

GRADUATE COURSES OF STUDY

ACCOUNTING

ACCT 610.ADVANCED MANAGERIAL ACCOUNTING

This course covers managerial accounting and cost management practices that can be strategically applied across the various functions of a business organization to improve organizational performance. The course emphasizes the methods available to measure and evaluate costs for decision-making and performance evaluation purposes. It reviews a number of cost management issues relating to the design and implementation of strategic, marketing, value analysis, and other management models in modern firms; and identifies major contemporary issues in managerial accounting and financial decision-making. A variety of case studies in different industries and decision contexts are used to examine the application of these concepts. *Three credit hours.*

ART

ART 611.CURRICULUM DEVELOPMENT IN ART, K-12

In this course, students will develop long-range curriculum plans supporting the “National Standards for Art Education” for art instruction for kindergarten through secondary school. Emphasis will be placed on providing age-appropriate content for the artistic development of children, theories of learning with significance for art expression, and meeting the needs of diverse learners. Program advocacy and grant writing for support of school arts programs will be modeled through course assignments. Prerequisite: Acceptance into the MAT graduate degree program or permission of the instructor. *Three credit hours.*

ART 612.PRACTICES FOR TEACHING ART: MATERIALS AND METHODS

This course focuses on translating theory into practice in the art classroom in preparation for Clinical Practice. The graduate studio/seminar assignments allow students to create materials and practice methods common to the K-12 art classroom. Assignments focus on current concerns in the profession, such as discipline based arts education, multiculturalism, meeting the needs of a diverse student population, use of instructional technology and portfolio assessment. After students have taught and critiqued model lessons, they will move into a two-week clinical experience in public school. Prerequisites: Acceptance into the MAT graduate degree program or permission of the instructor. *Three credit hours.*

ART 621.HISTORY AND PHILOSOPHY OF ART EDUCATION

This course provides an introduction to art education as a profession through examination of art education history, curricular developments and theories and philosophies. Current issues in the field are addressed through review and response to research. This course will provide the student with a historical context for current theory and practice and will encourage continued personal growth and contributions to the profession. A clinical experience will allow students to examine art education practices involving public school students. Prerequisite: Acceptance into the MAT graduate degree program or permission of the instructor. *Three credit hours.*

ART 623.PHOTOGRAPHY STUDIO

This course consists of advanced studies in photography that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor’s Degree in Art. Two three-hour labs. *Three credit hours.*

ART 624.SCULPTURE STUDIO

This course consists of advanced studies in sculpture that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor’s Degree in Art. Two three-hour labs. *Three credit hours.*

ART 625.PAINTING STUDIO

This course consists of advanced studies in painting that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor’s Degree in Art. Two three-hour labs. *Three credit hours.*

ART 626.PRINTMAKING STUDIO

This course consists of advanced studies in printmaking that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. *Three credit hours.*

ART 627.CERAMICS STUDIO

This course consists of advanced studies in ceramics that focus on investigation of process, and conceptual content. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. *Three credit hours.*

ART 629.INTERMEDIA STUDIO

This advanced studio course designed to challenge a student's boundaries with art media by required integration with other media. This course may be taken multiple times for credit. Prerequisite: Bachelor's Degree in Art. Two three-hour labs. *Three credit hours.*

ART 631.THE ARTIST TEACHER

This course explores how the processes of art making and teaching are similarly rooted in creativity and problem solving. Students will examine the relationships between their individual artistic practices and their emerging teaching practices in as they create an original body of artwork. This artwork will be exhibited for their MAT Exhibition. May be repeated for additional credit. *Three credit hours.*

ART 641.GRADUATE SEMINAR

All graduate art students meet together weekly to investigate the contemporary artist practice and current issues. This course is to be taken twice for credit. *One credit hour.*

ART 651.THEORIES OF MODERNIST ART

This course examines the ideas, and issues of modernist art, including the conceptual rational as well as implications of Modernist art. This course, which emphasizes methods of critical looking and processes of making, combines classroom, online, and gallery-based instruction. *Three credit hours.*

ART 652.THEORIES OF CONTEMPORARY ART

This course maps the global field of contemporary art in all media. Students will focus on identifying where they would aim to situate their own work within the multiple potential creative dialogs. This course, which emphasizes methods of critical looking and processes of making, combines classroom, online, and gallery-based instruction. *Three credit hours.*

ART 653.AESTHETICS AND ART CRITICISM

This course will critically examine the history of twentieth and twenty-first century aesthetics and criticism. Designed to complement ART 651 and ART 652 (which are not prerequisites), it examines the essential texts of art theorists, critics, and historians to examine methods of critical thinking and writing about contemporary art. *Three credit hours.*

ART 661.MAT EXHIBITIONS AND DEFENSE

This course contains three major components. The first is the selection and preparation of K-12 student artworks for exhibition. The second component is the creation, preparation, installation and publicity of a cohesive body of the candidate's original artwork from ART 631 courses. The third component is the presentation and summative defense of artist and teacher portfolios, which will be evaluated by professionals in the fields of art, art education, and education. Prerequisite: Acceptance into MAT graduate degree programs, and enrollment or completion of EDUC 601. *Three credit hours.*

ART 671.SPECIAL TOPICS IN ART HISTORY

Special topics in art history are to be announced by the department. The courses are not sequential and may be repeated for additional credit as the topic changes. *Three credit hours.*

ART 723.PHOTOGRAPHY RESEARCH

This course consists of advanced studies in photography that focus on investigation and creative problem solving. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: ART 623. Two three-hour labs. *Three credit hours.*

ART 724.SCULPTURE RESEARCH

This course consists of advanced studies in sculpture that focus on investigation and creative problem solving. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: ART 624. Two three-hour labs. *Three credit hours.*

ART 725.PAINTING RESEARCH

This course consists of advanced studies in painting that focus on investigation and creative problem solving. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: ART 625. Two three-hour labs. *Three credit hours.*

ART 727.CERAMICS RESEARCH

This course consists of advanced studies in ceramics that focus on investigation and creative problem solving. Students will work independently in a studio environment. This course can be taken multiple times for credit. Prerequisite: ART 627. Two three-hour labs. *Three credit hours.*

ART 729.INTERMEDIA STUDIO

This advanced studio course designed to continue to challenge a student's boundaries with art media by required integration with other media. This course may be taken multiple times for credit. Prerequisite: Art 629. Two three-hour labs. *Three credit hours.*

ART 741. GRADUATE SEMINAR

All graduate art students meet together weekly to investigate the contemporary artist context. This course is to be taken twice for credit. *One credit hour.*

ART 750.SPECIAL TOPICS

This advanced studio practice that focuses on synthesizing materials, process, and conceptual content outside discipline studio classes. Students will work independently in a studio environment. This course may be taken multiple times for credit. Two three-hour labs. *Three credit hours.*

ART 823.PHOTOGRAPHY THESIS I

This course consists of advanced studies in photography that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass 30-hour review. Two three-hour labs. *Three credit hours.*

ART 824.SCULPTURE THESIS I

This course consists of advanced studies in sculpture that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass 30-hour review. Two three-hour labs. *Three credit hours.*

ART 825.PAINTING THESIS I

This course consists of advanced studies in painting that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass 30-hour review. Two three-hour labs. *Three credit hours.*

ART 827.CERAMICS THESIS I

This course consists of advanced studies in ceramics that focus on synthesizing materials, process, and conceptual content for thesis preparation. Students will work independently in a studio environment. Prerequisite: Pass 30-hour review. Two three-hour labs. *Three credit hours.*

ART 829.INTERMEDIA STUDIO

This advanced studio course designed to continue to challenge a student's boundaries with art media by required integration with other media. This course may be taken multiple times for credit. Prerequisite: ART 729. Two three-hour labs. *Three credit hours.*

ART 833.PHOTOGRAPHY THESIS II

This course consists of focused cohesive photography studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Graded pass/fail. Prerequisite: ART 823. *Six credit hours.*

ART 834.SCULPTURE THESIS II

This course consists of focused cohesive sculpture studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Graded pass/fail. Prerequisite: ART 824. *Six credit hours.*

ART 835.PAINTING THESIS II

This course consists of focused cohesive painting studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Graded pass/fail. Prerequisite: ART 825. *Six credit hours.*

