

**NORTHWESTERN OKLAHOMA
STATE UNIVERSITY**

ALVA ~ ENID ~ WOODWARD

**GRADUATE
CATALOG
2016-2017**

Revised 1 July 2016

"Learn Today ~ Lead Tomorrow"

**NORTHWESTERN IS ACCREDITED BY THE HIGHER LEARNING COMMISSION
AND IS A MEMBER OF THE NORTH CENTRAL ASSOCIATION**

NORTHWESTERN IS ALSO ACCREDITED BY

North Central Association of Colleges and Secondary Schools*

Council for the Accreditation of Educator Preparation*

Oklahoma Commission for Teacher Preparation

*as a bachelor's and master's degree-granting institution

AND IS A MEMBER OF

American Association of Colleges for Teacher Education ~ American Association of State Colleges and Universities

American Association of University Women ~ American Council on Education

Conference of Southern Graduate Schools

NOTE TO STUDENTS

The *Graduate Catalog* provides general information about Northwestern Oklahoma State University and summarizes important information about the university's policies, requirements for graduation, regulations, and procedures. It is not intended to establish, nor does it establish, a contractual relationship with students; rather, the catalog is published to provide students with information that will be helpful to them during their university careers.

By necessity, the administration of the university has established requirements and regulations governing the granting of degrees. Academic advisors, department chairpersons, and academic staff members are available to aid students in understanding the requirements and regulations. **Students, however, are responsible for reading and understanding the university's academic policies, procedures, and course requirements. Students are encouraged to keep a copy of this catalog as a reference should questions arise.**

Corrections and revisions will be made to the *Graduate Catalog* each calendar year. The online catalog is the current edition and will take precedence over earlier editions (printed or online) of the catalog.

The NWOSU Office of Graduate Studies maintains its web site at www.nwosu.edu/graduate-studies. Application forms, degree plans of study, and other forms are available there under the "Forms and Plans of Study" tab.

CURRICULAR CHANGES

Changes in curricular requirements may occur between catalog publications. Students will be informed of such changes, to the extent possible. When changes occur, students may follow the requirements in effect at the time they entered their degree program, or they may appeal to the Graduate Committee to follow the new requirements. Students must choose to follow one catalog or the other; they may not select from the various requirements outlined in two or more catalogs. Reasonable substitutions will be made for discontinued and changed courses.

Announcements in the catalog concerning regulations, fees, curricula, or other matters are subject to change without notice.

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

This institution, in compliance with Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act Amendments Act of 2008, and other applicable federal laws and regulations, and to the extent required by law, does not discriminate on the basis of race, color, national origin, sex, age, religion, genetic information, physical or mental disability, or status as a veteran in any of its policies, practices, or procedures. This includes, but is not limited to, admissions, employment, financial aid, and educational services. Inquiries concerning the application of these programs should be made to Calleb Mosburg, Dean of Student Affairs and Enrollment Management, Northwestern Oklahoma State University, 709 Oklahoma Boulevard, Alva, OK 73717, (580) 327-8415.

COST STATEMENT

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SECTION 1: GENERAL INFORMATION

HISTORY OF NORTHWESTERN

In 1895, only two years after the opening of the Cherokee Outlet, the first bill to establish a normal school at Alva was introduced in the territorial legislature. This first effort was defeated. However, the next legislature passed a bill establishing the Northwest Territorial Normal School at Alva, the second normal school in Oklahoma Territory.

In a meeting on August 28, 1897, a newly formed Board of Regents for Normal Schools named Dr. James E. Ament of Illinois as Northwestern's first president. He and two teachers comprised the first faculty. The initial enrollment was 68, but had reached 166 by the end of the first year.

In 1919, Northwestern was expanded into a four-year teachers college and was renamed Northwestern State Teachers College. A major change in the nature and function of the institution took place in 1939, when the college was authorized to grant degrees in liberal arts as well as education. The name was changed to Northwestern State College.

In 1941, a constitutional amendment created the present Oklahoma State System of Higher Education and established the Oklahoma State Regents for Higher Education. All state-supported colleges/universities were brought under the authority of the board in matters regarding functions, programs of study, standards, and finances. Within the framework of the system, the six regional state colleges, including Northwestern, were placed directly under the Board of Regents of Oklahoma Colleges, created by constitutional amendment to govern the state college segment of the educational system.

A fifth-year program in teacher education was approved by the Oklahoma State Regents for Higher Education on January 25, 1954. Northwestern's first students in the Master of Teaching degree enrolled in the summer term of 1954. In 1969, the Master of Teaching degree was changed to the Master of Education degree.

The university's official motto was selected from 162 entries submitted by students, faculty, and alumni in a special contest on campus in March 1957. Kay Hutcheson, a junior from Jet, Oklahoma, received a scholarship in the amount of \$54 for winning the contest with her slogan "Learn Today, Lead Tomorrow."

Effective August 16, 1974, the name of Northwestern State College was changed to Northwestern Oklahoma State University. In the fall semester 1978, a Master of Behavioral Science degree was approved, a program which now culminates in the Master of Counseling Psychology degree.

In the spring of 1996, the Second Session of the 45th Oklahoma Legislature, with the approval of the Oklahoma State Regents for Higher Education and the Board of Regents of Oklahoma Colleges, passed legislation that created two new campuses for NWOSU, one at Enid and the other at Woodward. NWOSU was authorized to extend all of its academic degree programs and educational services to the new sites as demand dictated. A new chapter in NWOSU history dawned as the institution celebrated its centennial in 1997-1998. In 2006-2007, NWOSU joined in the state-wide observance of Oklahoma's centennial, which coincided with our own 110th anniversary.

In 2007-2008, bronze statues representing "The Ranger," crafted by Harold Holden of Kremlin, were installed on the Alva and Enid campuses, with a third "Ranger" planned for the new campus in Woodward, which opened to the public in the Fall 2008 semester.

The Oklahoma State Regents for Higher Education and the Regional University System of Oklahoma approved the Master of Arts in American Studies degree in 2013, Northwestern's third master's degree.

In 2016, The Oklahoma State Regents for Higher Education and the Regional University System of Oklahoma approved the Doctor of Nursing Practice program, Northwestern's first doctoral degree, which will begin offering courses in Fall 2017.

In its 119-year history, Northwestern Oklahoma State University has progressed from a normal school to an institution offering advanced levels of education for work in professional pursuits.

GOVERNOR OF OKLAHOMA

The Honorable Mary Fallin

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Dr. Glen D. Johnson, Chancellor ~ Oklahoma City
Toney Strickland, Chair ~ Lawton
John Massey, Vice Chair ~ Durant
Ronald H. White, Secretary ~ Oklahoma City
Jay Helm, Assistant Secretary ~ Tulsa
Marlin "Ike" Glass, Jr., ~ Newkirk
Anne Holloway ~ Ardmore
Joseph L. Parker, Jr. ~ Tulsa
James D. "Jimmy" Harrel ~ Leedey
Michael C. Turpin ~ Oklahoma city

REGIONAL UNIVERSITY SYSTEM OF OKLAHOMA

Jeffrey Dunn, Chair ~ Tulsa
Lake Carpenter, Vice Chair ~ Elk City
Gary Parker, Secretary ~ Muskogee
Susan Winchester ~ Chickasha
Jan Gordon ~ Broken Arrow
Connie Reilly ~ Okemah
Michael W. Mitchel ~ Alva
Terry Matlock ~ Garvin
Mark Stansberry ~ Edmond
Joy Hofmeister, State Superintendent ~ Tulsa
Sheridan McCaffree, Executive Director ~ Oklahoma City

UNIVERSITY ADMINISTRATION

Janet CUNNINGHAM, Ed.D (1979)

President; Professor of Business

B.S. and M.Ed., Northwestern Oklahoma State University;
Ed.D., Oklahoma State University.

Derek "Bo" Hannaford, Ed.D. (2011)

Vice President for Academics

Associate Professor of Education

B.A. and M.Ed., Northwestern Oklahoma State University;
Ed.D., Walden University.

David PECHA, Ph.D. (2005)

Vice President for Administration

B.S. and M.Ed., Northwestern Oklahoma State University;
Ph.D., University of Oklahoma.

Steven J. VALENCIA, M.Ed. (1996)

Associate Vice President for University Relations

B.A. and M.Ed., Northwestern Oklahoma State University.

James BELL, Ph.D. (2010)

Associate Vice President for Academics and Dean of Faculty
Associate Professor of English
B.S., Lamar University;
M.A., Texas Women's University;
Ph.D., Texas Tech. University.

Caleb MOSBURG, M.Ed. (2007)

Dean of Student Affairs & Enrollment Management
B.S. and M.Ed., Northwestern Oklahoma State University.

Wayne L. McMILLAN, Ph.D. (1998)

Dean of Enid Campus
Professor of Psychology
B.S., Northwestern Oklahoma State University;
M.A., University of Central Oklahoma;
Ph.D., Oklahoma State University.

Deena K. FISHER, Ed.D. (1996)

Dean of Woodward Campus
Professor of History
B.A.Ed. and M.Ed., Southwestern Oklahoma State University;
Ed.D., Oklahoma State University.

Christee JENLINK, Ed.D. (2015)

Associate Dean, School of Education
Professor of Education
B.A. and M.Ed., Northwestern Oklahoma State University;
Ed.D., Oklahoma State University.

Shawn HOLLIDAY, Ph.D. (2009)

Associate Dean, Graduate Studies
Professor of English
B.A. and M.A., Marshall University;
Ph.D., Indiana University of Pennsylvania;
additional training in the Irish Gaelic language, Oideas Gael,
Glencolmcille, Ireland.

GRADUATE FACULTY

The faculty for the graduate program consists of the President, the Vice President for Academics, the Associate Vice President for Academics and Dean of Faculty, the Associate Dean of the School of Education and Behavioral Sciences, the Associate Dean of Graduate Studies, and members of the general faculty who have been recommended by their department/division chairs and approved by their school deans and by the Graduate Committee. Reappointment to the same graduate faculty position requires the approval of the department or division chair, the school dean, and the Associate Dean of Graduate Studies. Only graduate faculty may teach graduate courses or serve as members of graduate students' advisory committees.

Permanent Graduate Faculty. A full-time faculty member who holds a terminal degree, who has been recommended by the appropriate dean, and who has been approved by the Graduate Committee. Appointment to the graduate faculty will be reviewed every three years. To maintain eligibility, the faculty member must teach a graduate course and/or serve on a graduate advisory committee during the three-year period.

Associate Graduate Faculty. A full-time or emeritus Northwestern faculty member who is recommended by the appropriate dean for a one-year appointment. The individual should have special expertise in the content area and should possess appropriate credentials for graduate level teaching.

