

LINDENWOOD

LINDENWOOD UNIVERSITY

ST. CHARLES, MISSOURI

Addendum to the 2014/2015 Graduate Catalog

Published September 2014

Revisions to pages 4-5 are indicated in red below:

Graduate 5-Term Academic Calendar

Fall I 2014

International student move in	August 1 & 4
International student orientation	August 5-8
Classes begin	August 11
Faculty workshops	August 18-22
Last day to withdraw with “W”	August 22
Labor Day holiday—no classes held	September 1
Last day to choose audit	September 2
First day to request room change for fall 2014 term	September 8
Last day to withdraw with “WP”/“WF”	September 19
Final exams	October 6-11
Last day to make up Incomplete grades from summer 2014	October 11
Fall I term ends	October 11
Final grades due from faculty, 5:00 p.m.	October 13

Fall II 2014

International student move in	October 3 & 6
International student orientation	October 7-10
Classes begin	October 13
Last day to withdraw with “W”	October 24
Last day to choose audit	November 5
Last day to request a room change for spring 2015 term	November 13
Last day to withdraw with “WP”/“WF”	November 19
Thanksgiving holiday—no classes held	November 27- 30
Commencement ceremony, 2:00 p.m.	December 7
Final exams	December 8-13
Last day to make up Incomplete grades from Fall I 2014	December 13
Fall II term ends	December 13
Final grades due from faculty, 5:00 p.m.	December 15
Deadline to apply for March/May/June graduation	December 30

Spring I 2015

New year’s day observed—no classes held	January 1
International student move in	January 2 & 5
International student orientation	January 6-9
Classes begin	January 12
Last day to withdraw with “W”	January 23
Registration to “keep same room” for fall via student portal	February 1 - 28
Last day to choose audit	February 2
Last day to withdraw with “WP”/“WF”	February 13
Deadline to apply for August graduation	February 27
Final exams	March 9-14
Last day to make up Incomplete grades from Fall II 2014	March 14
Spring I term ends	March 14
Final grades due from faculty, 5:00 p.m.	March 16

Spring II 2015

International student move in	March 6 & 9
International student orientation	March 10-13
Classes begin	March 16
Last day to withdraw with “W”	March 27
Spring Break	March 30-April 5
Last day to choose audit	April 6

Deadline to apply for Summer 2015 Residential Program	April 21
Last day to withdraw with “WP”/“WF”	May 1
Baccalaureate ceremony/graduate student commencement, 7:00 p.m.	May 15
Undergraduate commencement, 10:00 a.m.	May 16
Final exams	May 18-23
Last day to make up Incomplete grades from Spring I 2015	May 23
Spring II term ends	May 23
Final grades due from faculty, 5:00 p.m.	May 26
Deadline to apply for October/December graduation	May 29

Summer 2015

Memorial Day holiday observed—no classes held	May 25
Classes begin	May 26
Last day to withdraw with “W”	June 5
Last day to choose audit	June 15
Last day to withdraw with “WP”/“WF”	July 2
Independence Day holiday—no classes held	July 4
Final exams	July 20-25
Last day to make up Incomplete grades from Spring II 2015	July 25
Summer term ends	July 25
Final grades due from faculty, 5:00 p.m.	July 27

Addition to page 11 is indicated in red below:

Inclement Weather

Should weather conditions create potentially hazardous conditions, Lindenwood University (LU) will evaluate the situation and take into consideration the safety of the faculty, staff and students as well as the services that must be provided despite the inclement weather. After this careful evaluation and depending on the hazardous weather conditions (e.g., tornado, snow/ice, etc.), an alert will be sent to applicable students, faculty, and staff via the Rave system via text message, Lionmail, Facebook, and Twitter as necessary. This alert will detail the appropriate action required of faculty, staff and students as well as campus operations and services that must be provided despite the occurrence of inclement weather.

In the unlikely event that LU alters the normal work and/or class schedule, an announcement will be posted on the university's home page (lindenwood.edu). An announcement will also be distributed via lionmail, Rave system, Facebook, Twitter and local media stations or whatever is deemed most appropriate for the weather conditions.