ART 837. CERAMICS THESIS II

This course consist of focused cohesive ceramics studio research that culminates in a final thesis exhibition and oral defense. Students will work independently in a studio environment. Graded pass/fail. Prerequisite: ART 827. *Six credit hours.*

ART 841.GRADUATE SEMINAR

All graduate art students meet together weekly to investigate creative entrepreneurial skills. This course is to be taken twice for credit. *One credit hour.*

ART 851. THESIS SUPPORT I

In this course, students will focus on the written research component of their final thesis project. Through research, students will determine the contemporary context of their own artwork in preparation for a written thesis. Prerequisite: Pass 30-hour review. *Three credit hours.*

ART 852.THESIS SUPPORT II

In this course, students will synthesize research and graduate studio work in a written thesis which supports their final exhibition. Graded pass/fail. *Three credit hours.*

BUSINESS ADMINISTRATION

BA 600.BUSINESS FUNDAMENTALS

This course offers the rationale for applying specific models to managerial problems, assists students in the application of such models, and guides students in the interpretation of results. The course includes basic quantitative techniques used in managerial decision-making. This course is required for non-business undergraduates. *Three credit hours.*

BA 605.BUSINESS RESEARCH METHODS

This course emphasizes research methodology, including the meaning of research, its sequential development, and the types and steps of the scientific method as applied to business. Practical and academic applications are explored. *Three credit hours.*

BA 696.BUSINESS VISION, INNOVATION, AND STRATEGY

This course presents the strategic management process as the formulation and application of functionally integrated business policy by top managers. Emphasis is placed upon decision-making in the face of changing conditions, forward-thinking vision, and innovation. The course will integrate theory from all functional areas of business, including accounting, economics, finance, management, and marketing. Topics include firm analysis, vision statements, mission statements, and financial statement analysis. Prerequisites: ACCT 610, FINA 630, MGMT 613, MKT 614, and ECON 615. *Three credit hours.*

ECONOMICS

ECON 615.ECONOMIC ANALYSIS FOR DECISION MAKING

This course focuses on the application of economic concepts in individual and business decision-making processes. Optimization techniques in dealing with maximization of consumer satisfaction and profit as well as minimization of cost under certain and uncertain conditions are emphasized. It also discusses tools to analyze aggregate economic behavior such as economic growth, money, productivity, inflation, and unemployment. *Three credit hours.*

ECON 615.ECONOMIC ANALYSIS

This course focuses on the application of economic concepts in individual and business decision-making processes. Optimization techniques in dealing with maximization of consumer satisfaction and profit as well as minimization

of cost under certain and uncertain conditions are emphasized. It also discusses tools to analyze aggregate economic behavior such as economic growth, money, productivity, inflation, and unemployment. *Three credit hours.*

EDUCATION

EDUC 601.CLINICAL PRACTICE

This course, open only to graduate students in the Master of Arts in Teaching Program, involves observation, participation and supervised teaching in the public schools. It also includes a series of seminars dealing with issues in effective teaching. Prerequisite: Acceptance into MAT graduate degree program, completion of ART 600, ART 611, ART 621, ART 630, ART 653, EDUC 622, and passing scores on PRAXIS II tests required for certification. Graded pass/fail. *Twelve credit hours.*

EDUC 603.CULTURAL DIVERSITY IN EDUCATION

A study of systems of education in a variety of cultural settings in the modern world. Particular emphasis is given to the diverse nature of cultures and language systems. *Three credit hours.*

EDUC 604.SCHOOL AND SOCIETY

The course will provide a broad overview of program and issues involving various aspects of schooling as they relate to the needs of society. The students will explore social, multicultural, economic, and political issues that American education is expected to ameliorate. The student will also study the history, philosophy, organization, and operation of schools, along with a consideration of the teacher's role. *Three credit hours.*

EDUC 607.CHARACTERISTICS OF STUDENTS WITH EMOTIONAL/BEHAVIOR DISORDERS

This course is designed to introduce the student to the theoretical framework of special education for individuals with emotional/behavior disorders. Students will be introduced to definitions, etiology, characteristics, medical and educational concerns of individuals with emotional/behavior disorders. *Three credit hours.*

EDUC 608.METHODS FOR TEACHING STUDENTS WITH EMOTIONAL/BEHAVIOR DISORDERS

A survey of teaching techniques and research-based practices for improving academic, social/emotional, and behavioral performance of students with emotional/behavior disorders including social skills training. *Three credit hours.*

EDUC 610.LEARNING MANAGEMENT SYSTEMS IN EDUCATION

This course explores the role of Learning Management Systems (LMS) in the learning context. It investigates how LMS directly supports aspects of learning through curriculum repository, instruction/lesson design and execution, and assessment. It also examines using LMS and other data (a) to assess the efficacy of the student learning experience/lesson and (b) as a tool to individualize learning. Students will formally evaluate the advantages and challenges associated with a range of contemporary LMS. They will build learning experiences/lessons capitalizing upon functions associated with LMS such as discussion boards, blogs, journals, online face-to-face collaboration, tests/quizzes, and polls. This will be done with synchronous and asynchronous modes of delivery in mind, and will develop appropriate communication/collaboration environments accordingly. Students will utilize LMS functionalities for content creation and display, and will adopt sound instructional design principles for online learning based upon Center for Applied Special Technology/Universal Design for Learning ideas. Twenty-five percent of the course includes an in-depth hands-on learning unit in instructional design using Blackboard LMS. Over the entire course, students use Blackboard and one of Google Classroom/Edmodo/Moodle to design and develop end-to-end (curriculum-instruction-assessment-reflection-revision) online lessons/learning experiences complete with peer evaluation. *Three credit hours.*

EDUC 620.ADVANCED EDUCATIONAL PSYCHOLOGY

This course includes an in-depth study of educational learning theories, both established and evolving, and the manner in which each is reflected in all aspects of the educational process. Emphasis is placed upon the connections between educational theory and the pragmatic application of the research in instructional settings. *Three credit hours.*

EDUC 621.EDUCATIONAL MEASUREMENT

A study of educational measurements with particular reference to such concepts as validity and reliability of various types of measurement. *Three credit hours.*

EDUC 622.ADVANCED GROWTH AND DEVELOPMENT OF THE LEARNER

This course addresses the study of human growth and development from prenatal through adolescence. Physical, cognitive, social-emotional, and behavioral factors, which have an impact upon each stage of development, are explored in depth. A major emphasis is placed upon the impact of these factors on the learning process. *Three credit hours.*

EDUC 623.METHODS AND MATERIALS OF EDUCATIONAL RESEARCH

This course provides an introduction to the major methods and techniques used in educational research. It offers an overview of quantitative, qualitative, and mixed-method research methodologies used across the disciplines. Emphasis will be placed on the establishment of appropriate connections between research questions and methodologies. Students will be able to comprehend the significance of educational research, analyze results, and evolve as reflective practitioners and change-agents within their chosen field. *Three credit hours.*

EDUC 625.THE LEARNER

This course will provide an overview of life-long human growth and development (physical, social, intellectual, and emotional) with a focus on the characteristics of exceptional individuals (handicapped and gifted). Attention will also be given to the study of modern psychological principles and methods as they impact upon the major learning theories. *Three credit hours.*

EDUC 630.COMMUNICATIONS IN TECHNOLOGY

This course will explore a synthesis of research pertinent to the educational uses of information and communications technologies. A critical examination of technology from an historical perspective, study of prevalent views and issues relative to characteristics, interdisciplinary scope, and its place in the learning environment will be emphasized. *Three credit hours.*

EDUC 631.DEVELOPING AND USING TECHNOLOGY-BASED RESOURCES

This course will provide opportunities to explore and evaluate a variety of technological hardware, web-based tools, and online resources that enhance instruction in the face to face and the online classroom. Currently available, low cost hardware and software tools that are appropriate for classroom use will be emphasized. The course requires that students gain proficiency in selected applications while connecting those applications to meaningful learning experiences for multiple learning levels/ages. Emphasis will be placed upon both tablet and laptop/computer-based applications for Android and IOS in addition to technologies to support students with exceptionalities. Using a student designed model students evaluate applications/sites/environments with a view to establishing their efficacy for use in lessons in both face-to-face and online contexts. Areas – pertinent for use in online contexts – that are examined include Internet Safety and Digital Citizenship, Access, Collaboration, Usability, Student Engagement, Learning etc. Students apply these new site/application/environment learnings in at least one showcased lesson which is explicitly connected to International Society for Technology in Education and South Carolina teaching standards via formal lesson plan(s). *Three credit hours.*

