

# College of Continuing Education and Professional Development

**Web Site:** <http://www.odu.edu/cepd>

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The College of Continuing Education and Professional Development is focused on delivering practical, applied knowledge through its non-credit, and credit-bearing courses, certificates and certification preparatory classes. Staff in the college interact with each of the academic colleges to utilize the existing courses in an interdisciplinary fashion, frequently at the request of the military, businesses and various industry sectors.

## Mission

To meet the evolving needs of our local, regional and global community via online and face-to-face offerings. We help students, professionals and lifelong learners move ahead and stay ahead.

## Vision

The College of Continuing Education and Professional Development will be the leader in engaging and inspiring students, professionals and lifelong learners to achieve their personal and professional goals.

## Bachelor of Science in Interdisciplinary Studies with a Major in Leadership

The College of Continuing Education and Professional Development coordinates with the College of Arts and Letters to offer a Bachelor of Science in Interdisciplinary Studies with a major in Leadership. For detailed information on the degree program, please refer to the College of Arts and Letters Interdisciplinary Studies (<http://catalog.odu.edu/undergraduate/collegeofartsletters/interdisciplinarystudies>) section of this Catalog.

## Center for Professional Studies

The primary mission of the Center for Professional Studies (CPS) is to develop interdisciplinary certificate programs targeted for specific groups of professionals. The CPS will work across the ODU campus, including all academic colleges as well Distance Learning, in developing new multidisciplinary certificates.

## English Language Center

The English Language Center (ELC) provides effective, quality instruction of English for non-native speakers. Students will improve their English language skills, gain confidence, develop critical reasoning skills, learn about American culture, and prepare for university-level courses. The ELC's rigorous full-time Intensive English Program is designed for students who want to develop the academic English proficiency necessary to succeed in ODU's undergraduate and graduate programs. The ELC offers six seven-week sessions each year with program start dates in January, March, May, June, August, and October. Each week, full-time students spend at least 20 hours in class studying grammar, listening/speaking, reading/vocabulary, and writing. Part-time learning opportunities are also available.

Conditionally admitted students can join the ELC's Monarch English Transition Program (formerly known as the Bridge Program). The Undergraduate and Graduate Monarch English Transition (MET) Programs combine two English language support courses with one to two courses in the student's academic field. Conditionally admitted students may enter the MET by successfully meeting the level 5 exit requirements of the ELC's Intensive English Program or by scoring a 500 on the TOEFL ITP, 61 on the TOEFL iBT, or 5.5 on the IELTS. Successful completion of the semester-long MET Program satisfies the University's English proficiency

requirement. Students in the Undergraduate MET Program have the option to enroll in the language support courses for academic credit.

The ELC administers the institutional TOEFL and SPEAK exams several times a year. TOEFL and GRE preparation courses are also available. For more information, please visit the ELC website at [www.odu.edu/esl](http://www.odu.edu/esl) and contact the ELC (ELC@ODU.EDU, 757-683-4424). Admission and subsequent enrollment in ELC courses do not imply admission to the ODU academic programs.

## Continuing Education Programs

**Executive Development Program.** The mission of this unit is to provide businesses, organizations, and individuals with high quality professional development and continuing education programs in virtually all areas of business, management, and executive education. The unit offers public programs for individuals seeking professional certificate programs, preparation for certification exams, career advancement and career change. In addition, the unit develops and delivers custom programs and consulting services to meet specific organizational and employee development needs of businesses and organizations regionally, nationally and internationally.

**Education Programs and Virginia Department of Education Alternative Route to Teacher Licensure (Career Switcher) Program.** The purpose of this unit is to extend to the community special conferences, workshops, seminars, in-service training, and short courses. Drawing on the faculty of the academic colleges and experts in the field, programs are designed in areas such as leadership, counseling/interpersonal skills, learning and curriculum design, training and development, health education, and physical fitness. Clients consist of educators as well as professionals in business, industry, and public, private and governmental agencies. Programs are designed to help professionals increase and upgrade their development activities. Professional and personal development programs are awarded continuing education credit (CEUs).