Separate announcements may be made regarding evening classes; where evening classes are defined as those classes starting at or occurring after 4 pm.

Satisfactory Academic Progress for Financial Aid

In order to maintain eligibility for financial aid, students must maintain satisfactory academic progress, which requires a student to earn a minimum number of credit hours over a maximum number of enrollment periods and achieve a minimum cumulative grade point average for each period of attendance. The cumulative requirements are outlined below.

Satisfactory Academic Progress Minimum Requirements for Graduate Students

<i>Academic Terms Attempted</i>	<i>Minimum Credit Hours Earned</i>	<i>Minimum Cumulative GPA</i>
1	6	2.66
2	12	2.66
3	20	2.75
4	27	2.75
5	33	2.8
6	39	3.0
7	44	3.0
8	48	3.0

Addition to page 20 is indicated in red below:

Academic Standards

In addition to making the satisfactory academic progress required to maintain financial aid eligibility, students must also meet an additional set of academic expectations

in order to remain in good academic standing with the University. Failure to meet these standards will result in academic warning, academic probation, academic suspension, or dismissal from the University.

To earn a graduate degree from Lindenwood University, students must have a minimum cumulative GPA of 3.0 overall and in the required coursework for the degree. Some programs may require a higher minimum GPA. In such a case, the program requirement will supersede the university minimum.

A revision to page 36 is indicated in red below:

Management Emphasis

The prime mission of the management emphasis is to provide students with an in-depth graduate education in management to prepare them to competently fill administrative positions in business enterprises and non-business organizations, such as government and not-for-profit institutions.

Requirements

For an emphasis in management, select four courses from among the following options:

ENTR 57515	Small Business Management
ENTR 57535	Entrepreneurship & Growth
MGMT 56035	Organizational Behavior
HRM 56510	Strategic Human Resource Management
MGMT 56020	Organizational Communications
MGMT 56040	Supply Chain Management
MGMT 56045	Logistics Management
MGMT 56048	Procurement Management
MGMT 56056	Leadership Theory
MGMT 56065	Project Management
MGMT 56085	Operations Management
MGMT 56090-56099	Special Topics in Management

Revisions to degree names listed on page 53 are indicated in red:

INSTRUCTIONAL LEADERSHIP, EDS:
EMPHASIS IN LITERACY EDUCATION
SPECIALIST (K-12)

INSTRUCTIONAL LEADERSHIP, EDS:
EMPHASIS IN MATHEMATICS
EDUCATION SPECIALIST ELEMENTARY
(ADD-ON CERTIFICATION)

Revision to degree name listed on page 57 is indicated in red:

INSTRUCTIONAL LEADERSHIP, EDD WITH HIGHER EDUCATION ADMINISTRATION EMPHASIS

The Doctor of Education in Instructional Leadership with an emphasis in higher education **administration** is a 48 credit hour program. The program is for those intending to be instructional administrators in a higher education setting.

Revisions to degree requirements listed on page 57 are indicated in red:

INSTRUCTIONAL LEADERSHIP, EDD WITH HIGHER EDUCATION LEADERSHIP EMPHASIS

The Doctor of Education in Instructional Leadership with an emphasis in Higher Education Leadership is designed for students who are interested in pursuing a degree in education with an objective in studying comparative education and educational policy as well as obtaining tangible skills to implement positive change in the higher education space. Students who complete this degree will be able to pursue a career in a national or multinational setting, including, but not limited to, higher education administration, higher education scholarship, international education field work, departments or ministries of education, and other select government occupations. This program will focus on the research that has been conducted to illuminate international efforts in education to create a global knowledge society that can fully encompass continual, rapid globalization and informational mobility.

