

Descriptions of Courses

Courses numbered 100 to 199 may be taken for graduate credit by students enrolled for graduate study when the courses are offered on a graduate credit basis for a specific term under qualified faculty.

Courses numbered 200 to 299 are limited to graduate students.

Courses numbered 300 to 399 are limited to those holding master's degrees.

Consult Drake's General Catalog for information on prerequisite courses not listed in this catalog.

Accounting (ACCT)

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

125. COST MANAGEMENT ACCOUNTING 3 hrs.
A study of cost management systems that provide management accounting information useful in reducing costs across the value chain. The course uses case analysis, current journal readings and teams. Prereq.: ACCT 42 and IS 44.

155. INCOME TAX I 3 hrs.
An introduction to tax theory, professional responsibilities of the tax practitioner, and various tax entities. Emphasis is on tax planning, technological tax sources, pros and cons of the various tax entities, and technical aspects of tax law. Prereq.: Junior standing and ACCT 42.

156. INCOME TAX II 3 hrs.
An introduction to tax theory, concepts and technical tax law pertaining to individual taxpayers. Emphasis is on the determination of taxable income, deductions, credits, tax planning possibilities, and technological tax resources. Prereq.: Junior standing and ACCT 42.

167. FINANCIAL ACCOUNTING III 3 hrs.
Continuation of ACCT 165 and ACCT 166. An in-depth study and analysis of generally accepted accounting principles for investments, business combinations, foreign denominated transactions and statements, accounting changes, the income statement, the balance sheet, and the statement of cash flows. The course also includes the application of comprehensive financial statement analysis. Prereq.: ACCT 166.

175. AUDITING PRINCIPLES 3 hrs.
An introduction to auditing theory and practice. Emphasis is on financial, operational, compliance and fraud auditing within private and governmental organizations. Prereq.: Junior standing and ACCT 80.

200. INTRODUCTION TO FINANCIAL REPORTING 3 hrs.
An introduction to financial accounting by profit-seeking entities for graduate students who have not had a principles of accounting course. The course adopts a user perspective and focuses on the understanding and use of corporate annual reports as a primary source of accounting information. Prereq.: Graduate standing and consent of director, Graduate Programs, College of Business and Public Administration.

210. ACCOUNTING FOR NOT-FOR-PROFIT ENTITIES 3 hrs.
A study of accounting and financial reporting for state and local governmental units and not-for-profit organizations including colleges and universities, hospitals, voluntary health and welfare organizations and other nonprofit entities. Prereq.: ACCT 200 or equivalent, graduate standing, and consent of director, Graduate Programs, College of Business and Public Administration.

230. INDEPENDENT STUDY Arr.
Advanced individual study or research under the supervision of the faculty.

250. ACCOUNTING AND THE LAW 3 hrs.
This course is intended for students in the graduate accounting programs and covers topics of law covered in the CPA examination. Topics include accountants' legal liability, agency law, busi-

ness organizations, securities law, and property. Prereq.: BLAW 120 or equivalent and consent of director, Graduate Programs, College of Business and Public Administration.

255. TAX RESEARCH, POLICY AND WRITING 3 hrs.
A study of advanced taxation topics. Emphasis is on research and writing, consolidation, multi-jurisdictional, gifts, estates, trusts and planning. Prereq.: ACCT 155 and 156 or equivalent, and consent of director, Graduate Programs, College of Business and Public Administration.

275. SEMINAR IN AUDITING 3 hrs.
A study of advanced auditing topics. Emphasis is on topics directly related to the practice of public accounting. Prereq.: ACCT 175 or equivalent, and consent of director, Graduate Programs, College of Business and Public Administration.

280. CORPORATE FINANCIAL REPORTING 3 hrs.
The ultimate responsibility for the preparation and integrity of corporate financial statements rests with management. This course studies financial accounting and reporting issues, problems and practices and the underlying concepts and standards needed to analyze and understand them. A general management perspective is used. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

285. CURRENT TOPICS IN MANAGERIAL ACCOUNTING 3 hrs.
Examines timely cost/managerial accounting topics and their application in actual organizations. This is a dynamic graduate-level course that uses current journal articles, case analyses, and a team field study. The course requires extensive reading, writing and class discussion in a seminar format. Prereq.: ACCT 41 and 42 or ACCT 200, IS 40, and consent of director, Graduate Programs, College of Business and Public Administration.

291. ACCOUNTING PRACTICUM 3 hrs.
A significant experience in accounting in a position requiring responsibility that is comparable to that expected of full-time employees who are college graduates on a management track or who have an undergraduate degree in accounting. The student must complete a research paper or develop a teaching case based on this experience and present the results to the faculty of the School of Accounting. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

298. CURRENT ISSUES IN ACCOUNTING 3 hrs.
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

Actuarial Science (ACTS)

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

140. THEORY OF INTEREST 3 hrs.
Measurement of interest; solution of interest problems; basic and general annuities; yield rates; amortization schedules and sinking funds; bonds; yield curves; duration and immunization; stochastic approaches. Prereq.: STAT 131.

150. MATHEMATICS I 3 hrs.
Economics of life insurance; the life table; present value determination for life insurances and annuities; benefit premiums and reserves. Prereq.: ACTS 140 and STAT 131.

151. LIFE INSURANCE MATHEMATICS II 3 hrs.
Multiple life functions; multiple decrement models; collective risk model and its evaluation with emphasis on the recursive formula; ruin theory including the adjustment coefficient. Prereq.: ACTS 150.

160. SURVIVAL MODELS AND CREDIBILITY 3 hrs.
Survival function estimation including censoring and truncation, nonparametric methods; proportional hazards models; and inference. Limited fluctuation and greatest accuracy credibility; empirical Bayes estimation of credibility factors. Prereq.: ACTS 150 and STAT 132.
170. TOPICS IN ACTUARIAL SCIENCE 3 hrs.
Topics selected by instructor. May include chapters of texts not covered in earlier courses or material from later professional exams. Prereq.: Consent of instructor.

Adult Learning, Performance and Development (ADED)

SCHOOL OF EDUCATION

- 199/298. BRAIN-BASED LEARNING 1 hr.
"If we learned to use our brain the way it was naturally designed to work, we would astonish ourselves everyday" (Eric Jensen, author of Brain-Based Learning and Teaching). So how does our brain learn? Although there are many unanswered questions, much has been learned about the brain's natural operating principles that we can use to increase our attention, understanding, meaning, and memory. This interactive, one weekend course will focus on basic principles of helping ourselves and others learn "smarter" by using our brains most effectively.
- 199/298. COACHING FOR PERFORMANCE 1 hr.
Coaching is one of the most powerful tools available for reaching business and professional development goals. Learn how to maximize every employee's abilities, from the struggling new corner to the long-term super star This one hour course covers the concepts, models, and skills of coaching that can transform professionals into more valuable resources for each other and their organization.
- 199/298. FINANCIAL CONSIDERATIONS 1 hr.
In today's knowledge economy, it's vital for the performance improvement professional to help their organization see the true connection between human capital and wealth creation. The course goals include how to complete and analyze a balance sheet and income statement regardless of industry, how to calculate key financial indicators for a business; and how to determine the value of training and development as part of the performance of the business. Required learning materials are provided at class time for a fee of \$75.
- 199/298. GENDER COMMUNICATION 1 hr.
This class is designed to maximize professional credibility and increase personal communication effectiveness, efficiency and influence. The course equips students with skills and strategies necessary to overcome communication 'mis'connects, while avoiding stereotyping or gender bashing.
239. LEADERSHIP ESSENTIALS 3 hrs.
This class will assist students to become more informed leaders and managers in their current or intended works setting. The course will utilize the instructional modalities of web based presentations, discussions and quizzes, assigned readings and research, and assessment instruments designed to assess leadership and management competencies.
242. ADULT LEARNING, TRAINING & DEVELOPMENT 1 hr.
Students are introduced to the fields of learning, performance, and development as part of the organization's performance system. A general survey of the fields, ADED 242 gives students the theoretical and practical foundation for the Adult Learning, Performance, and Development program of study.
243. HUMAN PERFORMANCE IMPROVEMENT 1 hr.
Students will explore learning, performance, and development as a part of the organization's performance system. Through application of HPI models, students will experience a range of

interventions that improve individual, team, or organizational performance in systematic and reproducible ways.

- +244. DISTANCE EDUCATION AND INSTRUCTIONAL TECHNOLOGIES 1 hr.
Students will discover the means and utility of using various enabling technologies to reach and educate employees.
247. ADULT AND ORGANIZATIONAL LEARNING 3 hrs.
This foundation course investigates factors that affect adult learning and the organizational cultures which promote or inhibit learning. Students will explore topics that include learning styles, brain-compatible learning, learning organizations, and multiple intelligences with a focus on developing effective instructional strategies. Significant time will be spent in personal assessment of learning styles, preference, motivational learning orientations, and other learning aspects.
250. HUMAN RESOURCE MANAGEMENT 3 hrs.
This course focuses on the strategic nature of human resource practices such as selection, performance management, compensation, benefits, and employee relations. Several methods of measuring the effectiveness of the human resource function are discussed along with major issues, resources, and best practices.
261. STRATEGIC PLANNING 3 hrs.
Students receive an overview of strategic planning methods and practice, specific skills and concepts, and practical application in developing and implementing a strategic planning process.
262. NEEDS ANALYSIS AND EVALUATION 3 hrs.
Analysis of organizational needs, learner needs, and job needs are the focus. Learners will utilize a systematic approach integrated with an overall Instructional Systems Development model. Students will also investigate the four levels of evaluation (reaction, learning, behavior, and results), return on training investment, and related approaches to data collection.
263. DESIGNING LEARNING INTERVENTIONS 3 hrs.
The 10-step instructional planning model endorsed by the International Board of Standards for Training, Performance, and Instruction (IBSTPI) is the foundation of the course. The steps include analyzing needs, learners, work settings, and work, establishing performance objectives and performance measurements, and developing instructional strategy and materials. In addition to designing face-to-face interventions, the course covers self-directed learning and on-the-job training situations. Design resources, trends, and issues are important parts of this course.
264. METHODS AND TECHNOLOGIES OF FACILITATION 3 hrs.
This course includes instructional methodologies, establishing learning climate, of assessment to knowledge attainment, and technological impact on learning. Students develop and facilitate learning sessions using classroom and web-based delivery.
265. PROGRAM & PARTICIPANT EVALUATION 2 hrs.
Students investigate the four levels of evaluation (reaction, learning, behavior, and results), return on training investment, and related approaches to data collection.
268. COACHING AND COLLABORATION 3 hrs.
This course provides models and learning opportunities for participants to improve their own practices as they relate to coaching others and collaborating with others in the workplace.
- Business (BUS)**
COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION
170. INTERNATIONAL BUSINESS AND WORLD TRADE 3 hrs.
Examination of the international forces that affect world trade and the managerial responses to the situations created. Students develop an understanding of the ways enterprises adapt to changes in the international environment by modifying

and improving their practices in the major functional areas of business. Emphasis is placed on the study of the relationships between the U.S., its competitors and trading partners. Impacts on the U.S. and the region are studied. Prereq.: BLaw 60, FIN 101, MGMT 110 and 120, MKTG 101 or consent of instructor.

211. ETHICS AND LEADERSHIP IN THE MODERN ORGANIZATION

3 hrs.

A study of the ethics involved in the management of public, private and nonprofit sectors, with emphasis on the development and interaction of individual, organizational and societal values. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

212. SEMINAR IN EXECUTIVE LEADERSHIP

3 hrs.

Synthesizes and integrates the administrative knowledge, skills, values and behaviors acquired from previous coursework and experience. Readings, case studies and discussions are used to develop management capabilities. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

230. INDEPENDENT STUDY

Arr.

Advanced individual study or research under the supervision of the faculty.

272. SEMINAR IN METHODOLOGY OF BUSINESS RESEARCH

3 hrs.

A study of the objectives and requirements of business research: the application of economic analysis and the scientific method of research in business administration are included. Independent investigations and reports (both oral and written) are required. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

275. INSURANCE LAW AND REGULATION

3 hrs.

Insurance is a business regulated at the state level. This course looks at all aspects of licensure of companies, sale of products, investment policies of companies and advertising practices. Other aspects involving regulation of the industry as a whole are discussed. Includes evaluation of both case law and statutory law. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

283. NEGOTIATION AND CONFLICT RESOLUTION

3 hrs.

This course provides an introduction to negotiation concepts and practices, and an historical perspective on conflict resolution in families, workplaces, communities and nations. Includes theories and concepts of human behavior in conflict situations, how and why conflict occurs, and how to deal with conflict effectively. This course will engage students in negotiation and conflict resolution exercises, and provide interaction with practitioners. It will enable students to develop negotiation skills and an appreciation for conflict as an effective teaching/learning opportunity. It will develop an awareness in the student that times of conflict are often occasions for instigating change in relationships that may be effective and long lasting. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

298. CURRENT ISSUES IN BUSINESS

3 hrs.

Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

Business Law (BLaw)

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

120. BUSINESS LAW II

3 hrs.

This course covers Articles II, III and IX of the Uniform Commercial Code to include sales, commercial paper, secured transactions, bailments and documents of title. Debtor/creditor relationships, including suretyship and bankruptcy law, and estates and trusts are also studied. Prereq.: BLaw 60 or equivalent or consent of instructor.

230. INDEPENDENT STUDY

Arr.

Advanced individual study or research under the supervision of the faculty.

Counselor Education (COUN)

SCHOOL OF EDUCATION

199. SELECTED TOPICS IN REHABILITATION

1-3 hrs.

Special courses, workshops, seminars and educational trips on selected timely topics.

200. INTRODUCTION TO THE COUNSELING PROFESSION

3 hrs.

Introduction to all aspects of professional functioning related to the counseling profession. The course examines the history of the counseling profession, the role and function of the school and community counselor, professional organizations (e.g., ACA), ethical standards of the ACA (including their evolution, legal issues, and application to various professional activities), and professional credentialing (including certification, licensure, and accreditation practices and standards).

201. EDUCATIONAL RESEARCH IN COUNSELING

3 hrs.

An overview of how research is planned and conducted in counseling. A history of research philosophy, design, and analysis is covered. Students will learn how to critique different types of journal articles regarding design, statistical procedures, data analysis, and conclusions.

210. DISABILITY POLICY

3 hrs.

An introduction to the disability rights movement in the United States, the course examines the historical antecedents to the disability rights movement, paying particular attention to the treatment and stereotyping of persons with disabilities. The course also closely examines the Americans with Disabilities Act (ADA) and other disability related legislation, with particular emphasis on its legislative history and its impact on society as a whole and the counseling profession, specifically.

215. THEORIES OF COUNSELING

3 hrs.

An examination and exploration of the major historical theories of counseling, looking specifically at each theory in terms of: historical context and philosophies, current process and outcome research, the role of the counselor, multicultural and disability issues, and techniques and practices utilized.

220. CAREER DEVELOPMENT AND OCCUPATIONAL INFORMATION

3 hrs.

An examination and exploration of various career development theories and decision-making models. The course specifically addresses career, avocational, educational, and labor market sources, computer assisted career guidance, the impact of family, multicultural and gender issues, and other life factors on career development, assessment tools relevant to career planning and decision-making, and issues related to career and educational placement, follow-up, and evaluation.

221. METHODS AND PROCEDURES OF COUNSELING

3 hrs.

An experiential course designed to facilitate students' acquisition of basic and advanced communication/counseling skills for use with a variety of individuals. The course emphasizes ethical and legal standards, as well as multicultural issues impacting the counseling relationship. Students learn to develop individualized, developmentally appropriate intervention strategies for dealing with personal, social, and career issues. Students are also exposed to techniques and practical applications utilized in the counseling setting through role plays, demonstrations, observation, and direct feedback. Prereq.: COUN 215 (may be taken concurrently)

224. ASSESSMENT

3 hrs.

An introduction to testing and evaluation of personality, intelligence, interests, and aptitudes. The course introduces the student to the concepts of reliability and validity, psychometric statistics (variability, correlation, standard error), ethical and legal issues related to test administration and interpretation, and the relevance of assessment in the counseling process.

