

able to a major professor and the dean of the School of Business and Economics, a student or group of students may pursue almost any business-related topic of special interest.

MBA 698 BUSINESS INTERNSHIP (1, 2, 3) *Prerequisite: Graduate students with a 3.0 minimum QPA.* Internships in cooperation with a faculty sponsor who is responsible for academic quality and who assigns the final grade. Student interns may or may not be paid for their work

MUSIC COURSES

MUSC 504 GRADUATE MUSIC THEORY REVIEW (2) Music theory course that covers basic and elaborated tonal harmonic languages, overview of sixteenth- and eighteenth-century counterpoint and rudiments of forms and analysis.

APPLIED MUSIC (1) Private instruction in applied music. An extra, non-refundable fee is required. The student will arrange his/her lesson time with the instructor.

MUSC 601	PIANO
MUSC 602	ORGAN
MUSC 603	VOICE
MUSC 604	WOODWIND
MUSC 605	BRASS
MUSC 606	PERCUSSION
MUSC 607	STRINGS

ENSEMBLE (1) Each graduate student is required to participate for credit in one of the Music Department ensembles each semester for a total of four semester hours.

MUSC 612	GRADUATE ENSEMBLE–CHORAL UNION
MUSC 613	GRADUATE ENSEMBLE–WIND SYMPHONY
MUSC 614 Private conducting lessons.	APPLIED CONDUCTING–CHORAL (1)
MUSC 615 Private conducting lessons.	APPLIED CONDUCTING–INSTRUMENTAL (1)

MUSC 621 RESEARCH METHODS IN MUSIC (3) A survey of materials and references in the field of music and bibliography and research in music that provide

MUSC 642 INSTRUMENTAL METHOD AND PEDAGOGY (3) A study of instrumental music education developed through the examination of instructional materials and curriculum organization. Emphasis will be placed on pedagogical literature, administrative strategies, recruitment, and special interest groups (jazz/marching band) appropriate for instrumental music programs.

MUSC 643 SYMPHONIC LITERATURE (3) A survey of literature for the symphony orchestra from its inception to the present with an emphasis on standard works.

MUSC 644 HISTORIC WIND BAND LITERATURE TO 1950 (3) A study of historical, social, and stylistic trends unique to the wind band literature from the Renaissance period (Gabrieli) to traditional wind works of Mozart, Mendelssohn, Berlioz, Holst, Grainger, Poulenc, and others up to 1950.

MUSC 645 CONTEMPORARY WIND ENSEMBLE LITERATURE (3) A study of wind ensemble literature since 1950, with emphasis on performance analysis and conducting techniques in the works of Schuller, Hindemith, Persichetti, Arnold, Painter, Reed, and others.

MUSC 699 GRADUATE PROJECT (2) All students are required to present a full conducting recital. Students will select, study, and rehearse an approximately sixty-minute recital under the guidance of his/her major advisor. Graded pass/fail by the committee.

NURSING COURSES

NRSNG 601 NURSING THEORY AND ROLE DEVELOPMENT (3) This course provides the foundation for the entering graduate nurse to develop an understanding of the concepts, philosophies, conceptual models, and theories that are relevant to master's-level nursing. The emphasis of the course will be on application of this content to practice as it relates to role development as a clinical nurse leader or nurse educator.

NRSNG 603 HEALTH POLICY AND DECISION MAKING (3) This course is a required core course for students in the master's program. Students will focus on development of health policy, the legislative and regulatory impact of health policy, how health policies affect healthcare delivery, and how decisions are made to implement policy. The course will also require student participation in organizations or agencies involved in the policy making process.

NRSNG 604 FOUNDATIONS FOR A GLOBAL SOCIETY (3) In this course students will examine diverse cultural groups and ways in which healthcare and health practices are impacted by our increasingly global society. Topics such as infectious diseases, obesity, tobacco use, global climate change, and economic inequality will be examined.