Requirements

Requirement Prerequisites

The following master's level courses or equivalent are required prerequisites:

EDA 53000 Public and Community Relations
EDA 53500 School Facilities

Core Curriculum

EDAH 71600 Public Policy in Higher Education
EDAH 71700 Educational Economics & Econometrics
EDAH 71800 Comparative Education Theory and Practice

EDA 74500 Statistics in Educational Administration
EDA 76700 Quantitative Methods Design in Educational Research

Or

EDA 76800 Qualitative Methods in Educational Research

Higher Education Administration Core

EDAH 7050 Legal Aspects of Higher Education Administration
EDAH 71500 Business Management in Higher Education Administration
EDAH 72500 Student Affairs in Higher Education Administration
EDAH 75500 Seminar in 21st Century Issues in Higher Education Administration

Internship Requirement

Students must complete three internship hours.

EDA 74800 Instructional Leadership Internship

Research Requirement

Students must also complete twelve research project credit hours.

EDA 75000 Capstone I
EDA 77000 Capstone II
EDA 77500 Capstone III & Leadership Seminar (6)
EDA 78000 Capstone Experience (0)

Notes: (1) Courses are three credit hours unless otherwise indicated.

(2) Students who have not completed their dissertation during the Capstone III course must enroll in EDA 78000 Capstone Experience each fall and spring semester until the dissertation is completed.

Revision to page 75 is indicated in red:

ARTS AND ENTERTAINMENT MANAGEMENT, MA

30 credit hours

Admission Requirements

- Fulfillment of requirements for general admission to the University.
- A bachelor's degree in the arts or an arts-related field from an accredited college or university, including a minimum GPA of 2.5 in all major courses.
- A cover letter and comprehensive resume, including the name and contact information for at least three references and two letters of recommendation.
- The physical capacity to lift at least 25 lbs.
- The ability to accommodate a flexible production schedule that includes nights and weekends.

Note: Upon (a) acceptance to the University, (b) receipt of official transcript(s), and (c) receipt of the candidate's cover letter and resume, the department chair in consultation with faculty from the School of Fine and Performing Arts will either contact the candidate to schedule an interview or send a letter via U.S. mail explaining why the candidate was not eligible for acceptance into the program. All interviews will be conducted with the department chair and two faculty

members from the School of Fine and Performing Arts relative to the candidates' artistic background, which may be conducted via Skype if the candidate lives more than 100 miles from campus. Upon completion of the interview, the candidate will be contacted via U.S. mail to confirm acceptance or non-acceptance into the program.

Degree Requirements

- ACCT 51010 Financial Accounting Concepts (3)
- AEM 50000 Production Management (3)
- AEM 55000 Internship (3)
- MGMT 56025 Business Concepts (3)
- MGMT 56060 Business Law and Ethics (3)
- Fifteen credit hours of stand-alone graduate AEM, ART, MGMT, MRKT, NPA, or TA courses appropriate to the student's professional goals. All courses must be approved by the dean.
- Enrollment in AEM 50001 throughout the program of study, excluding the semester of internship.
- Attending a face-to-face meeting with advisor each fall and spring semester to plan course schedule, monitor progress, complete University process forms (as needed), and review resume. Throughout the program of study, enrollment in subsequent terms is contingent upon attendance at these meetings
- Completion of graduate studies with a minimum cumulative GPA of 3.0

The following degree program has been deleted from offering beginning in 2014/15 (page 82):

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL), MA

33 credit hours

As of August 2014, the MA in TESOL will no longer be offered. Please see page 62 for information on the Master of Arts in Education with certification in ESOL.

The following new degree program has been approved for offering beginning in 2014/15:

MASTER OF SCIENCE IN NURSING

41 credit hours

Program Description

The Master of Science in Nursing is a post-baccalaureate program with a focus on the delivery of professional nursing care within the health care environment. Through the core coursework in this MSN program, all graduates will be equipped with the knowledge and skills to lead change, promote health and advance care in a variety of health care settings. All MSN students will learn to

identify and address gaps in systems of care that result from growing and changing health care needs. Through acquired higher level leadership skills and advanced nursing knowledge, they will be able to improve health outcomes at the system level. The program offers two specialty tracks: Executive Leadership and Nurse Educator. Through the Executive Leadership track, students will gain knowledge and skills in budgeting, finance, and human resource management that will enable them to manage entire departments or divisions within health care organizations. Additional coursework in patient safety or outcomes management will enable nurses in the Executive Leadership track to influence system design to improve quality and safety within and across the spectrum of care. In the Nurse Educator track students will obtain advanced skills and knowledge in direct patient care along with knowledge and skills in curriculum and program design, teaching strategies, and student and program evaluation. Graduates of the Nurse Educator track will be able to design, implement and evaluate patient education programs and programs educating health care professionals.

