: Acceptance into the MS in Nutrition and Wellness program. Fall quarter. 4 quarter hours. Typically offered Fall Term.

**NTR 631 Nutrition for Elite Athletes.** A case study approach to assess unique needs and nutritional concerns, and design nutrition strategies for training and performance in elite athletes. Includes ergogenic aids. Prerequisite: NTR 530. Summer quarter, even years. 2 quarter hours. Typically offered Summer Term.

**NTR 632 Counseling for Disordered Eating in Sports.** Use of case studies to focus on the identification of eating disorders, assessment of impact on performance, and nutrition counseling strategies. Prerequisite: NTR 595 or MPH 601 or MPH 632. Summer quarter, odd years. 2 quarter hours. Typically offered Summer Term.

**NTR 633 Health Education Methods and Material.** Using systematic instructional design methodology, develop health education materials in several media across the lifespan. Applications include creating and assessing health education materials for culturally diverse and low literacy populations. Pre-requisite: NTR 595 or MPH 601. Fall quarter. 2 quarter hours. Typically offered Fall Term.

**NTR 662 Advanced Exercise Physiology.** An integrated approach to the study of various physiological systems functioning in the human during exercise. 4 quarter hours.

**NTR 664 Special Populations.** Basic assessment and treatment of special populations - such as adolescents, geriatric patients and those with neuromuscular disorders - and diabetes, pulmonary, renal or orthopedic problems. Prerequisite: NTR/EXPH 662. 4 quarter hours.

**NTR 670 DI Orientation.** Introduction to the practice of dietetics and protocols. Transportation may be required. Pre-requisites: completion of DPD and separate acceptance into Dietetic Internship program. Fall. Fee \$27.50 1 quarter hour. Typically offered Fall Term.



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**NTR 671 DI Foodservice.** The goal of this course is that the dietetic intern will develop competencies, which will enable him/her to perform the duties and responsibilities necessary to successfully manage a clinical and/or foodservice and a retail foodservice operation. Transportation is required. Pre-requisites: NTR 670. Each term and summer. 2 quarter hours. Typically offered Fall, Spring, and Summer Terms.

**NTR 672 DI Maternal and Child Nutrition.** The goal of the Maternal and Child nutrition course is that the dietetic intern will develop his/her competencies and knowledge regarding nutrition education programs for pregnant and postpartum women, pregnant and postpartum teens, infants, children and parents of infant children. Students will conduct supervised practice activities at WIC and HeadStart facilities as part of this course. Transportation is required. Pre-requisite: NTR 670. Each term and summer. 2 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**NTR 673 DI ENP.** The goal of the Villa St. Benedict/Elderly Nutrition Program course is that the dietetic intern will develop his/her competencies to perform quality, accurate, timely, and ethical nutrition care to participants of these programs, in accordance with established procedures. Further, the intern will gain experience educating program participants, in a group presentation format, and counseling participants, at designated program facilities. Transportation is required. Prerequisites: NTR 670. Each term and summer. 1 quarter hour.

**NTR 674 DI Community.** The goal of the Community Projects course is that intern will gain experience in developing, planning, and implementing nutrition programs in the community settings, including schools. Transportation is required. Pre-requisites: NTR 670. Each term and summer. 1 quarter hour. Typically offered Fall, Winter, Spring, & Summer.

**NTR 675 DI Clinical.** The goal of this first Clinical Nutrition Therapy course is that the dietetic intern will develop his/her core clinical nutrition skills in an acute care healthcare facility. The intern will gain experience in the assessment, evaluation, and education as it relates to the nutritional needs of patients. The intern will develop skills in all aspects of the Nutrition Care Process. Transportation is required. Pre-requisites: NTR 670. Each term and Summer. 3 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**NTR 676 DI Clinical (LTC/Sub Acute).** The LTC/Sub Acute course allows interns to further develop skills they acquired in the DI Clinical course. The goal of this course is that the dietetic intern will develop his/her competencies to perform quality, accurate, timely, and ethical nutrition care to residents of intermediate care and retirement living facilities, in accordance with facility, state, and federal guidelines. Further, the dietetic intern will gain experience educating other professionals, and managing clinical activities at a LTC/sub-acute facility. Transportation is required. Pre-requisites: NTR 670. Each term and summer. 2 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**NTR 677 DI Community Education.** The goal of the Community Education course is that the dietetic intern will develop his/her competencies to perform quality, accurate, timely, and ethical nutrition education and counseling of clients via management of The Healthy Table nutrition education center at Benedictine University. The intern will gain experience in the field of community nutrition and group education through experiences at several offsite locations. Further, the dietetic intern will gain experience in project management, and training/supervising a peer while managing all activities at the Healthy Table. Transportation is required. Pre-requisites: NTR 670. Each term and summer. 2 quarter hours. Typically offered Fall, Winter, Spring, & Summer.