**Continuing Education Programs in Engineering.** This unit offers certificates, workshops, courses and conferences. The courses are designed primarily for adult learners in content and logistics. Most courses are delivered in the late afternoon to early evening at a variety of locations and are delivered online. The courses are delivered in an open enrollment format (open to the general public) as well as in contract training settings.

**Continuing Education Programs in Health Sciences.** Short courses, national conferences, workshops, refresher courses, certificate programs and seminars are offered by the different schools in the College of Health Sciences on and off campus on a noncredit continuing education (CEU) basis. Professional continuing education programs cover a wide range of topics, including environmental health, occupational safety, industrial hygiene, dental hygiene, dental assisting, nursing, nuclear medicine technology, health-care management, medical technology, physical therapy, and community health.

Education serves the following functions:

- Licensure and certification for professionals and practitioners,
- Credential and degree achievement and
- Professional development to update knowledge and skills.

Clientele served by the programs include nursing, public health and allied health professionals, human service workers, managers and supervisory personnel, technicians, laboratory personnel, and health educators.

**Community Music Division.** This unit offers the finest level of private music instruction, classes, and ensembles to people of all ages and abilities. Staff members hold degrees in music and specialize in the instruments that they teach. Most are active performers or teachers in the Hampton Roads community and beyond, and all are encouraged to join and participate in national music organizations. The Community Music Division has nearly 30 instructors and faculty members and offers private and group instruction in most instruments and voice.

**Prior Learning Assessment.** This unit offers students the opportunity to have their prior learning assessed and applied for academic credit. Using a systematic process, the unit evaluates both formal and non-formal learning

experiences that take place in work settings, through military training, in the community, through independent study, and through certification by professional organizations. This path may save the students both time and money as they work toward their degree. Visit [www.odu.edu/priorlearning](http://www.odu.edu/priorlearning) for more information.

## Career Switcher Alternative Route to Teacher Licensure Program

Program Director: Lisa M. Temple  
Assistant Director for Curriculum and Development: Pete Baker  
Assistant Director for Student Support: Samantha Fabio

### PREREQUISITES

The following requirements must be completed prior to applying to the Old Dominion University Career Switcher Program:

- An application process;
- A baccalaureate degree from a regionally accredited college or university;
- The completion of requirements for an endorsement in a teaching area or the equivalent through verifiable experience or academic study; [Refer to the Licensure Regulations for School Personnel on the following web address: <http://www.doe.virginia.gov/teaching/regulations/index.shtml>;
- At least five years of full-time work experience or its equivalent; and
- Virginia qualifying scores on the professional teacher's assessments as prescribed by the Board of Education
  - Virginia Communication and Literacy Assessment (VCLA);
  - Praxis II (subject area test); and
  - Reading for Virginia Educators (RVE) (if applicable).

### APPLICATION PROCESS

- Career Switcher Program Application
- Application Fee
- Assessment Exams
- Official Transcripts
- Letter of Intent
- Resume
- Child Abuse and Neglect Training
- First Aid, CPR and AED Training
- Dyslexia Training
- Pre-Assessment Questionnaire Form

### LEVEL I PREPARATION

Intensive Level I preparation includes a minimum of 180 clock hours of instruction, including field experience. This phase includes, but is not limited to, curriculum and instruction (including instructional technology), reading in the content area, language acquisition, differentiation of instruction, classroom/behavior management, instructional design based on assessment data, human growth and development and other specific course work related to the Virginia Standards of Learning. Level I requirements must be completed during the course of a single year and may be offered through a variety of delivery systems, including distance learning programs. After completing Level I preparation, candidates may be awarded a one-year Provisional Career Switcher License (July 1 to June 30 of given year). The Provisional Career Switcher License is active for the first year after the completion of the program requirements. During this time, candidates are expected to seek and obtain employment in a Virginia public school division or accredited nonpublic school in Virginia. If a candidate is unsuccessful in finding employment during the first year of the life of the Provisional Career Switcher License, the license may be extended annually for up to two additional years upon the recommendation of an employing school division or accredited nonpublic school. A Provisional Career Switcher license is limited to a total of three years

### NONCREDIT COURSE DESCRIPTIONS

#### XPCL 5000. Foundations of Education. 7 Contact Hours Elementary/Middle/Secondary Education

This course provides an overview of many issues that are central to the teaching profession including diversity and equity, philosophy's role in education, instructional technology, legal issues associated with teachers' and students' rights and responsibilities, and administering the public education system in the US. In this course, candidates begin the development of their personal educational philosophies and engage in activities that prepare them for deeper, more focused learning in the Career Switcher Program's subsequent modules.