Temporary Graduate Faculty. A faculty member or adjunct instructor who is recommended by the appropriate dean and approved by the Graduate Committee for a one-semester appointment. The individual should have special expertise in the content area and possess appropriate credentials for graduate level teaching.

PERMANENT GRADUATE FACULTY

Richmond ADAMS, Ph.D. (2014)

Assistant Professor of English
B.S., University of Memphis;
M.D., Vanderbilt University;
Ph.D., Southern Illinois University Carbondale.

James BELL, Ph.D. (2010)*

Associate Vice President for Academics and Dean of Faculty
Associate Professor of English
B.S., Lamar University;
M.A., Texas Women's University;
Ph.D., Texas Tech. University.

Sheila BRINTNALL, Ph.D. (1995)

Professor of Mathematics
B.S., Northwestern Oklahoma State University;
M.S., Oklahoma State University;
Ph.D., University of Oklahoma.

Kay L. DECKER, Ed.D. (1991)

Professor of Sociology; Chair, Social Sciences
B.A., Northwestern Oklahoma State University;
M.A. and Ed.D., Oklahoma State University.

Kathy M. Earnest, Ed.D. (2004)

Assistant Professor of English
B.A., Northwestern Oklahoma State University;
M.A., University of Oklahoma;
Ed.D., Oklahoma State University.

Deena K. FISHER, Ed.D. (1996)

Dean of NWOSU-Woodward campus
Professor of History
B.A.Ed. and M.Ed., Southwestern Oklahoma State University;
Ed.D., Oklahoma State University.

Colleen GOLIGHTLY, Ed.D. (2010)

Professor of Education
B.S., University of Central Oklahoma;
M.S. and Ed.D., Oklahoma State University.

Cristina "Cris" GORDON, Ph.D. (2015)*

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Chair, Psychology
B.A., Faculdades Metropolitanas Unidas (Brazil);
M.A., University of West Georgia;
Ph.D., Capella University.

Derek "Bo" HANNAFORD, Ed.D. (2011)

Vice President for Academics
Associate Professor of Education
B.A. and M.Ed., Northwestern Oklahoma State University;
Ed.D., Walden University.

Roger D. HARDAWAY, D.A. (1990)

Professor of History
B.S., Middle Tennessee State University;
B.S.Ed., Memphis State University;
M.A., New Mexico State University;
M.A.T., University of Wyoming;
M.A., Eastern New Mexico University;
J.D., Memphis State University (Law);
D.A., University of North Dakota.

Shawn HOLLIDAY, Ph.D. (2009)*

Associate Dean of Graduate Studies
Professor of English
B.A. and M.A., Marshall University;
Ph.D., Indiana University of Pennsylvania;
additional training in the Irish Gaelic language, Oideas Gael,
Glencolmcille, Ireland.

Christee JENLINK, Ed.D. (2015)*

Associate Dean, School of Education
Professor of Education
B.A. and M.Ed., Northwestern Oklahoma State University;
Ed.D., Oklahoma State University.

Kathryn LANE, Ph.D. (2011)

Associate Professor of English
B.A., Southeastern Louisiana State University;
M.A. and Ph.D., University of Louisiana at Lafayette.

Steven Wade MACKIE, Ph.D. (2008)

Professor of Education
B.A., Prescott College;
M.Ed. and Ph.D., University of Oklahoma.

Timothy J. MAHARRY, Ph.D. (1998)

Professor of Mathematics
Chair, Mathematics and Computer Science
B.A., Hastings College;
M.S. and Ph.D., Oklahoma State University.

Aaron L. MASON, Ph.D. (2006)*

Professor of Political Science
B.A., Northeastern State University (Tahlequah);
M.A., University of Texas (Arlington);
Ph.D., Northern Arizona University.

Wayne L. McMILLIN, Ph.D. (1998)

Dean of NWOSU-Enid Campus
Professor of Psychology
B.S., Northwestern Oklahoma State University;
M.A., University of Central Oklahoma;
Ph.D., Oklahoma State University.

Chandler MEAD, Ed.D. (1991)

Professor of Sports Science
Chair, Health and Sports Science
B.S. and M.Ed., Northwestern Oklahoma State University;
Ed.D., Oklahoma State University.

Cornelia MIHAI, Ph.D. (2004)

Professor of Chemistry
B.S., Polytechnic Institute of Bucharest;
M.S. and Ph.D., University of Illinois at Chicago.

Jennifer PAGE, Ph.D. (2014)

Assistant Professor of English
B.A., Nicholls State University;
M.A. and Ph.D., University of Louisiana at Lafayette.

Eric SCHMALTZ, Ph.D. (2005)*

Professor of History
B.A., St. Olaf College;
M.A., University of North Dakota;
Ph.D., University of Nebraska.

Kimberly WEAST, M.F.A. (2002)

Professor of Theatre
The Reichenberger Chair in Theatre
B.S., Southwestern Oklahoma State University;
M.A., Southwest Baptist Theological Seminary;
M.F.A., Lindenwood University.

Martie Luann YOUNG, Ed.D. (1994)

Professor of Education
The Enid Endowed Chair #5
B.S. and M.S., Northwestern Oklahoma State University;
Ed.D., Oklahoma State University.

* Member, Graduate Committee

CORE VALUES

As part of its philosophical basis, Northwestern Oklahoma State University holds certain values. These include:

Academic Excellence

Northwestern will provide the best possible educational experience for every student.

- *Focus on quality teaching and advising
- *Respond effectively to the learning needs of each student
- *Embrace the role of technology in the educational process
- *Promote opportunities for teaching and learning outside of the classroom

Accessibility

Northwestern is committed to the accessibility of its programs and services

- *Embrace our mission as a multi-campus regional university
- *Continually work to maintain affordability
- *Seek new methods to deliver programs and services to our constituents

Community

Northwestern will strive to create a sense of community that extends beyond campus boundaries.

- *Seek partnerships and initiatives that will improve the quality of life for area residents
- *Promote institutional and individual service to others
- *Embrace our role in a global society

Diversity

Northwestern will respect the individual rights of all persons.

- *Value the differences in every individual
- *Promote the expression of differing opinions and beliefs
- *Appreciate the culture and backgrounds of each person
- *Treat every individual with respect

Responsibility

Northwestern will maintain the highest levels of ethical standards and accountability.

- *Act with integrity and accept responsibility
- *Use our resources in the most effective and efficient manner
- *Conduct business in an atmosphere of transparency
- *Promote a culture of continuous improvement

NWOSU MISSION

Northwestern Oklahoma State University provides quality educational and cultural opportunities to learners with diverse needs by cultivating ethical leadership and service, critical thinking, and fiscal responsibility.

Northwestern Oklahoma State University Office of Graduate Studies provides quality educational and cultural opportunities that enable professionals to advance in their careers and to act as ethical leaders in a multicontextual society.

FUNCTION

As one of eight regional universities in the state of Oklahoma, Northwestern has certain functions prescribed by the Oklahoma State Regents for Higher Education. These include the following services:

1. Both lower-division and upper-division undergraduate study in several fields leading to the bachelor's degree.
2. A limited number of programs leading toward the first-professional degree when appropriate to the institution's strengths and the needs of the state.
3. Graduate study that moves toward limited comprehensiveness in fields related to Oklahoma's workforce needs.
4. Extension and public services responsibilities in the geographic region.
5. Responsibility for institutional and applied research in those areas related closely to program assignments.
6. Responsibility for regional programs of economic development.

In addition, the Oklahoma State Regents for Higher Education have prescribed specific functions for the NWOSU campus at Enid as follows:

1. To access the community's higher education needs at the baccalaureate and graduate program levels.
2. To provide upper-division and graduate courses and programs which are part of the institution's assigned function and programs within the limits of available resources.
3. To serve as the institution responsible for providing and facilitating upper-division and graduate courses and programs in Enid. NWOSU will contact and make arrangements with other regionally accredited colleges and universities to offer courses and programs at the baccalaureate and graduate program levels.

Similarly, the Oklahoma State Regents for Higher Education have determined the functions of the NWOSU campus at Woodward as follows:

1. To assess the community's higher education needs.
2. To provide lower-division, upper-division, and graduate courses, programs, and services which are part of the institution's assigned function and programs within the limits of available resources.
3. To serve as the institution responsible for providing and facilitating higher education courses and programs in Woodward. NWOSU will contact and make arrangements with other regionally accredited colleges and universities to offer courses and programs.

STRATEGIC DIRECTIONS

As part of its strategic planning process, the Northwestern community has developed the following strategic directions to guide its course into the future:

1. Northwestern will promote an effective learning environment that fosters critical thinking and ethical leadership.
2. Northwestern will support faculty and staff development to promote academic excellence.
3. Northwestern will devise and implement an aggressive plan for upgrading its infrastructure to project a positive, growing, and vital image to its stakeholders.
4. Northwestern will build partnerships and alliances with groups and stakeholders who share common goals in advancing the mission of the university.
5. Northwestern, based on its enrollment management plan, will foster student enrollment growth to ensure the vitality of the university.

GRADUATE TUITION AND FEES

*Subject to change at the discretion of the Oklahoma State Regents for Higher Education.
For the most up-to-date tuition information, see the Graduate Studies Website.*

General Fees (tuition + fees, per semester hour):

On-Campus (Oklahoma residents)	\$264.25
On-Campus (out-of-state)	\$524.25
ITV Classes (Oklahoma residents)	\$299.25
ITV Classes (out-of-state)	\$559.25
Online Classes (Oklahoma residents)	\$322.25
Online Classes (out-of-state)	\$582.25
OPSU, Guthrie, Pryor (OK residents)	\$261.75
OPSU, Guthrie, Pryor (out-of-state)	\$521.75

Special Fee (in addition to general fees):

Graduation Fee	\$ 25.00
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The following refunds, per Oklahoma State Regents for Higher Education policy, are made for approved withdrawals from ALL CLASSES:

Regular Semester:

First two-weeks	100% Refund
After first two weeks	No Refund

Eight-week classes have a one-week drop period starting from the date of the first scheduled class meeting; weekend seminars must be dropped the day prior to class start date to receive a refund.

Summer Session* withdrawal period for 100% refund:

First four days for an eight-week summer session
First two days for a four-week summer class
First day for a four-day summer class

**Based on a summer schedule of four days per week*

Any class meeting less than four days must be dropped the day prior to class start date to receive a 100% refund.

GENERAL ACADEMIC INFORMATION

Course Numbering. Courses are numbered so as to indicate the general degree of advancement. Courses at the 5000-level are for graduate students only. The last figure in the 4-digit course number generally indicates the total credit hours generated by the course.