225. HUMAN DEVELOPMENT

3 hrs.

An introduction and exploration of theories of human development across the lifespan, this course looks at the major theories

of personality development, developmental crises and cultural factors impacting development, as well as strategies for facilitating the transition between developmental stages.

228. PSYCHIATRIC DISORDERS 3 hrs.

An introduction and exploration of mental disorders as defined by the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV), with emphasis on the role of cognitive, physiological, environmental, and interpersonal processes in the development and persistence of mental disorders. The course also focuses on the research, etiology, and classification system related to mental disorders, as well as treatment options and differential diagnoses.

230. INDEPENDENT STUDY 1-3 hrs.

See general academic requirements section.

232. ADMINISTRATION FIELD WORK 3 hrs.

A supervised administrative experience in various rehabilitation settings. Students will spend 150 hours on-site learning about the administrative functioning of rehabilitation and related service organizations. Class seminars are scheduled to discuss experiences.

233. HUMAN RESOURCES FIELD WORK 3 hrs.

A field experience in a company's human resources office. The class involves multiple projects related to accessibility, accommodations, job description reviews, and ergonomic analyses. All projects are designed to better enhance employment options for people with disabilities.

236. GROUP COUNSELING AND PROCEDURES 3 hrs.

An introduction to group dynamics and group process, the course focuses on the theories of group counseling, group research, and group process components. The course also explores the role of the group member and group leader, ethical, legal, and multicultural issues related to group counseling, as well as the use of group counseling interventions in various school and community settings. Students are expected to participate in a simulated group counseling exercise (as both group members and group leaders) and to share their reflections on their experience. Prereq.: COUN 221.

240. FAMILY COUNSELING 3 hrs.

An overview of family counseling from a systems perspective. Different theories will be reviewed to examine how assessments are conducted, how interventions are planned and conducted, and how outcomes are established. The dynamics of different types of family systems will be explored. Students are expected to interview families using the strategies learned in class.

241. ELEMENTARY GUIDANCE 3 hrs.

The organization, administration, & delivery of a comprehensive, sequential, developmental guidance program and career services in the elementary school. Including basic guidance concepts, classroom guidance, consultation, parenting, development and coordination of the guidance program. Prereq.: COUN 200.

242. SECONDARY GUIDANCE 3 hrs.

The organization, administration, and delivery of a comprehensive, sequential, developmental guidance program and career services in the secondary school. Prereq: COUN 200.

245. COUNSELING DIVERSE POPULATIONS 3 hrs.

An historical, social, and cultural analysis of the interrelationships among racial, ethnic, class, and gender experiences, in conjunction with an examination of the individual, institutional and social constructs of prejudice, discrimination, and stereotyping. The course will, through its comparative approach, aim to increase understanding of race, ethnic, and gender identity, and sensitize students to the subjective experience of marginalized groups. Case studies will augment the course content for direct application to the development of instructional programs. There will be an emphasis on African Americans, Latinos, Native Americans, Asian Americans, gender, sexual orientation, class structure, and the disabled. A 10-hour service-learning component in a social service organization is required. This course meets the diversity standards for teacher licensure as outlined by the Iowa Department of Education.

246. MEDICAL AND VOCATIONAL ASPECTS OF DISABILITY

3 hrs.

An analysis of the various anatomical systems to discuss terminology, dysfunction, and treatment. Specific diseases will be studied and their social, family, vocational, and functional limitation reviewed.

248. TRANSITION TO COMMUNITY

3 hrs.

An overview of the history, legislation, concepts, current issues and practices in the transition of students with disabilities from school to the community. Emphasis will be given to inter-agency collaboration; working with public schools, roles and responsibilities of vocational rehabilitation in the transition process; designing, developing and writing Individual Education Programs (IEPs) and Individual Plans of Employment (IPes) for transition services; designing and implementing comprehensive community based programs for transition; and evaluation of transition programming.

250. WORKSITE TRAINING AND SUPPORT 3 hrs.

An overview of how counseling skills can be provided to consumers at the worksite and an understanding of more complex and systematic worksite counseling and consulting skills. The course is designed to help students integrate prior course and practical experiences. Students will learn how to draw upon theory and research to conceptualize, plan and provide counseling services.

260. COUNSELING PRACTICUM 3 hrs.

A supervised, clinical experience in which students are able to utilize the counseling/helping skills and interventions they have learned, applying them in a variety of community and school settings. Prereq.: COUN 215, COUN 221, COUN 224.

262. CASE MANAGEMENT 3 hrs.

An exploration of how counselors manage caseloads. Students review cases management procedures and critique methods for ensuring efficient use of time and quality assurance.

263. REHABILITATION ADMINISTRATION 3 hrs.

An introduction to the knowledge, tools, decision-making strategies, and ethical issues relevant to current community based rehabilitation. This course is meant as a survey course and includes an introduction to the following topical areas: history and evolution of organizations; management theory; fundamentals of management and organizational behavior; organizational roles, functions, and operations; leadership; ethics; program evaluation; and planning.

265. ADVANCED PLACEMENT 3 hrs.

theories of placement as practiced in educational and rehabilitation settings. Students will learn about current methods and techniques of placement and employer development. They will explore innovative placement approaches such as supported employment, projects with industries, and demand-side placement. Students will develop strategies for implementing placement in various work settings.

270. ADVANCED PRACTICUM 3 hrs.

An intensive practical experience in which students provide more counseling services to a more diverse population. Specific sections may address specific populations for in-depth experiences.

273. PROFESSIONAL ISSUES IN REHABILITATION ADMINISTRATION

3 hrs.

A focus on current challenges and issues facing rehabilitation administrators in the professional delivery of rehabilitation services. Through discussion, special projects, and assigned presentations, students develop an ability to respond on current issues in rehabilitation. The course is designed to deepen the student's understanding of best practices in the management, planning, and delivery of rehabilitation services.

275. COLLABORATION AND CONSULTING 3 hrs.

An in-depth exploration of counselors as consultants to organizations. Emphasis is on working with human service agencies to build collaboration, develop systemic services, and objectively evaluate program performance.

280. COUNSELOR SUPERVISION *3 hrs.*
An experience in which students will supervise other counselors. An examination of interpersonal skills in supervision, the role of power in supervision, modeling counseling techniques, and evaluating counseling performance.
285. ISSUES IN COUNSELING RESEARCH *3 hrs.*
An extension of COUN 201 in which more detailed analysis of research is conducted. Students will develop research proposals that are of sufficient detail that they are ready to be conducted.
290. INTERNSHIP *3 - 6 hrs.*
A long-term (400-600 hour), supervised, on-site clinical placement experience for community and school counselors. Prereq.: COUN 260, COUN 236.
292. TREATISE *3 hrs.*
This course is designed to assist the student in developing skills in obtaining, synthesizing and creating new knowledge in rehabilitation. An emphasis is placed on conducting research that is relevant for the practice of vocational rehabilitation placement of counseling. Students are expected to identify an appropriate area of research interest, develop a research question, conduct a thorough review of the professional literature, and design and conduct a study that adds new knowledge or techniques to the field.
295. CLASSROOM MANAGEMENT AND TEACHING FOR COUNSELORS *3 hrs.*
The purpose of Classroom Management and Teaching for Counselors is to build a bridge between (a) counseling theory on the one hand, and (b) teaching, learning and classroom management on the other. Content of this course is built upon selected concepts and principles, and their related research, that are discussed in human development and educational psychology. This course is intended to develop or improve participant knowledge and skills in feedback, (e.g. wait time, feedback, "with-it-ness" and classroom management skills. It is not intended to be inclusive in strategies, teaching behaviors or classroom management skills.

Distance Learning (EDDL)

SCHOOL OF EDUCATION

Video format and online courses designated EDEX and EDDL are graduate level and usable on certain degree programs as an adviser approved elective; to advance on salary schedules; and for license renewal. All are limited to graduate students. No prerequisite courses are required.

201. BEST PRACTICES IN ACTIVE LEARNING *3 hrs.*
An online course exploring multiple intelligences, cooperative learning and lesson design that impacts teaching and student achievement.
202. LANGUAGE, LITERACY AND TECHNOLOGY *3 hrs.*
An online format course focusing on strategies to develop literacy that can be implemented in all the content areas of the curriculum.
203. MANAGING THE INTERACTIVE CLASSROOM *3 hrs.*
An online format course created to assist teachers having problems to create a classroom management plan to provide a foundation on which to build instruction.
204. BEST PRACTICES IN CLASSROOM ASSESSMENT *3 hrs.*
An online course examining four themes to create a balanced assessment plan — traditional assessment; performance assessment; portfolios; conferences and communication.
205. TEACHING STRATEGIES FOR THE INCLUSIVE CLASSROOM *3 hrs.*
This online course examines the knowledge and skills necessary to structure and facilitate differentiated curriculum, instruction and assessments for an inclusive classroom.
209. BRAINWORKS: INTERACTIVE STRATEGIES FOR THE BRAIN FRIENDLY CLASSROOM *3 hrs.*
An online course presenting brain-compatible strategies that help students reflect, apply, and transfer skills to real-life learning situations in a diverse classroom environment.

211. USING TECHNOLOGY ACROSS THE CURRICULUM *3 hrs.*
This online course demonstrates the incorporation of technology into the curriculum which is essential if the classroom is to reflect the rest of the world.
215. THE ABC'S OF READING *3 hrs.*
This online course explores aspects of early literacy including emergent literacy, phonics, print and alphabetic awareness, vocabulary development and comprehension strategies.
216. READING STRATEGIES FOR AT-RISK STUDENTS *3 hrs.*
This online course explores the factors that lead to literacy problems and develops strategies for preventing and resolving reading difficulties.
219. READING ACROSS THE CURRICULUM *3 hrs.*
This online course exhibits effective teaching strategies from reading methods to assist content area teachers to apply to their subject areas.
223. LEARNING IS A WORK OF ART *3 hrs.*
This online course explores skills and intuitions as an artist, teacher and scholar and investigates how combining these roles can enhance teaching and learning.
225. INFUSING THE INTERNET INTO YOUR CURRICULUM *3 hrs.*
An online course designed to assist teachers in finding virtually any curriculum materials available to educators on the Internet and directly integrate them into the curriculum.
232. COMPUTER APPLICATIONS AND TECHNOLOGY FOR TEACHING MATH *3 hrs.*
This online course assists teachers in finding innovative technology and Web resources for the mathematics classroom and examines how to connect math to the real world and other content area.
234. TEACHING ENGLISH AND LANGUAGE ARTS TO SECOND LANGUAGE LEARNERS (K-12) *3 hrs.*
An online course that provides strategies to promote language development and bolster reading achievement for second language learners.
240. TEACHING THE WRITING PROCESS *3 hrs.*
An online course focusing on designing effective writing assignment, assessing and evaluating student writing and utilizing technology tools for writing.
241. CHILDREN'S LITERATURE IN THE CLASSROOM *3 hrs.*
This online course explores children's literature for use as a classroom source; selection of appropriate trade books; and practical strategies for enriching students' exposure to literature.

Distance Learning (EDEX)

SCHOOL OF EDUCATION

Video format and online courses designated EDEX and EDDL are graduate level and usable on certain degree programs as an adviser approved elective; to advance on salary schedules; and for license renewal. All are limited to graduate students. No prerequisite courses are required.

160. TEACHING STUDENTS RESPONSIBLE BEHAVIOR *3 hrs.*
A video format course designed to assist teachers to reduce discipline problems and improve student achievement in the classroom.
161. TEACHING IN THE QUALITY CLASSROOM *3 hrs.*
A video format course addressing student behavior without coercion; managing a classroom; helping students to become better listeners; avoiding student frustration and discipline problems and problem solving skills.
162. COOPERATION AND THE QUALITY CLASSROOM *3 hrs.*
A video format course designed to assist teachers to create lessons that involve students, utilize cooperative teaching techniques, and improve student-teacher relationships.

163. DEALING WITH DISCIPLINE PROBLEMS. 3 hrs.
A video format course which presents a new approach to classroom discipline with easy to understand, practical guidelines applicable to any classroom at any grade level.
165. TEACHING IN THE 21ST CENTURY 3 hrs.
A video format course exploring character education, student-teacher relationships, multiple intelligences, student hyperactivity and responsibility education.
166. IMPROVING STUDENT ACHIEVEMENT 3 hrs.
A video format course which explores using boundaries to guide student behavior, reaching out to students and involving them in the learning process and how to create a classroom without failure.
167. RESPONSIBILITY, RESPECT AND RELATIONSHIPS 3 hrs.
A video format course designed to assist teachers to learn why emotional safety is essential for learning to take place in the classroom and discover how responsibility, respect and relationships work together to create a safe, productive classroom.
170. REAL COACHING 3 hrs.
A video format course designed for teachers and administrators who lead sports. The course addresses such issues as burn-out, motivating athletes, sport injury, drug and alcohol prevention and talking with the media.
170. THEORY OF COACHING 3 hrs.
A video format course addresses the professional and personal roles of all coaches and offers practical advice about using the roles to make the sporting experience positive for all.
171. ETHICS IN SPORTS 1 hr.
A video format course designed to raise sociological and ethical questions and illustrate how to help solve the difficult moral and conceptual issues at stake.
220. INTENSIFYING THE MENTORING EXPERIENCE 3 hrs.
A video format course designed to assist current mentors improve their practice to be well trained to help new teachers.
221. FOUNDATIONS FOR MENTORING 3 hrs.
This video format course, aligned to the Interstate New Teacher Assessment and Support Curriculum (INTASC) explores the mentoring experience and the personal and professional skills it takes to be effective.
225. LITERACY AND LEARNING ACROSS THE CURRICULUM 3 hrs.
A video format course designed to explore the role of literacy development in the content-area classroom.
228. BUILDING BLOCKS OF READING INSTRUCTION 3 hrs.
This video format course investigates the basics of reading such as emergent literacy, phonics, print and alphabetic awareness and also strategies for vocabulary development and building reading comprehension.
229. TEACHING SOLUTIONS FOR STRUGGLING READERS 3 hrs.
This video format course focuses on the methods of diagnosing reading difficulties, creating intervention and assessing students' progress through portfolios and inventories.
230. USING TECHNOLOGY TO ENHANCE STUDENT LEARNING 3 hrs.
This video active format course demonstrates the incorporation of technology into the curriculum.
232. CREATING BRAIN COMPATIBLE CLASSROOMS 3 hrs.
This video format course examines the impact of brain research on the classroom by unraveling the intricacies of how the brain makes meaning.
234. CONNECTING REAL WORLD APPLICATIONS 3 hrs.
This video format course takes place in real-world scenarios with real-world problems and explores problem-based learning, thematic learning, project-based learning, service learning, experiential learning and performance learning.
235. TEACHING EVERY CHILD IN THE INCLUSIVE CLASSROOM 3 hrs.
This video format course will focus on helping teachers plan for an inclusive classroom to meet the needs of all learners.

236. TEACHING STRATEGIES FOR BUILDING LITERACY 3 hrs.
This video format course focuses on the development of solid literacy skills
237. BEST PRACTICES IN CLASSROOM MANAGEMENT 3 hrs.
A video format course designed to assist teachers to gain new behavior management skills while improving instruction in the classroom and developing an effective classroom management program.
238. BALANCED ASSESSMENT 3 hrs.
A video format course designed to assist teachers in developing a balanced assessment plan, and connect learning goals to performance standards.
239. ACTIVE LEARNING IN THE COOPERATIVE CLASSROOM 3 hrs.
A video format course exhibiting effective interactive strategies to increase achievement and meet the challenge of motivating the diverse needs of students.