NRS 605 NURSING LEADERSHIP AND ETHICS (3) This course is required for students in the nurse educator and clinical nurse leader tracks. Students examine ethical theories and apply them to clinical decision-making challenges in healthcare settings. They also discuss the nursing leader's role in defining professional liability, promoting staff competence, and fostering legal and ethical workplace practices. Students will explore the nursing leadership role in communicating with employees and consumers, organizing healthcare delivery, working with internal and external constituencies, managing health care finances, and advancing technology.

NRS 610 NURSING RESEARCH AND EVIDENCE-BASED PRACTICE (3) *Prerequisite: Statistics.* This course is a required core course in both tracks of the master's program. Students will be able to define evidence-based practice and develop strategies for finding and summarizing evidence related to practice problems. Research methods are discussed in depth with the goal of critiquing relevant nursing research and acquiring the skills to undertake a master's level research project. Ethical issues related to research are also highlighted.

NRS 612 TEACHING AND LEARNING STRATEGIES (3) Students will examine instructional strategies for helping learners achieve success in the classroom, laboratory, and clinical setting. Learner characteristics will be explored and formative and summative evaluation will be differentiated. Students will practice instructional strategies in simulated situations. This is a required course for students in the nurse educator track.

NRS 613 ASSESSMENT STRATEGIES FOR THE NURSE EDUCATOR (3) *Prerequisite or concurrent: NRS 612.* Students will examine a variety of strategies for classroom and laboratory assessment and clinical evaluation. Creation of NCLEX—such as test questions, test blueprints, and rubrics for assessment, as well as clinical evaluation tools—will be practiced. This is a required course for students in the nurse educator track.

NRS 615 CLINICAL READINGS (3) *Prerequisite or corequisite: NRS 610.* Students will explore the current research- and evidence-based practice literature targeted toward a clinical area of choice and will critically examine the literature for application to their area of practice. Through seminar discussions students will share findings and applications. This is a required course for students in the nurse educator track.

NRS 618 CURRICULUM DEVELOPMENT AND EVALUATION (3) This course is required for students in the nurse educator track. Methods for designing, implementing, evaluating, and revising educational programs will be examined and analyzed. Students will study traditional and contemporary ideas related to curriculum development, examining historical, philosophical, ethical, social, political, economic, and professional issues that impact curriculum design.

NRS 624 ADVANCED PATIENT MANAGEMENT (3) Students will explore the manifestation of illness and the management of patients with changes in wellness. They will review the physical assessment techniques and become acquainted with abnormal

findings. The pathological and physiological changes occurring in an illness state are reviewed. The student will then apply principles of patient care and pharmacological knowledge to determine the best plan of care.

NRSNG 625 COMMUNITY ASSESSMENT (3) Focus is on the assessment of communities and people groups utilizing epidemiological principles to define, design, and implement culturally competent healthcare. Care of people groups that are determined to be at risk, community care following a disaster, and environmental factors upon community health are also discussed.

NRSNG 690 CLINICAL NURSE LEADER PRACTICUM I (2) *Prerequisites: NRSNG 610, NRSNG 624, NRSNG 625.* This course focuses on the assessment of communities and people groups utilizing epidemiological principles to define, design, and implement culturally competent health care. Care of people groups that are determined to be at risk, community care following a disaster, and environmental factors upon community health are also discussed.

NRSNG 692 CLINICAL NURSE LEADER PRACTICUM II—IMMERSION EXPERIENCE (8) *Prerequisites: All required graduate nursing courses.* This course focuses on the integration of clinical nursing concepts with leadership and management concepts as they apply to practice as a clinical nurse leader (CNL) in a healthcare facility. The student will implement an evidence-based nursing practice project in the healthcare setting and evaluate the outcomes. The student will also assume the role of CNL in the setting and practice as such under a mentor.