School Year. The school year consists of two semesters of sixteen weeks each, one eight week summer session, and interim sessions in January and May. Consult the course schedule, available in print and online, for specific courses.

Class Periods. A regular lecture-recitation class period is fifty minutes long during the regular semesters and seventy-five minutes in length during an eight-week summer session. A laboratory period is approximately two to four hours in length. **Students should not bring their children to the classroom but should, instead, arrange for child care.**

Credit. Course credit is given in terms of semester hours. One semester hour of credit is given for one class period of instruction, or its equivalent, per week for a semester of sixteen weeks.

Career Services. Northwestern maintains a placement service to assist its graduates in obtaining desirable positions or positions of professional advancement and to aid hiring officials in securing qualified employees. Career Services is located in Fine Arts room 142.

Seniors are advised to register with Career Services early in their senior year. Former graduates who desire a change of position should contact Career Services as early as possible in the school year so that recommendation folders may be brought up-to-date and ready for use when needed.

Master's degree candidates who did not complete their undergraduate work at Northwestern but who wish to use the NWOSU placement service may register with Career Services when they have completed the major portion of their program.

All registrants should report changes of addresses and should notify Career Services promptly when a position has been accepted.

Financial Aid. Students interested in financial aid should contact the NWOSU Financial Aid office regarding options available for graduate students. *University policy requires graduate students who are receiving financial aid (including Stafford loans) to complete satisfactorily all hours attempted to maintain eligibility for financial aid.* No grade lower than C will be considered satisfactory for graduate student financial aid retention purposes. Students who are admitted conditionally are not eligible to receive Federal Financial Aid.

MASTER'S DEGREE PROGRAMS

The graduate program at Northwestern Oklahoma State University offers plans of study leading to the Master of Arts, Master of Education, and Master of Counseling Psychology degrees. Degree programs and options include:

Master of Arts in American Studies

Master of Counseling Psychology:

- Master of Counseling Psychology
- Licensed Professional Counselor
- Licensed Alcohol and Drug Counselor

Master of Education:

- Elementary Education
- Curriculum & Instruction
- Educational Leadership
- Reading Specialist
- School Counseling
- Secondary Education
- Adult Education Management & Administration
- Curriculum & Instruction
- Educational Leadership
- Non-Certificate Option

Certification Options:

- Elementary/Secondary School Principal
- Reading Specialist Certificate
- School Counselor Certificate

GOALS OF THE GRADUATE PROGRAMS

Master of Arts in American Studies. The Master of Arts in American Studies program provides students with an integrated and critical knowledge of American culture and society, drawing on such disciplines as agriculture, English, history, mass communication, political science, sociology, and education to foster a holistic understanding of the historical, social, and cultural underpinnings of the American experience. The general goals of the program are as follows:

1. To enable students to explore and interpret the American experience from an interdisciplinary perspective that encompasses the fields of agriculture, English, history, mass communication, political science, sociology, and education.
2. To provide students with research skills and theoretical methodologies through which they will foster an integrative approach to learning about

American culture & society, both past and present.

3. To provide students with intimate knowledge of northwestern Oklahoma and the American West through which they will learn about the culture of the United States, understanding the ways regional issues affect the national culture and vice versa.
4. To help students achieve excellence in critical thinking through extensive writing, reading, research, and communication with peers, faculty, and community leaders.
5. To enable students to initiate, develop, and carry out independent enquiry that will allow them to energize the region culturally and economically through a leadership position.
6. To prepare students for a wide range of employment opportunities by developing knowledge, skills, attitudes, and ethics that can be applied to work in junior colleges, archives, museums, and in governmental, commercial, and cultural agencies.

Master of Counseling Psychology. The Master of Counseling Psychology degree program provides graduates with the knowledge and skills necessary for functioning successfully as a Licensed Professional Counselor or a Licensed Behavioral Practitioner. The general goals of the program are:

1. To develop knowledge in the foundations of human behavior and development.
2. To develop an understanding and working knowledge of measurement techniques used in counseling and the helping professions.
3. To develop knowledge of social institutions as they relate to human behavior and development.
4. To develop a basic understanding of the interpretation of normal and abnormal development;
5. To develop knowledge of counseling strategies and techniques.
6. To develop basic knowledge in the establishment of a private practice in counseling.
7. To develop basic knowledge in understanding and interpreting research as it applies to counseling.

The program results in a degree designed to develop specific professional counseling competencies. The core curriculum of at least forty-eight hours of graduate credit constitute the minimum academic requirements leading to the Master of Counseling Psychology degree. Students whose goal is licensure as a Licensed Professional Counselor are required to complete sixty hours. Students whose goal is licensure as a Licensed Alcohol and Drug Counselor are required to complete additional hours.

Master of Education. The Master of Education degree program is designed to provide a program of advanced study to help educators with their professional responsibilities. The general goals are as follows:

1. To develop knowledge in research, writing, and scholarship at the graduate level.
2. To develop advanced skills and knowledge of future educators.
3. To develop knowledge of contemporary methodologies enabling graduate students to be prepared for immediate classroom experiences.
4. To develop knowledge of curriculum, measurement techniques, bibliographies, and other areas that are modeled upon the most effective master's degree programs nationwide.

Specific objectives of the Master of Education degree program are identified in section 5.

SECTION 2: GRADUATE POLICIES AND PROCEDURES

ADMINISTRATION OF THE GRADUATE PROGRAM

Graduate Committee. The Graduate Committee has general supervisory authority over the graduate program and is responsible for recommending policy relative to the program. The committee membership includes the Associate Vice President for Academics and the Dean of Faculty, the Associate Dean of the School of Education, the Chair of the Psychology Department, the Director of Teacher Education, one at-large representative from the School of Arts and Sciences, one at-large representative from the American Studies program, one at-large representative of the future Doctor of Nursing Practice program, one student representative from the Master of Education program, one student representative from Master of Counseling Psychology program, and one student representative from the Master of Arts in American Studies program. The Associate Dean of Graduate Studies serves as chair of the Graduate Committee.

Functions of the Graduate Committee include:

1. the general supervision of matters pertaining to the graduate program and the formulation of policy for the program;
2. the formulation of the aims and objectives of the graduate program and the design and content of the graduate curricula;
3. the evaluation of proposed requirements for programs submitted by the respective academic schools;
4. the formulation of policies for admission to, and retention in, the graduate program;
5. the formulation of criteria and the approval of faculty membership on the graduate faculty;
6. the formulation of policies to provide quality control of courses, faculty, and physical resources relative to the graduate program;
7. the provision of systematic and periodic opportunities for graduate students and the graduate faculty to evaluate the graduate program and to make recommendations for its further development;
8. the responsibility for formulation and recommendation of policy on expanding and up-grading present programs, discontinuance of programs, introduction of new programs, or limitation on enrollment in graduate programs; the responsibility for graduate program long-range planning.

ADMISSION POLICIES

Application for Admission. An official application for admission to graduate study must be submitted to the graduate office prior to enrollment in graduate courses. Additionally, students who have not previously attended Northwestern must apply for university admission through the Registry Office. A \$15 application fee is required of first-time students applying for university admission. These application forms can be found under the "Forms and Plans of Study" tab on the Graduate Studies webpage (www.nwsu.edu/graduate-studies). Official transcripts (not photocopies) from all colleges/universities previously attended (undergraduate and graduate) must accompany applications. Applicants holding teaching certificates or licenses must submit copies of their current teaching certification; until such copies are received, the student will be limited to a maximum enrollment of nine hours of graduate courses. **For assessment purposes, all students are required to have a Graduate Record Examination (GRE) aptitude test OR Miller Analogies Test (MAT) on file with the graduate office before enrollment in the tenth semester hour of coursework.** GRE or MAT scores to used to meet admission criteria are valid only if the test was

taken within five years of the date of application.

Applications are processed by the Coordinator of Graduate Studies. Unusual cases will be reviewed by the Graduate Committee.

Unconditional Admission. Admission to the graduate program will be granted to students who hold a baccalaureate degree from an accredited institution and who meet any ONE of the following standards:

1. A minimum cumulative undergraduate grade-point average of 2.75 (on a 4.0 point scale).*
2. A minimum grade-point average of 3.0 in the last sixty semester hours of undergraduate work (both undergraduate and graduate hours may be used in calculating the GPA to meet admission standards; however, any graduate hours used for admission purposes cannot be counted toward a master's degree).*
3. A score that places the individual at the 25th percentile on two of the three areas (verbal, quantitative, and analytical writing) of the GRE or at the 25th percentile on the MAT.*
4. If a student has already completed a master's degree from another accredited institution, the student may be unconditionally admitted to the program at Northwestern upon providing an official copy of a transcript stating the degree.

*Students with prior graduate work (transfer students or NWSU students applying for readmission) must have a minimum GPA of 3.0 in all graduate courses in order to be admitted unconditionally.

Conditional Admission. Conditional admission may be granted to applicants who do not meet the requirements for unconditional admission to the graduate program but who satisfy the following standards:

1. *First-time graduate students (with no prior graduate work):* Possess a minimum cumulative undergraduate grade-point average of 2.3 (on a 4.0 scale) **OR** a grade-point average of 2.5 in the last sixty hours attempted;
2. *Transfer graduate students or NWSU graduate students applying for readmission:*
 - (a.) Possess a minimum cumulative undergraduate grade-point average of 2.3 (on a 4.0 scale) **OR** a grade-point average of 2.5 in the last sixty hours of undergraduate or graduate work attempted (both undergraduate and graduate hours may be used in calculating the GPA to meet admission standards; however, any graduate hours used for admission purposes cannot be applied toward a master's degree).
 - (b.) Possess a cumulative graduate grade-point average less than 3.0 (on a 4.0 scale).

All students who are admitted conditionally must have a minimum cumulative grade-point average of 3.0 (B) after the first sixteen hours of graduate work following their admission to the graduate program. If the GPA requirement is not met, the student shall be removed from the degree program.

Graduate students who are admitted conditionally are not eligible to receive Federal Financial Aid. Questions about financial aid should be directed to the Office of Financial Aid.

Restrictions. The Graduate Studies Office requires students enrolled in the M.A. in American Studies program and in the M.Ed. in Adult Education Management and Administration and Non-Certificate options to have twelve credit hours of undergraduate work in their area of specialization. For those who do not, extra coursework will be required to provide an appropriate background for their graduate content area.

Senior Undergraduate Students in the Graduate Program. Senior students may be admitted to the graduate program by meeting the following standards:

1. Be enrolled in the final hours required to complete a baccalaureate degree.
2. Submit an application for graduate study.
3. Possess a minimum cumulative grade-point average of 2.75 (on a 4.0 scale) [Unconditional Admission Standard 1].
4. Be enrolled in a maximum of sixteen semester hours of combined undergraduate and graduate course work during the fall or spring semester, or a maximum of nine hours in a summer term (including interim courses).