Admission Requirements

In addition to Lindenwood University's general admission requirements, students are required hold a bachelor of science in nursing and have one year of clinical experience as a registered nurse. They must have a cumulative grade point average (GPA) of 3.0 (on a 4.0 scale). The student must hold an unencumbered nursing license in the state where the practicum will be completed and must have completed an undergraduate statistics course.

Requirements

MSN Core Curriculum

NUR 50000	Theoretical Basis for Advanced Nursing Practice (3)
NUR 50100	Research & Inquiry in EBP (3)
NUR 50200	Policy, Finance & Organization of Health Systems (3)
NUR 50300	Advanced Nursing Role Acquisition (3)

Executive Leadership Emphasis

Leadership Core

NUR 52000	Informatics & Data Management in Health Care (3)
NUR 52100	Managerial Epidemiology (3)
NUR 52150	Leadership & Organizational Change in Health Care (3)
NUR 52200	Budget & Finance in Health Care (3)
NUR 52250	Human Resource Management in Health Care (3)

Patient Safety Specialty

- NUR 52300 Introduction to Patient Safety & Quality Improvement (3)
NUR 52500 Systems Thinking & Patient Safety (3)
NUR 52700 Advanced Quality Improvement Methods (3)
NUR 52900 Practicum in Patient Safety (5)*

Outcomes Management Specialty

- NUR 53200 Strategies to Improve Individual Patient Outcomes (3)
NUR 53400 Strategies to Improve Aggregate (Population) Outcomes (3)
NUR 53600 Strategies to Improve Systems Outcomes (3)
NUR 53900 Practicum in Outcomes Management (5)*

Nurse Educator Emphasis

- NUR 51000 Advanced Pathophysiology & Pharmacology (5)
NUR 51100 Advanced Health Promotion & Assessment Across the Lifespan (3)*
NUR 51200 Introduction to Clinical Nursing Education (5)*
NUR 51300 Principles of Teaching & Learning (3)
NUR 51400 Curriculum Development & Program Planning (3)
NUR 51600 Instructional Design (3)
NUR 51800 Measurement & Evaluation of Learning & Program Outcomes (3)
NUR 51900 Practicum in Nursing Education (4)*

**Denotes clinical course*

The following new courses have been added to the 2014/15 catalog:

Nursing

NUR 50000 Theoretical Basis for Advanced Nursing Practice (3) This course provides an overview of selected theories and frameworks used to guide advanced practice nurses in developing models of patient care and implementation of evidence-based practice. Nursing middle-range and practice theories, change theories, and ecological care models will form the foundation for advanced practice.

NUR 50100 Research & Inquiry in Evidence-Based Practice (3) This course provides the learner with a framework to systematically explore and evaluate the strength of the current empirical evidence to promote evidence-based nursing practice. Students select a relevant clinical/practice problem, systematically review the strength of the empirical evidence related to the problem, factor in patient preferences and provider expertise and determine the level of evidence to support practice change. Students critically analyze differing

research paradigms and current issues surrounding research and evidence-based practice.

NUR 50200 Policy Finance & Organization of Health Systems (3) This course presents an overview of health care policy, organization, and financing with emphasis on current health care trends. The goal is to educate the masters prepared nurse to work collaboratively on multidisciplinary teams to design and implement health care systems that provide quality, cost-effective care with broad access for the populations served. Leadership in managing human, fiscal, and physical health care resources is emphasized.