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**NTR 678 DI Skill and Practice Competence.** This course focuses on guiding students through the process of demonstrating competence in all CADE required Competencies and Learning Outcomes, as well as the competencies for the Public Health and Community Nutrition concentration area for the program. An outcome of the course is a completed competency portfolio that is a graduation requirement for the DI concentration. In addition, test taking strategies and sample test questions related to the CDR Registration Exam are introduced to the students. Prerequisite: Concurrent registration or completion of NTR 675 or Instructor Consent. Fall. Fee \$27.50. 2 quarter hours. Typically offered Fall Term.

**NTR 684 Program Development and Administration.** Policies and procedures for the development of all phases of wellness programs with special emphasis on budgets, management, and evaluation. Prerequisites: NTR 595 or MPH 601.. Summer (online) term. 4 quarter hours. Typically offered Spring Term.

**NTR 685 Fitness Internship.** Applied experience in fitness education. Transportation required; meets at off-campus site. May be repeated for up to 8 hours of credit. Prerequisite: NTR 521, NTR 621 and NTR 530 and nutrition department consent. Each term. Consent Required. 2-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 8.*

**NTR 686 Health Education Internship.** Applied advanced experience in health education. Designed to meet the competencies of the National Commission for Health Education Credentialing, Inc., which serve as the basis of the Certified Health Education Specialists (CHES) Exam. Transportation required; meets at off-campus site. May be repeated for up to 8 hours of credit. Prerequisites: MPH 601, NTR 621, NTR 629, NTR 633, NTR 684, NTR 694 and nutrition department consent. Summer. 4 quarter hours. Typically offered Summer Term. *Consent Required. Course Repeatable. Maximum number of units allowed 8.*

**NTR 688 Research Internship.** Practical research applications in planning, data collection, entry, and/or analyses. Transportation may be required. May be repeated for up to 8 hours of credit. Pre-requisites: NTR 629 and Nutrition Department consent. Summer. 2-4 quarter hours. Typically offered Summer Term. *Consent Required. Course Repeatable. Maximum number of units allowed 8.*

**NTR 694 Applied Data Analyses.** Overview of quantitative and qualitative analyses and reporting. Pre-requisites: NTR 629 and MPH 511. Winter. 2 quarter hours. Typically offered Winter Term.

**NTR 697 Research I.** Students complete a review of current literature and actively participate in research processes, including planning, project implementation, data collection, data entry, and initial data analyses. Students must take NTR 697 and 698 in the same calendar year with the same Research Supervisor (Course Instructor) to meet MS in Nutrition and Wellness program research competency requirements for graduation. Transportation may be required. Pre-requisites: Concurrent registration or completion of NTR 694. Winter, Spring. Fee: \$130. 2 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**NTR 698 Research II.** Students will continue the research process through analyses and interpretation of statistical data and outputs, development of appropriate graphics, and oral and written dissemination of the research results and conclusions. Pre-requisites: NTR 697. Fall. Fee: \$130. 2 quarter hours. Typically offered Fall Term.

### **Public Health**



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**MPH 500 Financial Accounting.** Concentrates on the preparation, interpretation, and analysis of the balance sheet, income statement, and statement of cash flows. Emphasizes the rationale for and implications of important accounting concepts, the selection of alternatively acceptable accounting methods and their varying affects of valuation and net income determination and reporting. Provides student with an opportunity to understand the complex accounting data they will receive as operational managers. 4 quarter hours. Typically offered Fall, Winter, Spring, & Summer.

**MPH 511 Biostatistics.** Applies statistical reasoning and methods in addressing, analyzing, and solving problems in public health, healthcare, and biomedical, clinical, and population-based research. Pre-requisite: Algebra or equivalent. Offered: Spring term. 4 quarter hours.