NRSNG 694 NURSE EDUCATOR PRACTICUM I—STAFF DEVELOPMENT (4) *Prerequisites: NRSNG 601, 603, 604, 612, 613, 615, 618; Prerequisite or concurrent with NRSNG 605.* This course focuses on the integration of nursing education concepts as they apply to practice as an educator in a healthcare facility. The student will engage in staff educational activities to operationalize the theoretical knowledge of nursing education.

NRSNG 696 NURSE EDUCATOR PRACTICUM II—ACADEMIC (6) *Prerequisites: NRSNG 601, 603, 604, 605, 612, 613, 615, 618.* Focus is on the integration of nursing education concepts as they apply to practice as an educator in an academic setting. The student will engage in didactic, skills lab, and clinical activities to operationalize the theoretical knowledge of nursing education.

READING COURSES

RDNG 625 SURVEY OF EFFECTIVE READING METHODS (3) Focuses on the foundations of reading and reading development. Topics include children's basic language development as a precursor to reading and as a medium for instruction, methods for assessing and instructing the emergent reader, the beginning reader, and the instructional reader, as well as reading disability.

- RDNG 640 STRATEGIES FOR TEACHING PHONICS, SPELLING, AND VOCABULARY (3)** *Prerequisite: RDNG 625.* Examination of theoretical and practical issues surrounding access to print. Advances basic knowledge of reading process, models multi-sensory approach to teaching reading, and develops understanding of phonics, spelling, and vocabulary acquisition.
- RDNG 643 TEACHING WRITING (3)** This course focuses on methods and pedagogy of teaching poetry, story-writing, and expository writing to children, adolescents, and young adults. Students experience these types of writing and plan units that include character development, point of view, and other strands of writing.
- RDNG 644 ADOLESCENT LITERATURE (3)** An advanced course that includes intensive study of selected traditional and contemporary books that appeal to the adolescent reader and/or are about the adolescent. To encourage interdisciplinary uses, a wide variety of texts will be employed. Different approaches to literature genres, modes, and characteristics contained within the literature will be explored.
- RDNG 672 READING AND STUDY SKILLS IN THE CONTENT AREA (3)** Methods, materials, and organizational patterns for reading and writing as a means to access text in content area texts and coursework. Reading strategies and study skills are improved to maximize learning for all students through effective use of course materials.
- RDNG 675 CONTEMPORARY ISSUES IN LANGUAGE ARTS INSTRUCTION (3)** Examination of issues and theoretical perspectives in the teaching of language arts in the elementary classroom. The course emphasizes instructional strategies, activities, materials, and techniques to stimulate the acquisition of oral, aural, and written language skills.
- RDNG 680 THE ORGANIZATION AND SUPERVISION OF READING PROGRAMS (3)** *Prerequisite: RDNG 625, RDNG 640, RDNG 690.* Exploration of the organization and supervision of effective reading programs in classrooms, schools, and school districts. Participants design a reading program.
- RDNG 690 ASSESSMENT, DIAGNOSIS, AND REMEDIATION OF READING PROBLEMS (3)** Introduction to basic and advanced assessment procedures used to diagnose reading difficulties of elementary and secondary students and adults. This course acquaints students with a variety of techniques to support and instruct remedial readers. These techniques address decoding, comprehension, writing, and word study across the developmental stage. It includes introduction of intervention techniques for accelerating the reading ability of struggling readers.
- RDNG 691 ASSESSMENT AND DIAGNOSIS PRACTICUM (3)** *Prerequisite: RDNG 690; Corequisite: RDNG 692.* Participants provide one-on-one or small group instruction for children in the clinical setting and administer initial and on-going assessments, diagnosing reading issues in students who struggle with reading, so as to make sound

clinics, home, and schools. Included are strategies for team building, planning, data-based decision making, and evaluation.