NUR 50300 Advanced Nursing Role Acquisition (3) This course will explore the roles, responsibilities, and functions of the nurse educator and nurse executive in advanced nursing practice. Educators will explore development and evaluation of the interactive nature of teaching and learning in a variety of settings. Nurse executives will explore the evolution of the nurse executive role in a variety of health care settings.

NUR 51000 Advanced Pathophysiology & Pharmacology (5) This course provides the learner with content in advanced pathophysiology and pharmacology. Students will examine and explore pathophysiological phenomena and pharmacotherapeutics specific to their nursing practice specialty. Concepts, principles, and application of pathophysiology and pharmacotherapeutics utilized in advanced nursing practice for management of health problems encountered in the acute, primary, secondary or tertiary care environments will be emphasized.

NUR 51100 Advanced Health Promotion & Assessment across the Lifespan (3)* This course provides a systematic approach to advanced assessment methods and health promotion strategies across the lifespan. Content areas include physical, psychological, sociocultural, developmental, and spiritual assessment of individuals and their families along with health promotion/disease prevention strategies for individuals and groups. This course builds upon health assessment, health promotion and disease prevention knowledge and skills acquired at the undergraduate nursing level. The impacts of lifestyle, cultural and environmental factors on health, and/or health disparity are discussed.

NUR 51200 Introduction to Clinical Nursing Education (5) This clinical course serves as a bridge between the Patient Care Core and the Educator Specialty. This course builds on the foundation of the advanced pathophysiology, pharmacology and health assessment courses to allow the graduate level nurse to gain greater clinical expertise in their own specialty area through intensive work with students in the clinical setting. The course introduces the learner to concepts and strategies employed in clinical nursing education which

include effective nursing care plans, simulation, care management, and selection of patients to achieve optimal student learning experiences.

NUR 51300 Principles of Teaching & Learning (3)

This course focuses on the development and analysis of teaching and learning strategies in nursing education. Adult learning principles of teaching and learning will be incorporated into the innovative strategies developed within this course. Students critically analyze andragogy and pedagogy and the merits of each in nursing educational settings.

NUR 51400 Curriculum Development & Program Planning (3)

This course examines theoretical foundations, principles, and issues in curriculum design and program planning. Formulation of program and curriculum goals, objectives and outcomes will be explored along with development of logic models. Systematic evaluation of curriculum at all levels will be examined. Principles and mechanisms of accreditation will be discussed.

NUR 51600 Instructional Design (3) In this course provides students with the opportunity to explore and analyze various methodologies for delivering didactic and clinical coursework. Integration of new technology in instructional design and delivery will be highlighted. Methodologies for classroom management will be explored.

NUR 51800 Measurement & Evaluation of Learning and Program Outcomes (3)

This course provides students the opportunity to learn evaluation concepts. Testing and measurement at the didactic, clinical and programmatic levels will be explored. Key concepts include classical test theory; criterion and norm referenced theory and technique; reliability, validity, and the associated descriptive statistics; preparation of instrumental objectives for use in developing classroom tests and clinical nursing performance evaluations. Quality improvements, as well as legal and ethical considerations are discussed. Evaluation methods of both teacher and learner will be explored.

NUR 51900 Practicum in Nursing Education (4) This is a clinical capstone course that requires the student to synthesize and apply knowledge gained in the program to a teaching or educational project in an actual patient care or academic setting. Students will work with a preceptor to develop and implement the project which is grounded in evidence and contains measurable objectives and outcomes at the individual, aggregate or systems level.

NUR 52000 Informatics & Data Management in Health Care (3) This course introduces the history and current status of information systems in healthcare, provides a basic information technology vocabulary and examines the principles of modern information

architectures. The computer networking and communication technologies necessary to support modern information infrastructures are explored. Key concepts addressed include information retrieval, decision support systems, security and confidentiality, bioinformatics, information system cycles, the electronic health record, key health information systems and standards, and medical devices. Emphasis is placed on management and the use of information to support management decision making in nursing and health care environments.