Doctoral (DOC)

SCHOOL OF EDUCATION

301. POLICY SEMINAR 3 hrs.
An in-depth study and analysis of a contemporary issue.
302. POLICY SEMINAR 3 hrs.
An in-depth study and analysis of a contemporary issue.
305. QUANTITATIVE METHODS 3 hrs.
Rationale and application of quantitative methods commonly used in educational research. Prereq.: EDUC 202 or equivalent
306. QUALITATIVE METHODS 3 hrs.
Principles of methodology associated with qualitative research in education; critiquing, planning, and conducting qualitative research.
345. ADVANCED LEADERSHIP 3 hrs.
A study of major theories of leadership and organizational design.
350. ADVANCED FOUNDATIONS IN EDUCATION 3 hrs.
Study of philosophical, psychological and technological foundations of education, with an emphasis on theories of teaching, curriculum, research and leadership.
360. ADVANCED PRACTICUM 3 hrs.
See general academic requirements section.
398. DOCTORAL INTERNSHIP 3 hrs.
See general academic requirements section.
399. GRADUATE PROJECT (DISSERTATION) 1-6 hrs.
See general academic requirements section.

Economics (ECON)

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

105. MONEY AND BANKING 3 hrs.
The nature and functions of money; the organization and fundamental principles of commercial banking; the Federal Reserve System; the nature, tools and uses of monetary policy. Prereq.: ECON 1.
107. INTRODUCTION TO ECONOMETRICS 3 hrs.
The development and application of statistical tools commonly used in empirical research in economics. Emphasis upon regression techniques. Some exposure to the computer as a research tool. Prereq.: ECON 1 and 2, STAT 71 and a course in calculus.
109. PUBLIC ECONOMICS 3 hrs.
Analysis of public sector revenue and expenditure issues, including taxation, public goods, externalities, public choice questions, and intergovernmental fiscal relations. Prereq.: ECON 2.
117. ECONOMICS OF LAW AND DISCRIMINATION 3 hrs.
An analysis of discrimination in the labor market as reflected by employment practices relating to sex, age, race, color, religion,

national origin and persons with disabilities. Prereq.: ECON 2.

121. COMPARATIVE ECONOMIC SYSTEMS 3 hrs.
Institutions fundamental to capitalism, socialism, communism and fascism; an attempt to determine whether democracy and modern capitalism can survive together. Prereq.: ECON 1 and 2.

129. URBAN ECONOMICS 3 hrs.
The application of economic analysis to a variety of urban issues, such as the nature and effects of urban economic growth; government service provision and taxation in a metropolitan context; labor markets and poverty; housing and transportation. Prereq.: ECON 2.

130. INTERNATIONAL ECONOMICS 3 hrs.
The study of international trade theories and policies, factor movements, and monetary relations, including foreign exchange markets, adjustment mechanisms and policies, and the international monetary system. Prereq.: ECON 1 and 2.

134. INTERNATIONAL FINANCE 3 hrs.
The study of international trade and finance; multinational firms and international financial organizations, borrowing-lending markets; foreign debt crisis; capital movements and foreign aid policies. Prereq.: ECON 2 and 130 or consent of instructor.

137. ECONOMIC ANALYSIS OF LAW 3 hrs.
The application of the techniques of economic analysis to the study of law with particular emphasis on torts, contracts, property law, the distribution of wealth, and the economics of discrimination. Prereq.: ECON 2.

158. HISTORY OF ECONOMIC THOUGHT 3 hrs.
The origin and development of the leading economic theories of the Western world; the mercantilists; the physiocrats; the Classical School and its critics; Neo-Classicism; Austrians and their critics. Prereq.: ECON 2.

162. MARXIAN POLITICAL ECONOMY 3 hrs.
Marxian analysis of the capitalist economy; the theory of surplus value and exploitation; the theory of income distribution; theories of price, wage and profit determination; conditions for reproduction and expansion of capitalism; competition; technological innovations and economic growth; the nature of economic crises under capitalism; globalization of capital; and related issues. Prereq.: ECON 1 or 2.

173. INTERMEDIATE MICROECONOMIC ANALYSIS 3 hrs.
Principles of price determination applied to the analysis of consumer demand and business supply; production and costs; comparison of various market structures; income distribution; general equilibrium analysis. Elementary knowledge of calculus assumed. Prereq.: ECON 2 and MATH 28.

174. INTERMEDIATE MACROECONOMIC ANALYSIS 3 hrs.
Consideration of various theoretical approaches to the analysis of aggregate economic behavior, including models of income determination and growth. Elementary knowledge of algebra and geometry assumed. Prereq.: ECON 1 and 2 and MATH 28.

175. DEVELOPING ECONOMIES 3 hrs.
Patterns and prospects for development in the less developed countries of the world. Characteristics of low income countries; the economics of the development process built around alternative theories of economic development. Prereq.: ECON 1 and 2.

176. MATHEMATICAL ECONOMICS 3 hrs.
The application of mathematics to various topics in economic theory. Areas normally covered include: consumer and production theory, income determination and economic growth. Prereq.: ECON 2, ECON 173 and MATH 50, or consent of instructor.

Education Leadership (EDL)

SCHOOL OF EDUCATION

199. SELECTED TOPICS IN EDUCATIONAL ADMINISTRATION 1-3 hrs.
Special courses, workshops, seminars and educational experiences on selected timely topics.

200. EDUCATION LEADERSHIP 3 hrs.
The purpose of this course is to explore contemporary views and theoretical assumptions that are important for effective leadership practice in PK-12 schools. Students examine issues that shape perspectives about the fundamental purpose of our nation's elementary and secondary schools and analyze the influence leadership dispositions have on the success of teaching and learning in a school setting.

205. SCHOOL BASED INQUIRY 3 hrs.
This course is designed to develop some of the specific skills students need to be an effective school administrator. In this era of high-stakes accountability, school administrators must have a strong working knowledge of data available to them and how to interpret these data. They are also expected by their communities to make data-based decisions, implement and measure the effectiveness of their school reforms, and present information about their schools' performance to various groups, including parents, teachers, and school boards. Most of the course will be practical in nature, using real world examples of data whenever possible. Hands-on activities will be a primary focus with the emphasis placed on being able to understand types of data already available to schools in Iowa, and interpreting those data in multiple ways.

208. MANAGING CURRICULUM AND LEARNING 3 hrs.
The purpose of this course is to examine and increase her/his understanding of curriculum practices and principles as well as roles of school principals in shaping opportunities of successful education practices for all adults, children, and youth in the education setting. This course will build upon students' personal theories developed as experienced educators so they may compare the value and validity of personal theory with formal curriculum, professional development and adult learning theories in order to develop facilitative leadership skills.

210. LEADING AND MANAGING SCHOOLS 3 hrs.
The purpose of this course is to examine the important administrative issues that are having a profound impact on the role and management responsibilities of a building leader, in particular the school principal. Issues of building level operational procedures related to school organization, personnel staffing, budgets, facilities, and family support systems are considered.

215. EDUCATION LEADERSHIP FOR THE SPECIAL NEEDS OF ALL CHILDREN AND YOUTH 3 hrs.
The purpose of this course is to understand contemporary issues surrounding the special needs of all children and youth and to determine what educational leaders need to know as they strive to help themselves, teachers, staff, and the broader community serve the needs of all students in the regular education classroom and within the broader educational environment.

220. SUPERVISION OF INSTRUCTION 3 hrs.
The purpose of this course is to understand the role of supervision for improvement of instruction. Adult and professional development are key course components as students plan and implement supervisory techniques aimed toward analyzing classroom instruction and applying supervisory techniques.

225. PERSONNEL ADMINISTRATION AND CONTRACT NEGOTIATIONS 3 hrs.
Personnel administration including public sector negotiations and contract management. Recruitment, selection and training of employees, motivation, morale, welfare and benefits, record keeping and the legal aspects are considered. The processes of negotiation, contract language issues and simulation experiences for both certified and classified employee groups will be covered.

230. **INDEPENDENT STUDY** 1-3 hrs.
See general academic requirements section.
239. **POLITICAL ACTION AND EDUCATION** 3 hrs.
A study of the complex web of political relationships within schools, between education institutions and their communities, and across levels of government; designed to aid education leaders become more effective actors within this web.
240. **EDUCATION LAW** 3 hrs.
The purpose of this course is to help prospective school leaders gain a general understanding of legal issues that building personnel must manage on a continual basis. Knowledge of common law and contractual requirements and procedures in an educational setting (e.g., tort liability, contract administration, formal hearings), legal issues surrounding special populations of students who experience limited school success at the building level, and the development of appropriate relationships with parents, district-level personnel, local school boards, and school attorneys in applying legal procedures fairly, wisely, and considerately are considered.
242. **SCHOOL FINANCE AND FACILITIES MANAGEMENT** 3 hrs.
School finance functions, including development of budgets, purchasing, accounting, insurance, transportation and current problems in handling the business office. Building design, construction, maintenance, life-cycle costing, and finance will be covered.
243. **STRATEGIC PLANNING** 3 hrs.
To provide an overview of method and practice, specific skills and concepts, and practical experience in developing and implementing strategic planning processes. This course will focus on, but will not be limited to, strategic planning as practiced in educational institutions.
245. **LEADERSHIP IN ORGANIZATIONS** 3 hrs.
The purpose of this course is to explore several major theories of organizations and the implication organizational theory has for diagnosis and action. It will focus on those in leadership positions and the problems, dilemmas, and opportunities they face in educational, public, and human service organizations.
250. **COMMUNITY-SCHOOL RELATIONS** 3 hrs.
In recent years there has been an increased emphasis on the importance of community involvement with PK-12 schools. As a result, school leaders are expected to work closely with the families and communities they serve in supporting the school goals for successful learning for all students. The course is designed to help students gain an understanding of how and why political, social, and economic contexts impact today's early childhood, elementary, and secondary school programs and to identify situations and leadership opportunities which successfully promote family involvement, parental education, and enhanced relationships between community's and their schools.
260. **FIELD EXPERIENCE (PRINCIPAL) ELEMENTARY SCHOOL** 3 hrs.
The purpose of the faculty/student planned (90 hour) field experience is for students to engage in meaningful learning experiences that complement their program coursework and provide a broad application overview of the work of a building leader and/or senior level manager.
261. **FIELD EXPERIENCE (PRINCIPAL) SECONDARY SCHOOL** 3 hrs.
The purpose of the faculty/student planned (90 hour) field experience is for students to engage in meaningful learning experiences that complement their program coursework and provide a broad application overview of the work of a building leader and/or senior level manager.
262. **FIELD EXPERIENCE (SENIOR LEVEL)** 3 hrs.
The purpose of the faculty/student planned (90 hour) field experience is for students to engage in meaningful learning experiences that complement their program coursework and provide a broad application overview of the work of a building leader and/or senior level manager.

293. **FIELD EXPERIENCE: IOWA STANDARDS ASSESSMENT** 3 hrs.
Assessment Field Experience is required for all students seeking principal certification. This experience serves as a capstone to the leadership program experience, and must be taken after successful completion of EDL 202 and EDL 290/291. The purpose of this field experience is to complete and finalize the professional portfolio with examples of work from leadership assessment, career development field experience, and coursework.
295. **ADVANCED SPECIAL TOPICS** 1-3 hrs.
This course involves extensive work by the student with a cooperating faculty member. A pre-arranged plan of the project or work must be completed and be reviewed and approved by the student's adviser. This work may involve extensive, ongoing research/writing by the student with a faculty member on a research project or in a topic inquiry area. The work might involve an integrated essay, a multimedia project, an action/applied research project and/or an ethnographic reflection.

Finance (FIN)

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

200. **FINANCIAL MANAGEMENT** 3 hrs.
An introduction to corporate financial management for graduate students who have not recently had a rigorous course in introductory corporate finance. The course emphasizes the use of finance theory to solve practical financial problems. Topics include: using basic financial statements to perform financial analysis and determine financing needs; the tools necessary to perform basic valuation and determine the rate of return on financial assets; making basic capital investment decisions; and an introduction to risk and the cost of capital. Prereq.: ACCT 200 or equivalent and consent of director, Graduate Programs, College of Business and Public Administration.
230. **INDEPENDENT STUDY** Arr.
Advanced individual study or research under the supervision of the faculty.
280. **INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT** 3 hrs.
This course covers selected investment topics and advanced portfolio management techniques. Topics include modern developments in asset pricing, portfolio theory, analysis and valuation of equity and fixed income securities and analysis of alternative investments such as options and investment companies. Prereq.: FIN 101 and consent of director, Graduate Programs, College of Business and Public Administration.
281. **FINANCIAL INSTITUTIONS, MARKETS AND BANK MANAGEMENT** 3 hrs.
This course provides an overview of the financial industry and financial markets, with special reference to bank management. Topics include financial institutions, the regulatory environment, the role of financial markets and the determination of prices and yields on financial securities. Prereq.: FIN 101 and consent of director, Graduate Programs, College of Business and Public Administration.
282. **SEMINAR IN CORPORATE FINANCE** 3 hrs.
This course consists of an in-depth examination of some of the corporate finance topics introduced in MBA 220, with an emphasis on current issues. Topics may include market efficiency, financing decisions, investment decisions, corporate restructuring, mergers and acquisitions, the use of derivatives, financial distress, and ethics. Prereq.: MBA 220 and consent of director, Graduate Programs, College of Business and Public Administration.
298. **CURRENT ISSUES IN FINANCE** 3 hrs.
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

Information Systems (IS)

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

160. DATABASE SYSTEMS 3 hrs.
A study of database fundamentals and technologies as used in managing data within organizations: defining data needs; concepts and tools; functional design; normalization; logical design; CODAYSL, IMS and relational models; and distributed processing concepts. Equivalent to ACM-IS4 and DPMA-CIS5. Prereq.: IS 101 or equivalent.
171. DECISION SUPPORT SYSTEMS 3 hrs.
Study of model formulation and solution procedures. Purposes of course: to evaluate the use of information systems in decision making and performance evaluation; to understand the distinction between decision support systems and transaction modes of processing information; study of the behavioral aspects of decision making in the decision support environment; to understand the tradeoffs involved in the use, design and construction of decision making systems. Equivalent to ACM-IS7 and DPMA-CIS 12. Prereq.: IS 101 or equivalent.
172. DATA COMMUNICATIONS 3 hrs.
A study of data communications concepts and terminology, network design and architectures, and distributed information systems within a business system(s) environment. Various equipment, protocols, transmission alternatives, regulatory issues and network pricing and management policies are explored. Equivalent to the ACM-IS6 and DPMA-CIS 17 requirement. Prereq.: IS 101 or equivalent.
200. INFORMATION SYSTEMS IN ORGANIZATIONS 3 hrs.
This course is a study of information systems within the context of both private and public sector organizations. A conceptual framework for managers and information is developed. Other topics include organizational issues, hardware such as microcomputers versus mainframes, software issues, systems development life cycle, decision support systems and special management concerns. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
230. INDEPENDENT STUDY Arr.
Advanced individual study or research under the supervision of the faculty.
281. DATABASE MANAGEMENT SYSTEMS 3 hrs.
Explores contemporary use of database management systems in organizations. Topics include the development, functions, design and administration of database management systems. Specific software and hardware technologies are examined. However, the course is oriented to the perspective of the user and manager of the database management system rather than to the programmer/analyst. Both microcomputer and mainframe systems are considered. Prereq.: IS 200 and consent of director, Graduate Programs, College of Business and Public Administration.
282. EXPERT SYSTEMS IN BUSINESS 3 hrs.
The objective of this course is to develop an understanding of knowledge systems (often called expert systems) as used in business applications. Expert systems techniques studied include knowledge acquisition, heuristics, knowledge representation methods and inference engines. The course also examines the historical development and current status of expert systems in the commercial marketplace. No prior programming is required. Prereq.: IS 200 and consent of director, Graduate Programs, College of Business and Public Administration.
283. DECISION SUPPORT SYSTEMS 3 hrs.
This course focuses on the use of computer-based systems to assist human decision makers by supporting their decision making and problem solving processes. Specifically, it describes, illustrates and addresses various issues related to the design, development and implementation of decision support systems (DSS). Additionally, the course provides an investigation of other emerging technologies, such as executive information systems and expert systems, and their role in supporting decision making and problem solving. These systems offer managers and professionals valuable assistance in generating and/or assessing decision alternatives and evaluating their impact on the real-world

environment. Finally, the course provides an examination of future trends in the use of computer technology to support decision making and problem solving in organizations. Prereq.: IS 200 and QUAN 270 or consent of instructor and consent of director, Graduate Programs, College of Business and Public Administration.