SPED 675 **COLLABORATION IN SPECIAL AND GENERAL EDUCATION (3)** *Prerequisite: 18 hours of graduate coursework in special education or permission of the instructor.* Investigates the issues and practices of educators who deal with families, schools, and community agencies. Attention is given to such issues as integrated services, coordination between general and special educators, teaming family-focused collaboration and community resources, and models of service delivery.

SPED 680 **RESEARCH SEMINAR IN SPECIAL EDUCATION (3)** *Prerequisite: 18 credit hours of graduate coursework including SPED 625.* Provides advanced study of seminal and current research in special education trends including service delivery models, identification, assessment, discipline, education, and behavioral programming and transition. The focus is on disability research across the age range from early childhood to adulthood. Common research methodologies used within the discipline of special education for both consumers and research practitioners are examined.

SPED 691-693, 696, and 697 **INTERNSHIPS IN SPECIAL EDUCATION (3)** Supervised field experience with persons who are disabled. Placement is arranged in a program providing special services. Students should consult their advisors in advance of registration to determine the hours of credit to be earned in the internship. All coursework in special education must be taken prior to or concurrently with the internship.

SPED 691 **INTERNSHIP IN EARLY CHILDHOOD SPECIAL EDUCATION (AGES 0-2 YEARS)**

SPED 692 **INTERNSHIP IN EARLY CHILDHOOD SPECIAL EDUCATION (AGES 3-5 YEARS)**

SPED 693 **PRACTICUM IN DISABILITIES PROGRAMS (NON-CLASSROOM)**

SPED 696 **INTERNSHIP IN SPECIAL EDUCATION-GENERAL CURRICULUM (ELEMENTARY)**

SPED 697 **INTERNSHIP IN SPECIAL EDUCATION-GENERAL CURRICULUM (SECONDARY)**

SPED 694 **FIELD EXPERIENCE WITH STUDENTS WITH AUTISM SPECTRUM DISORDERS (3)** *Prerequisite: SPED 600, 670, 671, 672.* Field experience assessment and instruction of individuals with ASD. Students demonstrate competence in functional behavioral assessment, behavioral intervention planning, discrete trial instruction, data collection and analysis, and collaboration with parents and professionals.

SPED 695 ADVANCED APPLICATIONS IN SPECIAL EDUCATION

(3) *Prerequisite: a minimum of 27 hours of coursework in the program.* Capstone course consisting of campus and field-based experiences for students nearing the completion of their M.Ed. program in special education and those who are not seeking an initial teaching license via Lynchburg College. Course assignments require students to apply a number of competencies at the advanced level. These competencies are based upon knowledge and skills taught in coursework in the M.Ed. program. The structure of the course allows for field supervision by the instructor and on-campus seminars.

TEACHER LICENSURE COURSES (NON-DEGREE)

Courses with the TLIC prefix are offered to assist students in obtaining teacher licensure or to complement their professional training in a specific area. They are not applicable to credit hour requirements for graduate degree programs.

TLIC 550 WORKSHOPS IN EDUCATION (1, 2, 3) A structure for workshops requested by individual school systems and agencies to meet their particular in-service needs.

TLIC 565 METHODOLOGY OF TEACHING FOREIGN LANGUAGES

(3) A survey of methods and techniques of teaching foreign languages. Course content includes the study of theories of language learning and second-language acquisition, linguistics, classroom techniques, preparation and presentation of teaching materials, testing, use of the language laboratory, and professional bibliographies.

TLIC 597 INTERNSHIP IN EDUCATION (11) *Corequisite: TLIC 598.*

Full-time, supervised field experience in an assigned classroom at the grade level and/or subject area(s) appropriate to the student's endorsement(s). This experience is an application of effective teaching skills and content. Admission by application only. Students must meet all EDUC requirements.

TLIC 598 INTERNSHIP SEMINAR (1) *Corequisite: TLIC 597.*

Seminar sessions on topics and issues related to internship experiences. Interns continue their reflective study of best practices and engage in discussions and activities to help them acquire the professional values and practical strategies to make the successful transition to licensed professional teachers.