There is a one-semester limit for seniors to enroll in graduate courses; they must complete all requirements for the undergraduate degree and be fully admitted to the graduate program in order to continue work towards a master's degree.

Non-Degree Seeking Student. Students who wish to take courses for graduate credit but who do not wish to work toward a master's degree must meet the following standards:

1. Hold a baccalaureate degree from an accredited institution.
2. Possess a minimum cumulative undergraduate grade-point average of 2.3 (on a 4.0 scale) OR a grade-point average of 2.5 in the last sixty hours of undergraduate work attempted (both undergraduate and graduate hours may be used in calculating the GPA to meet admission standards).

If a student admitted as prescribed should decide to pursue a master's degree, all admission standards established for the degree program must be met before the student will be allowed enrollment beyond nine hours. Any graduate hours used for admission purposes cannot be applied toward a master's degree.

Note: Students seeking certification are not considered "non-degree seeking students." For more details on the certification process, see section 6.

Admission to Candidacy. Admission to graduate study does not carry with it admission to candidacy for a degree. The student must apply on forms available from the graduate office or online. Application for admission to candidacy must be made after the completion of sixteen semester hours and before completion of 20 hours of acceptable work toward the master's degree. A minimum grade-point average of 3.0 (B) is required for admission to candidacy. An approved plan of study must be on file in the graduate office before admission to candidacy can be granted.

Fee Waivers. Non-resident students wishing to apply for waiver of out-of-state fees must meet the criteria for unconditional admission to the graduate program. Application for the fee waiver eligibility must be processed each semester in the registrar's office.

STUDY LOAD LIMITS

The maximum study load for a full-time graduate student during a sixteen-week semester is twelve hours. For an eight-week summer term the maximum load is nine hours.

Graduate students taking the written comprehensive examination OR submitting the graduate portfolio for Milestone 3 evaluation must have completed all coursework OR be enrolled in final coursework not exceeding nine hours in a regular semester or six hours in a summer term. (See requirements on page 9).

RETENTION AND ACADEMIC PROBATION

A student in good standing shall maintain a cumulative grade-point average of 3.0 on a 4.0 scale in the graduate program. A grade-point average of 3.0 on a 4.0 scale is required for graduation; no grade lower than C will be credited toward a master's degree. Students whose grade-point average drops below 3.0 will be placed on academic probation and must have the deficiency corrected by the completion of the next nine hours of coursework. Students who do not achieve the grade-point average at the completion of those nine hours will be dismissed from the graduate program.

UNIVERSITY ATTENDANCE POLICY

Responsibility for attending class rests with the student. Attendance in class is expected. Each instructional staff member will determine his/her attendance policy. The staff member may require between 75 and 90 percent attendance for credit in a course.

GRADUATE STUDENT APPEAL PROCESS

The Graduate Committee is the general supervisory body for the graduate program. Graduate students may appeal to the committee for consideration of matters affecting their degree program. The committee meets regularly during the fall and spring semesters; it does not meet during the summer term.

To be placed on the agenda for a committee meeting, the student may submit a letter of appeal to the Associate Dean of Graduate Studies (via email, campus mail, or U.S. mail) stating his or her request, providing as much information as is pertinent to the case. He/She may also request one or more members of his/her graduate advisory committee to submit letters of support of the request. The student and advisory committee members are welcome to attend the meeting when the case is presented and may address the committee or answer any questions that committee members may have.

Following the meeting, the student and the advisory committee members will be informed of the decision reached by the Graduate Committee, whose decision is final.

COMPLAINT PROCEDURES

Any student may file a formal complaint if he/she believes that he/she has not been treated appropriately by a student, faculty member, administrator, or staff member. The complaint should be addressed to the supervisor of that particular department or office. It is the responsibility of the appropriate supervisor to respond to the complaint. A form is available on the Northwestern website for filing a formal complaint. Formal complaints that have been addressed to the President, the Vice President for Academics, the Vice President for Administration, the Associate Vice President for Academics and Dean of Faculty, the Dean of Student Affairs and Enrollment Management, or the Associate Dean of Education and Behavioral Sciences will be filed in the Office of Assessment and will be available for review by the Commission on Institutions of Higher Education of the North Central Association. In accordance with privacy policies, the identity of individuals will be protected.

CREDIT-HOUR REGULATIONS

Level of Courses. All work used to fulfill requirements for the Master of Arts in American Studies, the Master of Education, or the Master of Counseling Psychology degrees shall be selected from graduate courses, which are listed by department in Section 7. Subsequently, graduate students should enroll in 5000-level courses to receive graduate credit. It is the student's responsibility to ensure that they are registered in the graduate section of split-level courses since graduate

students should experience a more rigorous academic requirement than what is expected of undergraduate students. Also note that courses taken at the undergraduate level may not be repeated for credit toward the master's degree.

Full-Time Student Status. A student is considered full-time at the graduate level by enrolling in (and completing) a minimum of nine hours in a fall or spring semester or a minimum of five hours in a summer term.

Incomplete. A grade of I is given only when conditions justify extension of time for a student to complete the course. Any grade of I not removed within one calendar year becomes a permanent incomplete on the student's transcript. *Grades of I must be removed prior to taking the written comprehensive examination or submitting the graduate portfolio for the Milestone 3 defense.*

Transfer Credit. A maximum of nine hours of graduate credit earned at accredited institutions of higher education may be transferred, provided the work forms an appropriate part of the student's program and is approved by the student's advisory committee. To meet requirements for the Master of Education degree, a minimum of thirty-two hours of graduate credit must be completed. The Master of Counseling Psychology degree requires a minimum of forty-eight graduate credit hours. All accepted transfer hours are counted as part of the student's graduate grade-point average.

Residency Requirement. A minimum of twenty-three semester hours, including the final eight hours, must be earned in residence at Northwestern Oklahoma State University. The remainder of the candidate's program (nine hours maximum) may be earned at other accredited institutions. These hours, or any part thereof, may be applied to the program only if, in the judgment of the student's graduate advisory committee and the Associate Dean of Graduate Studies, they contribute to the student's overall program. **Exception:** students in the Adult Education Management and Administration program may transfer the final 18 hours of discipline-specific courses if the courses are listed on an approved plan of study.

Continuing Education Credit. Continuing education credits from an approved institution will be evaluated for possible graduate credit when the request is submitted with an official transcript. Inquiries should be directed to the graduate office.

Individual Study, Readings, Seminar, and Short Course Credit. A maximum of six credit hours in any combination of Individual Study (5170), Seminar (5180), Readings (5190), and/or Short Courses (5300) will be applicable toward a master's degree program.

Prerequisites. Some courses may have prerequisites. The student should consult the course descriptions (see Section 7, Graduate Courses) or consult with the appropriate department or division chair.

TIME LIMIT

A master's degree program must be completed within **six calendar years**. If a student has not completed the graduate degree in the **six-year limit**, the student must then meet with his/her advisory committee and file a new plan of study reflecting current program requirements. In some cases, the student may be asked to re-apply for admission to graduate study. If course(s) exceed the six-year limit, the student may re-take the course(s) or validate the course(s) following procedures listed below.

COURSE VALIDATION

Credit in courses older than six years (at the time of the degree completion) will be awarded only after competency in the area has been demonstrated by examination. The examination will be prepared and evaluated by the faculty member currently responsible for teaching the course. The validation process is initiated through the Office of Graduate Studies.

For a written validation:

1. The graduate office will notify the student, the advisory committee chair, and the instructor of the course of the need for the exam.
2. The instructor will provide the exam to the graduate office to be administered.
3. The exam will be returned to the instructor to score.
4. The instructor will return the results and the exam to the graduate office to be filed in the student's folder.

For an oral validation:

1. The graduate office will notify the student, the advisory committee chair, and the instructor of the course of the need for the exam.
2. The instructor will administer the oral exam.
3. The instructor will provide results and a detailed synopsis of the exam to the graduate office to be filed in the student's folder.

For a performance validation:

1. The graduate office will notify the student, the advisory committee chair, and the instructor of the course of the need for the exam.
2. The instructor will administer the performance exam.
3. The instructor will provide results and a copy of the performance (cassette, video, CD, DVD, or other appropriate media) to the graduate office to be filed in the student's folder.

Only NWOSU courses can be validated past the six-year limit. Credit from other institutions which exceeds the six-year limit cannot be validated.

ARRANGED CLASSES

The following guidelines have been adopted by NWOSU concerning arranged class:

1. Any course taught by arrangement must be approved by the instructor, department head (where applicable), and the dean of the appropriate school.
2. Only courses required for the degree or certification program will be considered for arrangement.
3. Only courses which have not been scheduled in the current year or for which there is a scheduling conflict may be considered for arrangement.
4. The student must be a senior or graduate student needing the class for graduation or certification within the current academic year.
5. Only students who have an overall GPA of at least 3.0 will be considered for an arranged class.
6. Regular teacher education block courses will not be offered for arrangement.
7. No course being repeated may be taken by arrangement.
8. Any instructor offering a course through arrangement must submit to the appropriate dean a written plan (including reason for request, course content, and student requirements) for approval.
9. Students may appeal to the Academic Affairs committee in the event of a special situation not covered by preceding guidelines.

GRADUATE PLAN OF STUDY

Advisory Committee. An advisory committee, consisting of three members from the graduate faculty, is formed for each student pursuing a graduate degree *as soon as possible after the student's application for graduate study. This process is discussed in EDUC 5010/Graduate Study Seminar, which students should enroll in during their first semester of graduate work.*

For students enrolled in the Master of Arts in American Studies Program and in the Master of Counseling Psychology Program, members of the advisory committee are selected by the student, contingent upon faculty members' willingness to serve and upon the approval of the Associate Dean of Graduate Studies. For students enrolled in all Master of Education options, committee members will be assigned by the Coordinator of Graduate Studies with the approval of the Associate Dean of Graduate Studies. The chair of advisory committees must be a full member of the graduate faculty. Adjunct instructors are not allowed to serve. The committee is responsible to assist the student in developing the plan of study and to administer the written comprehensive examination (and the oral follow-up exam) or to evaluate the graduate portfolio (and the Milestone 3 defense), whichever is appropriate to the student's degree. **All American Studies, MCP, and M.Ed. students must form their advisory committees and schedule an appointment with its members during the first semester of graduate work. Graduate students must be aware that some faculty members are not employed during the summer. Students should take this into consideration when putting together their graduate advisory committees and when scheduling their portfolio or thesis defenses.**

Plan of Study. A report of the plan for the student's graduate program formulated by the student and his/her advisory committee must be filed with the Associate Dean of Graduate Studies *during the student's first semester of coursework.* Students are encouraged to take the required core courses early in their plan of study, to the extent possible. Students completing graduate work prior to approval of the plan of study should not expect all such course work to apply toward requirements for the master's degree. *All information included on the plan of study form must be typed (no handwritten plan of study forms will be accepted by the Office of Graduate Studies). The plan of study form also requires original signatures of advisory committee members.*

Revisions to Plan of Study. When a student deviates from the plan of study, **he/she must submit a new plan of study form to the Office of Graduate Studies (EC #103).** It is the student's responsibility to inform members of the advisory committee of the changes being made, to obtain their signatures, and to submit the new form to the Office of Graduate Studies. Hence, all changes must have the approval of the student's advisory committee. The revised plan of study must be filed with the Graduate Office by the end of the enrollment period of the semester in which the student is to graduate.