NUR 52100 Managerial Epidemiology (3)

This course integrates epidemiologic methods into strategic planning and managerial decision-making in health care organizations. Epidemiological principles and tools of investigation are explored from clinical nursing and managerial perspectives. Health behaviors and lifestyle that impact demand on health care delivery systems will be explored and analyzed. Students will evaluate models for integration of health services and preventive programs on health outcomes. Policy issues affecting continuity of care will be discussed.

NUR 52150 Leadership & Organizational Change in Health Care (3)

This course provides an overview of leadership theories and spheres of influence of the nurse executive in the delivery of health care. Forces that drive organizational change and impediments to change will be examined and analyzed. Change theory and the process of making change at an organizational/system level are examined. A range of approaches for making organizational change more effective will be surveyed. Special attention will be given to managing disruptions from transitions and the inevitable losses that radical change brings. Effective leadership strategies within an organization will be analyzed.

NUR 52200 Budget & Finance in Health Care (3)

This course provides an overview of the techniques used in the financial management of health care organizations. Key concepts include sources of health care funding, third party payment or reimbursement, financial influences of uninsured patients, budgeting, capital asset evaluation, financial statement analysis, working capital management, present value analysis, and variance analysis. Application of financial management techniques to decision making in health care organizations will be explored through case studies.

NUR 52250 Human Resource Management in Health Care (3)

This course provides an overview of human resources management in healthcare organizations. Key concepts addressed include recruitment and selection of employees, benefits and compensation management, privileging and credentialing of health professionals, performance evaluation, staffing plans, labor relations and labor law relevant to health care organizations.

NUR 52300 Introduction to Patient Safety & Quality Improvement (3) This course provides an introduction to current theory, content, tools and methods for improving patient safety and quality in health care organizations. Key concepts include effective methods for error disclosure, patient safety risk assessment methodology and improvement methods, principles of safe system design, and strategic patient safety priorities, error theory, systems thinking, and the relationship between patient safety and quality improvement. The roles of various healthcare stakeholders in building a safer healthcare system will be evaluated. JCAHO an NCQA accreditation standards and processes, life safety and fire code requirements, and handling of biohazards such as blood borne pathogens will be presented.

NUR 52500 Systems Thinking and Patient Safety (3) This course will employ case studies, and other interactive teaching strategies to explore the integration of systems theory and patient safety. Key concepts include development of patient safety leadership, safety culture, the legal and policy context for patient safety at the organizational, regulatory, state and federal levels. Safety theory, methods and skills will be applied to varied healthcare settings which include primary care, hospital-based care, long term care, and across the spectrum of care. The impact of health information technology on patient safety within and across institutions will be explored. Strategies for effective implementation of patient safety within systems evaluated.

NUR 52700 Advanced Quality Improvement Methods (3) This interactive course will employ case studies and discussions to engage the learner in critical thinking about health care quality improvement, patient safety and leadership. Emphasis will be on advancing institutional and public policy, quality improvement strategies and health care delivery models that improve the quality of care. Students will analyze techniques for effective improvement science, define quality and identify meaningful metrics reflecting quality for an organization, demonstrate understanding of how to implement major quality improvement strategies based on proven methodologies for effective teamwork, stable processes and measures, and improved and sustained outcomes.

NUR 52900 Practicum in Patient Safety (5) This clinical capstone course that requires the student to synthesize and apply knowledge gained in the program to an actual clinical situation. Students will work with a preceptor to develop and implement a change project which is grounded in evidence-based practice (EBP) strategies and designed to improve measurable patient safety outcomes at the aggregate or systems level. Projects must include quality improvement methodology.

NUR 53200 Strategies to Improve Individual Patient Outcomes (3) This course focuses on the role of clinical effectiveness and patient outcomes research in improving

individual patient outcomes. The student will analyze the relationship of translational research to the clinical outcomes spectrum and explore the different study designs used for conducting clinical outcomes research and application of evidence-based practice. Case studies, and other applied approaches will be used to explore clinical effectiveness research and translation of evidence in improving individual patient outcomes.