EDUC 632.DESIGN AND FACILITATION OF ONLINE LEARNING

This course explores a variety of methods and approaches for designing and conducting lessons in online learning environments (both fully online and hybrid/blended configurations). The course covers both synchronous and asynchronous online learning in distance/remote environments as well as in “brick and mortar” places of learning such as public schools and colleges. Classroom management considerations, such as learner motivation/engagement, communication, sequencing, and personalized/differentiated learning approaches are explored, as are the needs surrounding gender, age, and learner status (general education /special education/ESL) demographics. Specific attention is paid to the role of the learner and the role of the teacher in an online environment, effectively highlighting key differences to more traditional classroom models. The course provides a solid research-based underpinning to complement students’ best-practices skills acquisition. *Three credit hours.*

EDUC 634. INSTRUCTIONAL ASSESSMENT THROUGH TECHNOLOGY

This course provides an opportunity for students to explore methods for designing, implementing, and evaluating effective technological assessment tools used in learning environments. The creation and utilization of valid and reliable assessment measures that align with content, media, and learning objectives will be emphasized. *Three credit hours.*

EDUC 636.MANAGEMENT OF TECHNOLOGY RESOURCES

This course examines the complex area of management of technology resources. It covers a broad array of issues facing educators and administrators who are trying to help their school become more technology- inclusive in the online and face-to-face classroom. The course operates from the basic premise established that technology is not separate and distinct from the learning experience, but a vital tool that should be an essential part of it (just like a pen, calculator, reader, writing books etc.). Priority elements in this course include enterprise systems, LMS as a hosted, cloud, or SAAS system; security; and resourcing. *Three credit hours.*

EDUC 638.INTEGRATION OF TECHNOLOGY AND INSTRUCTION

This course will investigate American and Western European antecedents of technology in education including social and technological factors that make the advent of technology in education a major condition of culture and the philosophical basis for teaching technology education. This course will also explore the evaluation and selection of resource requirements for the integration of technologies in the classroom. *Three credit hours.*

EDUC 642.PROBLEMS AND ISSUES IN CONTEMPORARY EDUCATION

A study of current problems in education with particular reference to social, economic, and political factors and the impact on school activities. *Three credit hours.*

EDUC 643.MIDDLE SCHOOL ORGANIZATION AND CURRICULUM

This course is a study of the middle level school and its unique place in today's public school organization. Underlying principles of curriculum development and implementation based upon classroom research conducted in exemplary middle school will be included. Connections with the South Carolina curriculum standards will be made. *Three credit hours.*

EDUC 648.DIAGNOSIS AND CORRECTION OF READING DIFFICULTIES IN THE ELEMENTARY SCHOOL

This course includes a study of theories of causation of reading difficulties and the appropriate use of techniques, procedures, and materials for the correction of reading disorders. Special focus on variations related to diverse populations. *Three credit hours.*

EDUC 651.PRINCIPLES FOR TEACHING LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS

This course provides an overview of theories, research, and practices associated with teaching learners from linguistically and culturally diverse backgrounds. *Three credit hours.*

EDUC 652.SPECIAL TOPICS IN EDUCATION

Special course designed to meet individual student's needs or to provide in-depth study on a particular topic related to educational research, practices, or technology usage. This course may be repeated for additional credit as topics change. *One to three credit hours.*

EDUC 653.TEACHING READING AND WRITING TO LIMITED ENGLISH PROFICIENT (LEP) LEARNERS

This course is a study of effective methods, materials and competencies for teaching reading and writing to students with limited English proficiency. *Three credit hours.*

EDUC 656.BEHAVIOR AND CLASSROOM MANAGEMENT

The purpose of the course is to provide students with (a) an understanding of the basic principles of behavior management for individuals and groups, and (b) the application of those principles for creating positive behavioral support and designing effective classroom management systems. A focus is on preparing reflective practitioners to apply a variety of methods and philosophies for individuals and groups in general and special education settings. *Three credit hours.*

EDUC 663.CONTENT AREA READING AND ASSESSMENT

This course contains two major components. The first involves a study of the background information and needed by secondary teachers for guiding pupils' growth through reading. Teachers will identify reading skills needed in content areas, will assess pupil development of those skills, and will adjust content instruction to variations in reading development. The second component focuses on selection, administration, and interpretation of both formal and informal assessment instruments. *Three credit hours.*

EDUC 664.PRINCIPLES OF TEACHING

This course will include a blending of learning theory and educational psychology. Major learning theories will be studied from the perspective of what is known about how individuals learn. Students will examine the structure of appropriate classroom practice, which is based upon knowledge of learning principles. Methods and materials appropriate for incorporating computers in content classrooms and models of classroom management will be explored. Methods of conducting and interpreting research will be taught in order for students to examine how individuals learn. A field experience will allow students to examine current practices in public school classrooms. Students are responsible for transportation to off-site placements. *Three credit hours.*

EDUC 668.PRACTICUM IN INTELLECTUAL/MENTAL DISABILITIES

An application of diagnostic/prescriptive teaching techniques with students identified with intellectual/mental disabilities. The student will have a minimum of 150 hours of instructional time in a classroom that serves students with mental disabilities. A minimum grade of "B" is required for successful completion of experience. *Three credit hours.*

EDUC 671.PRACTICUM IN EMOTIONAL/BEHAVIOR DISORDERS

An application of diagnostic/prescriptive teaching techniques with students identified with emotional/behavior disorders. The student will have a minimum of 150 hours of instructional time in a classroom that serves students with emotional/behavior disorders. A minimum grade of "B" is required for successful completion of experience. *Three credit hours.*

EDUC 672.TEACHING PERSONS WITH LEARNING DISABILITIES

A survey of teaching techniques and remediation activities for persons with learning disabilities. *Three credit hours.*

EDUC 673.PRACTICUM IN LEARNING DISABILITIES

An application of diagnostic/prescriptive teaching techniques with students identified as having specific learning disabilities. *Three credit hours.*

EDUC 674.LINGUISTICS

This course provides an introduction to the basic concepts of linguistics and a framework for understanding educational techniques to teach English language learners and other diverse learners. Linguistic principles of language analysis: phonology, morphology, syntax, pragmatics, and semantics are discussed within the context of English and other languages. *Three credit hours.*

EDUC 676.ASSESSMENT OF DIVERSE LEARNERS, P-12

This course is designed to provide the theoretical background concerning the design and use of formative and summative assessment instruments for the P-12 student with diverse learning needs including those with disabilities and limited English proficiency. Emphasis will be placed on practical experience in assessment, error analysis, planning, and implementing remediation in the content areas. *Three credit hours.*

EDUC 677.CHARACTERISTICS OF INDIVIDUALS WITH LEARNING DISABILITIES

This course is designed to introduce the student to the theoretical framework of special education for individuals with learning or intellectual/mental disabilities, early childhood through adolescence. Students declare a concentration area of either learning or intellectual/mental disabilities. Students will be introduced to definitions, etiology, characteristics, medical and educational concerns of individuals with either learning or intellectual/mental disabilities. This course may be repeated for a second concentration area. *Three credit hours*

EDUC 678.INTRODUCTION TO EXCEPTIONAL CHILDREN, Pre-K-12

This course is an introduction to the unique nature and needs of students with exceptionalities in school settings, including early childhood intervention through adolescence. Special emphasis is placed on special education law, etiology, diagnosis, and teaching strategies for students with exceptionalities in the regular classroom. *Three credit hours.*

EDUC 680, 681 and/or 682.FIELD-BASED INDIVIDUALIZED ACTIVITIES

A semester-long series of learning activities individually designed by the student in consultation with the professor and the workplace. Designed to meet the specific professional needs of the graduate student. Each sequence of activities will include reading, research, and applied skill development activities. This course may be repeated for additional credit.