THESIS OPTION

Students enrolled in the M.A. in American Studies program, the Master of Counseling Psychology program; the M.Ed. in Adult Education Management and Administration option, or the M.Ed. Non-Certificate option may take from three-to-six semester hours of thesis credit (Thesis 5330) as part of their field-specific subjects, related area of study, or electives if they choose to undertake a research project (thesis) as part of their graduate work. Students interested in this option must visit either the Graduate Studies website at www.nwsu.edu/graduate-studies or the Office of Graduate Studies (FA #212)

to receive the booklet "Guidelines for Thesis Preparation and Submission," a list of the "Policies and Procedures for a Master's Degree with a Thesis," and the appropriate forms. These materials discuss, in detail, the specific requirements for thesis preparation and submission.

SECOND MASTER'S DEGREE

A student desiring a second master's degree will be permitted to apply a maximum of twelve hours of appropriate coursework at the master's or doctoral level toward requirements for a second master's degree, subject to the approval of the graduate advisory committee. All coursework in the approved plan of study must meet the six-year time limit, according to university policy. Exception: Students enrolled in the M.Ed. Adult Education Management and Administration option may transfer eighteen hours of coursework from a previous master's or doctoral degree as program-specific electives courses, subject to the approval of the graduate advisory committee as long as these courses fall within the six-year time limit. If an appeal is made concerning this policy, it needs to be taken before the Graduate Committee.

APPLICATION FOR DEGREES

Candidates who expect to complete degree requirements must file an application for the degree and submit the \$25 application fee to the graduate office by October 15 for December graduation, by February 1 for May graduation, or by March 1 for July graduation.

CONFERRING OF MASTER'S DEGREES

Candidates who have fulfilled all requirements for the master's degree are recommended by the Associate Dean of Graduate Studies to the President of the University for the conferring of their degrees. Attendance at commencement is expected but is not required.

Degrees will be conferred at regular convocations. Master's degree candidates who apply for graduation in the fall will participate in the December commencement ceremony; candidates who apply for graduation in the spring will participate in the May commencement ceremony. Candidates will participate in the May commencement ceremony if a degree check indicates they will complete coursework for the degree by the end of the following summer session.

COMPREHENSIVE EXAMINATION

Master of Arts in American Studies & Master of Counseling Psychology

For American Studies and M.C.P. candidates only. Comprehensive examinations will be administered to graduate students who (1) have either completed all coursework or are currently enrolled in final coursework, not exceeding nine hours in a regular semester or six hours in a summer term and (2) have removed all grades of "Incomplete" from their plan of study. **The MCP comprehensive exam dates will be scheduled between the Psychology department and individual graduate students.** The American Studies exams will be administered each semester based on the following schedule:*

October 6, 2016	October 5, 2017	October 4, 2018
March 9, 2017	March 1, 2018	March 7, 2019
June 8, 2017	June 14, 2018	June 13, 2019

American Studies students eligible to take the comprehensive exams should process application material in the graduate office **at least four weeks prior to the exam date.**

The student will be responsible for submitting the appropriate application form to the graduate office by the prescribed deadline for administration of the exam.

Candidates sitting for the American Studies comprehensive examination will complete a multi-question essay exam about the core and elective courses that the candidate has taken. Specific questions will be composed by members of the candidate's graduate advisory committee in consultation with the candidate. The exams will then be graded with a consensus vote of pass-fail by the advisory committee. Candidates must also orally defend their exam answers at a later scheduled date after the exam was taken.

Candidates sitting for the MCP comprehensive examination will complete a multi-question essay exam. The exam is pass-fail, graded with a consensus vote of the advisory committee and/or psychology department faculty. Candidates must also orally defend their exam answers at a later scheduled date after the exam was taken.

If the student does not pass the exam and the oral defense, he/she should meet with his/her advisory committee to determine the course of remediation needed (perhaps further coursework or directed study). A second unsuccessful attempt will result in another meeting and further remediation. If a third attempt is unsuccessful the student will be dismissed from the graduate program with no degree awarded.

Students will be notified within two weeks regarding comprehensive examination results.

*Confirm date, time, and location by calling the graduate office at (580) 327-8410. ***Paperwork must be submitted by the published deadline, at least four weeks prior to the date of the exam, in order to take the examinations.***

Master of Education

For M.Ed. candidates only. In lieu of the written comprehensive and oral follow-up examinations, the student will submit and defend a graduate portfolio within the web-based ALCA system, as outlined in the course syllabus for EDUC 5010 Graduate Study Seminar.

To be eligible to submit the portfolio, students must (1) have completed all coursework or be currently enrolled in final coursework, not exceeding nine hours in a regular semester or six hours in a summer term and (2) have removed all grades of "Incomplete" from their plan of study.

The ALCA portfolio requires three checkpoints: Milestone 1 during the semester of the tenth hour of graduate work; Milestone 2 during the semester of the twentieth hour of graduate work; and Milestone 3 at the conclusion of the degree program.

Only one assessment per semester is permitted; therefore, students should allow at least three semesters for the development and final assessment of the graduate portfolio. **Failure to complete an assessment by the stated deadline will result in a hold on further enrollment in the graduate program until such time as the assessment is completed and on file in the Office of Graduate Studies.**

The application for the ALCA portfolio defense (Milestone 3) must be submitted to the Office of Graduate Studies no later than November 15, April 15, or July 15 in the semester in which the student expects to graduate. The student's advisory committee will have at least one month to review the portfolio, to make any final recommendations for its improvement, and to return the recommendations to the student. A consensus approval vote of the student's advisory committee is required for passing the portfolio requirement.

All students enrolled in an M.Ed. program should obtain the "Portfolio Handbook for Advanced Programs" by visiting either the Graduate Studies website at www.nwsu.edu/graduate-studies or the Office of Graduate Studies (FA #212). This handbook discusses, in detail, the guidelines, policies, and procedures for submitting materials to the portfolio in the Live-Text edu-solutions system.

TECHNOLOGY POLICY

NWOSU expects all graduate students to have fundamental computer skills that include a working knowledge of such programs as Microsoft Word, Excel, and PowerPoint as well as other electronic platforms utilized by the university. If a graduate student exhibits such a deficiency, s/he will be required to enroll in CMSC 1103/Microcomputer Applications at the undergraduate level either before or concurrent with his/her first semester of graduate work.

SECTION 3: MASTER OF ARTS IN AMERICAN STUDIES

ADMISSION TO THE PROGRAM

American Studies is an interdisciplinary field approximately 85 years old. Its purpose is to provide students with an integrated and critical knowledge of American culture and society by drawing upon such disciplines as agriculture, history, political science, English, sociology, mass communication, and education to foster a holistic understanding of the historical, social, and cultural underpinnings of the American experience. This approach also allows students to appreciate what is both exceptional and universal about the United States. Unlike other American Studies programs, NWOSU's is unique by using regional issues as a springboard to understanding national issues. Hence, nine hours of the program's core courses deal with Oklahoma and the American West while three hours deal with leadership issues in northwestern Oklahoma. Sixteen subsequent hours of electives are available for students to focus on larger national issues that meet their individual interests and career goals. Three hours of research and five hours in applied methodology round out the curriculum to provide students with an understanding of the ways in which the northwestern Oklahoma region influences the national American culture and vice versa.

OBJECTIVES

The learning objectives for the Master of Arts in American Studies program include:

1. Enabling students to explore and interpret the American experience from an interdisciplinary perspective that encompasses the fields of agriculture, history, political science, English, sociology, mass communication, and education.
2. Providing students with research skills and theoretical methodologies through which they will foster an integrative approach to learning about American culture and society, both past and present.
3. Providing students with an intimate knowledge of northwestern Oklahoma and the American West through which they will learn about the culture of the United States, understanding the ways in which regional issues affect the national culture and vice versa.
4. Helping students to achieve excellence in critical thinking through extensive writing, reading, research, and communication with peers, faculty, and community members.
5. Enabling students to initiate, develop, and carry out independent enquiry that will allow them to energize the region culturally and economically through leadership positions.
6. Preparing students for a wide range of employment opportunities by developing knowledge, skills, attitudes, and ethics that can be applied toward work in schools, junior colleges, archives, museums, galleries, media organizations, and in governmental, commercial, and cultural agencies.

Residency Requirement. A minimum of twenty-three semester hours, including the final eight hours, must be earned in residence at Northwestern Oklahoma State University. The remainder of the candidate's program (nine hours maximum) may be earned at other accredited institutions. These hours, or any part thereof, may be applied to the program only if, in the judgment of the student's graduate advisory committee and Associate Dean of Graduate Studies, they contribute to the student's overall program.

Graduate Advisory Committee. An advisory committee is selected by each student in the American Studies program. The committee is responsible for assisting the student in planning a program of study, to compile the comprehensive exam essay questions, and to conduct the oral defense. The advisory committee shall consist of three members of the American Studies faculty (see www.nwosu.edu/american-studies for the list of faculty members). The committee chair must hold a terminal degree. The members' consent to serve and the approval of the Associate Dean of Graduate Studies is required. *Students are required to select their graduate advisory committee and meet with its members during their first semester of coursework.*

CAREERS

Job Outlook. According to the U.S. Bureau for Labor Statistics and the American Studies Association, employment for graduates with an American Studies background is expected to increase faster than the average through 2016. Competition for jobs as archivists, curators, museum technicians, and other service positions within these areas are expected to be strong. Employment in career areas such as public relations, sales, and marketing will be increasing at a similar rate. Students with computer and visual documentation skills have excellent job prospects. Such positions as archivists, public relation specialists, college professors, and youth programs manager are also expected to grow anywhere between 8% and 28%. The greatest value of the American Studies program is exposure to critical thinking in diverse academic disciplines that will help in a diverse number of occupational areas.