#### XPCL 5005. Curriculum and Instructional Procedures: Design for Effective Instruction. 35 Contact Hours Elementary/Middle/Secondary Education

This is a course in generic lesson design which provides students with essential ways to design and deliver content that make efficient use of instructional time and current research while also maximizing instructional effectiveness. Emphasis is on efficient use of instructional time, lesson design, assessment tools and relevant and current research. A primary goal of the course is assisting students in their respective development of a holistic attitude toward their instruction that successfully integrates teaching practices to what is to be learned by their students. These generic teaching behaviors identified in the course competencies will be framed within a specific piece of content selected from a subject the student eventually wants to teach and applied through the actual development of classroom lesson plans.

#### XPCL 5010. Curriculum and Instructional Procedures: Student Assessment. 7 Contact Hours Elementary/Middle/Secondary Education

This course is designed to help with data driven instruction. It will differentiate between norm- and criterion references tests. The candidates will explore different test formats and the advantages of using a test blueprint and how to construct and score tests. In addition, the class will present the use of rubrics and portfolios in the classroom with ways to use them effectively.

#### XPCL 5015. Curriculum and Instructional Procedures: Exploring the Curriculum Framework. 7 Contact Hours Elementary/Middle/Secondary Education

Candidates will identify "essential" standards of a lesson and explore how to develop clear learning goals and objectives by using various state and national resources. Candidates will learn how to shift students' focus from "answer getting" to problem solving and critical thinking by exposing students to a large variety of complex texts in ALL subject areas.

Candidates will also connect the standard topics to the prior knowledge of students.

#### XPCL 5020 Curriculum and Instructional Procedures: General Classroom Management. 14 Contact Hours. Elementary/Middle/Secondary Education

This is a course in general classroom management that will develop the candidate's philosophy of management and establish the candidate's style. It will address the classroom environment, importance of procedures, communication and discipline and feelings of belonging for all students as well as preparing the climate for diverse strategies.

#### XPCL 5025. Human Growth and Development: Fundamentals of Human Growth and Development. 7 contact hours Elementary/Middle/Secondary Education

Candidates will learn theoretical concepts of Human Growth and Development to include the cognitive, social, emotional, physical, and moral domains and how these domains make up the total person. Additionally, they will learn how these factors influence the student's ability to learn.

#### XPCL 5030. Human Growth and Development: Student with Special Needs. 7 contact hours Elementary/Middle/Secondary Education

The purpose of this module is to introduce Career Switcher participants to the fundamentals of providing quality instruction to students with diverse needs. The module will focus on legal issues surrounding special education, and will extend to strategies to provide an effective learning environment for all students.

**XPCL 5035. Curriculum and Instructional Procedures: Dealing Effectively with Parents, Students and School Culture. 7 contact hours Elementary/Middle/Secondary Education**

Candidates will become familiar with the influence of socio-economic status (SES) on a person's worldview, especially as it applies to communicating with parents and students. They will learn effective communication strategies and become familiar with the professional expectations parents, students, faculty and administrators have of them. Additionally, they will clarify their expectations of the teaching profession along with typical expectations of their supervisors and colleagues.

**XPCL 5040. Curriculum and Instructional Procedures: Technology Standards for Instructional Personnel. 14 contact hours Elementary/Middle/Secondary Education**

The Technology Standards for Instructional Personnel course is required for teacher licensure in the state of Virginia and is essential to preparing pre-service teachers for the 21st century classroom. Candidates will learn strategies for effective technology integration and develop the skills associated with the Commonwealth of Virginia's Technology Standards for Instructional Personnel. The course addresses the Technology Standards for Instructional Personnel (TSIP) competencies and upon completion students should be able to pass or apply for exemption from their school district's TSIP exam.