EDUC 680. One credit hour

EDUC 681. Two credit hours

EDUC 682. Three credit hours

EDUC 683.CHARACTERISTICS OF INDIVIDUALS WITH INTELLECTUAL/MENTAL DISABILITIES

This course is designed to introduce the student to the theoretical framework of special education for individuals with intellectual/mental disabilities, birth to adulthood. Students will be introduced to definition, etiology, characteristics, and medical and educational concerns of individuals with intellectual/mental disabilities. *Three credit hours.*

EDUC 685.Characteristics of Individuals with Emotional/Behavior Disorders

This course is designed to introduce the student to the theoretical framework of special education for individuals with emotional and behavior disorders, birth to adulthood. Students will be introduced to definition, etiology, characteristics, and medical and educational concerns of individuals with emotional and behavior disorders. *Three credit hours.*

EDUC 694.PROFESSIONAL SEMINAR

This course is a culminating experience in the graduate program and may extend beyond one semester. A Master's candidate will demonstrate the ability to integrate knowledge, practice, inquiry, and leadership from the perspective of a concentration area. Prerequisite: Twenty-seven (27) hours of graduate credit towards M.Ed. in Teaching and Learning. May be repeated for additional credit. *Three credit hours.*

EDUC 695 FIELD-BASED INDIVIDUALIZED ACTIVITIES & CAPSTONE EXPERIENCE

This course is an 8-week long series of learning activities, individually designed by the student in consultation with the professor and the field placement coordinator, to meet the specific professional needs of the student. Designed to meet the specific professional needs of the graduate student. Each sequence of activities will include reading, writing, research, and applied skill development. Students will prepare and present a formal accounting of their experience, along with how the experience fits within their program experience. Field-based activities may be used for endorsement or add-on certification. A grade of "B" or better is required in this course. *Three credit hours.*

EDUC 699.CLINICAL PRACTICE

This clinical is designed to immerse teacher candidates into the classroom environment. Candidates will design and implement lessons across all disciplines. Students are responsible for transportation to off-site placements. Prerequisites: Successful completion of EDUC 680 and EDUC 681 with grade of B or better. *Nine credit hours.*

EMERGENCY MANAGEMENT

EMGT 500.FOUNDATIONS OF EMERGENCY MANAGEMENT

This course provides an overview of disaster science and management. The course presents an historical perspective on society's organized responses to natural and technological hazards and disasters from both a U.S. and international perspective. The history of the Federal Emergency Management Agency (FEMA) and major international organizations dealing with both man-made and natural disasters is presented to provide students with a sense of context and knowledge of the evolution of emergency management theories and practice. Students will be exposed to past and current emergency management systems currently in use by FEMA and by countries responding to international disasters. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 510.PREPAREDNESS AND MITIGATION

This course focuses on preparedness for and mitigation of disasters. It presents local, regional, national, and international perspectives on what efforts and technologies are available to reduce the loss of life and property by lessening the impact of disasters. Students will develop an understanding of the differences in scope and scale, available technologies, legal environment, and cultural factors that affect emergency management plans. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 520.RESPONSE AND RECOVERY

This course deals with response to and recovery from disasters. For response, a focus will be placed upon response functions, resource mobilization, and the roles and responsibilities undertaken in emergency operations centers. Short- and long-term recovery for individuals, families, and communities will be covered. Recovery operations completed by the public, private, and/or non-governmental sectors will also be examined. The course also explores the legal framework for multi-national and bi-lateral agreements to render international assistance, both in the

response and recovery phases. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 530.CONTINUITY OF GOVERNMENT

This course explores potential challenges to the continuity of government and strategies during all phases of an emergency, whether natural or man-made, to protect or restore government continuity. Case studies of major disasters will be included. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 610.TECHNOLOGY FOR EMERGENCY MANAGEMENT

Technology provides major tools for effective emergency management. This course provides an overview of different technologies used in all phases of Emergency Management. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 620.COMMUNICATIONS STRATEGIES FOR EMERGENCY MANAGEMENT

This course examines communications strategies, theories, and methods needed to convey essential information under routine conditions and throughout the phases of an emergency whether local, regional, national, or international in scope. Students will be trained in the process of developing a crisis communication plan. Both communications theory and a review of “lessons learned” from case studies are introduced along with appropriate research methodology to equip emergency managers with an insight into best practices based on recent research. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 625.LEADERSHIP FOR EMERGENCY MANAGEMENT

This course analyzes leadership models appropriate for a wide range of emergency management activities. Crisis management leaders must be able to make decisions based on limited information, with customary relations and ways of doing business altered, and the scope of responsibility substantially broadened during a crisis. Leadership for a crisis requires extraordinarily sound critical thinking skills, a large reservoir of intellectual creativity, an ability to remain calm in a chaotic environment, a keen sense of cultural sensitivity toward the many publics affected by a crisis, and other skill sets that are sometimes different from those required to be successful under normal conditions. Using the case study method and scholarly literature on theories of leadership, this course reveals some of the issues that private and public sector emergency managers may face in executing their responsibilities during local, regional, national, or international crises. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 630.BUSINESS AND ECONOMIC CONTINUITY

This course presents the challenges, strategies and lessons learned from both domestic and international emergencies whether due to natural causes or terrorism with the objective of developing an appreciation for continuity planning. The increased complexity of business and economic continuity for international environments requires the appreciation of different governmental, economic, and cultural factors that affect recovery. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 635.MENTAL HEALTH AND EMERGENCY MANAGEMENT

This course is designed to explore the impact of disasters on a community and individuals from a mental health perspective. Students will learn to identify the range of psychological responses exhibited by disaster survivors and responders. Students will develop an understanding of the risk and protective factors for both disaster survivors and responders. Students will learn to appreciate the impact and effects of disasters on these vulnerable populations. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 640.EMERGENCY MANAGEMENT LAW

This course surveys common legal issues, both state and federal that Emergency Managers and their staffs are likely to confront in the exercise of their duties. Students explore fundamentals of legal research and legal reasoning. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 670.HURRICANE AND WEATHER

This course equips those engaged in emergency management with professional knowledge including field-specific terminology, understanding of the causes of weather patterns and longevity of weather created disasters to be able to converse more productively with meteorologists in assessing potential issues arising before, during, and after major weather-related events. This course provides useful case studies on the impact of weather variables in decision-making issues that can have profound impact on all phases of an emergency event regardless of whether the initial incident was man-made or the result of extreme weather. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 675.NUCLEAR INCIDENT MANAGEMENT

This course provides emergency planners with the basic theories and science of mobile nuclear power plants (as found in submarines), nuclear weaponry, and fixed nuclear facilities that generate power. Past nuclear incidents or case studies will be reviewed to equip emergency managers with basic comprehension of the subject to engage credibly with scientists and nuclear power engineers in all phases of nuclear emergencies, whether intentional or accidental. The primary emphasis of the course is on fixed nuclear facilities, but potential for emergencies in the transportation of nuclear weaponry or caused by events designed to inflict injury with nuclear weapons will be explored. All information included in this course will be unclassified. No onsite research project will be included in order to prevent accidental exposure of classified information. Prerequisite: Admission to the Emergency Management program. *Three credit hours.*

EMGT 685.SPECIAL TOPICS IN EMERGENCY MANAGEMENT

This course will involve in-depth study of selected contemporary topics. Topics to be covered will be selected by the Emergency Management department in cooperation with emergency management units. Generally, course topics will include subject matter not likely to receive thorough coverage in the general curriculum. Case studies of relevant major catastrophes from both domestic and international viewpoints will be included. Students will conduct applied research related to the specific topic of the class. *Three semester hours.*

EMGT 695.CAPSTONE COURSE

Working online, students will construct a self-assessment that displays their knowledge and skills, their career objectives, and their plans for future career development. This course is intended for students seeking professional advancement in emergency management and is to be taken during their last semester of the program. Prerequisite: Permission of instructor. *One credit hour.*

FINANCE

FINA 630.APPLIED CORPORATE FINANCE

This course focuses on the analysis of financial communications between corporate managers and outsiders, including the required financial statements, voluntary disclosures, and interactions with investors, analysts, and the media. The course draws on the findings of recent academic research to discuss a number of techniques that outsiders can use to detect potential bias or aggressiveness in financial reporting. Prerequisite ACCT 610. *Three credit hours.*

FINA 640.RISK MANAGEMENT

This course introduces financial risk management principles and theory, with an emphasis on practical implementation and application. It presents standard market, credit, and liquidity risk measurement techniques, as well as their drawbacks and limitations. The course covers risk management techniques from the viewpoint of financial intermediaries, such as banks, investment managers, and hedge funds, as well as that of financial regulators. Prerequisite ACCT 610. *Three credit hours.*