290. CURRENT ISSUES IN INFORMATION SYSTEMS 3 hrs.
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

Insurance (INS)

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

131. INSURANCE EDUCATION WORKSHOP 3 hrs.
The purpose of this workshop is to enable participants to become more effective insurance educators. The workshop is designed to give participants a better understanding of all forms of insurance, with special emphasis on their relevance to high school students and their families. Participants gain (1) increased knowledge of risk and insurance; (2) increased skill in reading and interpreting insurance policies; (3) familiarity with educational materials available for use in high school classes; and (4) additional knowledge of teaching methodology that is helpful in insurance education. Prereq.: Consent of instructor. Contact Drake Insurance Center workshop director.
151. GROUP INSURANCE AND PRIVATE PENSIONS 3 hrs.
An analysis of the two major elements of employee benefit systems, with emphasis on plan design and funding considerations. Important considerations in program design, rationale for legal requirements, alternative funding methods, pension funding and valuation of plan liabilities. Coreq.: ACTS 150 or consent of instructor.
160. PROPERTY AND LIABILITY COVERAGES 3 hrs.
Analysis of major loss exposures and of ways to insure them. Fire, marine, liability, workers' compensation, aviation, crime, fidelity, surety and multiple line coverages. Prereq.: INS 51 or consent of instructor.
161. INSURANCE COMPANY OPERATIONS 3 hrs.
Financial aspects; key functions – product design and pricing, marketing, underwriting, reinsurance, claims handling, and investment; external factors affecting insurers in a rapidly changing world.
170. INSURANCE SEMINAR 3 hrs.
An in-depth study of a selected area of insurance. Prereq.: INS 51 or consent of instructor.
230. INDEPENDENT STUDY Arr.
Advanced individual study or research under the supervision of the faculty.
280. RISK MANAGEMENT AND INSURANCE 3 hrs.
Identifying and dealing with exposures to loss (non-speculative risk) in a business. Topics include loss prevention, insurance markets, captive insurers, employee benefits, statistical analysis of loss exposures, insurance coverages, relationship of risk management to financial theory, decision making under risk, international risk management and current topics in risk management. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
298. CURRENT ISSUES IN INSURANCE 3 hrs.
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

Journalism and Mass Communication (JMC)

SCHOOL OF JOURNALISM AND MASS COMMUNICATION

Some JMC courses listed in Drake's General Catalog may be available for graduate credit with the instructor's consent.

Management (MGMT)

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

200. MANAGEMENT OF ORGANIZATIONS *3 hrs.*
An introduction to managing people and processes. Includes theories and concepts of human behavior within organizations such as learning, motivation, decision making, job design, communication, diversity, stress, and change. Also covers principles of operations management including the management of work methods, capacity, material flow, quality, and the coordination of resources within an organization. Prereq.: Consent of the director, Graduate Programs, College of Business and Public Administration.
230. INDEPENDENT STUDY *Arr.*
Advanced individual study or research under the supervision of the faculty.
280. INTERNATIONAL MANAGEMENT *3 hrs.*
A comprehensive examination of comparative management processes in light of traditional international social and market forces controlling the international business process. The course includes a detailed comparison of this traditional knowledge and processes to the rapidly emerging social forces in the global economy. This initial examination sets the stage for drawing conclusions concerning future managerial philosophy, policy, organizational structure, global ethical issues and organizational behavior in the global economy. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
281. SEMINAR IN INDUSTRIAL MANAGEMENT *3 hrs.*
This course covers the legal, political, economic, social and managerial aspects of industrial/employee relations in a changing workplace and workforce. Emphasis is placed on integrating scholarly writings and research findings as a basis for (a) effective managerial decisions and (b) prediction of workforce and workplace trends. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
282. HUMAN RESOURCE MANAGEMENT *3 hrs.*
Focus is on theories, research and practices related to the functions and activities of managing human resources in organizations. The course covers the responsibilities and inter-relationships involving job analysis, job structuring, EEO, human resource planning, recruitment and selection of employees, ethics, international HRM, performance appraisals, counseling, incentives, safety and health, human resources development, career planning and union/employee-management relations. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
298. CURRENT ISSUES IN MANAGEMENT *3 hrs.*
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

Marketing (MKTG)

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

106. PROMOTIONAL MANAGEMENT *3 hrs.*
This course emphasizes the application and management of the various promotional techniques available to the organization. Specific attention is given to planning, coordinating, controlling and evaluating the interrelated components of the entire promotional effort. Prereq.: MKTG 101 or graduate standing and consent of director, Graduate Programs, College of Business and Public Administration.
108. DATABASE MARKETING *3 hrs.*
Database marketing extends the concept of market segmentation by using the latest information technology to provide the organization with continuously updated demographic, geographic, psychographic, media and consumption information about individuals, households, businesses and organizations. This effected blend of information technology and marketing theory enables marketing strategists to reach specific target markets with personal, customized offers. Prereq.: MKTG 101 or graduate standing and consent of director, Graduate Programs, College of Business and Public Administration.
113. MARKETING RESEARCH *3 hrs.*
The role of research in providing information for marketing management decision making; problem definition; research designs; sampling procedures; questionnaire design; data acquisition; analysis, interpretation and presentation of research findings. Prereq.: MKTG 101 and STAT 71 or equivalent, or graduate standing and consent of director, Graduate Programs, College of Business and Public Administration.
115. CONSUMER BEHAVIOR *3 hrs.*
Reviews contributions from marketing and the behavioral sciences to analyze and predict purchasing behavior. Specific attention to the factors affecting consumer behavior, the stages in the purchase decision process and models of consumer behavior. Prereq.: MKTG 101 or graduate standing and consent of director, Graduate Programs, College of Business and Public Administration.
118. MARKETING MANAGEMENT *3 hrs.*
Study and integration of major tasks and decisions confronting tomorrow's manager involved in developing marketing strategies. Prereq.: MKTG 101, STAT 71 or equivalent, MKTG 200 and consent of director, Graduate Programs, College of Business and Public Administration.
121. ADVERTISING PRINCIPLES (JMC 121) *3 hrs.*
Advertising as a marketing communications tool and socio-economic force. Introduction to relevant behavioral theories and techniques of promotional communications. Prereq.: MKTG 101 or graduate standing and consent of director, Graduate Programs, College of Business and Public Administration.
200. SURVEY OF MARKETING MANAGEMENT *3 hrs.*
This course provides an overview of marketing concepts and tools, and how these may be used in the planning, implementation, and control of marketing activities. Topics to be covered include the following: strategic planning and the marketing management process; marketing research; marketing segmentation; product, promotion, pricing, and distribution strategies; and global marketing. Economic theory as it pertains to the covering of marketing concepts will also be integrated throughout the course. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
230. INDEPENDENT STUDY *Arr.*
Advanced individual study or research under supervision of the faculty.
291. SERVICES MARKETING *3 hrs.*
An examination of current literature and cases related to the distinctive marketing needs and problems of service organizations. Topics include the nature and characteristics of services; the way they need to be marketed due to their intangible core; the role of services in manufacturing organizations; and quality-related issues. Prereq.: MKTG 200 and consent of director, Graduate Programs, College of Business and Public Administration.

298. CURRENT ISSUES IN MARKETING 3 hrs.
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

Master of Business Administration (MBA)

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

210. THE ENVIRONMENT OF BUSINESS 3 hrs.
This course is designed to acquaint the student with important ethical, global, legal, regulatory and social issues confronting business managers in the U.S. today. The course is presented within a legal context. Aspects of public law, private law and international law that help define the legal and social responsibility of business will be discussed. Ethical issues are interwoven throughout the course. Prereq.: Consent of the director, Graduate Programs, College of Business and Public Administration.

211. INTRODUCTION TO STRATEGIC MANAGEMENT 2 hrs.
This course is the first of the two business strategy courses required in the M.B.A. program. It is designed to introduce students to the field of strategy and to the process of analyzing organizations' external environments. This course provides the foundation for successfully formulating a business strategy through the continuous organizational process of environmental analysis. Prereq.: Completion of the foundation requirements for the M.B.A. program or concurrent enrollment in the final foundation course and consent of the director, Graduate Programs, College of Business and Public Administration.

212. DATA ANALYSIS FOR DECISION MAKING 3 hrs.
In this course students will learn how managers can make "good" decisions based on the data. They will learn how to collect "good" data, present data and understand the relationships between variables. Also, they will be exposed to forecasting and quality control methods. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

220. STRATEGIC FINANCIAL PROCESSES 3 hrs.
Examination of some of the more advanced tools, policies and problems associated with the financial management of organizations. Key consideration is given to the impact of the financial decision making process on the creation of value for the firm. Primary topics examined in the course will include: techniques of firm and security valuation, capital budgeting, capital structure, dividend policy, decision making under uncertainty, and long term financial planning. Course presentation will include the application of cases relating the concepts to current issues facing financial managers such as the management of technology, current economic conditions, and international markets. Prereq.: FIN 200 or equivalent, MBA 211 or concurrent enrollment, and consent of director, Graduate Programs, College of Business and Public Administration. Recommended: MBA 212 or equivalent.

221. ORGANIZATIONAL PROCESSES AND ADMINISTRATIVE SYSTEMS 3 hrs.
Focus is on the management of individuals and groups in the ethical pursuit of organizational effectiveness. The course will emphasize theories and contemporary issues surrounding the behavior or organization members as individuals and as members of work teams. Also covered will be the roles, problems, and tools of management through topics such as self-directed work teams, leadership, organizational design, organizational change, and performance management. Prereq.: MGMT 200 or equivalent, MBA 211 or concurrent enrollment, and consent of director, Graduate Programs, College of Business and Public Administration.

222. STRATEGIC PROCESS MANAGEMENT, EVALUATION AND CONTROL 4 hrs.
Measuring and managing value, cost, time, waste, constraints, and variability in processes. Critique of classical accounting for operations and discussion of alternatives such as activity-based costing, throughput accounting and the balanced scorecard. Use of continuous improvement methodologies to meet target costs.

Prereq.: MGMT 200, ACCT 200, MBA 211 or concurrent enrollment, and consent of director, Graduate Programs, College of Business and Public Administration. Recommended: MBA 212 or equivalent.

223. CREATING VALUE FOR CUSTOMERS 3 hrs.
This course will examine how managers may build competitive advantages by creating value for customers. It reviews methods for determining customer value perceptions, introduces applications that may be used to predict changes in customer value, and helps students use customer value data to orient strategic decisions for the firm. Prereq.: MBA 200, MKTG 200, MBA 212, MBA 211 or concurrent enrollment.

290. STRATEGIC BUSINESS POLICY 2 hrs.
This course is the second of the two business strategy courses. It is designed to extend students' knowledge of the field of strategy to include the process of analyzing organizations' internal environments. This course provides the capstone for successfully formulating a business strategy through the continuous organizational process of environment analysis. Prereq.: MBA 220, 221, 222, 223 or concurrent enrollment in the last of these courses and consent of director, Graduate Programs, College of Business and Public Administration.

Master of Public Administration (MPA)

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

215. CHANGING ENVIRONMENT AND MANAGEMENT OF PUBLIC AND NONPROFIT MANAGEMENT 3 hrs.
This course is designed to introduce participants to the dynamic environment of public organizations and nonprofit entities. The course reviews the historical and the institutional context of public and nonprofit organizations and examines the knowledge, skill and values necessary to manage such organizations. The course also familiarizes participants with the norms and the expectations of masters-level education. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

216. MANAGING HUMAN RESOURCES AS ASSETS 3 hrs.
Treating Human Resources as an asset rather than as a cost represents a philosophical transformation in human resource management thought. Focus is on theories, research and transformation in human resource management thought. Focus is on theories, research and practices related to the functions and activities of managing human resources in public and nonprofit organizations. The course covers the responsibilities and interrelationships involving job analysis, job structuring, EEO, human resource planning, recruitment and selection of employees, ethics, international HRM, performance appraisals, counseling, incentives, safety and health, human resources development, career planning and union/employee-management relations, multiculturalism, the virtual office outsourcing. Issues central to HR in the public and nonprofit sectors are included and compared to the private sector. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

217. APPLYING INFORMATION RESEARCH AND ANALYSIS IN NONPROFIT AND PUBLIC ENVIRONMENTS 3 hrs.
Course provides an introduction to the methodology of the social sciences as well as public administration and management research. Competencies important to the professional practitioner that are covered include how to assess and evaluate services, read and analyze research published in relevant areas of management and policy analysis, and develop an understanding of the strengths and limitations of published research. The course provides the skills necessary to become a critical and competent consumer of both qualitative and quantitative research related to public administration. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

221. ORGANIZATIONAL PROCESSES AND ADMINISTRATIVE SYSTEMS *3 hrs.*
Focus is on the management of individuals and groups in the ethical pursuit of organizational effectiveness. The course will emphasize theories and contemporary issues surrounding the behavior of organizational members as individuals and as members of work teams. Also covered will be the roles, problems and tools of management through topics such as self-directed work teams, leadership, organizational design, organizational change and performance management. Prereq.: MPA 215 or its equivalent, consent of director, Graduate Programs, College of Business and Public Administration.
225. FINANCIAL ASPECTS OF PUBLIC AND NONPROFIT ORGANIZATIONS *3 hrs.*
A study of financial issues, reporting and budgeting for state and local governmental units and nonprofit organizations including colleges and universities, hospitals, volunteer health and social services organizations and other nonprofit entities. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
226. PUBLIC POLICY DECISION MAKING AND ANALYSIS *3 hrs.*
This course is an examination of the public policy process with an emphasis on developing the knowledge and analytical skills necessary to manage the design, implementation and evaluation of public policies in public and nonprofit organizations. The course includes quantitative and qualitative strategies used to formulate and implement effective public policies and it will also cover performance and impact-based evaluation techniques. Case studies selected from several policy areas will be used throughout the course. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
227. POLICY AND MANAGEMENT ISSUES IN THE DIGITAL ORGANIZATION *3 hrs.*
This course examines the use and impact of the Internet and World Wide Web on workplace issues and management strategies for public and nonprofit organizations. Extensive teamwork is used. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

Pharmacy (PHAR)

COLLEGE OF PHARMACY AND HEALTH SCIENCES

11-31-51-71. DEAN'S HOUR I-II-III-IV:

ORIENTATION TO PHARMACY *0.5 hr. each*
Introduction to the profession and college, emphasizing pharmacists' roles as health care providers, scientists, business leaders and informed citizens.