**XPCL 5043. Curriculum and Instructional Procedures (Classroom and Behavior Management): Secondary Classroom Management Techniques. 14 contact hours Middle and Secondary Education**

This course has 10 sections that are designed to lead the Career Switcher to be confident in their ability to create a positive classroom environment that will facilitate academic success for all students. The 10 sections of this course (Discipline Plans; Procedures & Routines; Positive Learning Environment; Positive Relationships; Teacher Preparation; Student Responsibility; Classroom & Instructional Triggers; Pro Active Prevention; Dealing with Chronic Disruptions; How to Stay in Control when dealing with Classroom Management issues) will address professionally appropriate behavioral and management techniques, building an appropriate educational environment through classroom community and positive redirection of behavior as well as the development of social skills and self-discipline.

**XPCL 5045. Curriculum and Instructional Procedures: Differentiation of Instruction. 7 contact hours Middle and Secondary Education**

Candidates will learn strategies to deal effectively with at-risk students based on theoretical concepts. Additionally, they will learn the strategies to motivate students, strategies to engage them more in the learning process, and how to successfully cope with the stressors of dealing with challenging situations.

**XPCL 5046. Curriculum and Instructional Procedures: Writing to Learn Across the Curriculum. 7 contact hours Middle and Secondary Education**

This course reviews, evaluates, and promotes the concept that learning in all subjects can be more meaningful and enhanced by using writing and thinking strategies to better convey, comprehend and retain course content.

**XPCL 5049. Curriculum and Instructional Procedures: Reading Strategies. 21 contact hours Elementary Education**

This course is designed to provide information on balance reading instruction in grades PRE-K-6. Topics will include: language acquisition, phonemic awareness, word identification strategies, vocabulary development strategies, comprehension strategies, and reading-writing connections.

**XPCL 5050. Curriculum and Instructional Procedures: Teacher Questioning Skills. 7 contact hours Middle and Secondary Education**

This course focuses on the principles of the Socratic method and how teachers in the classroom can employ it. We'll spend time discussing inquiry-based instruction and how it positively impacts student learning and engagement. We will examine and demonstrate the use of teacher created simulations and active participation activities to assist student learning.

We will learn the positive impact of creating context before delivering information. Research suggests that an inquiry-based approach is the most effective way to engage students, motivate them, leading to constructive participation and retention of material.

**XPCL 5052. Curriculum and Instructional Procedures: Elementary Education Reading Methods. 21 contact hours Elementary Education**

This course is a methods course that focuses on the teaching and learning of reading. It will allow students the opportunity to apply knowledge gained in their Reading Strategies course work. It will consist of both theory and practice in which components of a comprehensive reading program are modeled, demonstrated, and experienced. Students in this course will participate in a variety of activities that will enhance their understanding of literacy teaching and learning with elementary students.

**XPCL 5053. Curriculum and Instructional Procedures: Independent Study. 30 contact hours Elementary Education**

This course is designed to enhance the pre-service teacher's understanding of the emergent, beginning, transitional, and instructional readers in elementary grades and the implementation of practical strategies that will help early learners become successful readers. Pre-service teachers will have the opportunity to design and create learning opportunities for their prospective classroom.

**XPCL 5055. Curriculum and Instructional Procedures: Helping Students to Become Confident Readers, 14 contact hours Middle and Secondary Education**

Candidates will learn methods to identify students who are struggling readers in their content class and to design strategies and activities for content learning plans which differentiate to the reading instructional needs of these students.

**XPCL 5065. Curriculum and Instructional Procedures: Content Training. 21 contact hours Elementary/Middle/Secondary**

Education Candidates will learn specific training based on their endorsement area. These classes introduces unit planning, pacing, lesson planning, teaching strategies and classroom management. Discussions, lectures, demonstrations, and some role playing will be introduced.