**MPH 530 Organizational Behavior.** course focusing on the effects of organizational variables on individual and group behavior. This course addresses the theory and practice of organization behavior as it relates to the individual, effective team building, conflict management, and resolution, and the negotiation of legal and psychological contracts. The course also takes a look at the broader aspect of organizational culture and its impact on today's manager. Students learn how to use concepts in the traditional workplace as well as the virtual workplace. 4 quarter hours.

**MPH 600 Independent Study.** Arranged on a specific topic by teaching/learning contract with instructor. Prerequisite: Department Consent 1-4 quarter hours. *Consent Required. Course Repeatable. Maximum number of units allowed 99.*

**MPH 601 Behavioral and Social Aspects of Public Health.** Addresses behavioral and social factors and theories related to individual and population health. 4 quarter hours. Typically offered Fall and Summer Terms.

**MPH 602 Public Health System.** Explores the history, basic structures and operations of public health and health care delivery systems based on Essential Public Health Services. Department consent required. Cross listed with NRHL 320. 4 quarter hours. Typically offered Fall, Winter, and Spring Terms.

**MPH 603 Ethical and Political Issues.** Applies basic principles of ethical analysis (e.g. Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy. Cross listed with NUTR 383 4 quarter hours. Typically offered Winter and Spring Terms.

**MPH 604 Epidemiology.** Studies the patterns of disease and injury in human populations and applies findings to the control of health problems using Excel and PASW (formerly SPSS) statistical software. Pre-requisite: MPH 511 4 quarter hours. Typically offered Fall, Winter, and Spring Terms.

**MPH 605 Environmental Health.** Studies environmental factors including biological, physical, and chemical factors that affect the health of the community. 4 quarter hours. Typically offered Winter and Spring Terms.

**MPH 606 Methods of Research in Public Health.** Explores research design, collection and reporting of data, interpretation of findings, inferential procedures and current public health research. Pre-requisites: MPH 511 and MPH 604. 4 quarter hours. Typically offered Fall Term.

**MPH 607 Community Health Analysis.** Demonstrates the collection of data on and setting priorities for improving the health of a defined population. It involves field work and utilization of research skills. Pre-requisites: MPH 511, MPH 604 and MPH 606. 4 quarter hours.

**MPH 609 Cultural Context of Health Care in the U.S..** Addresses cultural factors related to individual and population health and health disparities over the life course. 4 quarter hours. Typically offered Fall and Winter Terms.



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**MPH 610 Health Policy.** Addresses the development and advocacy processes for public health policies; provides tools for policy analysis; and application to important public health issues. 4 quarter hours. Typically offered Fall and Summer Terms.

**MPH 611 Public Health Biology.** Explores the biological and molecular context of public health and its incorporation into public health practice and articulates how biological, chemical and physical agents affect human health. 4 quarter hours. Typically offered Fall and Spring Terms.

**MPH 614 Advanced Human Nutrition.** This class will provide students with an in-depth study of the metabolism of carbohydrate, fat, protein, vitamins, and minerals. An understanding of action and interaction of nutrients with other micronutrients as well as macronutrients and metabolic consequences will be stressed. Emphasis on providing understanding of research methodology in nutrition using the current literature in the field will also be discussed. Prerequisites: NTR 621. Spring. Cross listed NUTR 390 and MPH 614. 4 quarter hours. Typically offered Spring Term.

**MPH 616 Stress Management.** This course examines stress theories of disease, beneficial aspects of stress, life change, health behavior change, and techniques of stress management. Prerequisite: Degree seeking student in the Clinical Psychology program. 3 quarter hours.

**MPH 621 Obesity: Theory & Practice Applications.** Discussion of the etiology, physiological, pathophysiological, and psychological impacts, and multidisciplinary assessment and treatment modalities of obesity for persons throughout the life cycle. Prerequisites: Acceptance into the MS in Nutrition and Wellness program. Fall term. 4 quarter hours. Typically offered Fall Term.

**MPH 623 Legal Aspects of Health Care Administration.** Covers the issues of patient rights and consent, reimbursement, expansion, malpractice, risk management, and coordination with regulatory agencies. (online only). 2 quarter hours.

**MPH 632 Public Health Education Methods.** Presents evidence-based methods of health education and promotion addressing major risk factors for death, injury and disability. 4 quarter hours. Typically offered Spring Term.