NUR 53400 Strategies to Improve Aggregate Outcomes (3) This course provides students the opportunity to explore strategies used in improving outcomes at the group or population level. Strengths and limitations of various methods will be analyzed. Key concepts include identifying populations or aggregates, data sources, and outcome measures. The influences of health disparities on aggregate outcomes will be evaluated. Program evaluation methodologies as a way to improve aggregate outcomes will be explored. The critical role of social and physical environments in shaping health behavior and health outcomes, and how dimensions of those environments influence outcomes will be discussed.

NUR 53600 Strategies to Improve Systems Outcomes (3) This course focuses on strategies used to improve outcomes for health care systems. The role of epidemiology in informing policy designed to improve health systems will be explored. Drawing on theory, methods and research results from epidemiology and related fields, policies that have had or could have significant effects on health systems will be discussed.

NUR 53900 Practicum in Outcomes Management (5) This clinical capstone course requires the student to synthesize and apply knowledge gained in the program to an actual clinical situation. Students will work with a preceptor to develop and implement a change project which is grounded in evidence-based practice (EBP) strategies and designed to improve measurable outcomes at the individual, aggregate or systems level. Projects must measure outcomes across systems of care and include principles of case management.

The following cross-listed courses have been added to the 2014/15 catalog:

English for Speakers of Other Languages

ESOL 50400 - History of the English Language (3) This course is an introduction to the study of the English language. The phonology, history, and grammar of English are examined in the context of cultural, social, and political history with attention also to current linguistic theory. Not open to students with credit in ENG 40400.

ESOL 51000 - Linguistics and English Language Teaching (3)

This course serves as an introduction to fundamental concepts of linguistic theory, especially as they apply to

English language teaching. Areas of focus include phonology, morphology, syntax, and semantics, as well as the applied areas of language variation, acquisition, disorders, and language and culture.

ESOL 52000 - Sociolinguistics (3)

This course is an introduction to language as a social phenomenon. Emphasis will be placed on sociolinguistic topics most relevant to language teaching, including language attitudes; standard and nonstandard language usage; language and identity; language variation; multilingualism; language planning and policy; and language maintenance and loss.

ESOL 53000 - Second Language Acquisition (3)

This course is an introduction to second language acquisition research and theories. The pedagogical implications of such research and theories are explored through a focus on the process of acquisition, the language learner, and the teaching/learning context.

ESOL 54000 - TESOL Methods (3)

This course surveys current theory and practice in planning, implementing and monitoring instruction of linguistically and culturally diverse students in a variety of English language teaching contexts.

ESOL 55000 - Assessment in TESOL (3)

This course investigates the current assessment trends in TESOL, including formal and informal assessments of language learners, materials, courses, and programs. Additionally, this course explores current guidelines for language learning services, support, and advocacy, as well as achievement standards.

ESOL 56000 - TESOL Practicum (3)

This practicum is a supervised experience in planning and implementing instruction of linguistically and culturally diverse students under the direction of a TESOL faculty member. Prerequisite: TESOL 53000 and TESOL 54000.

ESOL 57200 - Modern Grammar (3)

This course is an intensive study of the nature and structure of the English language with emphasis on recent developments in linguistic analysis, but with coverage also of traditional grammar. Not open to students with credit in ENG 37200.

ESOL 58000 - Research Methods in TESOL (3)

This course explores current research trends in TESOL, including both quantitative and qualitative designs. Students critically read and write about journal articles, become familiar with library and online resources for research, and design an original TESOL study.

ESOL 58500 - TESOL Capstone (3)

This course examines the history of the TESOL profession and concentrates on the development of a portfolio/thesis demonstrating the student's level of mastery in TESOL. Prerequisite: Prerequisite TESOL 58000.

ESOL 57000-57999 - Special Topics in TESOL (3)

This course explores a single TESOL/applied linguistics topic in depth. Topics are announced in advance and may

include second language literacy, world Englishes, cross-cultural communication, and oral/written discourses. This course may be repeated as topics vary.