**XPCL 5070. Curriculum and Instructional Procedures: Dealing with At-Risk Students. 7 contact hours Middle and Secondary Education**

Candidates will learn strategies to deal effectively with at-risk students based on theoretical concepts. Additionally, they will learn the strategies to motivate students, strategies to engage them more in the learning process, and how to successfully cope with the stressors of dealing with this challenging cohort.

**XPCL 5075. Curriculum and Instructional Procedures: Preparing an Effective Lesson Plan. 7 contact hours Middle and Secondary Education**

This module in generic lesson design review provides candidates essential ways to review the design, delivery, and assessment of Learning Plans. Emphasis is on efficient use of instructional time, lesson design, assessment tools and relevant and current research. A primary goal of the workshop is assisting students in their respective development of a holistic attitude toward their instruction that successfully integrates teaching practices to what is to be learned by their students. These generic teaching behaviors identified in the DEI course competencies will be framed, reviewed and critiqued within the content specific Learning Plans submitted. Results of the critiques will be shared with the authors of the learning plans

**XPCL 5077 Curriculum and Instructional Procedures: The Management of Learning and Instruction. 7 contact hours Elementary/Middle/Secondary Education**

Classroom Management Techniques that will develop the candidate's plan for the management of instruction by developing a specific Classroom Management Plan to fit the grade level and content of the teacher. Candidates will address the classroom environment, importance of procedures, communication and discipline

**XPCL 5080. Curriculum and Instructional Procedures: Issues and Answers for New Teachers. 7 contact hours Elementary/Middle/Secondary**

Education Issues and Answers for New Teachers for Career Switchers is designed to support new teachers and facilitate the successful entry of transitioning/beginning teachers into the teaching profession by addressing topics that impact their day to day professional and teaching decisions.

**XPCL 5095. Practicum Observation. 30 contact hours Elementary/Middle/Secondary**

Experiences in PK12 classrooms represent an important component within the Career Switcher Program and all high-quality teacher preparation programs. Required in-school observation offers participants the opportunity to make contacts in school districts while gaining knowledge about teacher responsibilities and instructional strategies. All Career Switcher candidates are required to complete a minimum of 30 practicum hours by reflecting on the Professional Study Requirements and how it correlates with the Career Switcher Program's Enduring Understandings (i.e., VDOE's Uniform Teacher Performance Standards).

**XPCL 6000. Curriculum and Instructional Procedures: Lesson Plan Presentation. 1 contact hour Elementary/Middle/Secondary Education**

All Career Switcher candidates all required to present a 1 hour lesson plan. The lesson plan will be assessed by instructor's and peers.

**XPCL 6005 Elementary Education Classroom Management. 14 contact hours**

Students will formulate a personal philosophy of classroom management, examine effective techniques for arranging the classroom, formulating classroom rules, identifying and teaching classroom procedures and routines. This course will also prepare prospective teachers with respected philosophies and approaches that deal with appropriate social behaviors and classroom management systems, and provide strategies and suggestions that will enable them to be successful and confident while compare the beliefs and strategies of selected theorists that relate to effective classroom management (i.e. Skinner, Gordon and Dreikurs).

**LEVEL II PREPARATION**

Preparation begins during the first year of employment. Career Switchers attend a minimum of five seminars to expand the intensive preparation requirements associated with instructional topics. The five seminars award a minimum of 20 cumulative instructional hours and feature various instructional techniques. During Level II, a school mentor is assigned to assist the candidate throughout their first year of employment.

**NONCREDIT COURSE DESCRIPTIONS**

**XPCL 5085. Behavior Management. 4 contact hours**

Candidates will acquire strategies to help prevent behavior problems, identify actions that need to be taken when behavior problems occur, and learn how to effectively help students resolve problems in the classroom.