**MPH 634 Professional Health Education Preparation in Public Health Programs and Skills.** Focuses on health education programs and the skills required for the Certified Health Educator Specialist (CHES) examinations. Offered winter, yearly. 4 quarter hours. Typically offered Winter Term.

**MPH 636 Public Health Education Programs and Skills.** Focuses on specific health education programs and the skills required for the Certified Health Educator Specialist (CHES) examinations. 4 quarter hours.

**MPH 650 Principles and Practices of Emergency Response and Recovery.** Introduces the core principles and practices of emergency response and recovery from all types of hazards, threats and disasters. 4 quarter hours. Typically offered Fall Term.

**MPH 652 Hazard Vulnerability Assess..** In order to identify and acquire the necessary resources and support for a disaster, it is necessary to access the likelihood and extent of the event. Using techniques from biostatistics and epidemiology, the student will learn how to estimate the probability of an event as well as measures to be taken to prevent, mitigate and recover from a disaster. 2 quarter hours.



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**MPH 653 Natural and Manmade Disasters.** This is a survey of the range and intensity of disasters. Students will learn steps to be taken to avoid disaster as well as the essential means for meeting the challenge it poses. 2 quarter hours.

**MPH 654 Psychology and Sociology of Disasters.** Examines the immediate and long-term effects that natural and man-made disasters have on survivors, their communities and first responders; and methods to assist survivors in their recovery. 4 quarter hours. Typically offered Summer Term.

**MPH 656 Hazard Assessment and Preparedness Planning.** Focuses on the basics of hazard and vulnerability assessment and how disaster planning evolves from the assessment process. This course builds upon the concepts learned in MPH 650. 4 quarter hours. Typically offered Winter Term.

**MPH 657 Disaster Management in Public Health.** Examines incident preparedness and response from a variety of public health dimensions, including: acute and chronic health care delivery, impacts on vulnerable populations, delivery of basic human services, epidemic response and environmental and occupational health. 4 quarter hours. Typically offered Spring Term.

**MPH 660 Innovations in American Healthcare.** 4 quarter hours. *Course Repeatable. Maximum number of units allowed 99.*

**MPH 662 Management of Health Services Organizations.** Explores basic management principles and practical tools for health management professionals in a variety of public health and health care organizations. 4 quarter hours. Typically offered Winter and Spring Terms.

**MPH 664 Marketing of Public Health** Explores concepts of marketing theory, planning, strategy, research and implementation of marketing plans. 4 credit hours.

**MPH 671 Finance in Public Health and Health Care Delivery Systems.** Focuses on the application of financial management principles in public health and health care organizations. 4 quarter hours.

**MPH 686 U. S. Health Care Delivery System.** Introduces organization and elements of the current delivery including privacy, reimbursement, and changes in health care in the United States. 4 quarter hours. Typically offered Winter Term.

**MPH 688 Media, Technology and Public Health.** Explores the role of mass media, social networking and other emerging technology based tools in public health practices. 4 quarter hours. Typically offered Summer Term.

**MPH 690 MPH Internship/Capstone.** The internship is a capstone experience that allows students to integrate knowledge and skills developed in the classroom and apply them in a professional setting. Department consent required. 6-10 quarter hours. Typically offered Fall, Winter, Spring, & Summer. *Consent Required.*

**MPH 692 Health Law.** Introduces the legal bases for public health and health services and the role law plays in effectuating public health policy objectives. 4 quarter hours. Typically offered Summer Term.

### **Science Content & Process**





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**MSSCP 501 Pedagogy of Inquiry in Science Teaching.** This course will introduce inquiry techniques and constructionist learning for the classroom teacher. Instructors will model these methods and students will participate in science classroom activities to develop an understanding of inquiry science. Students will develop lessons that they can use in their own classrooms and learn to enhance existing activities for better student understanding. 3 semester hours.

**MSSCP 503 Nature of Science.** This course investigates the nature of scientific knowledge. Students will learn about science as a human endeavor, gain a historical perspective of science and learn how to differentiate science from pseudoscience. 3 semester hours.

**MSSCP 504 Research Internship.** Students will participate in research internships to learn the processes used by researchers in the area of specialization. Working in the laboratory environment of a scientist, interns will learn the overall scope of a research project and have the opportunity to assist in some aspect of the research commensurate with their background knowledge and abilities. Interns will assist in some aspect of planning, executing and/or analyzing data. An intern will be expected to complete a final paper describing the overall research project and the work completed. Interns will present the results of their experience at a mini-symposium during the spring term. Spring term. 3 semester hours. Typically offered Spring Term.