101. COMMUNICATION SKILLS PRACTICUM *1 hr.*
Provision of drug information to health professionals and the general public is one of a pharmacist's most important responsibilities. The purpose of this course is to introduce students to the knowledge and skills necessary to provide accurate and relevant drug information. Students learn how to respond to specific drug information requests, and evaluate the usefulness of print and electronic resources. Other topics include identification of credible sources on the Internet, and use of new information technology. Prereq: PHAR major, DP1 standing.
102. DRUG INFORMATION PRACTICUM *1 hr.*
Health care informatics is the application of computer science and information science to the management and processing of information essential to the delivery of health care. This course is designed to familiarize the undergraduate student in the health care disciplines with the present and potential impact of health care informatics on the health care delivery system, specific health care disciplines, and the client. An emphasis is placed on the health care professional's role as a leader and advocate for change in this rapidly emerging field. Recognizing that high-intensity generation, management and processing of data, information and knowledge are integral components of health care, the student is provided with the opportunity in the laboratory setting to develop and/or expand the knowledge base and skills necessary to effectively and efficiently utilize informa-

tion technology in a variety of professional practice arenas. Prereq.: PHAR major

103. PHARMACEUTICAL CALCULATIONS *2 hrs.*
Utilization of the fundamentals of mathematics, dimensional analysis, pharmaceutical terminology, and the relationship of ingredient and/or component to the prepared product or product of use to calculate correct amounts of pure ingredient, component and/or product required to deliver medication to the patient.
104. SOCIAL AND ETHICAL DILEMMAS IN HUMAN EXPERIMENTATION *3 hrs.*
In this course we will discuss the dilemma of the scientist's recognition of the need to protect the rights of individuals in human subjects' research and at the same time conduct important research that will ultimately benefit individuals and society as a whole. This course will focus on populations where there have been particular problems, i.e. underrepresented groups (e.g. women, the aged, children), the HIV infected population, surgery patients, and acutely ill patients. Prereq.: DP1 standing.
105. ELEMENTS OF PATHOPHYSIOLOGY *3 hrs.*
Discussion of common disease entities with special emphasis on basic terminology and principles of pathogenesis focusing on disorders of the different organ systems. Prereq.: BIO 2.
106. DRUG RESEARCH AND DEVELOPMENT *3 hrs.*
This course will: introduce students to the process behind the discovery, development and approval of new drugs; make students think about, debate and discuss the financial, social, ethical and legal issues related to the development of new drugs; expose students to the relevant resources available on the internet. Pre-req_DP1 standing.
107. VALUES IN HEALTH CARE REFORM *3 hrs.*
Ethics and economics of rationing health services will be discussed in this course. Students will compare and contrast a managed care-dominated health care system and a professionally dominated one; explain why we spend as much as we do on health care services and why it may be problematic; critique or defend the values that underlie our current health care system, and develop and justify alternatives; define rationing and explain the need for rationing health care services; develop and justify alternatives for caring for the elderly; and develop and justify alternatives for improving the use of medical technology. Prereq: DP1 standing.
108. MARKETING IN PHARMACY *3 hrs.*
Marketing's involvement in several areas of pharmacy; from the pharmaceutical industry with direct-to-consumer advertising, to the retail setting with marketing of services, measuring patronage, and enhancing patient satisfaction. Prereq.: DP2 standing.
109. NUCLEAR PHARMACY *1 hr.*
This course is intended to provide the pharmacy student with an overview of the role of radiopharmaceuticals in the diagnosis and therapy of various disease states. Topics to be discussed include, but are not limited to: Radiation Physics, Production of Radiopharmaceuticals, Types of Radiopharmaceuticals, Imaging Agents, Imaging Equipment, Radiopharmaceuticals. Prereq.: DP1 standing.
110. COMMUNICATIONS II *3 hrs.*
Communications II is an interactive class covering communicating with physicians, what language does your patient hurts in, reading people (the unwritten language of the body), talking with HOSPICE patients and their families, working with pediatric patients (oncology, long-term, critical), Liking the "unloveable", and student generated topics. Prereq.: Phar 101
111. PAIN, MEDIA, AND CURRENT EVENTS *3 hrs.*
Pain is one of the most common manifestations of a disease process. Although the multitude of acute aches and pain are easily treated and resolve, chronic pain is an entity that has a life of it's own. In recent years, chronic pain has become more a part of our social construct as a result of several ethical and legal controversies. An understanding of chronic pain from the view of the sufferer is vital to our improving the management of this extremely prevalent condition. This course will expose the student to a issues relevant to the existence and management of chronic pain utilizing various forms of media and through an examination of current events. Prereq.: DP1 standing.

112. PHARMACY: THE LONG VIEW 2 hrs.
This class will use the techniques of scenario development and environmental scanning to give the student an understanding of what the future of the profession of pharmacy may hold. Through extensive research, participants will work together to take an imaginative leap into the future. By developing scenarios for the future of pharmacy; not attempting to predict the future, but to identify and understand how various "driving forces" may affect it, the student will gain a better understanding of the "big picture" for pharmacy and a foundation for making informed decisions regarding the profession in the future. Prereq.: DP1 standing.
113. ALTERNATIVE THERAPIES/COMPLEMENTARY MEDICINE 2 hrs.
Therapies that have not been conventionally accepted in traditional western medical practice but are often used by patients will be covered. Complementary therapies, such as acupuncture and Chinese medicine, will be the focus of the course, NOT herbal remedies. Prereq.: DP1 standing.
114. ISSUES IN HEALTH POLICY 2 hrs.
The purpose of this course is to better acquaint students with key issues shaping health care policy and the health care system in the United States. In addition to issues within pharmacy, the course looks at issues beyond pharmacy and encourages students to broaden their understanding of this complex system in which health professionals operate. Some of these issues to be covered include Medicare, the health insurance industry, physician-assisted suicide, and RU-486. In addition, students will be asked to identify and discuss topics found in the mainstream press related to health care and health care policy. Prereq.: DP2 standing.
115. CLINICAL IMMUNOLOGY 1 hr.
An overview of basic immunology and the clinical application of immunologically based therapies. Topics to be covered include autoimmune diseases, hypersensitivity and immunization with an emphasis on the biology, immunotherapeutics and ethics associated with these therapies. Prereq.: DP3 standing.
116. QUALITY IMPROVEMENT AND PATIENT OUTCOMES 2 hrs.
This course provides in-depth coverage of the quality improvement process and the role it plays in health care and pharmacy practice today. Groundwork for understanding quality management topics will be provided from the perspective of industry. Additional topics include current health care quality initiatives, clinical practice guidelines, assessment of care and patient outcomes, and specific applications in pharmacy practice. Prereq.: PHAR major DP2 standing.
117. SHAPING YOUR PHARMACY FUTURE 3 hrs.
This weekend seminar course will allow students the opportunity to participate along with pharmacists in a strategic management/business leadership skills seminar for community care practices. Prereq.: DP2 standing.
118. NEURODEGENERATIVE DISEASES 1 hr.
This course will explore the pathophysiology of some of the more common neurodegenerative diseases such as Alzheimer's disease, Lou Gehrig's disease, Parkinson's disease, etc. It will also emphasize the pharmacology of available treatments, both approved and experimental, for these diseases. Prereq.: DP2 standing.
119. TOPICS IN NEUROPHARMACOLOGY 3 hrs.
This course will provide an in-depth examination of the pharmacology of agents used in the treatment of mental disorders. The primary focus will be on the pharmacology of newly approved drugs and the prospects for new categories of therapeutic agents. Pre-req_DP1 standing or science major.
120. MENTAL HEALTH IN CHILDREN 2 hrs.
This course will explore a variety of mental health disorders that affect children including reactive attachment disorder, ADD, ADHD, post-traumatic stress syndrome, oppositional/defiant disorder, conduct disorder, anxiety, and depression. Using a multi-disciplinary approach, participants will gain an understanding of the role they and others play in the treatment and management of these disorders. Participants from the following disciplines will benefit from and add to this course: education, psychology, pharmacy, nursing, and sociology. The course will use web-based presentations, assigned readings and research, with developmental discussions to accomplish the course goals. Prereq.: DP1 or JR. classification.
121. DRUG DISTRIBUTION SYSTEM PRACTICUM 1 hr.
This practicum provides experience in the technical aspects of prescription dispensing, including interpreting, labeling, filling, packaging and documenting patient information. Also included are an understanding and prevention of medication errors. Prereq.: PHAR 101, Coreq.: PHAR 140.
122. CLINICAL PHARMACOEPIDEMOLOGY 3 hrs.
In this course, students will view articles from the current & medical literature that show either risk or benefit of drugs in large populations. Articles selected for review will have used observational study methods in their design (e.g. either case-control or cohort designs). Students will be asked to evaluate the articles and interpret the results. The resulting questions for each assigned article should be: "How do the results of this study apply to my patients?" Prereq.: DP3 standing.
123. CLINICAL ETHICS 2 hrs.
This course will enable student to acquire an understanding of basic principles of bioethics, and use a particular approach to analyze ethical dilemmas faced in clinical situations. Prereq.: DP2 standing.
124. US PHARMACOPEIAL CONVENTION 2 hrs.
The primary focus will be case study problem solving with USP information. Prereq.: DP3 standing.
126. PRINCIPLES OF NUTRITION FOR PHARMACEUTICAL CARE 2 hrs.
This course will educate pharmacists on nutritional principles. Required for Diabetes Concentration students. Prereq.: DP2 standing.
127. PHYSIOLOGY OF PREVENTIVE HEALTH 3 hrs.
An evaluation of cellular and organ system adaptations to intrinsic [e.g. aging and gender] and to extrinsic [e.g. nutrition and exercise] conditions with an emphasis on reducing morbidity and premature mortality. Prereq.: DP2 standing.
128. ADVANCED DIABETES CARE 3 hrs.
This course has been designed to allow students the opportunity to develop knowledge of principles and learning theories to manage the patient with diabetes. The course will cover three focus areas: Enhancement of knowledge on diabetes, practical applications of skills, and marketing diabetes services. A variety of teaching techniques will be illustrated during this program including, but not limited to: case studies, cooperative learning, readings, forum discussions, practice simulations, self-study, video clips, guest speakers, and site visits. Required for Diabetes Concentration students. Prereq.: DP3 standing.
129. INTEGRATED DIABETES CASES 2 hrs.
This course focuses on complex diabetes cases which enable students to integrate information across disciplines to address health care issues in the diabetic patient. Prereq.: PHAR 128. Required for Diabetes Concentration students.
130. BIOCHEMISTRY 4 hrs.
Biochemistry is the study of biomolecules, including their physical/chemical properties, their synthesis and degradation, and their structural form as it relates to their biological function. Biomolecules of interest to be covered in biochemistry include proteins, carbohydrates, lipids, DNA and RNA. In addition, enzyme kinetics and recombinant DNA methodologies are covered. Prereq.: PHAR major.
131. INTRODUCTION TO PHARMACY SCIENCE 3 hrs.
This course is an integrated course designed to help students make the transition from biology, chemistry and mathematics to the pharmaceutical sciences. This course introduces students to fundamental principles that underlie pharmaceutical sciences, and it applies the concepts that students have previously been exposed to in other science-related courses to drug design and action. Topics include physicochemical properties of drugs, ADME (absorption, distribution, metabolism, elimination), receptor theory, dose-response relationships, and mechanisms of altered drug response. Coreq.: PHAR 130, BIO 128.
132. PATHOPHYSIOLOGY 4 hrs.
This course is an examination of the causes, nature and consequences of changes in normal human physiology, interpreted at a level that facilitates application in addressing issues of thera-

py, prognosis, quality of life and public health. Prereq.: BIO 128.

133. PRINCIPLES OF DRUG ACTION I 5 hrs.
This is the first in a series of three courses examining the pharmacological and chemical basis of drug action. Students integrate physiologic, biochemical and pathophysiologic concepts and information to understand the actions of drugs affecting the cardiovascular, endocrine and autonomic nervous systems. Prereq.: PHAR 130, 131; Coreq.: PHAR 132
134. PRINCIPLES OF DRUG ACTION II 5 hrs.
Continuation of PHAR 133. Prereq.: PHAR 130, 131, 132.
135. PRINCIPLES OF DRUG ACTION III 4 hrs.
Introduction to research methods in pharmacy, including new drug discovery and clinical application of drugs. General and specific research techniques of pharmacologic research are presented. Opportunities to practice techniques presented may be possible through special projects. Prereq.: PHAR 130, 131, 132
136. MEDICAL DEVICES FOR COMMUNITY PHARMACEUTICAL CARE 1 hr.
This course will focus on the correct use of various devices and their application in community pharmaceutical care. A partial list of devices to be explored includes: Cholestech (cholesterol), Achilles Express (bone density), AIM monitor (inhaler technique), glucometers, home HIV tests, pregnancy tests, etc. Off-campus tours may be involved during scheduled class time. Students will be involved in role-playing utilizing these devices. Prereq.: DP2 standing.
137. INTEGRATED PHARMACY PRACTICE EXPERIENCE I 0.5 hrs
Integrative Pharmacy Practice Experience (IPPE) I is the first in a series of introductory pharmacy practice which will provide students with the opportunity for immediate and longitudinal application and integration of knowledge and skills gained in the classroom. This experience is centered around a geriatric service learning project directed at developing professionalism, empathy, caring, and communication through the development of a personal relationship between the student and an elderly individual. Prereq.: DP1 standing.
138. INTEGRATED PHARMACY PRACTICE EXPERIENCE 2 0.5 hrs.
The second in the series of six introductory pharmacy practice experiences, IPPE 2 is focused on providing the student with opportunities to explore the barriers faced by patients in accessing health care. Students participate in a free clinic service learning project and in response to assigned scenarios explore community resources available to aid special populations in obtaining appropriate healthcare. Prereq.: DP1 standing.
140. PHARMACEUTICS I 3 hrs.
Discussion and utilization of the methods of preparation, calculations, physiochemical factors, advantages and disadvantages of the solution drug delivery system. Prereq.: PHAR 131.
141. PHARMACEUTICS II 3 hrs.
Continuation of PHAR 140 with an expansion of the student's knowledge about the principles underlying the design, stability, absorption and use of various drug delivery systems, and teaches students to apply this knowledge to the provision of pharmaceutical care to patients. Prereq.: PHAR 140.
142. KINETICS I 3 hrs.
Basic Kinetics deals with the time course of drug absorption, distribution, metabolism and excretion. It discusses the fundamental principles underlying primary pharmacokinetic parameters, and mathematically develops the functional relationships between these parameters. Students are also introduced to the application of pharmacokinetic principles to safe and effective drug therapy. Prereq.: PHAR 140.
143. KINETICS II 2 hrs.
Continuation of PHAR 142 with application of kinetic principles to specific therapeutic product classes. Prereq.: PHAR 142.
144. ADVANCES IN CARDIAC DISEASE 3 hrs.
This course is designed to provide more in depth discussions of the pathophysiology and potential therapies for two major cardiovascular diseases: atherosclerosis and heart failure. Students will integrate knowledge from physiology, pathophysiology and PDA I courses and apply this information to understand the

rationale behind newer and/or controversial treatment modalities for atherosclerosis or heart failure. The format of the course will include lectures, student-lead discussions, and outside speakers. Prereq.: DP2 standing or instructor permission.

146. PSYCHOSOCIAL ASPECTS OF AGING/CHRONIC ILLNESS 3 hrs.
This course will focus on the experiences of chronically ill patients and their significant others. Topics will focus on the elderly population and will include health behavior concepts, caregiving/caregiver issues, demographic issues, death/dying/bereavement, and alternative health care. Course format is primarily discussion. Prereq.: DP2 standing.
147. HEALTH AND HEALTHCARE IN THE U.S. 3 hrs.
This course is an overview of the delivery and financing of medical care and public health services in the U.S. Particular attention is given to community health planning and local initiatives in improving health. The course is not open to pharmacy majors.
148. PRESENTING AS A PROFESSIONAL 2 hrs.
This course is designed to aid the student in learning to present themselves professionally. This will be accomplished through the developing a curriculum vitae, writing a letter of intent, writing an acceptance or denial letter, formal presenting a patient case, and researching, developing and presenting a 20-minute professional in-service utilizing PowerPoint. Prereq.: DP2 standing.
151. DELIVERY SYSTEMS AND STERILE PRODUCTS PRACTICUM 1 hr.
This hands-on experience focuses on the technical aspects of sterile product compounding, including all aspects of IV administration of drugs. Coreq.: PHAR 141.
152. INSTRUMENTATION METHODS/LAB 3 hrs.
This lab course provides students with experience and understanding in the scientific method, experimental design, and a variety of experimental techniques relating to the pharmacy sciences. Prereq.: Junior students enrolled in the BSPS degree program.
157. INTEGRATED PHARMACY PRACTICE EXPERIENCE 3 1 hr.
The third in the series of introductory pharmacy practice experiences, IPPE 3 is designed to introduce the student to required technical expertise and professional decision-making. Focused on experiential competencies related to product and service management, the student will complete 40 hours of experiential training in either a community or hospital pharmacy environment and complete a project related to these competencies. Prereq.: DP2 standing . Coreq: PHAR 121.
158. INTEGRATED PHARMACY PRACTICE EXPERIENCE 4 1 hr.
The fourth in the series of introductory pharmacy practice experiences is a continuation of IPPE3 with a focus on the managerial competencies required to practice in either a community or hospital pharmacy environment. Students will complete 20 hours of experiential training and complete a project related to the appropriate competencies. In addition, students receive instruction in the pharmaceutical care process and complete a patient interview with the goal of identifying drug therapy problems and developing a pharmaceutical care plan. Prereq.: DP2 standing , Phar 121.
159. DRUG DEVELOPMENT 3 hrs.
Drug development introduces the student to the basic background in the design and evaluation of modern drugs and their delivery systems. Emphasis is given to examining how the drug's physicochemical, biopharmaceutical and pharmacokinetic properties impact on the design of a new drug product.
161. INTRODUCTION TO PHARMACEUTICAL CARE 2 hrs.
An introductory course on the history of pharmacy, professionalism, pharmaceutical care, pharmacy organizations, drug use as part of the medical care process, health and health care, psychosocial determinants of health care, drug misadventures and pharmacy settings. The course provides a more formal socialization process for the pharmacy student and provides basic background and descriptive material related to the health care system and the profession. Prereq.: PHAR major.