**XPCL 5086. Empowering Teachers who serve English as a Language Learners (ESL). 4 contact hours**

The ESL workshop is designed to give new teachers some basic information about who the ESL students are. The workshop is mandatory because at some point of the participants teaching experience they will have ELL students in their classroom. The participants will learn how the ESL students make it into the classroom. Participants will also get some teaching strategies useful when differentiating their instruction for English Language Learners. The goals of the workshops are to identify how these ESL students are enrolled, Demonstrate and create awareness about ESL students various Linguistic Proficiency level and what that means to the classroom teacher. Participants will become familiar with ESL Assessment like the WAPT and

annual ACCESS for ESL students. Participants will learn about culture and multicultural in the classroom and how to use this knowledge when planning instruction. Finally, participants will develop awareness about LEP students SOL accommodations and how these accommodations impact ESL students with Special Education needs.

**XPCL 5087 School Law: Basics for Teachers. 4 contact hours**

Participants will be introduced to legal concepts related to their employment as teachers including their duties to students, education malpractice, employment rights, and constitutional rights such as free speech, free exercise of religion, and the right to be free from discrimination and harassment in the workplace. In groups, participants will grapple with real-life scenarios and discuss court decisions and school division policies. Professionalism, especially with regard to social media, will be emphasized.

**XPCL 5088. Strategies for Success in the Classroom. 4 contact hours**

Candidates will acquire practical strategies that they will be able to use with their students. This workshop includes instructional, vocabulary, memory, and review activities that can be used with any student, including slow learners and special education students.

**XPCL 5089. Poverty: Students Achievement for Rural Urban Learners. 4 contact hours**

Candidates will learn strategies to promote students' academic success effectively with urban and rural learners in poverty based on theoretical concepts. Additionally, they will gain insights regarding the impact of poverty for schools, leaders, teachers and students. The participants will engage in a variety of experiences for adult learners to increase the teachers' awareness of poverty and educators' roles to address student scholastic achievement in school. The workshop will explore through the use of this PowerPoint presentation as guidance document to support practical application in this seminar. This interactive session will highlight the poverty research by Dr. Ruby Payne.

**XPCL 5090. The Teacher as a Professional: Communicating with Stakeholders. 4 contact hours**

Participants will become familiar with the issues and standards related to professionalism and teacher evaluation. , the participants will become familiar with The Virginia Standards for the Professional Practice of Teachers (VSPPT) and discuss expectations for teacher conduct within and without the classroom. Concrete strategies and tools for interaction with students, parents, administrators, and colleagues will be provided. Participants will engage in role-play to appreciate their responsibility in building supportive relationships with their students and their families. In addition, Assessment of, and for, Student Learning will be addressed, as grading is the primary mode of communication with parents, particularly at the secondary level.

**XPCL 5091. Parents: A User's Guide. 4 contact hours**

This workshop will deal with the relationship teachers need to develop with parents, outline concerns from a parent's perspective, from a school's perspective, and develop responses to those concerns. This workshop will employ teaching strategies embedded into the PowerPoint, therefore providing practical application to the content (Communication with Parents). The agenda will include overviews and strategies, definition of stakeholders, analysis of the types of teacher-parent communication, presentation of positive techniques and strategies, and the review, evaluation, and practical use of authentic case studies.

**XPCL 5093. Diversity in the Classroom. 4 contact hours**

Participants will define diversity and identify what constitutes diversity in the classroom. Students will discern personal subjectivities and examine how those subjectivities affect student populations in the classroom. Students will understand the microsystem, exosystem, and macrosystem that influences the development of individuals through Bronfenbrenner's Ecological Model. Students will engage with culture, language, and socioeconomic status to gain a deeper understanding of the backgrounds students come to school with.

## CENTER FOR PROFESSIONAL STUDIES

### Courses

#### **CPS 368. Internship in Professional Studies. 1-6 Credits.**

An opportunity to integrate service and applied learning experience with leadership perspectives. Prerequisite: junior standing.

#### **CPS 395. Topics. 1-3 Credits.**

The study of selected topics which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule. Prerequisite: junior standing or permission of the instructor.

#### **CPS 397. Independent Study. 1-6 Credits.**

Independent reading and study on a topic to be selected under the direction of an instructor. Prerequisite: Permission of instructor.

#### **CPS 398. Independent Study. 1-6 Credits.**

Independent reading and study on a topic to be selected under the direction of an instructor. Prerequisites: Permission of instructor.