FINA 650.ADVANCED FINANCIAL ANALYSIS

This course focuses on the assessment of financial performance and health of companies from the point of view of equity and credit analysts. Assignments may include analyzing financial statements, preparing pro forma financial statements, and determining the intrinsic value of a firm. Additional topics include generally accepted accounting principles, forecasting financial statements, and business valuation. Prerequisite ACCT 610. *Three credit hours.*

HEALTH CARE MANAGEMENT

HCMT 610.HEALTHCARE MANAGEMENT OPERATIONS

This course focuses on operations management, a critical skill area important for health care leadership. The content of this course examines the complex interdisciplinary processes, labor and asset productivity, and operational performance involving quantitative and qualitative skills for health care managers. Covering a range of topics from quality management to data analyses, HCMT 610 explains the important concepts and skills necessary to lead a modern health care organization. *Three credit*

HCMT 620.HEALTHCARE ECONOMICS

This course focuses on health care organizations' economic and financial decisions in the changing health care landscape. The course provides a complete understanding of health economics by applying fundamental microeconomic concepts to the analysis of the health care market and the study of the organization and delivery of medical care services. The course will address three major tasks: descriptive, explanatory, and evaluative economics to explain relationship variables. *Three credit hours.*

MANAGEMENT

MGMT 613.BUSINESS LEADERSHIP AND CONTEMPORARY ISSUES

This course focuses on leadership theory and application, including developing organizational leadership skills. Contemporary issues includes ethics, diversity, sustainability, creativity, decision making, societal impact, and globalization. Students complete self-assessments to discern personal leadership strengths and weaknesses, concluding with plans to improve limitations and employ strengths. *Three credit hours.*

MGMT 615.MANAGEMENT INFORMATION SYSTEMS

This course integrates many business foundations within the concept of information systems and illustrates how these systems support the overall objectives of a firm. Students will learn how to use Business Intelligence (BI) techniques to gain insights into emerging social media technologies and deal with "Big Data." Students will be exposed to managerial, strategic, and technical issues associated with developing and deploying Business Intelligence Solutions. *Three credit hours.*

MGMT 625.LEADERSHIP AND MANAGEMENT

This course emphasizes key behavioral topics necessary to manage oneself and others in organizations. Specifically, the topics covered include individual attributes (personality, perception, motivation, relationship building), group processes (norms, roles, and team basics), leadership views, and organizational culture and change. An understanding of the relationship between each of these areas and organizational outcomes is enhanced through lecture, cases, and interactive exercises. *Three credit hours.*

MGMT 635.BUSINESS PROCESS MANAGEMENT

This course emphasizes concepts and techniques related to the design, planning, control, and improvement of manufacturing and service operations. The course begins with a holistic view of operations, with emphasis on the coordination of product development, process management, and supply chain management. As the course progresses, the student will investigate various aspects of each of these three tiers of operations in detail. The course will cover topics in the areas of process analysis, materials management, production scheduling, quality improvement, and product design. *Three credit hours.*

MGMT 645.HUMAN RESOURCE ENVIRONMENT

This course presents an overview and application of the major human resource management functions: selection and placement; compensation and benefits; training and development; employee and labor relations; health, safety, and security; and strategic management practices. Legal, motivational, international, and human resource information system issues are included. *Three credit hours.*

MGMT 655.ANALYTICS AND BIG DATA MANAGEMENT

This course explores the role of data in driving decisions made by managers across and within functional boundaries. Specifically, students learn to understand, visualize, and present data that supports organizational decision-making processes. They also learn how to create data-driven models, such as regression and decision trees, to make decisions to address critical challenges faced by organizations and society. This course features hands-on exercises with appropriate software. *Three credit hours.*

MGMT 665.SUPPLY CHAIN AND LOGISTICS

This course presents the strategic framework, issues, and methods for integrating supply and demand management within and across companies. An overview for the strategic role that supply management has in effective supply, demand, and value chain operations will be explored. Methods, tools, and modeling techniques used in support of supply chain decision making will prepare the student for advanced problem solving within the realm of supply chain management. *Three credit hours.*

MGMT 675.QUALITY MANAGEMENT DESIGN AND SIX SIGMA

The course requirements include the principles of Six Sigma, Six Sigma DMAIC methodology, and understanding the tools and methods associated with the Design for Six Sigma. Topics covered in the course include Process Measurement, Process Analysis, Process Improvement, and Process Control. *Three credit hours.*

MGMT 685.INNOVATION AND QUALITY MANAGEMENT

Issues and various approaches involved in defining, developing or acquiring, and deploying management systems are studied within both strategic and support roles. Students will examine how innovative technologies can be used as an enabler for business process improvement and service, how to recognize business processes and assess their information-related needs, and how to develop organizational agility through business process innovations enabled by quality management processes. *Three credit hours.*

MGMT 695.STRATEGY FORMULATION AND IMPLEMENTATION

This course is a graduate program capstone course examining concepts and methods that integrate functional areas of business. The perspective is that of general management charged with directing the total enterprise. Interactions among the environment, organization, strategy, policies and the implementation of plans are explored. Special emphasis is given to globalization of business and ethical perspectives. *Three credit hours.*

MARKETING

MKT 610.CONSUMER BEHAVIOR

This course teaches students to analyze the concepts and principles of consumer behavior in relation to marketing decision making, examining the psychological processes of consumer decision making, and how they impact purchasing decisions and customer satisfaction. The course focuses on consumer behavior and the different marketing approaches and their implications on marketing strategies. *Three credit hours.*

MKT 614.STRATEGIC MARKETING MANAGEMENT

This course explores the role of marketing in the development of organizational strategy. The focus of the course are concepts and techniques of competitive analysis, segmentation, positioning strategy, and marketing decisions that support an effective marketing strategy. The course will expose students to a series of marketing principles, frameworks, and analyses. *Three credit hours.*

MKT 630.SOCIAL MEDIA MARKETING

This course explores the use of social media marketing as a key marketing strategy within an organization. The focus of the course will include creating media goals, strategies, target audiences, and prime social media channels and then implementing a platform-specific tactical plan. Qualitative and quantitative measurements will be explored to measure the return on investment from social media marketing activities. *Three credit hours.*

MONTESSORI

MONT 610.FOUNDATIONS OF MONTESSORI ELEMENTARY EDUCATION

Sound educational practices in the Montessori classroom must be firmly grounded in the pedagogical and developmental theories of Dr. Maria Montessori. This course incorporates both aspects of Montessori's theory in a unified examination of educational practices at the elementary level. Contemporary theories of child development in the context of the Montessori classroom will also be examined. Six (6) hours of observation in Montessori elementary classrooms required. *Three credit hours.*

MONT 611.MONTESSORI METHODS: ELEMENTARY (ages 6-9) MATHEMATICS

An introduction to the primary elementary Montessori mathematics curriculum. Topics include concept of number and quantitative relationships; the four fundamental operations; the laws of arithmetic; base systems; ratio and proportion; problem solving; and exponential notation. *Three credit hours.*

MONT 612.MONTESSORI METHODS: ELEMENTARY (ages 6-9) LANGUAGE

An introduction to the lower elementary Montessori language curriculum. Topics include assisting the child's oral language expression, reading and writing, grammar functions (parts of speech), structural grammar (sentence analysis), literature, and the acquisition of library/reference and research skills. Special emphasis will be given to the integration of language activities throughout the total curriculum. *Three credit hours.*

MONT 613. INTEGRATED SOCIAL STUDIES AND SCIENCES

An overview of the Five Great Lessons presented in a 6-9 elementary I Montessori classroom, which help form the social studies curriculum, plus the earth and physical sciences frameworks for learning. Topics introduced include the fundamental needs of humans, concepts of time, theories of creation, evolution, and physical, cultural and economic geography. The introduction of physical science topics and earth science topics addressing the formation of the earth and the works of air and water will also be covered. *Three credit hours.*

MONT 614. MONTESSORI METHODS: ELEMENTARY (AGES 6-9) BIOLOGICAL AND PHYSICAL SCIENCE

An overview of the Montessori science curriculum for ages 6-9, with an emphasis on the biological sciences. Topics include classification of chordate and non-chordate animals, botany, anatomy, ecology and the physical sciences. Integration of science topics into the elementary curriculum, with particular focus on writing and research will be covered. *Three credit hours.*