**MSSCP 510 Zoology.** Basic principles of zoology, the biology of animals, will be explored in the manner in which students learn about animals through their own developmental stages and through the grades. Starting from the beginning concepts of animals as living, moving, reproducing beings that a child can relate to, we will move into further levels such as animal classification by body coverings, by skeletal or dental features, by life styles and by habitats. Comparative structures such as the hand of a primate, the wing of a bat and the flipper of a dolphin will also be covered. The animal collection at Brookfield Zoo enables observation of many of the major animal groups. This course is offered at Brookfield Zoo. 3 semester hours.

**MSSCP 512 Animal Behavior.** This course is designed to help teachers build skills in the study of animal biology -- learning about animals, their behavior, completing behavioral observations and contributing to the pool of research on animal behavior. Emphasis will be placed on the practical applications of behavioral research-- including its relationship to conservation, human impact on natural populations, and the methods of behavioral research. The course serves as an entree into the scientific method using inquiry: asking questions, seeking answers by collecting data and formulating answers by interpreting data. 3 semester hours.

**MSSCP 515 Field Ecology.** This course is designed to provide a compact, focused overview of the natural history of the northeastern Illinois landscape (exclusive of Lake Michigan and its shoreline communities). Topics include how recent geological events and biological history shaped the land; how the relationships of latitude, mid-continent longitude, and patterns of botanical features define local wild communities so as to make them unique in the world; how the ecological features and characteristic plant and animal species define wetlands, prairies, forests and savannas; and, how people and wildlife interact in the landscape. 3 semester hours.

**MSSCP 517 Environmental Science.** This interdisciplinary course provides environmental science content to enhance understanding of current, complex, environmental issues. Methods of teaching environmental science in a balanced and objective manner are explored. Emphasis will be placed on planning effective outdoor field trips and lab opportunities. Spring. 3 semester hours. Typically offered Spring Term.



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**MSSCP 518 Prehistoric Life.** This course focuses on what is known about the environment and life of northeastern Illinois throughout Earth's history. Students will review, for each period in the 5-billion year history of the planet: what forms of life existed on Earth, what the Illinois environment was like, and to the extent known, what living forms existed in Illinois. 3 semester hours.

**MSSCP 520 Basic Physics.** Through exploration of experiments they can use in the classroom, teachers will learn the basic concepts of physics covered by the National Science Standards. These concepts will include motion, simple machines, heat & light, and electricity & magnetism. Participants will receive materials that they can use in the classroom. Physicists from Fermilab will be guest facilitators. Participants will:

- 1- Successfully construct apparatus that can be used and copied for classroom use.
- 2- Learn basic physics concepts, including energy, motion, forces, heat, light, electricity, magnetism, matter, and atoms, as well as relationships among them, in a context appropriate to their classroom use.
- 3- Include basic physics concepts in their science curriculum, either independently or in conjunction with other topics.

Course will be taught at Fermi National Accelerator Laboratory. 3 semester hours.

**MSSCP 522 Astronomy.** This course focuses on astronomy concepts which appear in the National Science Standards. Students will utilize inquiry activities for teaching students physical concepts required of students to comprehend astronomy related natural phenomena such as the appearance of the night time sky, reasons for the seasons, phases of the Moon, motion of the stars, and planets, surface features of the Moon, and nature of eclipses. Group activities, laboratory exercises and open class discussions based on inquiry pedagogy will be used. This participant-centered course provides a variety of investigations and activities relating to the understanding and teaching of astronomy. No previous knowledge of astronomy or math is assumed, but teachers at all grades and knowledge levels will gain a better understanding of the subject and its pedagogy. This course will be offered at Benedictine University. 3 semester hours.

**MSSCP 524 Human Biology and Nutrition.** Course designed for K-8 teachers to introduce the principles regulating the function of the human body and nutrition to prepare teachers to teach these principles in the K-8 curriculum. 3 semester hours.

**MSSCP 591 Topics.** Special topics as it relates to the pedagogy and science content. Periodically. 1-3 semester hours. Typically offered Periodically. *Course Repeatable. Maximum number of units allowed 99.*