162. PHARMACY LAW AND ETHICS 2 hrs.
This course addresses the legal and ethical aspects of pharmacy practice. The numerous federal and state statutory and regulatory laws that govern the practice of pharmacy and the manufacturing, distributing and dispensing of drugs and related products comprise a significant portion of the course. Students are also introduced to a structured approach to decision-making that incorporates basic tenets of ethical conduct, along with legal principles and professional knowledge appropriate to specific situations. Prereq : PHAR major DP3 standing.
163. GENERAL PHARMACOLOGY 3 hrs.
This course examines the pharmacological and chemical basis of drug action. Students integrate physiological, biochemical and pathophysiological concepts to understand the actions of drugs affecting the major organ systems. Prereq: PHAR 131, BIO 129 or consent of instructor. Not open to Pharm.D majors.
164. PROBLEMS IN PHARMACY Arr.
Selected problems in pharmacy or clinical pharmacy, requiring both laboratory and literary research.
165. PROBLEMS IN PHARMACOLOGY Arr.
Selected problems in pharmacology, requiring both laboratory and literary research.
166. PROBLEMS IN PHARMACEUTICAL CHEMISTRY Arr.
Selected problems in pharmaceutical chemistry, requiring both laboratory and literary research.
167. NONPRESCRIPTION DRUG PRODUCTS 2 hrs.
Advantages, disadvantages and therapeutic considerations of nonprescription drugs and nonprescription drug products. Prereq.: PHAR 140. Prereq.: or coreq.: PHAR 105 and 149.
171. SOCIAL-BEHAVIORAL ASPECTS OF THE HEALTH CARE SYSTEM 4 hrs.
A follow-up to PHAR 160, this course covers the health of the nation, the health care system, health care utilization, patient behavior, patient-provider interaction, provider behavior, pharmacy managed care/insurance principles, core management principles and ethics. There are two methods. for presenting this course. One includes two hours of lecture per week to the whole class followed by two or three hours of small-group discussion. The other method entails dividing students into three or four sections, with each run as a discussion group throughout the semester, facilitated by a faculty member. Emphasis is on application, synthesis of issues or evaluation (i.e., the effect of people, society or system issues on utilization and ultimately health).
172. BASIC QUANTITATIVE METHODS FOR PHARMACEUTICAL CARE 3 hrs.
This course introduces students to reading and interpreting health-care literature. The course content includes basic information for: 1) research design and literature evaluation; 2) pharmacoepidemiology; and 3) pharmacoeconomics. The class is taught in two sections with common syllabi and objectives. Prereq.: STAT 60 or equivalent.
173. APPLIED QUANTITATIVE METHODS FOR PHARMACEUTICAL CARE 3 hrs.
These four applied quantitative skills courses take the basic quantitative methods from PHAR 172 and apply them to cases. Emphasis is on analyzing problems, evaluating programs and critiquing the literature. Prereq.: PHAR 172 or permission of instructor.

Applied Literature Evaluation: This course is designed to allow students to research a topic of their choosing and fully immerse themselves in the topic. It stresses a review and critique of the current literature and development of a literature review article. This course focuses on application of research design issues, statistics, and literature evaluation. As a component of the course, students perform literature review, write a review article, and make formal presentations to their peers. The course format will consist of in-class exercises, lecture, discussion, and work outside of class for writing and researching the study proposal.

Pharmacoepidemiology: This course is designed to bridge two distinct areas — pharmacotherapy and epidemiology. From pharmacotherapy, pharmacoepidemiology borrows its focus of inquiry and from epidemiology it borrows its methods of inquiry to study the use and effects of drugs in large populations. From

this bridge, we can make predictions about individual patients by counting clinical events in similar patients. The course will largely follow the course of the clinical question from determining whether a patient is ill to assessing treatment effectiveness. The following topics will be included: Measurement of abnormality, measures of morbidity (prevalence, incidence), measures of mortality, diagnostic issues (sensitivity, specificity, predictive value), risk (relative, absolute, attributable, population), observational methods (cohort studies, case-control studies), prognosis as a rate (survival analysis), treatment and measures of clinical benefit (risk reduction ? relative vs. absolute), prevention (primary vs. secondary, screening), concepts of causality, unintended drug effects, DUR/DUE, decision analysis and meta-analysis. The course will generally take on two formats: 1) a lecture/discussion format where epidemiologic principles and methods will be discussed, and 2) in-class group activities using case-based problems.

Economic Evaluation in Health Care: This course focuses on economic evaluation – also known as pharmaco-economics and cost-effectiveness analysis. More specifically, the research methods (the "how") and the use (the "why") of economic evaluations are explored. After this course the student will be able to: a) appraise the validity of published economic evaluations, b) explain the role and limitations of these studies in allocating resources via formularies and other means, and c) explain how these studies improve the quality of care. The course is discussion-oriented. Activities include: writing critical appraisals of published economic evaluations, conducting literature reviews, and simulating decisions related to formularies or practice guidelines.

Program Evaluation: This course will focus on the mechanisms that can be used to evaluate programs implemented in various health care settings. Topics to be covered include identifying the need of an intervention, program design, patient outcomes and other assessment tools. Students will be asked to design a program as well as develop the way in which they would evaluate it in the hopes they will be able to take this program to their future pharmacy practice settings to implement.

174. APPLIED SOCIAL-BEHAVIORAL SCIENCES IN PHARMACEUTICAL CARE 3 hrs.
These courses follow earlier coursework in the substantive and quantitative areas. The courses are structured at higher cognitive levels with smaller class sizes, discussion groups, case studies and peer evaluation. Emphasis is on the application of earlier knowledge to real-world events. Students are involved with analyzing problems that may occur in practice management or clinical practice; evaluating the effect of people, societal or system factors on health care; evaluating the effect of policies and programs on health care; the application of CQI principles in managing quality and cost; the discussion and application of strategies used in managed care for populations; and the application of public health or preventive care concepts to pharmacy practice. Prereq.: PHAR 171 or permission of instructor.

Psychosocial Aspects of Chronic Illness: This course will focus on the experiences of chronically ill patients and their significant others. Course objectives/goals are to: 1) identify and describe issues faced by the chronically ill and their families, 2) understand and recognize how chronically ill patients are different from acutely ill patients and how these differences may impact treatment decisions, 3) understand and recognize how chronically ill patients may experience illness differently based upon their life stage, ethnicity, and gender, and 4) understand and recognize how health care practitioners can affect their patients' outcomes. Topics will include health behavior concepts, caregiving/caregiver issues, demographic issues, death/dying/bereavement, and alternative health care. Course format is primarily discussion.

Applied Pharmacy Management: This course deals with the basic concepts of managing a pharmacy. The course will cover basic skills in accounting, marketing, and management that will help you interpret your pharmacy's financial statements, third party contracts, and run a pharmacy. As part of the course, you will be making decisions and running your own, computer-generated pharmacy.

Pharmacy in Managed Care: Managed care will be the dominant health care delivery system in the U.S. in the decades ahead. The overall purpose of this course is to enable the student to practice successfully in this environment. While we briefly review the concepts of managed care (the first four outcomes below), the class focuses primarily on developing and defending solutions to specific issues or problems facing managed care organizations (the last two outcomes). The outcomes of this course are to enable the student to: 1. define and explain managed care, and use its terminology; 2. describe the financial incentives and administrative tools available to manage health care (and the drug use process) for groups; 3. apply the concept of quality structure, process, outcomes to managed care organizations; 4. apply the concept of efficiency ? allocating limited resources to achieve maximum output to managed care organizations; 5. integrate caring into managed care; 6. develop and defend a business plan of a pharmacist service to present to a managed care organization; 7. develop and defend a proposal to alter the utilization of a class of drugs.

Chronic Disease Epidemiology: Students will address the epidemiology, prevention and control of chronic disease. Chronic diseases (e.g. cardiovascular disease, cancer, diabetes) and their antecedents (e.g. hypertension, hypercholesterolemia, tobacco use), will be discussed. Emphasis will be placed on primary and secondary prevention. In addition, students will evaluate drug-disease relationships (usually chronic disease) that result in adverse or beneficial effects in populations. Discussion will include fairly simple relationships (e.g. NSAIDs and PUD), to more complex (e.g. estrogens and cardiovascular benefit vs. cancer risk vs. osteoporosis benefit vs. potential cognitive function benefit). Emphasis will be placed on the ability of the student to estimate or predict risk or benefit in populations.

177. INTEGRATED PHARMACY PRACTICE EXPERIENCE 5 *1 hr.*

Students will be expected to demonstrate rudimentary integration of previously learned knowledge and skills in order to evaluate a patient case, develop a pharmaceutical care plan, and monitor that plan for effectiveness. Students are asked to identify a patient and follow that patient longitudinally over the course of the semester. Activities include an initial patient interview, subsequent evaluation of the case and development of a pharmaceutical care plan, implementation of the care plan which may require communication with primary care providers, and two follow-up visits over the course of the semester to monitor the results of the plan and implementation of further plans if necessary. Prereq: DP3 standing, Coreq.: PHAR 190.

178. INTEGRATED PHARMACY PRACTICE EXPERIENCE 6 *1 hr.*

Students continue to follow the patient identified in IPPE5. If all drug therapy problems are resolved, a new patient must be identified and similar activities completed as outlined under IPPE5. In addition, students will examine the various roles that pharmacists and others have in the practice setting and reflect on how pharmacists and others may be most effectively deployed in the pharmacy so as to create an environment in which the pharmacist has the time to use his/her patient care skills to their best effect. Prereq: DP3 standing, Coreq.: PHAR 192.

180. PATIENT COUNSELING AND EDUCATION PRACTICUM *2 hrs.*

This practicum increases students' awareness of, self-confidence in, and proficiency in patient counseling skills. Students develop the ability to communicate necessary information regarding a patient's therapy to achieve optimal outcomes. Prereq.: DP3 standing

181. PHYSICAL ASSESSMENT PRACTICUM *2 hrs.*

Patient assessment is a core skill of all health care professionals. A pharmacist needs this common foundation of knowledge and skills in patient assessment to perform their responsibilities as well as to collaborate with other health care professionals. These skills include the ability to: communicate effectively with patients and healthcare professionals; complete an appropriate patient history; perform a physical assessment determined by the history; and document findings. These skills will then assist the pharmacist in making professional judgments on the need for patient counseling on health prevention or maintenance, self-

treatment, or the need for a referral to a primary care provider. During this course, the student will be instructed in successful interviewing to obtain a complete and problem-focused patient history, physical examination skills and techniques, and appropriate documentation of assessments. The laboratory practicum sessions will provide the student an opportunity to perfect these skills and to enhance critical thinking. Prereq.: DP3 standing.

188. PHARMACY SCIENCE SEMINAR *1 hr.*
Advanced discussions of topics pertaining to the pharmaceutical sciences. Prereq: Junior and senior students enrolled in the BSPS degree program.

189. PHARMACY SCIENCE SEMINAR *1 hr.*
Advanced discussions of topics pertaining to the pharmaceutical sciences. Prereq: Junior and senior students enrolled in the BSPS degree program.

190. THERAPEUTICS I *6 hrs.*
This course uses case-based and problem-based learning strategies to enable students to manage the drug therapy of individual patients in order to achieve improved clinical outcomes and quality of life. Integration and application of pharmacologic, pharmaceutical, pharmacokinetic, pathophysiologic and social administrative principles are required in class-based and group-based discussions that enable students to practice higher problem-based learning skills as applied to the individual patient. Prereq.: DP3 standing.

192. THERAPEUTICS II *6 hrs.*
Continuation of PHAR 190. Prereq.: DP3 standing

196. SENIOR RESEARCH *3 hrs.*
Supervised undergraduate research in the pharmaceutical sciences. Prereq.: Senior students enrolled in the BSPS degree program.

285. EXPERIENTIAL ROTATIONS *18 hrs.*
Prereq: All pre-pharmacy and pharmacy course work.

Public Administration (PADM)

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

230. INDEPENDENT STUDY *Arr.*
Advanced individual study or research under the supervision of the faculty.

240. PUBLIC BUDGETING AND FINANCIAL MANAGEMENT *3 hrs.*

An investigation of (1) financial institutions and practices, including budgeting public funds and the political constraints on their operation; (2) revenue sources, including taxation, charges and fees, and intergovernmental financial transactions; (3) financial management techniques such as the administration of government debt, idle cash, risk management, purchasing and inventory management. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

261. HEALTH CARE POLICY *3 hrs.*

Examination of the roles played by government in the development of the health care system in the United States using policy analysis. Focus on the interaction between public policymakers and health care providers in the public, private and nonprofit sectors. Policies for study include Medicaid, Medicare, National Health Insurance and health planning. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

262. HEALTH CARE REGULATION *3 hrs.*

This course focuses on the regulatory processes and administrative agencies that have an impact on the quality, cost and equity of health care services. Interactions among regulatory agencies, health care delivery systems and health care administrators are examined. Economic implications of health care regulations are explored within the political, institutional and legal environments of health care regulation. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