MONT 615. MONTESSORI METHODS: ELEMENTARY GEOMETRY

A study of the Montessori geometry curriculum for the elementary classroom. Topics include measurement, estimation, probability, fractions, nomenclature for geometric forms, lines, angles, similarity, congruence and equivalence, area and volume. *Three credit hours.*

MONT 616. MONTESSORI METHODS: ELEMENTARY CREATIVE ARTS, MOVEMENT AND PRACTICAL LIFE

This class will emphasize the integration of the arts and practical life skills into the everyday life of the elementary classroom. Students will explore various art media, craft techniques and music and movement activities. Topics include the use of technology, food preparation, construction and outdoor skills with particular emphasis on how they can be integrated into the academic curriculum. *Three credit hours.*

MONT 617. PRACTICUM I

This class, which meets for two weekend seminars each semester during the practicum phase, assists the novice teacher in the design of the classroom environment, establishing ground rules and effective classroom routines, developing parent communication strategies, instructional planning, observation techniques, assessment and record keeping. The student will receive guidance in creating and implementing an action research project. *Three credit hours.*

MONT 618. PRACTICUM II

This class is a continuation of Practicum I. It meets for two weekend seminars during the spring semester of the practicum phase. Prerequisite: "B" or better in MONT 617: Practicum I. *Three credit hours.*

MONT 619. MONTESSORI METHODS: UPPER ELEMENTARY (AGES 9-12) LANGUAGE II

This course is an introduction to the elementary II (9-12) Montessori language curriculum. Topics include understanding and supporting the developing reader and writer, children's research, spelling and word study, grammar and sentence analysis. *Three credit hours.*

MONT 620. MONTESSORI METHODS: UPPER ELEMENTARY (AGES 9-12) MATHEMATICS II

This course begins with a review of the four basic operations, with an emphasis on the hierarchical value of numbers. Topics include fractions and operations, decimals and operations, measurement, binomial and trinomial squared and cubed, the deconstruction of a cube into its parts, powers and integers, exponents, signed numbers, simple algebra with signed numbers, word problems for principle, interest, and rate, ratio, and proportion. *Three credit hours.*

MONT 621. MONTESSORI METHODS: UPPER ELEMENTARY AGES (9-12) INTEGRATED SCIENCE AND SOCIAL STUDIES II

This course will present the social studies, history, geography, basic physical science and earth sciences from the Montessori perspective of the Great Lessons framework. This course is a continuation of the topics covered in MONT 613, expanding on the lessons for the formation of the universe, the study of the earth's geological formation, the beginnings of biology and the study of history and human progress. Additional topics include the migration of peoples and ideals, the study of civilization, nations and state and the interrelationship of technology. The Montessori lessons on *The Work of Wind* and *The Work of Water* will be expanded. There will be an increased emphasis on collaborative, project-based learning and opportunities for independent writing, and student research. This course is web enhanced. *Three credit hours.*

MONT 622.MONTESSORI METHODS: UPPER ELEMENTARY AGES (9-12) BIOLOGICAL AND PHYSICAL SCIENCE II

This course is a continuation of those topics introduced in MONT 614. Building on the Great Lessons framework, it will include a comparative study of all life forms and the universal rules, which govern living and non-living matter. Content includes strategies for the development of scientific inquiry skills, student writing and the integration of science content across the curriculum. *Three credit hours.*

MONT 652.SPECIAL TOPICS IN MONTESSORI

This course is designed for a specific group of professional personnel with common concerns. Selected challenges in Montessori education will be identified, studied and resolved, at times, in consultation with other education agencies. Permission of instructor required. *One to three credit hours.*

MONT 683.MONTESSORI METHODS: PRACTICAL LIFE

The exercises of Practical Life form the child's foundation. Topics include how to prepare the exercise of Practical Life, grace and courtesy, control of movement, control of the person, care of the environment, and food and nutrition. Teachers will also learn how to analyze each child's development of independence that occurs from using the exercises. A gradual level research component will be required. *Three credit hours.*

MONT 684.MONTESSORI METHODS: SENSORIAL

Teachers will learn to use the materials that aid children with the development and refinement of their senses in seven areas: size, color, form, touch, sound, smell, and taste. Teachers will also learn to observe each child's development of classification and seriation, and to use the instructional strategy of the Three Period Lesson. A graduate level research component will be required. *Three credit hours.*

MONT 685.MONTESSORI PHILOSOPHY AND EDUCATIONAL THEORY AND ADMINISTRATION/PARENT EDUCATION

Topics include an historical overview of Montessori and the Montessori movement and the philosophy of the absorbent mind, sensitive periods, logical mathematical mind, and spiritual and moral development of the child. The course also explores how these topics relate to children, classroom materials, peace education, the role of the teacher, and the prepared environment. A graduate level research component will be required. *Three credit hours.*

MONT 686.METHODS OF OBSERVATION AND CLASSROOM LEADERSHIP

This course introduces teachers to reflective practices of observation and record keeping. Being open to and being willing to be informed by observation are two important aspects of the Montessori method. Teachers will also observe other Montessori classrooms during their practicum. The classroom leadership component of this course involves student teacher with designing the prepared environment, establishing daily routines, starting a new class, lesson strategies, evaluation, positive discipline, effective communication, and problem solving. A graduate level research component will be required. *Three credit hours.*

MONT 687.MONTESSORI METHODS: LANGUAGE

Topics of this course include oral expression, age-appropriate visual and auditory perceptual experiences, vocabulary development and enrichment, work study, beginning handwriting, expressive writing, and the first part of the functions of words. Teachers will learn how to present the language exercises to foster children's early literacy development. A graduate level research component will be required. *Three credit hours.*

MONT 688.MONTESSORI METHODS: MATHEMATICS

This course begins with the philosophy of the "mathematical mind." Additional topics include numeration to 9,999, place value, linear counting, the four operations, memorization of math facts, and an introduction to fractions. Teachers will learn how to present the Mathematics materials and to observe each child's progress toward abstracting mathematical concepts. A graduate level research component will be required. *Three credit hours.*

MONT 693.MONTESSORI METHODS; INTEGRATED CURRICULUM

The objectives of this course are to acquaint the Montessori teacher candidate with the sequence and materials for teaching social studies, science and creative arts in the context of Montessori's "Cosmic Curriculum," a holistic approach to natural science, multicultural studies and artistic expression. *Three credit hours.*

NURSING

NUR 600.THEORY AND CONCEPTUAL FOUNDATION

This course introduces the theoretical foundations of nursing and leadership. The course also helps the student to conduct a conceptual analysis of the Clinical Nurse Leader role and explores the issues of professional values, patient and population advocacy, and ethical codes. Prerequisite: Admission to the Clinical Nurse Leader program or permission of the instructor. *Three credit hours.*

NUR 601.REGISTERED NURSE PRACTICE RESIDENCY

This is a work-experience course that allows the student, a licensed registered nurse, to document practice experience in the registered nurse role when employed at a clinical site with which the School of Nursing has a current Academic-Practice Partnership Agreement. The Practice Partner supports the objectives of the course and provides direct supervision of students through Clinical Nurse Leader (CNL) mentors. The student applies previously learned nursing theory and clinical skills to the performance of client care. Prerequisite: Registered Nurse Licensure and admission to RN to MSN Program. The combined maximum credit for all work experience is 3-12 credit hours (3 hours per semester up to 4 semesters). *Three to twelve credit hours.*

NUR 607.PROFESSIONAL TRANSITION FOR REGISTERED NURSES II

This course provides a bridge to the master's curriculum. This course prepares the student for the transition from undergraduate nursing education to graduate nursing education and practice. The course advances knowledge of nursing theory and concepts of the nursing process to focus on the retention, attainment, and maintenance of optimal wellness for individuals, families, and groups across the life span. The student will also study concepts of professional development, leadership styles, lifelong learning, and quality improvement, all of which contribute to becoming an advance practice nurse. Prerequisite: Registered Nurse Licensure and admission to RN to MSN Program. *Four credit hours (4,0).*