Career Opportunities. The American Studies program provides students interested in American culture, society, and history the opportunity to apply their background to a variety of professions in many career settings. Graduates of the American Studies program may prepare for careers in museums, government, law, communication, or higher education. Many business organizations have positions requiring American Studies backgrounds for public relations, art management, and tourism. Communication fields are another example of potential opportunity. Public sector jobs, government agencies, and publicly-supported institutions often seek American Studies graduates as interpreters, explaining an agency's or institution's function, projects, activities, or history to the public.

Job Settings. A graduate of American Studies can explore opportunities within archives, art museums, art management, business, the CIA/FBI, cultural organizations, consulting firms, colleges and universities, Department of Justice, discovery museums, foundations, historic sites, insurance companies, living history museums, galleries, government, historical societies, law, magazine writing/publishing, national parks, national history museums, Peace Corps/Americorps, political organizations, research firms, and tourism.

Job Titles. The following are some examples of common job titles for American Studies graduates: Archivist, Business Affairs Director, Collections Manager, Community Relations Director, Curator, Development Director, Educational Programs Director, Historian, Historic Preservation Specialist, Lobbyist, Market Research Analyst, Membership Coordinator, Museum Curator, Public Administrator, etc.

CURRICULUM FOR THE AMERICAN STUDIES PROGRAM

The curriculum for the M.A. in American Studies degree consists of two components: required core courses and electives.

ACADEMIC REQUIREMENTS

Coursework for the degree is interdisciplinary and makes up a 35 hour program. Degree requirements are listed below.

REQUIRED CORE COURSES

1. EDUC 5010 Graduate Study Seminar (required of all graduate students at the start of their first semester)
2. **Research (3 hours)**
HIST 5433 Historical Methods (Prerequisite: AMST 5103/Introduction to American Studies or instructor permission)
3. **Methodologies (5 hours)**
AMST 5103 Introduction to American Studies
Choose one of the following:
HIST 5402 Historic Preservations
HIST 5412 Museum Studies
HIST 5422 Public History
3. **Regional History and Issues (choose 9 hours)**
ENGL 5413 Popular Literature (when taught as Popular Literature: The Western)
HIST 5123 Oklahoma History and Government
HIST 5203 The American West
SOC 5133 Rural Sociology
SOC 5123 Social Gerontology
4. **Leadership (3 hours)**
Choose one of the following:
SOC 5263 Public Service Leadership
LEAD 5180 Leadership Northwest Oklahoma
LEAD 5580 American Legacy and Leadership

ELECTIVES (National Histories, Issues, and Perspectives)

Choose 15 hours from at least three of the following areas (15 hours)

- AGRI 5153 Agricultural Economics of Development
- EDUC 5763 Public School Finance
- EDUC 5903 Higher Education Philosophy and Practice
- EDUC 5943 Leadership in Adult Education Venues
- EDUC 5953 Institutional Management
- ENGL 5203 Contemporary Poetry
- ENGL 5213 Nonfiction Prose
- ENGL 5273 20th and 21st Century American Novel
- ENGL 5433 Nineteenth Century American Novel
- ENGL 5463 American Literature
- HIST 5113 U.S. Diplomatic History
- HIST 5213 American Colonial Period
- HIST 5223 The United States: 1783-1840
- HIST 5233 The United States: 1841-1877
- HIST 5313 The United States: 1933-Present
- HIST 5603 History of Economics in the United States
- HIST 5613 Native American History
- HIST 5623 The United States: 1877-1932
- HIST 5663 Survey of Latin American History
- HIST 5723 African American History
- MCOM 5113 Mass Communication Law and Ethics (offered only on the Alva campus)
- MCOM 5123 Advanced Strategic Communication (offered only on the Alva campus)
- MCOM 5213 Business and Professional Communication (offered only on the Alva campus)
- POLS 5113 Constitutional Studies
- POLS 5123 Advanced Political Theory
- POLS 5213 Public Policy Studies
- POLS 5223 Elements of Public Administration
- POLS 5253 Federal, State, and Local Relations
- POLS 5303 The Federal Legislative Branch
- POLS 5313 The Federal Executive Branch
- SOC 5113 Cultural Anthropology
- SOC 5203 Social Theory
- 5330 Thesis (from 3 to 6 hours)
- AMST 5500 Internship (from 3 to 6 hours)

Students may take a maximum of six credit hours in any combination of Individual Study (5170), Seminar (5190), and/or short courses (5300) as elective options with permission of their graduate advisory committee.

Note: All American Studies students must form their graduate advisory committee and meet with its members during the first semester of course work.

SECTION 4: MASTER OF COUNSELING PSYCHOLOGY DEGREE

The Master of Counseling Psychology degree program prepares graduates with the knowledge and skills necessary for functioning successfully as a Licensed Professional Counselor or as a Licensed Behavioral Practitioner. The general goals of the program are as follows:

1. To develop knowledge in the foundations of human behavior and development.
2. To develop an understanding and working knowledge of measurement techniques used in counseling and the helping professions.
3. To develop knowledge of social institutions as they relate to human behavior and development.
4. To develop a basic understanding of the interpretation of normal and abnormal human behavior and development.
5. To develop knowledge of counseling strategies and techniques.
6. To develop basic knowledge in the establishment of a private practice in counseling.
7. To develop basic knowledge in understanding and interpreting research as it applies to counseling.

The program results in a degree designed to develop specific professional counseling competencies. The curriculum for the MCP degree at NWOSU is comprised of a minimum of forty-eight graduate hours.

OBJECTIVES

The Master of Counseling Psychology graduate student, upon completion of the required courses, will be able to:

1. Demonstrate a knowledge of the legal and ethical aspects of client rights and his/her own professional responsibilities.
2. Demonstrate a knowledge of human behavior as it relates to self-concept and psychological needs.
3. Distinguish and describe human behavior as it relates to life-span developmental stages.
4. Demonstrate strategies and techniques used in counseling and psychotherapy.
5. Locate, read, and interpret professional counseling and therapy literature.
6. Demonstrate a working knowledge of the available professional referral services.
7. Identify the symptoms and describe the nature of different kinds of pathological human behavior.
8. Explain the influence of different kinds of groups (peer, cultural, ethnic, racial) on human behavior.
9. Demonstrate a knowledge of the several therapeutic approaches to the treatment of human pathology.
10. Demonstrate a knowledge of strategies and techniques utilized to assess human behavior.
11. Demonstrate a knowledge of the relationship of social institutions (family, government, education, religion) to human behavior.
12. Demonstrate an understanding and knowledge of human behavior from the standpoint of certain personality traits or types.
13. Administer, interpret, and analyze various forms of tests (individual, group, vocational, personality).

ADMISSION TO THE PROGRAM

Residency Requirement. A minimum of twenty-three semester hours, including the final eight hours, must be earned in residence at Northwestern Oklahoma State University. The remainder of the candidate's program (nine hours maximum) may be earned at other accredited institutions. These hours, or any part thereof, may be applied to the program only if, in

the judgment of the student's graduate advisory committee and Associate Dean of Graduate Studies, they contribute to the student's overall program.

Graduate Advisory Committee. An advisory committee is selected by each student in the MCP program. The committee is responsible for assisting the student in planning a program of study, to compile the comprehensive exam questions, and to conduct the oral review. The advisory committee shall consist of three members of the graduate faculty, selected from the psychology department. The committee chair must hold a terminal degree. The members' consent to serve and the approval of the Associate Dean of Graduate Studies is required. *The selection and approval of the committee shall be made during the student's first semester of coursework.*

Additional Admission Requirements. In addition to the general requirements for admission to graduate study, students applying for admission to the MCP program are required to have had eighteen credits in psychology. Students must also have taken and passed with a "C" or better an undergraduate statistics course and an undergraduate research course. Students who have not taken or received a C or better in these two courses may be accepted on a conditional basis, but they must complete an undergraduate statistics and/or research course at NWOSU or another accredited institution and receive a grade of C or better for formal admittance. These credits will not be counted as part of their graduate degree.

The student must apply for acceptance into the degree program through the following process:

1. Meet all general requirements established by the Office of Graduate Studies.
2. Submit three letters of recommendation from faculty members or other professionals related to the field of study.
3. Submit a written statement of career aspirations and self-evaluation of strengths and weaknesses related to the field of study.
4. Submit a sample of scholarly written work (e.g., a research paper, term paper, professional report, or publication).
5. A score that places the individual at the 25th percentile on two of the three areas (verbal, quantitative, and analytical writing) of the *Graduate Record Examination (GRE)* or at the 25th percentile on the *Miller Analogies Test (MAT)* is required for admission into the MCP program. *MAT* or *GRE* scores must be on file in the graduate office before completing the final interview process. Therefore, the *MAT* or *GRE* should be taken prior to graduate school admission or during the first semester of enrollment.
6. Complete an interview with the graduate faculty of the psychology department (contact Dr. Cris Gordon, Dept. Chair). Candidates will be evaluated on such skills as communication (verbal and nonverbal), ability to integrate information, clarity of purpose, and orientation toward helping others. Interviews will be held during the first week of April for individuals planning to enter the program in the fall semester and during the first week of November for students planning to enter in the spring semester. All materials (see items 2-5 above) must be submitted by the third week of March for April interviews and by the third week of October for November interviews. No interviews are scheduled during the summer session. Students who have not completed the interview and have been accepted into the program may take up to nine hours as a special student before being admitted to the program.

MASTER OF COUNSELING PSYCHOLOGY ACADEMIC REQUIREMENTS

Coursework for the Masters of Counseling Psychology requires 48 hours.

Coursework for the Masters of Counseling Psychology - LPC track requires 60 hours

Coursework for the Masters of Counseling Psychology - LADC track requires 54 hours.

All Students must complete the required course and required core courses.

The final hours of each program are below.

REQUIRED COURSE (during semester of 10th hour)

- * EDUC 5010 Graduate Study Seminar

REQUIRED CORE COURSES (27 hours)

- * **Human Growth and Development**
PSYC 5183 Human Growth and Development
- * **Abnormal Behavior**
PSYC 5213 Advanced Abnormal Psychology
- * **Appraisal or Assessment Techniques**
PSYC 5173 Statistics of Assessment
- * **Counseling Theories and Methods**
PSYC 5863 Individual Counseling
PSYC 5803 Counseling Strategies and Techniques (Pre: PSYC 5863)
- * **Professional Orientation and Ethics**
PSYC 5013 Ethics
- * **Research**
EDUC 5013 Introduction to Research
- * **Social and Cultural Foundations**
PSYC 5823 Multicultural Counseling
- * **Group Dynamics**
PSYC 5813 Group Counseling (Pre: PSYC 5873 or concurrent)

To complete a 48-hour Master of Counseling Psychology, choose Option 1, Option2 , or Options 3 for the final 21 hours.