- 263. HEALTH CARE ADMINISTRATION** 3 hrs.
This course provides a conceptual, empirical and problem solving framework for dealing with the administration and management of a variety of health care delivery systems. It emphasizes actual management problem-solving skills as well as develops, implements and evaluates organizational and management goals. Emphasis is on understanding the functioning of hospital and health care organizations. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
- 280. MANAGING ACROSS SECTOR BOUNDARIES** 3 hrs.
It is now commonly accepted that those elements that once distinguished the public, nonprofit and private sectors have become increasingly blurred. This course examines the resources, processes, techniques and organizational designs associated with conducting the people's business in public and nonprofit organizations and it is based on the learning experiences from the previous course work. The utilization of internal and external resources is a dynamic one and is central to effective management in third millennium. Managers are presented with a number of real-life cases, problems, and vignettes and are expected to work as a team in resulting complex administrative and policy problems. Prereq: Completion of 18 credit hours in the MPA or the MBA program and consent of director, Graduate Programs, College of Business and Public Administration.
- 281. PROGRAM PERFORMANCE, EVALUATION AND MANAGEMENT** 3 hrs.
Performance monitoring and evaluation are core activities of contemporary program management in nonprofit and public organizations. This course will develop the skills necessary to understand and construct performance monitoring systems and evaluation strategies in the public and nonprofit sectors. The course will focus on four evaluation approaches and applications including need assessment, performance monitoring, impact evaluation and cost analysis. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
- 282. COMPARATIVE MANAGEMENT AND POLICY ANALYSIS IN A GLOBAL CONTEXT** 3 hrs.
An explanation of basic bureaucratic and administrative theory augmented by the literature of reinvention, reengineering and entrepreneurialism. The course is predicated on the thesis that the public and nonprofit sectors can be transformed from traditional organizations that are accountable and budget driven systems to those that are performance driven based, delayed and customer and results driven. Additionally, the course is complemented by focusing on the issues of public policy and management set within a global context where cultural and inter-cultural differences are well documented and heterogeneity and diversity are becoming common themes. Although the distinctive theme of the course will remain intact, the policy and administrative areas delineated for study and examination will vary from course to course. For instance, it might deal with sustainability, technology, reinvention for the nonprofit sector, and multiculturalism; or, crime and corrections, health care delivery systems, zero-emission production, and ecology and environment. This course requires a two-week foreign travel experience. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
- 283. EXTERNAL RESOURCE DEVELOPMENT** 3 hrs.
Nonprofit organizations have become an increasing important and essential component of the social fabric that holds together civil society. Funding for these organizations is secured through programming that raises funds through donations and grants from private individuals, government, and for-profit organizations. The course considers effective methods in which external resources can be secured. Emphasized is a mission based, long-term, strategically planned resource development model. Additionally, the course covers tax-exempt laws for nonprofits, ethical concerns associated with cause-related marketing and research, resource management and allocation techniques, financial reporting, and leadership issues. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
- 284. ENVIRONMENTAL POLICY AND MANAGEMENT** 3 hrs.
Examination of substantive issues in environmental policy such as air pollution, water pollution, land-use issues and waste management. Each area surveys relevant legislation, political discourse and actual implementation strategies. In addition, deficiencies in environmental policy planning are addressed from institutional, political, economic and ideological perspectives. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
- 285. MANAGEMENT OF COMMUNITY AND ECONOMIC DEVELOPMENT** 3 hrs.
Examination of the policies and techniques employed by all levels of government and private development organizations in planning and stimulating economic growth and change. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
- 286. STATE GOVERNMENT ADMINISTRATION** 3 hrs.
State government represents a source of new energy in the daily engagement between the public and government. Today, states often take the lead in public policy areas such as education, civil rights, crime, welfare, environment, healthcare, and reform. However, while expectations of state government remain high, many citizens are growing increasingly skeptical of the role of government, holding it accountable for many of the problems in society. This course will examine the condition of state and local government by examining the foundations, functions and trends related to state government, and assessing the ever-evolving relationship between government and the public. Special emphasis is placed on Iowa state and local government. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
- 287. CONTEMPORARY WORKPLACE/WORKFORCE ISSUES** 3 hrs.
This course analyzes major workplace/force issues in a contemporary organization, which include mental illness, drug abuse, violence, alcoholism and diversity. Other topics will be discussed based on the changing nature of technology, work, demographics, and design of organizations. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
- 288. HUMAN RESOURCE MANAGEMENT APPLICATIONS** 3 hrs.
This course uses the case study methodology and other experientially based exercises to examine and analyze selected current issues in human resources management, such as organizational downsizing, cultural diversity, career development, training, reduction-in-force, cutback management, employee turnover and discharge, smoking in the workplace, telecommuting, employee leases, AIDS in the workplace, workplace homicide, daycare and elder care issues and other topics of enduring or contemporary concern to human resources management personnel. Course participants are given ample opportunity to make case presentations and become fully involved in the analysis and decision-making processes associated with the management cases. Extensive emphasis is placed on using the resources of the group. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
- 289. URBAN GOVERNMENT AND ADMINISTRATION** 3 hrs.
A critical examination of the politics and management of contemporary American grassroots government including cities, counties and special districts and authorities. The main focus of the course is on the transformation of cities and their policy and administrative challenges. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.
- 293. GRADUATE FIELD WORK** 3 hrs.
Intended to provide the integration of formal coursework with actual administrative work experience. Students in the M.P.A. program are placed in a variety of governmental agencies and nonprofit organizations to work in an administrative capacity for a minimum of one full semester on a full-time basis or the equivalent on a part-time basis. Periodic seminars are held to discuss work experiences, examine the effectiveness of the program and develop a project paper. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

298. SPECIAL TOPICS IN PUBLIC ADMINISTRATION *Arr.*
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

Quantitative Methods (QUAN)

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

230. INDEPENDENT STUDY *Arr.*
Advanced individual study or research under faculty supervision.

270. QUANTITATIVE ANALYTICAL METHODS *3 hrs.*
Examines the quantitative side of the management decision making process. Discussion of commonly used mathematical techniques with a view to problem formulation and the critical interpretation of quantitative analyses. Methodologies covered include optimization, sensitivity analysis, simulation, forecasting, and decision analysis. The course makes extensive use of spreadsheets. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

298. CURRENT ISSUES IN QUANTITATIVE METHODS *3 hrs.*
Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

Rehabilitation (REHA)

SCHOOL OF EDUCATION

See Counseling.

Special Education (SPED)

SCHOOL OF EDUCATION

199. SELECTED TOPICS IN SPECIAL EDUCATION *1-3 hrs.*
Special courses, workshops and seminars on selected timely topics.

220. INTRODUCTION TO SPECIAL EDUCATION *3 hrs.*
This course introduces the learner to the identification and education of exceptional individuals. The course is designed specifically for two types of students. First, it is designed for all teachers because current practices in education are inclusive, and all teachers will have students with mild disabilities and gifted students in their classrooms. Second, it is designed for non-education majors as an introduction to special education and its practice, and to provide a framework for the general impact of disabilities on learning and life. The course content includes an overview of the various exceptionalities, strategies for modifying curriculum and instructional methods in order to accommodate exceptional students, and general issues pertinent to special education and/or life skills for exceptional individuals. services are described and illustrated.

221. SUPERVISION OF INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS *3 hrs.*
Special education consultants supervise individual cases in cooperation with the multidisciplinary team. This course, then, is designed to provide you with a philosophical base and a pragmatic approach to your roles in a dynamic, collaborative, individualized educational environment. It presents the skills needed to become the key leaders in establishing and maintaining a collaborative educational environment which focuses on the student and his or her supporting team members.

222. CHARACTERISTICS OF STUDENTS WITH MILD/MODERATE DISABILITIES *3 hrs.*
This course is an introduction to the strengths and needs of students with mild and moderate disabilities in relation to the levels of instructional support required. The focus will be on the developmental, cognitive, language, perceptual, social, academic, and behavioral characteristics of students with mild and moderate disabilities. Etiology, classification, and legal concerns will be discussed as they relate to the learning process.

223. LEARNING ENVIRONMENTS AND SOCIAL INTERACTIONS *3 hrs.*

This course is designed for special and regular educators, and other professionals who have need of knowledge and experience in accommodating classroom learning environments for at-risk and special needs students. Readings and practical classroom experience in adapting curricular, instructional and socio-emotional environments will be addressed. Individualized Educational Programs (IEPs), and successful integration practices for students into regular classroom environments will be discussed.

224. DIFFERENTIATED INSTRUCTION IN THE CONTENT AREAS *3 hrs.*

This course focuses on strategies for promoting academic success in the general education curriculum for students with special needs. The selection and adaptation of curricular models and materials in reading/language arts, mathematics, science and social studies will be studied. The role and types of assistive technology used to augment the learning process will be discussed.

225. INTRODUCTION TO BEHAVIORAL DISORDERS AND LEARNING DISABILITIES *3 hrs.*

This course focuses on the characteristics of those students who may be described as students with emotional or behavioral disorders and/or learning disabilities. A variety of perspectives will be examined including the students themselves, their families, educators and other individuals providing meaningful interventions. The course also addresses the role that communities play in meeting the needs of these students and their families. Current federal legislation and initiatives impacting these populations will also be addressed.

226. EVIDENCE-BASED INTERVENTIONS FOR STUDENTS WITH LEARNING DISABILITIES AND/OR BEHAVIORAL DISORDERS *3 hrs.*

This course emphasizes those interventions that have been demonstrated by replicated research findings to lead to behavioral and learning growth for students who are described as having moderate to severe learning disabilities and/or behavioral disorders. This includes interventions that are school and classroom specific as well as more broad based interventions that involve school personnel as well as other community, family or social service programs and services. Content will also include the intervention models within various systems such as mental health and juvenile justice settings that have been demonstrated as effective in serving these youth.

227. PRACTICUM IN SPECIAL EDUCATION MILD AND MODERATE DISABILITIES (K-6) *3 hrs.*

This practicum consists of supervised teaching experiences for students in programs serving students with mild and moderate disabilities. Professional growth and self-assessment of teaching/learning practices are two major goals.

228. PRACTICUM IN SPECIAL EDUCATION MILD AND MODERATE DISABILITIES (7-12) *3 hrs.*

This practicum consists of supervised teaching experiences for students in programs serving students with mild and moderate disabilities. Professional growth and self-assessment of teaching/learning practices are two major goals.

229. PRACTICUM IN BEHAVIORAL DISORDERS AND/OR LEARNING DISABILITIES *3 hrs.*

This practicum consists of supervised teaching experiences for students in programs serving students with learning disabilities and/or behavioral disorders. Professional growth and self-assessment of teaching/learning practices are two major goals.

230. INDEPENDENT STUDY *1-3 hrs.*
See General Academic Requirements section.

231. INTRODUCTION TO AMERICAN SIGN LANGUAGE *3 hrs.*
This course is a study of the basic skills and knowledge of American Sign Language (ASL) in the context of communication systems for students with hearing impairments. Sign vocabulary acquisition and development of expressive and receptive skills are stressed. Educational implications of signing are examined. This class is for students with minimal or no sign skills.

232. INTERMEDIATE AMERICAN SIGN LANGUAGE *3 hrs.*
This course is a study of the skills and knowledge of American

Sign Language (ASL) at the intermediate level. Sign vocabulary acquisition and development of expressive and receptive skills are stressed. Educational implications of signing are examined in the context of communication systems for students with hearing impairments. Prereq.: SPED231 or the equivalent.

251. ASSESSMENT, DIAGNOSIS AND EVALUATION 3 hrs.
This course emphasizes the foundations used in applying assessment information for decision-making purposes in schools. A variety of clinical and standardized strategies will be discussed. This course will address the application of assessment results to individualized program development and management, and the relationship among assessment, determination of supports needed for students and, when appropriate, placement decisions. This course will also address legal provisions, regulations and guidelines regarding unbiased assessment and the use of psychometric instruments and instructional assessment measures with individuals with disabilities. The practice of functional behavioral assessment with individuals who have significant behavioral and/or learning disabilities will also be emphasized.

252. CHARACTERISTICS AND ASSESSMENT OF YOUNG CHILDREN WITH DIVERSE NEEDS 3 hrs.
Normal and atypical patterns and sequences of development in infants and toddlers in the motor, visual, auditory, behavioral, cognitive, language, emotional, and social domains are reviewed. The etiologies of developmental delays are discussed with reference to their implications for early identification, interventions and service delivery models. The course includes techniques used with children ages 0-8 who are both medically fragile and have multiple disabilities.

253. APPLIED BEHAVIOR ANALYSIS AND POSITIVE BEHAVIOR SUPPORT 3 hrs.
This course examines the principles and procedures from the fields of applied behavior analysis and positive behavior support. Observational methods, single-subject designs, and behavior promotion, reduction, generalization strategies are reviewed in relation to the strengths and needs of students with disabilities. Using the positive behavior support framework, this course emphasizes understanding behavior and its context through a functional behavioral analysis and designing hypothesis-based interventions in an effective and ethically responsive manner.

258. PRACTICUM IN EARLY CHILDHOOD EDUCATION 3 hrs.
The purpose of this practicum is for students to demonstrate mastery of the applied competencies in the unified early childhood program, focusing on interdisciplinary, inclusionary, and family-centered practices.

272. SCHOOLS, FAMILIES, COMMUNITIES AND DISABILITIES 3 hrs.
This course focuses on ways to assist educators to work effectively and respectfully with families in the educational and community settings. The course will include a discussion of family structures, composition, styles, and strategies for improving communication with all families, school personnel, and with community service providers. The course will explore loss, grief, and grieving as it relates to parents of children with disabilities. The course will examine the Individuals with Disabilities Education Act (IDEA) and Section 504 as they relate to parent participation. The course will present components of the community based system of care model and other resources.

274. CAREER AND VOCATIONAL ASSESSMENT AND GUIDANCE 1 hr.
This course provides participants with an awareness of the various types of student-level assessment instruments and processes in career/vocational education and their use in career decision making, program delivery and planning for transition into work, independent living and post-high school training. Participants learn to describe the purpose and benefits of career/vocational assessment and the use of assessment results in formulating career/vocational and transition goals for use in individualized planning.

275. CAREER, VOCATIONAL, AND TRANSITIONAL PLANNING 1 hr.
This course will present past relevant and current information used in developing, monitoring, and assessing career education options for children and adults with disabilities. Curriculum, training methods, community resources and instructional resources

will be reviewed. Participants will be able to identify key concepts, objectives, and resources for use in taking a leadership and instructional role in developing elementary and secondary career education programs with an emphasis on creating maximum opportunities for student decision-making and full participation in the community.

276. COORDINATION OF COOPERATIVE OCCUPATIONAL PROGRAMS 2 hrs.
Students will identify how to implement cooperative education as a method of instruction in vocational education and special education. Seventeen areas of development will be explored to develop a working knowledge of how to administer cooperative work experience programs including persons with disabilities and disadvantaged backgrounds. Primary areas of study include how to implement training agreements and plans, develop liaison relationships with the community, evaluate work sites and student performance, provide relevant classroom instruction, involve parents and guardians, and counsel students for job application and work performance. Federal and state employment laws and other primary resources to assist in the coordination process will be identified and utilized.

278. CONSULTATION AND INSERVICE TRAINING SKILLS IN SUPPORT OF SPECIAL EDUCATION STUDENTS 3 hrs.
This course examines special education concepts and values and applies these to plans for consultation and collaboration within particular settings. Students examine structure and process of service within school settings and determine goals for school or system development. Plans for consultation, collaboration, and/or inservice training are developed, using appropriate models that focus upon student-selected goals.

291. PROFESSIONAL SEMINAR 1 hr.
This seminar will provide a synthesis of content from earlier special education coursework as applied to the major legal/policy and ethical dimensions crossing special education. A strong emphasis within this seminar will be on the philosophical, historical, and legal foundations of special education and professionalism and ethical practices.

Statistics (STAT)

COLLEGE OF BUSINESS AND PUBLIC ADMINISTRATION

212. STATISTICAL ANALYSIS FOR MANAGERS 3 hrs.
This course is designed to enable students to develop the ability to identify and formulate problems where statistics can help, to apply statistics with direction in practical situations and to become skeptical assessor of data and critical readers of business reports. Topics include presentation of data using tables, graphs and charts; inference from experiments and surveys; and development of models (mostly regression and ANOVA) from conceptualization through comparison, evaluation and communication. Statistical techniques include descriptive statistics, determining binomial and normal probabilities, confidence intervals, hypothesis tests, correlation and regression, ANOVA, chi-square analysis, and quality control. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

230. INDEPENDENT STUDY Arr.
Advanced individual study or research under faculty supervision.

272. TOOLS FOR A CONTINUOUS QUALITY IMPROVEMENT ORGANIZATION 3 hrs.
This course emphasizes the philosophy of continuous quality improvement and the statistical methods by which improvement can be measured. Topics include philosophies of Deming, Juran, and Crosby; the seven tools of statistical process control; the seven management and planning tools; design of experiments (factorial and fractional factorial designs); innovation and paradigm shifts; quality function deployment; teamwork; benchmarking; re-engineering; and personal continuous quality improvement. Prereq.: Completion of six hours of graduate coursework or consent of director, Graduate Programs, College of Business and Public Administration.

298. CURRENT ISSUES IN STATISTICS *3 hrs.*
 Special topics seminar. Topics vary. Prereq.: Consent of director, Graduate Programs, College of Business and Public Administration.

Teaching and Learning (EDUC)

SCHOOL OF EDUCATION

199. SELECTED TOPICS IN TEACHING AND LEARNING *1-3 hrs.*
 Special courses, workshops, seminars and educational trips on selected timely topics.

201. EDUCATION RESEARCH I *3 hrs.*
 This course promotes an inquiry orientation to becoming critical consumers of educational research and reflective decision makers. Upon completion, students will be able to identify, read, interpret, synthesize, and evaluate qualitative and quantitative research reports and recognize legitimate uses for that information. Topics covered in the course include approaches to inquiry, procedures used in qualitative and quantitative data collection and analysis, as well as critical analysis, synthesis, and evaluation of research reports.