#### **CPS 400. Foundations of Leadership. 3 Credits.**

This course is designed to provide students with a basic introduction to leadership, with a focus on leadership history, leadership styles, traits, and skills. The differences between managers and leaders will be explored. Prerequisite: junior standing or permission of the instructor.

#### **CPS 406. Cyber Law. 3 Credits.**

This course tackles two major cyber law subjects. The first part of the course examines various U.S. laws and legal considerations that impact the digital and cyberspace worlds from traditional civil, and to a lesser extent, traditional criminal perspectives. The second part will familiarize cyber operations professionals about the extent of and limitations on their authorities to ensure operations in cyberspace are in compliance with U.S. law, regulations, directives and policies. The course will also introduce students to miscellaneous cybersecurity topics such as the Federal Acquisition Requirements. Prerequisite: junior standing.

#### **CPS 408. Global Leadership. 3 Credits.**

This course will introduce students to the concepts and complexity of leadership in a globalized society and provide the opportunity to put leadership theory into practice. Emphasis will be on the development of the student as a leader who thinks globally, appreciates cultural diversity, is technologically savvy, knows how to build partnerships and alliances, and has the capacity to share leadership. Students will also evaluate their current mindset and leadership skills and create a professional plan for development as a global leader. Prerequisite: junior standing or permission of the instructor.

#### **CPS 410. Leadership Ethics. 3 Credits.**

This course examines how ethical principles can be used to guide effective leadership practices. Students will gain an understanding of how ethical principles in the workplace have developed over time. They will also explore the connections between individual ethics and workplace behaviors, in addition to leadership strategies that promote ethical behavior by workers. Prerequisite: junior standing or permission of the instructor.

#### **CPS 412. Leadership and Law. 3 Credits.**

This course addresses leadership in public, private, and non-profit organizations relative to laws that impact such organizations. Students will examine their role as leaders within legal systems that influence business operations such as employment law, intellectual property, antitrust, white collar crime, and bankruptcy. Prerequisite: junior standing or permission of the instructor.

#### **CPS 414. Design Thinking for Leaders. 3 Credits.**

Design thinking is a human-centered approach to problem solving and innovation. With design thinking one can confidently generate solutions to problems in organizations or to launching a new product or enterprise. It is being used by leaders for developing meaningful and useful responses to contemporary challenges. In this course, an overview of design thinking is provided, along with a model containing key questions and tools to help leaders understand design thinking as a problem solving approach. Prerequisites: junior standing or permission of the instructor.

#### **CPS 415. Women in Leadership. 3 Credits.**

This course provides students with the opportunity to explore the top female leaders of the present day. The course examines the difference between male and female leaders in business/economics, politics, entertainment, and government. Leadership styles will be explored. Prerequisite: junior standing or permission of the instructor.

#### **CPS 416. Trends and Issues in Leadership. 3 Credits.**

This course is focused on examining and expanding on the application of leadership principles and decision making. It is designed to have students step out of their comfort zones and look at leadership issues from various sides. The course will provide background and learning on primary leadership concepts with ethics ideals sprinkled within the content. Students will be challenged to find articles and examples for leadership application in multiple business, industry, government, and societal realms, taking on both protagonist and antagonist roles in the examination of the issues. Prerequisite: junior standing or permission of the instructor.

#### **CPS 494. Entrepreneurship in Professional Studies. 3 Credits.**

This course is designed to help students enhance their personal and professional development through innovation guided by faculty members and professionals. This course offers students an opportunity to integrate disciplinary theory and knowledge through developing a nonprofit program, product, business, or other initiative. The real-world experiences that entrepreneurs provide will help students understand how academic knowledge leads to transformations, innovations, and solutions to different types of problems. Prerequisite: COMM 351, COMM 355, COMM 421, or CPS 414.

#### **CPS 495. Topics. 1-3 Credits.**

The advanced study of selected topics which, due to their specialized nature, may not be offered regularly. These courses will appear in the course schedule. Prerequisite: junior standing or permission of the instructor.