1. **Practicum/Internship**
PSYC 5893 Supervised Experience in Counseling (Pre: PSYC 5863, 5803)
PSYC 5500 Practicum (first semester; (Pre: PSYC 5873, 5803, 5893)
PSYC 5500 Practicum (second semester; (Pre: PSYC 5873, 5803, 5893)
PSYC 5833 Career Education
PSYC 5133 Assessment: Achievement, Personality, and Cognitive Assessment (Pre: 5173)
Electives (6 hours)
2. **Thesis Option**
Thesis (6 hours)
PSYC 5833 Career Education
PSYC 5133 Assessment: Achievement, Personality, and Cognitive Assessment (Pre: 5173)
Electives (9 hours)
3. **Additional Electives Option**
PSYC 5833 Career Education
PSYC 5133 Assessment: Achievement, Personality, and Cognitive Assessment (Pre: 5173)
Electives (15 hours)

MASTER OF COUNSELING PSYCHOLOGY ACADEMIC REQUIREMENTS (CONT.)

LICENSING REQUIREMENTS

To make application for the Licensed Professional Counseling or Licensed Alcohol and Drug Counseling credential, MCP graduates will need additional graduate coursework to meet educational requirements for licensing (33 hours for the LPC and 27 hours for the LADC). To be fully licensed, the individual must successfully complete a state examination and obtain supervised counseling experience (3000 hours for LPC in accordance with State Board of Behavioral Health and 2000 hours in accordance with Oklahoma State Board of Licensed Alcohol and Drug Counselors).

The following additional coursework is required for the LPC for a total of 60 hours:

- * **Life-Style and Career Development**
PSYC 5833 Career Education
- * **Appraisal or Assessment Techniques**
PSYC 5133 Assessment: Achievement, Personality, and Cognitive Assessment (Pre: 5173)
- * **Practicum/Internship**
PSYC 5893 Supervised Experience in Counseling (Pre: PSYC 5863, 5803)
PSYC 5500 Practicum (first semester; (Pre: PSYC 5873, 5803, 5893)
PSYC 5500 Practicum (second semester; (Pre: PSYC 5873, 5803, 5893)
- * **Electives (18 hours)**

The following additional coursework is required for the LADC for a total of 54 hours:

Must take the following Electives (18 hours)

- * **Marriage and Family Counseling**
PSYC 5203 Family Systems
- * **Addictions Counseling**
PSYC 5023 Advanced Substance Abuse Counseling
PSYC 5283 Addiction Studies -- Advanced
PSYC 5353 Addiction and the Family -- Theory
PSYC 5363 Addictions and the Family Counseling
- * **Psychopharmacology**
PSYC 5180 Seminar: Psychopharmacology
- Practicum/Internship**
PSYC 5893 Supervised Experience in Counseling (Pre: PSYC 5863, 5803)
PSYC 5500 Practicum (first semester; (Pre: PSYC 5873, 5803, 5893)
PSYC 5500 Practicum (second semester; (Pre: PSYC 5873, 5803, 5893)

Elective Options

- * **Personality Theories**
PSYC 5623 Advanced Personality
- * **Crisis Intervention Strategies**
PSYC 5253 Intervention Strategies for Counselors
- * **Counseling with Children & Adolescents**
PSYC 5613 Advanced Child Guidance
PSYC 5513 Advanced Adolescent Guidance
- * **Marriage and Family Counseling**
PSYC 5203 Family Systems
- * **Psychopharmacology**
PSYC 5180 Seminar: Psychopharmacology
- * **Addictions Counseling**
PSYC 5023 Advanced Substance Abuse Counseling
PSYC 5283 Addiction Studies -- Advanced
PSYC 5353 Addiction and the Family -- Theory
PSYC 5363 Addictions and the Family Counseling
- * **Human Sexuality**
PSYC 5180 Seminar: Advanced Human Sexuality
- * **Appraisal/Assessment Techniques**
PSYC 5180 Advanced DSM-V

SECTION 5: MASTER OF EDUCATION DEGREE

Beginning with the summer session in 1954, a fifth-year program of teacher education leading to the degree Master of Teaching was instituted at Northwestern Oklahoma State University in accordance with the authority granted by the Oklahoma State Regents of Higher Education on January 25, 1954. In 1969, the degree was changed to the Master of Education degree. The degree has several programs and options available, including Adult Education Management and Administration, Curriculum and Instruction, Educational Leadership, Elementary Education, Reading Specialist, School Counseling, Secondary Education, and the Non-Certificate option.

Within the Master of Education degree program, requirements for the following certificates may be completed:

- * Elementary/Secondary School Principal
- * Reading Specialist Certificate
- * School Counselor Certificate

OBJECTIVES

Core Standards for Graduate Portfolio Assessment*

The Master of Education degree program is designed to provide a program of advanced study to help educators with their professional responsibilities.

Upon completion of the core courses in the degree program, students will:

1. Understand the various educational philosophies and their effects on current educational methods and institutions (addressed in EDUC 5203/Educational Practices);
2. Recognize the cultural and social factors that are related to pupil performance; apply appropriate instructional techniques and strategies to meet the special needs of children of differing cultures (addressed in EDUC 5822/Multicultural Education);
3. Locate, interpret, and evaluate current and/or recent research pertaining to public school instruction; apply significant research findings to classroom situations; utilize the techniques of research to plan, carry out, and report original action research (addressed in EDUC 5013/Introduction to Research);
4. Demonstrate an understanding of learning theories and of learning processes as they develop in children during the course of their physical, social, emotional, and intellectual maturation; identify appropriate instruments for evaluating pupil progress (addressed in EDUC 5212/Psychology of Teaching).

* NOTE: The **Adult Education Management and Administration** degree option has a unique set of core standards. Students in that program are not required to address the core standards listed on this page; rather, they are to use the core standards listed on page 17.

ADMISSION TO THE PROGRAM

Residency Requirement. A minimum of twenty-three semester hours, including the final eight hours, must be earned in residence at Northwestern Oklahoma State University. The remainder of the candidate's program (nine hours maximum) may be earned at other accredited institutions. These hours, or any part thereof, may be applied to the program only if, in the judgment of the student's graduate advisory committee and Associate Dean of Graduate Studies, they contribute to the student's overall program.

Graduate Advisory Committee. An advisory committee is assigned by the Graduate Office for each student in the Master of Education program. The committee is responsible to assist the student in planning a program of study and to evaluate the student's graduate portfolio. The advisory committee shall consist of three members of the graduate faculty; the chair of the committee must hold a terminal degree. *The assignment of graduate advisory committees will occur in the first semester of coursework.*

Professional Education Requirement. In addition to meeting the general requirements for admission to the graduate program, the Master of Education applicant must have a current teaching certificate. (Exceptions to this requirement are the Adult Education option and Non-Certificate option.)

Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and with the State Department of Education in their state to ensure that they will be certified to teach in their state.

CURRICULUM FOR THE PROGRAM

The curriculum for the Master of Education degree consists of three components: (1) required core subjects; (2) a related area of study; and (3) electives. The core courses in professional education enable the student to develop research competencies and to gain an increased understanding of the school as a social institution, the individual within the school, the learning process, and diverse populations. The remaining hours must be selected from one or more academic areas (a related area of study, an area of specialization, and/or elective courses) as approved by the student's advisory committee and reflected on the student's plan of study.

The completion of 32-36 semester hours of graduate work and the completion of a portfolio are required. Students in the *Adult Education Management and Administration* option or in the *Non-Certificate* option may opt to take from three-to-six semester hours of thesis credit (Thesis 5330) as part of their related area of study, area of specialization, or electives if they choose to undertake a research project (thesis).

Course Restrictions. The core courses required for the M.Ed. programs in *Curriculum and Instruction*, *Educational Leadership*, *Elementary Education*, *Non-Certificate*, *Reading Specialist*, *School Counseling*, and *Secondary Education* are different from the core courses for the M.Ed. program in *Adult Education Management and Administration*. Subsequently, students enrolled in the former programs cannot enroll in the core courses for the latter program and vice versa unless these courses are taken as electives (with the approval of the department chair). Additionally, all requests to transfer credits from another institution for core courses must be approved by NWOSU's Graduate Committee.

The three courses specific to National Board Certification, including EDUC 5023 and 5033 and a practicum course, require the student to be accepted as a candidate for National Board Certification prior to enrolling in the courses. Requirements for NBPTS application are available online at www.nbpts.org.

MASTER OF EDUCATION DEGREE ~ Secondary Education ADULT EDUCATION MANAGEMENT AND ADMINISTRATION OPTION

The Adult Education Management and Administration degree option is a thirty-six-hour program, including a core of twelve hours of required courses in education, an additional six hours of related education courses, and eighteen hours of courses in the student's selected area of study. The focus of the program is on the preparation of faculty and administrators for post-secondary educational institutions such as community and senior colleges, career and technical schools, and other adult education programs. ***Students should be aware that this program does not lead to elementary or secondary school certification nor does it lead to certification in the related area of study.***

CURRICULUM OUTLINE

1. Required core subjects (12 hours)*
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5933 Classroom Research and Institutional Effectiveness
 - C. **Foundation**
EDUC 5903 Higher Education Philosophy and Practice
 - D. **Psychology**
EDUC 5913 The Learning College
 - E. **Diversity**
EDUC 5923 Adult Cognitive Styles and Individual Differences
2. Required education courses (6 hours)*
 - F. EDUC 5943 Leadership in Adult Education Venues
 - G. EDUC 5953 Institutional Management
3. Field-specific subjects (18 hours)^{^***+}

[^] **NOTE:** Although students may take any elective graduate courses that make up an approved plan of study, an additional pathway has been created for those candidates who wish to specialize in Sports Administration for their elective courses. The curriculum for this pathway is listed below:

Elective Curriculum Pathway 1: Sports Administration (18 hours)

HED	5203	Facility Management
PE&R	5672	Athletic Administration
PE&R	5503	Legal Liabilities
PE&R	5543	Readings--Sports Finance & Marketing
PE&R	5622	Organization and Management of Intramural Sports
PE&R	5562	Recreational Leadership
HED	5500	Internship (3 credit)

***NOTE:** Required courses are restricted, available only to students admitted to the Adult Education Management and Administration Program.

****NOTE:** Students enrolled in the Adult Education Management and Administration option may take three-to-six semester hours of thesis credit (Thesis 5330) as part of their field-specific subjects if they choose to undertake a research project (thesis) as part of their graduate coursework. Students should also visit the Graduate Studies website at www.nwosu.edu/graduate-studies or the Office of Graduate Studies (Education Center #103) to receive the booklet "Guidelines for Thesis Preparation and Submission," a list of the "Policies and Procedures for a Master's Degree with a Thesis," and the appropriate forms.