NUR 611.ADVANCED CLINICAL ASSESSMENT

This course expounds knowledge of nursing theory and practice associated with various modalities for clinical assessment of individuals, families, communities, and groups. The course enhances knowledge and clinical experience in advanced assessment of diverse clients across the life span within the context of the Clinical Nurse Leader role. The utilization of information systems technology for exploring health care outcomes, application of the nursing process through various technologies, therapeutic communication with diverse clients/groups, and patient education are explored. Prerequisite: Admission to the Clinical Nurse Leader program or permission of the instructor. *Three credit hours.*

NUR 612.ADVANCED PHARMACOLOGY

This course consists of an overview of pharmacological and non-pharmacological therapies with an emphasis on therapeutic uses of broad categories of drugs. The course explores variations in management of pharmacologic and non-pharmacologic treatment modalities with diverse patient populations across the lifespan. An analysis of legal, ethical, policy, and cultural issues pertinent to the use of various pharmacologic and non-pharmacologic therapies will also be explored. Prerequisite: Admission to the Clinical Nurse Leader program or permission of the instructor. *Three credit hours.*

NUR 613.ADVANCED PATHOPHYSIOLOGY

This course explores pathologic mechanisms of disease across the lifespan, incorporating concepts of advanced clinical assessment and management of common, episodic and chronic conditions. The emphasis of this course is on chronicity and sequelae of various illnesses. Admission to the Clinical Nurse Leader program or permission of the instructor. *Three credit hours.*

NUR 620.HEALTHCARE STRUCTURE AND FINANCE

This course provides an overview of the structure of U.S. healthcare systems and organizations, including legal and regulatory issues that impact the healthcare industry. The course also explores the principles of healthcare finance and economics, including reimbursement structures, resource allocation, and socioeconomic considerations. Additional topics include the role of informatics and technology utilization in healthcare. *Three credit hours.*

NUR 630.HEALTH PROMOTION AND DISEASE PREVENTION

This course examines the concepts of health promotion and disease prevention through risk assessment/reduction, including focus on health disparities. The course incorporates health education and counseling, including issues of health literacy, as well as plan of care development for individuals, families, communities, and groups. Prerequisites: "B" or better in NUR 611 and NUR 612. Prerequisites or co-requisites NUR 613, NUR 620 and NUR 651. *Three credit hours.*

NUR 635.CLINICAL NURSE LEADER PRACTICUM I

This course studies nursing theory and practice regarding quality management, risk reduction and analysis, and patient safety concepts. The course also explores identification of clinical and cost outcomes that improve safety, effectiveness, quality, and client-centered care. Prerequisites: “B” or better in NUR 611 and NUR 612. Prerequisites or co-requisites of NUR 613, NUR 620 and NUR 651. *Three credit hours (2,1).*

NUR 640.MANAGEMENT OF CLINICAL OUTCOMES

In this course, the student utilizes the nursing process to plan and coordinate care of diverse patients with various acute and chronic conditions across the lifespan. The course focuses on strategies for managing care and assessing client outcomes using evidence-based practice guidelines within the context of the Clinical Nurse Leader role and incorporates the study of the measurement of client outcomes, including epidemiology and biostatistics. Prerequisites: “B” or better in NUR 630 and 635. *Three credit hours.*

NUR 645.CLINICAL NURSE LEADER PRACTICUM II

The focus of this course is management of the care environment utilizing nursing theory and practical experience. The course emphasizes interdisciplinary care and team coordination, including group processes, delegation/supervision, and conflict management. Prerequisites: “B” or better in NUR 630 and NUR 635. *Three credit hours (2,1).*

NUR 651.RESEARCH FOR EVIDENCE-BASED PRACTICE

This course explores the use of current research and practice guidelines for clinical decision-making, including problem identification and outcomes measurement. Critical appraisal processes are used to determine best practices for improving patient safety, care quality, and health outcomes through integration and dissemination of new knowledge. Graduates will be prepared to provide leadership for designing, implementing and evaluating quality improvement projects and safety initiatives to guide practice and improve outcomes. *Three credit hours.*

NUR 660.LEADERSHIP IN HEALTHCARE

This course provides an advanced study of theoretical and practical bases of leadership in healthcare, including concepts regarding patient advocacy and lateral integration of care. Decision-making and change processes within the context of the healthcare environment are examined. *Three credit hours.*

NUR 675.CLINICAL NURSE LEADER IMMERSION PRACTICUM III

Application of nursing theory and practice within the context of the Clinical Nurse Leader role is demonstrated through a major synthesis project. The project incorporates analysis of selected patient and healthcare system issues and the development of action plans for patient care and organizational change. Prerequisites: “B” or better in NUR 645, NUR 651 and NUR 660. *Six credit hours (2,4).*

PHYSICAL EDUCATION

PEES 602.PRINCIPLES OF STRENGTH AND CONDITIONING

Knowledge and application of processes and principles of health related physical fitness in physical education and sport settings. This course is designed to investigate current techniques and theories of strength training and conditioning for various sports and activities from physiological and biomechanical perspectives. Prerequisites: PEES 144 and PEES 311, or equivalent courses to PEES 144 and PEES 311, or approval by instructor. *Three credit hours.*

PEES 605.SUPERVISION AND ASSESSMENT IN PHYSICAL EDUCATION

Theory and practice of supervision of clinical practice in physical education. This course will provide the student with the basic knowledge and skills necessary to assess K-12 student performance in physical education. Emphasis is given to the analysis of skills through the selection and/or development of alternative assessments. *Three credit hours.*

PEES 618.STUDY OF THE TEACHING OF PHYSICAL EDUCATION

Study of the analysis of teaching applied to the development of effective teaching/coaching skills in physical education and/or other sport related settings. *Three credit hours.*

PEES 624.SPORT PSYCHOLOGY

An analysis of the psychological factors involved in sport and physical activity with emphasis on performance enhancement. *Three credit hours.*

PEES 626.ADVANCED MOTOR DEVELOPMENT AND MOTOR LEARNING

A study of sequential changes and characteristics of physical growth, motor development, and motor learning across the lifespan relative to physical activity. An examination of factors associated with individual differences in acquiring and learning motor skills during childhood, adolescence, and adulthood. Emphasis is given to current theoretical frameworks (i.e., dynamical systems and information processing) as they are applied to the instruction and evaluation of motor skills. *Three credit hours.*

PEES 652.SPECIAL TOPICS IN EXERCISE AND SPORT STUDIES

This course will involve in-depth study of selected contemporary topics. Topics to be covered will be selected by the PEES Department in cooperation with other educational agencies. This course may be repeated for additional credit as topics change. *Three credit hours.*

READ

READ 610.FOUNDATIONS IN READING

This course focuses on the development of basic reading and writing processes. Content includes phonological awareness, phonics, fluency, vocabulary, comprehension, and oral language. Emphasis is placed on the methods and techniques of teaching reading and writing to individuals and groups in classroom settings. A practicum is imbedded in this course. This course meets the SC Read to Succeed requirements. *Three credit hours.*

READ 612.ASSESSING AND TEACHING READING TO NEEDS

This course will provide students with an overview of research-based methods for assessing and teaching reading to students with and without exceptional learning needs from a variety of theoretical perspectives. Emphasis will be placed on the methods and techniques for teaching reading to individuals and groups with mild to moderate disabilities and speakers of a second language. A practicum is imbedded in this course. This course meets the SC Read to Succeed requirements. *Three credit hours.*

READ 614.INSTRUCTIONAL PRACTICES FOR TEACHING LITERACY

This course focuses on instructional approaches, structures, and materials needed to create a comprehensive, integrated, and balanced curriculum using assessments to support all students' learning in reading and writing. This course meets the SC Read to Succeed requirements. *Three credit hours.*

READ 655.METHODS OF TEACHING CONTENT AREA READING & WRITING

This course is a study of methods, materials, and competencies useful for integrating reading and writing instruction into subject matter instruction to meet the needs of elementary/middle level learners. The course includes current research conducted in exemplary elementary/middle schools. Practicum embedded in this course. This course meets the SC Read to Succeed requirements. Three credit hours.