202. EDUCATION RESEARCH II *3 hrs.*
 This course promotes an inquiry orientation to the design and analysis of educational research. Upon completion, students will be able to interpret, synthesize, and evaluate qualitative and quantitative research reports, recognize legitimate uses for that information and design subsequent studies to extend the inquiry. Topics covered in the course include approaches to inquiry, procedures used in qualitative and quantitative data collection and analysis, as well as critical analysis, synthesis, and evaluation of research reports. Prereq: EDUC 201 or equivalent.

203. FOUNDATIONS OF EDUCATION *3 hrs.*
 This course is part of the Pre-Professional block in the School of Education. Content components include history of education, structure of American education, educational philosophies, legal and ethical issues in teaching, basic learning theory, lesson planning, and use of technology applications. In addition, 60 hours (10 week period) of in-school teaching experience in Des Moines area schools are required. Students generally complete the admissions process to teacher education.

205. HUMAN DEVELOPMENT (Elementary and Early Childhood) *3 hrs.*
 Principles of human growth and development and their implications for curriculum, classroom teaching, understanding human behavior, developing wholesome personality and mental health.

206. HUMAN DEVELOPMENT (Secondary) *3 hrs.*
 Principles of human growth and development and their implications for curriculum classroom teaching; understanding human behavior and developing wholesome personality and mental health.

207. LEARNING AND ASSESSMENT *3 hrs.*
 This course examines research, theory and practice relevant to learning, teaching and assessment. Students acquire knowledge of theories of learning and how those interface in classrooms. Students also create products relevant to instruction and assessment.

208. EDUCATIONAL PSYCHOLOGY OF TEACHING AND LEARNING *4 hrs.*
 (4 hours, MAT/MST students only)
 This course emphasizes theories of intelligence and learning as they apply to PreK-12 students, including student cognitive and social development, and application to teaching, instructional planning and assessment, as it relates to diverse student populations. Satisfies the Iowa requirement for Human Development. Students explore current research and practices related to complex issues in the teaching and learning process, including, cognitive learning theory; social/emotional development; formulation of appropriate educational objectives; selection of instructional procedures based on the nature of the learning process and the effectiveness of various teaching methods; and the evaluation of

learning through classroom and standardized assessment. Students then apply this knowledge through decisions related to classroom climate, student motivation, and instructional cycle of planning, teaching, and assessment.

211. CURRICULUM HISTORICAL PERSPECTIVE AND DESIGN *3 hrs.*
 Theory and practice of a systems approach to the design, development and management of teaching and curriculum design. Prereq.: EDUC 276

214. CONTEMPORARY ISSUES IN EDUCATION *3 hrs.*
 Students will examine numerous trends, developments, and projections as they have and will impact instrumental theory and practice. Emphasis will be placed on the effects of these issues on the planning, development, and implementation of effective teaching models. Local, State, National, and International issues in education are presented in open forum.

216 & 217. MODELS AND ASSESSMENT OF EFFECTIVE TEACHING I & II *6 hrs.*
 In this two part course, contemporary models of instruction are surveyed, discussed and assessed. Staff and designated trainers present summaries of instructional programs such as Cooperative Learning, Mastery Teaching, Outcome Based Education, Simulation, and Concept Attainment. Emphasis is placed upon the development of a variety of teaching strategies, and individual student learning styles.

218. FIELD STUDY AND PROJECT *3 hrs.*
 Students will conduct a pre-planned action research project within the context of their classroom. Emphasis will be on strengthening behaviors which have been demonstrated through previous research to contribute to effective teaching. Outcome: Teachers will implement classroom changes according to an agreed upon plan.

219. TEACHER LEADERSHIP *3 hrs.*
 Investigates the many aspects of teacher leadership: behaviors that together define teacher leadership, teacher-leaders as change agents, curriculum designers, situational leaders, transformational leaders, and professional developers. Communication skills necessary for the practice of teacher leadership are refined and ways of connecting teacher-leaders outside the school are outlined. A teacher exhibition showcases the work of ETLT teachers as a culminating experience and authentic practice of teacher-leadership.

220. BALANCED ASSESSMENT *2 hrs.*
 Develop a broad spectrum of strategies to assess today's learners. This course explores using standardized tests, creating teacher-made tests, and implementing different methods of grading and reporting. Learn how to implement a wide variety of portfolios, design performance rubrics, create journals, use metacognitive strategies, and plan culminating events. Discover how to integrate the use of traditional testing methods with dynamic assessments and develop a balanced assessment plan appropriate to your classroom

221. DYNAMICS OF CURRICULUM DIRECTION AND CHANGE *3 hrs.*
 Study and use of strategies for the development and implementation of new curricular programs. Application of strategies to selected problems and cases.

223. PHYSICAL EDUCATION AND HEALTH IN THE ELEMENTARY SCHOOL *3 hrs.*
 Methods and materials for teaching elementary school physical education and health.

224. TEACHING OF LITERATURE OF CHILDHOOD AND YOUTH *3 hrs.*
 Designed to acquaint students with the world of children's and young adult literature and to explore the many roles it plays in the elementary and middle school classroom. Prereq.: EDUC 203 and admission to Teacher Education.)

225. TEACHING OF SCIENCE *3 hrs.*
 This course is part of the Professional block in the School of Education. It focuses on proven National Science Education Standards and methods for the effective teaching of science in the elementary grades. "Constructivist" learning theories are examined and applied through peer lesson planning and teaching. Drake students also develop science lessons and teach

them to elementary students in Des Moines area schools. Following reflection and enhancement, the lessons are then converted to web-based portfolios and shared with the teaching profession. (Prereq.: EDUC 203 and admission to Teacher Education)

226. TEACHING OF MATHEMATICS 3 hrs.
Study of research in the teaching of mathematics. Survey and evaluation of programs and new methods of teaching. Prereq.: EDUC 203 and admission to Teacher Education.

227. TEACHING OF LANGUAGE ARTS 3 hrs.
Designed to aid both preservice and in-service teachers in understanding the theory and methods associated with developing the language arts skills which enable students to most fully participate in the language community. Concurrent registration in EDUC 129/229 is recommended. Prereq.: EDUC 203 and admission to Teacher Education.

228. TEACHING OF SOCIAL STUDIES 3 hrs.
Strategies, methods, and materials for effective social studies instruction in the elementary school. Prereq.: EDUC 203 and admission to Teacher Education.)

229. TEACHING OF LITERACY 3 hrs.
Designed to aid both preservice and in-service teachers in the development of their knowledge of current theory and practice in the teaching of reading. The course focuses on facilitating the positive development of reading proficiency and interest on the part of the K-6 student. Concurrent registration in EDUC 127/227 is recommended. (Prereq.: EDUC 203 and admission to Teacher Education.)

230. INDEPENDENT STUDY 1-3 hrs.
See general academic requirements section.

231. TOPICS IN MIDDLE SCHOOL GROWTH AND DEVELOPMENT 3 hrs.
Physical, cognitive, social, and emotional growth, development and special needs of young adolescents (aged 10-15). Special attention will be devoted to topics that affect middle school students, including identity and moral development, self-concept and self-esteem, motivation and achievement, substance abuse and eating disorders, and teen pregnancy.

232. METHODS OF TEACHING IN SECONDARY SCHOOLS 3-4 hrs.
Methods, techniques and materials for instruction in English, business, social studies, mathematics and science in secondary schools. (Prerequisite: EDUC 203 and admission to Teacher Education.)

234. MIDDLE SCHOOL CURRICULUM AND METHODS 3 hrs.
A repertoire of teaching strategies and organization that addresses developmentally appropriate teaching and learning for middle school students. Curriculum issues cover a wide spectrum, from individualizing instruction to fully-integrated curriculum designs and their implementation. Current research topics include design and structure of the middle school, interclass social structures. Prereq.: Admission to a Teacher Education program.

236. METHODS OF SECONDARY SCIENCE TEACHING 3 hrs.
This class focuses upon teaching methods as well as the nature of science. It is designed for the pre-service science teacher as well as other science majors with the possibility of working in academic and general laboratories. Activities/topics include: science philosophy paper, analysis of teaching through video and audio tape, creation and implementation of lesson plans aligned with the National Science Education Standards, constructivist teaching practices, inquiry in the science classroom and activities/discussion about potentially controversial science topics in the public education area. Coreq.: EDUC 274.

240. SPEECH AND THE CLASSROOM TEACHER 3 hrs.
This course offers educators at all levels an overview of speech communication skills that specifically address areas vital to effective teaching and learning--clear and confident presentation skills, listening skills, large group and small group discussion techniques, conflict resolution strategies, and the creative aspects of using text through oral interpretation. Particular attention will be paid to the power of voice and ability of education to help students find and use all aspects of their voices in a positive, proactive manner.

242. READING AT THE SECONDARY LEVEL AND INTERDISCIPLINARY CURRICULUM DESIGN 2 hrs.
(2 hours, all students UG/Grad, seeking secondary education licensure)

This course explores effective strategies to enhance students' understanding of narrative and expository text. It also includes interdisciplinary planning and curriculum design for middle and high school teachers within thematic units.

252. CURRICULUM FOR EARLY CHILDHOOD 3 hrs.
This course describes the theoretic and philosophic foundations of early childhood curricula and examines program methods and pedagogy which lead to the development and design of curricula appropriate for young children, birth through age eight. Prereq.: admission to Teacher Education.

253. TEACHING METHODS FOR EARLY CHILDHOOD 3 hrs.
This course presents teaching strategies, materials, and methodology for designing developmentally appropriate programs for children from birth through age eight.

254. WORKING WITH FAMILIES OF YOUNG CHILDREN 3 hrs.
Focus on an understanding of parent-child relationships and staff-parent interactions. Ways to develop and enhance an appreciation of different cultures, styles, and family structures will be discussed. Effective communication with family members and parent to parent models of support and education will be emphasized. Resources available to families of young children with and without disabilities will be examined within a family-centered framework. Prereq.: admission to Teacher Education.)

255. LANGUAGE AND LITERACY 3 hrs.
This course provides an in-depth examination of the oral and written language acquisition among young children with implications for literacy practices. The course involves a case study. Prereq: Admission to Teacher Education.

259. PRACTICUM IN EARLY CHILDHOOD EDUCATION 5 hrs.
Supervised experiences in early childhood education settings. Prereq.: Admission to Student Teaching.

261. TECHNOLOGY INTEGRATION IN THE CLASSROOM 2 hrs.
Technology Integration in the Classroom, explores the use of instructional technology within K-12 education, including research on effective use of technology in the teaching and learning process, and location and evaluation of grade- and content-specific resources. Hands-on experience in multimedia technology is provided through the laboratory component of the course. Students will gain experience with (1) personal and professional use of technology, (2) production of multimedia and online materials, and (3) recognition of the role of technology in student learning and future success.

264. CRITICAL PERSPECTIVES ON RACE, ETHNICITY, AND GENDER 3 hrs.
An historical, social, and cultural analysis of the interrelationships among racial, ethnic, class, and gender experiences, in conjunction with an examination of the individual, institutional and social constructs of prejudice, discrimination, and stereotyping. The course will, through its comparative approach, aim to increase understanding of race, ethnic, and gender identity, and sensitize students to the subjective experience of marginalized groups. Case studies will augment the course content for direct application to the development of instructional programs. There will be an emphasis on African Americans, Latinos, Native Americans, Asian Americans, gender, sexual orientation, class structure, and the disabled. A 10-hour service-learning component in a social service organization is required. This course meets the diversity standards for teachers as outlined by the Iowa Department of Education.

265. INSTRUCTION AND MANAGEMENT IN THE ELEMENTARY GRADES 1 hr.
Elementary school curriculum development and organization, instructional planning, and classroom management. (To be taken concurrently with EDUC 266)

266. STUDENT TEACHING PRACTICUM, ELEMENTARY 5-11 hrs.
Supervised teaching experience for students in graduate programs. (To be taken concurrently with EDUC 265)
267. INSTRUCTION AND MANAGEMENT IN THE SECONDARY GRADES 1 hr.
Secondary school curriculum development and organization, instructional planning, and classroom management. (To be taken concurrently with EDUC 268)
268. STUDENT TEACHING PRACTICUM, SECONDARY 5-11 hrs.
Supervised teaching experience for students in graduate programs. (To be taken concurrently with EDUC 267).
270. READING IN THE CONTENT AREA 3 hrs.
Designed to explore how teachers can assist students to most productively work with content area reading materials and encourage positive attitudes toward reading, writing, speaking, listening and critical thinking in the content area.
272. ISSUES AND RESEARCH IN EARLY CHILDHOOD SEMINAR 3 hrs.
This course provides students an opportunity to identify critical issues pertaining to early childhood programs and to investigate these issues in empirical studies. Students will read, discuss and critique the seminal studies of the past on young children. Students will complete one extensive literature review and make recommendations pertaining to the pertinent topics of early childhood education.
273. PRACTICUM IN EARLY CHILDHOOD AND READING 3 hrs.
Supervised practicum dealing with early childhood and reading.
274. SAFETY IN ACADEMIC SCIENCE LABS 2-3 hrs.
A technology rich, pragmatic safety course designed to assist current and prospective science and education professionals to address four essentials. The legal section of the course examines applicable laws, codes, and professional standards. The safety management component focuses on performing safety audits and initiating appropriate corrections. The chemical management section addresses chemical labeling, hazard assessment, storage, and disposal. The safety components of the National Science Education Standards are also included.
275. LITERACY ASSESSMENT AND INSTRUCTION I 3 hrs.
This course provides opportunities for an in-depth understanding of disabled readers. Students will explore how to develop, implement, and evaluate the instructional strategies used in teaching reading to a child. It involves an extensive tutoring component with struggling readers of elementary age. Students will be assigned to specific children brought to our class each evening for the semester. In addition, readings, demonstrations, and discussions of appropriate and effective instruction with opportunities for reflective evaluation will also be provided.
276. PRINCIPLES OF PROGRAM/CURRICULUM DEVELOPMENT 3 hrs.
Study of the basic principles necessary for developing, implementing or modifying program curricula in any educational setting.
278. LITERACY ASSESSMENT AND INSTRUCTION II 3 hrs.
This course provides opportunities for an in-depth understanding of disabled readers. Students will explore how to develop, implement, and evaluate the instructional strategies used in teaching reading to a child. It involves an extensive tutoring component with struggling readers of elementary age. Students will be assigned to specific children brought to our class each evening for the semester. In addition, readings, demonstrations, and discussions of appropriate and effective instruction with opportunities for reflective evaluation will also be provided.
280. ELECTRONIC TOOLBOX FOR EDUCATORS 3 hrs.
Explores the electronic world of multimedia and hypermedia, emphasizing technology skill building, the integration of technology into teaching, methods of electronic communication, and generation of original materials for classroom use. Students develop a multimedia product for teaching presentations and a hypermedia 3-level World Wide Web site that has professional utility.
282. TEACHING AND LEARNING WITH HYPERMEDIA 3 hrs.
HTML, building and maintaining Web pages, distance learning as a teaching/learning tool, distance publication, reexamining teaching paradigms.
285. PLANNING AND MANAGING TECHNOLOGICAL CHANGE 3 hrs.
Troubleshooting, networks for educational uses, funding and budgeting for technology, dealing with the dynamic nature of technological development.
286. ADVANCED PRODUCTION AND DISSEMINATION 3 hrs.
Advanced multimedia production, CD-ROM production, digitizing sound and video, distance conferencing.
294. HUMAN DEVELOPMENT AND LEARNING 3 hrs.
Theory and principles of human development in childhood and adolescence, including individual differences and exceptionality and of research-based learning theory, motivation, cognitive, affective and psychomotor growth.
295. ADVANCED SPECIAL TOPICS IN CURRICULUM 3 hrs.
This course involves extensive work by the student with a cooperating faculty member. A pre-arranged plan of the project or work must be completed and be reviewed and approved by the student's advisor. This work may involve extensive on-going research/writing by the student with a faculty member on a research project or in topic inquiry area. This work might involve an integrated essay, a multi-media project, an action/applied research project, and/or an ethnographic reflection.
298. RESEARCH SEMINAR AND PROJECT. 3 hrs.
Study and application of research related to teaching methods, selection and adaptation of content and other pedagogical concerns.
299. THESIS 3 hrs.