SPECIAL EDUCATION

SPED 630.INTEGRATED EARLY CHILDHOOD AND ELEMENTARY CURRICULUM AND INSTRUCTION FOR DIVERSE LEARNERS

This course will present the teaching methodologies utilized in the special education resource and self-contained classroom and as support in more inclusive environments for students with mild to moderate disabilities. Major emphasis will be placed on IEP development, classroom management, and integrating standards-based curriculum in early childhood and elementary classrooms. Prerequisites: SPED 651. Co-requisite: EDUC 680. *Three credit hours.*

SPED 640.INTEGRATED SECONDARY CURRICULUM AND INSTRUCTION FOR DIVERSE LEARNERS

This course is a study of teaching methodologies utilized in special education resource and self-contained classrooms and as support in more inclusive environments for students with mild to moderate disabilities. Major emphasis is placed on ITP development, classroom management and integrating standards based curriculum in secondary settings. Prerequisites: SPED 651. Co-requisite: EDUC 681. *Three credit hours.*

SPED 651.CHARACTERISTICS OF DIVERSE LEARNERS

This course is a study of the characteristics, nature, and needs that distinguish individuals with mild to moderate disabilities from the general population. Focus is on definitions, associated learner characteristics, Individualized Education Programs (IEP), and instructional provisions for individuals with mental, learning, and emotional disabilities as well as autism and traumatic brain injury. *Three credit hours.*

SPED 653.MATHEMATICS PEDAGOGY FOR DIVERSE LEARNERS

This course is an exploration of problem based teaching methods associated with the P-12 curriculum strands for mathematics (number and operations, algebra, geometry, measurement, and data analysis and probability). Special emphasis is placed on instructional implementation of the NCTM Process Standards (problem solving, reasoning and proof, communication, connections, and representations). *Three credit hours.*

RECERTIFICATION These 600-level courses do not apply toward an advanced degree (recertification only).

BIOLOGY

BIOL 601.TOPICS IN BIOLOGY FOR TEACHERS

A study of selected biological topics designed to provide recertification credit for elementary and secondary schoolteachers with minimal science backgrounds. The course is open to all teachers but is especially intended for grades 4-10. The topic selected for consideration will vary and will be announced in the current Lander University Class Schedule. Participants will learn current concepts and use laboratory/field methods pertinent to the topic. One to four-credit hours consisting of lecture and laboratory as appropriate. May be taken for additional credit as topic changes. Prerequisites: BS/BA degree or permission of Instructor. *One to three credit hours.*

BIOL 610.DEVELOPMENTAL GENETICS: A JOURNEY FROM CONCEPTION THROUGH ADULTHOOD

This course examines developmental processes from the perspectives of embryology, molecular biology and human genetics. Emphasis will be placed on organ system development, related abnormalities and their interactions through different life stages: prenatal, infancy, childhood and adulthood. This course provides a defined focus on developmental processes. Prerequisite(s): BA or BS in Biology or Chemistry, or permission of the instructor. *Three credit hours.*

BIOL 612.SPECIAL TOPICS IN GENETICS

An examination of topics in genetics likely to be important to individuals with undergraduate training in the biological and physical sciences, including secondary school teachers, laboratory personnel, and practicing medical clinicians. Specific topics may include an examination of contemporary knowledge in genetics including human genetics, molecular genetics, the Human Genome Project, genetic basis of disease and cancer, genetic screening, prenatal diagnoses, etc. Prerequisite(s): BA or BS in Biology or Chemistry, or permission of the instructor. *Three credit hours.*

BIOL 614.CONTEMPORARY TOPICS IN GENETICS-A HANDS-ON APPROACH

An examination of current topics in the field of human and medical genetics. Genetic professionals will provide accurate analyses of these topics and serve to clarify much of the public media's information. Emphasis will focus on known results of the Human genome Project (HGP) and how these results are and will be used in healthcare. This course includes didactic instruction but primary emphasis is on break-out sessions, allowing for small group interactions and hands-on activities appropriate for classroom use. Prerequisites: BS/BA in Biology or Chemistry, or permission of the instructor. *Three credit hours.*

BIOL 618.BIOTECHNOLOGY, BIOINFORMATICS, AND BIOETHICS IN HUMAN GENETICS

This course focuses on three key areas of 21st century science education: biotechnology, bioinformatics, and bioethics. The course is designed to introduce students to each of these areas through didactic instruction, the use of clinical case studies, laboratory, and computer activities. Lab work includes techniques and analysis of results in cytogenetics, molecular and biochemical genetics. Computer activities include the use of NCBI databases, UCSC Genome Browser, and Protein Data Bank. Ethical, legal, and social implications are woven throughout the clinical cases and provide the basis for group discussions. Prerequisite(s): BA or BS in Biology or Chemistry, or permission of the instructor. Biology 612 is recommended. *Three credit hours.*

CHEMISTRY

CHPD 501.TOPICS IN CHEMISTRY FOR TEACHERS

Covers a selected chemical topic designed to provide recertification credit for elementary and secondary schoolteachers with minimal science backgrounds. Open to all teachers; especially intended for grades 4-12. The topic is announced in the Class Schedule. Participants learn concepts and use laboratory/field methods pertinent to the topic. *One to three credit hours credit consisting of lecture and laboratory as appropriate. May be repeated with different topics.*

EDUCATION

EDPD 552.SPECIAL TOPICS IN EDUCATION

Identified topics in education available for a specific group of professional personnel with common concerns. *Three credit hours.*

FRENCH

FRPD 510.MATERIALS AND METHODS OF TEACHING ROMANCE LANGUAGES

A study of organized activities, which meet the needs of students on the secondary level. Emphasis is placed on resource materials and teaching strategies that contribute to effective language production. Prerequisite: Bachelor's degree. *Three credit hours.*

FRPD 590.PRACTICUM IN FRENCH COMMUNICATION AND CULTURE

In the context of a total immersion situation, teachers of French promote learning proficiency in the target language through creative uses of language skill development activities; develop fluency, pronunciation, and conversation skills; design and introduce techniques to stimulate student interest and curiosity through a series of integrated learning activities. Prerequisite: Bachelor's degree. *Three credit hours.*

HISTORY

HIPD 552.SPECIAL TOPICS FOR TEACHERS OF HISTORY

A special topics course designed to meet the needs of teachers seeking graduate credit for recertification through the South Carolina State Department of Education. Specific titles under the "Special Topics" label will reflect both needs and interests of teachers while addressing the South Carolina State content standards. These standards will be reflected in course syllabi. Prerequisite: Bachelor's degree in education from a regionally accredited college or university. *Three credit hours.*

MATHEMATICS

MAPD 552.SPECIAL TOPICS FOR TEACHERS OF MATHEMATICS

A special topics course designed to meet the needs of teachers seeking graduate credit for recertification through the South Carolina State Department of Education. Specific course titles under the "Special Topics" label will reflect both needs and interests of teachers while addressing the South Carolina State content standards. These standards will be reflected in course syllabi. Prerequisite: Bachelor's degree in Education from a regionally accredited college/university. *Three credit hours.*

PHYSICAL EDUCATION

PEPD 570.SPECIAL TOPICS IN PHYSICAL EDUCATION AND EXERCISE STUDIES

This course will involve in-depth study of selected contemporary topics. Topics to be covered will be selected by the PEES Division in cooperation with other educational agencies. Generally, course topics will include subject matter not likely to receive thorough coverage in the general curriculum. Prerequisite: Bachelor's degree or permission of the instructor. *Three credit hours.*

SPANISH

SPPD 510.MATERIALS AND METHODS OF TEACHING ROMANCE LANGUAGES

A study of organized activities, which meet the needs of students on the secondary level. Emphasis is placed on resource materials and teaching strategies that contribute to effective language production. Prerequisite: Bachelor's degree. *Three credit hours.*

SPPD 590.PRACTICUM IN SPANISH COMMUNICATION AND CULTURE

In the context of a total immersion situation, teachers of Spanish promote learning proficiency in the target language through creative uses of language skill development activities; develop fluency, pronunciation, and conversation skills; design and introduce techniques to stimulate student interest and curiosity through a series of integrated learning experiences. Requires 20 hours of pre-workshop preparation and a comprehensive evaluation at conclusion of program. Prerequisite: Bachelor's degree. *Three credit hours.*

THEATRE

THPD 571.MUSICAL THEATRE (SUMMER)

Explore the music and style of production of musical theatre plays. Students will learn choreographic styles, scoring, and approaches to production that will enable them to produce musicals more easily within their limitations of budget, space, and other resources. Prerequisite: Bachelor's degree. *Four credit hours.*