+NOTE: The Office of Graduate Studies requires students enrolled in the Adult Education Management and Administration option **to hold at least twelve credit hours of undergraduate or graduate work in their area of specialization.** For those who do not, extra coursework will be required to provide an appropriate background for their graduate content area.

CORE STANDARDS FOR PORTFOLIO ASSESSMENT

Candidates who complete this program will:

1. Understand fundamental concepts, roles, and issues regarding adult education, the Learning College movement, the community college, college teaching, accountability, and institutional effectiveness, including such issues as approaches to teaching underprepared students, using social media as a pedagogical tool, and embracing a service model of teaching that promotes student success (addressed in EDUC 5913/The Learning College).
2. Understand the needs and learning styles, the cognitive development, and the cultural and individual differences of adult learners (addressed in EDUC 5923/Adult Cognitive Styles and Individual Differences).
3. Understand the predominant philosophical foundations of higher education as well as the range of missions, governance, financing, and major practices of higher education and the community college (addressed in EDUC 5903/Higher Education Philosophy and Practice).
4. Review and apply educational research processes and results to classroom curriculum, design, and practice and identify classroom issues, especially as they relate to outcomes assessment of adult learners (addressed in EDUC 5933/Classroom Research and Institutional Effectiveness).
5. Understand leadership techniques, managerial styles, diversity, and ethics in the context of adult education (addressed in EDUC 5943/Leadership in Adult Education Venues).
6. Develop knowledge and skills that will assist them in effectively and responsibly managing organizations by understanding the structures of organizations, the interpersonal dynamics of groups through human resource management, the evaluation of political environments, and guiding the institutional culture to achieve the goals and mission (addressed in EDUC 5953/Institutional Management).

SPECIALTY ARTIFACTS FOR PORTFOLIO ASSESSMENT

Candidates who complete the program will provide at least one artifact for each specialty course in the approved plan of study (including courses listed as electives, related area of study, or field-specific subjects), including a rationale statement or reflective summary for each artifact. The course objectives listed on each course syllabus will serve as the standard that needs to be met for that specific specialty course.

MASTER OF EDUCATION DEGREE ~ Elementary/Secondary Education CURRICULUM AND INSTRUCTION OPTION

The Curriculum and Instruction option of the Master of Education degree provides an avenue through which candidates will develop master teaching skills and a supporting theoretical knowledge base. In completing this degree, candidates will construct and utilize a framework for making educational decisions and will use research-based strategies to optimize the learning opportunities of all learners. Also, they will learn to use multiple approaches when assessing student learning and will use the results of the assessment for improving instruction.

Prerequisite: Elementary or Secondary teaching certificate, including alternative teaching certificate. Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and with the State Department of Education in their state to ensure that they will be certified to teach in their state.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Educational Research**
EDUC 5013 Introduction to Research (**must be taken within the first nine hours of coursework**)
 - C. **Foundation of Curriculum Development**
EDUC 5212 Psychology of Teaching+
 - D. **Teaching Diversity**
EDUC 5822 Multicultural Education
 - E. **Foundations of Education**
EDUC 5203 Educational Practices+
2. Required Concentration courses (16 hours)
Focus on advanced teaching methods in at least one speciality area
EDUC 5103 Curriculum in Schools
EDUC 5093 Curriculum and Instruction for Special Learners
EDUC 5352 Behavior Intervention Strategies+

EDUC 5403 Advanced Course in Developmental Reading - Primary Level+
OR
EDUC 5413 Advanced Course in Developmental Reading - Intermediate/Secondary Level+
OR
EDUC 5423 Foundations of Literacy+

EDUC 5222 Advanced Teaching Methods*+
PSYC 5183 Human Growth and Development+
3. Option 1: Electives (6 hours)
 - A. **Educational Standards**
EDUC 5583 Diagnosis and Assessment+
 - B. **Accommodating Exceptionalities**
EDUC 5223 Methods and Techniques of Individualizing Instruction
4. Option 2: Preparation for National Certification Exam
(9 hours required for candidate pursuing National Board Certification)
 - A. **Portfolio Development**
EDUC 5023 Portfolio Development*
 - B. **School-Based Projects**
EDUC 5500 Practicum in School-Based Projects*
 - C. **Test Preparation**
EDUC 5033 National Board Examination Preparation*

NOTE: Students must complete Sections 1 and 2 and their choice of Sections 3 or 4. The courses in Section 4 are restricted to those students who are pursuing National Board Certification and who have been accepted as candidates by the National Board for Professional Teaching Standards.

+ These courses meet Oklahoma State Department of Education's (OSDE's) professional education requirements for those who **currently have an OSDE alternative teaching certificate** and are pursuing a standard certificate. Individuals must work directly with OSDE to complete their certification process.

* Northwestern's Curriculum and Instruction degree is linked with National Board Certification. The outcomes from the Curriculum and Instruction option are aligned with those of the National Board for Professional Teaching Standards (NBPTS) and the plan of study is designed so that upon completion of the master's degree the student is prepared to stand for the National Certification Exam.

MASTER OF EDUCATION DEGREE ~ Elementary/Secondary Education CURRICULUM AND INSTRUCTION OPTION

THE FIVE CORE PROPOSITIONS OF THE NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS (NBPTS): WHAT TEACHERS SHOULD KNOW AND BE ABLE TO DO (Specialty Standards for Graduate Portfolio Assessment) (See also "Core Standards for Graduate Portfolio Assessment," page 16)

1. Teachers are committed to students and their learning.
 - They recognize individual differences in their students and adjust their practices accordingly;
 - They have an understanding of how students develop and learn;
 - They treat students equitably;
 - They have a mission that extends beyond developing the cognitive capacity of their students.
2. Teachers know the subjects they teach and how to teach those subjects to students.
 - They appreciate how knowledge in their subjects is created, organized, and linked to other disciplines;
 - They command specialized knowledge of how to convey a subject to students;
 - They generate multiple paths to knowledge.
3. Teachers are responsible for managing and monitoring student learning.
 - They call on multiple methods to meet their goals;
 - They orchestrate learning in group settings;
 - They place a premium on student engagement;
 - They regularly assess student progress;
 - They are mindful of their principal objective in planning instruction.
4. Teachers think systematically about their practice and learn from experience.
 - They are continually making difficult choices that test their judgment; and
 - They seek the advice of others and draw on education research and scholarship.
5. Teachers are members of learning communities.
 - They contribute to school effectiveness by collaborating with other professionals;
 - They work cooperatively with parents;
 - They take advantage of community resources.

MASTER OF EDUCATION ~ Elementary/Secondary Education

EDUCATIONAL LEADERSHIP DEGREE*

Prerequisite: Elementary or Secondary teaching certificate. Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and with the State Department of Education in their state to ensure that they will be certified to teach in their state.

CURRICULUM OUTLINE**

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5013 Introduction to Research
 - C. **Foundation**
EDUC 5203 Educational Practices
 - D. **Psychology**
EDUC 5212 Psychology of Teaching
 - E. **Diversity**
EDUC 5822 Multicultural Education
2. Related area of study: Educational Leadership (24 hours)
 - EDUC 5103 Curriculum in Schools
 - EDUC 5093 Curriculum and Instruction for Special Learners
 - EDUC 5703 School Personnel and Administration
 - EDUC 5782 Supervision of Teaching
 - EDUC 5753 Principles of Public School Administration
 - EDUC 5763 Public School Finance
 - EDUC 5772 School and Public Relations
 - EDUC 5783 Implementing State and Federal Requirements
 - EDUC 5500 Internship for Educational Leadership (must be taken in final semester)+

***NOTE:** This program prepares candidates for **principal certification only**. It may be taken as a fast-track, 18-month program.

****NOTE:** On February 24, 2011, the NWOSU Teacher Education Committee voted to make successful completion (i.e., a passing score) of the Oklahoma Subject Area Test for certification a requirement for program completion in the Educational Leadership graduate program.

+**NOTE:** M.Ed. candidates may take only one other course with practicum/internship. M.Ed. candidates may take only one course after completion of practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee.

ELCC Building Level Standards

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

- 1.1 Candidates have the knowledge and ability to promote the success of students by facilitating the development of a vision.
- 1.2 Candidates have the knowledge and ability to promote the success of all students by articulating the vision.
- 1.3 Candidates have the knowledge and ability to promote the success of all students by implementing the vision.
- 1.4 Candidates have the knowledge and ability to promote the success of all students to steward the vision.
- 1.5 Candidates have the knowledge and ability to promote the success of all students by promoting community involvement in the vision.

Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

- 2.1 Candidates have the knowledge and ability to promote the success of all students by promoting a positive school culture.
- 2.2 Candidates have the knowledge and ability to promote the success of all students by providing an effective instructional program.
- 2.3 Candidates have the knowledge and ability to promote the success of all students by applying best practices to student learning.

2.4 Candidates have the knowledge and ability to to promote the success of all students by designing a comprehensive professional growth plan.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1 Candidates have the knowledge and ability to promote the success of all students in managing the organization.

3.2 Candidates have the knowledge and ability to promote the success of all students in managing the operations.

3.3 Candidates have the knowledge and ability to to promote the success of all students in managing the resources.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1 Candidates have the knowledge and ability to promote the success of all students by collaborating with families and other community members.

4.2 Candidates have the knowledge and ability to promote the success of all students by responding to community interests and needs.

4.3 Candidates have the knowledge and ability to promote the success of all students by mobilizing community resources.

Standard 5.0: A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

5.1 Candidates have the knowledge and ability to promote the success of all students by acting with integrity.

5.2 Candidates have the knowledge and ability to promote the success of all students by acting fairly.

5.3 Candidates have the knowledge and ability to promote the success of all students by acting ethically.

Standard 6.0: A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

6.1 Candidates have the knowledge and ability to promote the success of all students by understanding the larger contexts.

6.2 Candidates have the knowledge and ability to promote the success of all students by responding to the larger context.

6.3 Candidates have the knowledge and ability to promote the success of all students by influencing the larger context.

Standard 7.0: A building level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

7.1 Candidates apply the knowledge and practice and develop the skills identified in standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel.

MASTER OF EDUCATION DEGREE, ELEMENTARY EDUCATION

Prerequisite: Elementary teaching certificate. Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and with the State Department of Education in their state to ensure that they will be certified to teach in their state.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5013 Introduction to Research (**must be taken within the first nine hours of coursework**)
 - C. **Foundation**
EDUC 5203 Educational Practices
 - D. **Psychology**
EDUC 5212 Psychology of Teaching
 - E. **Diversity**
EDUC 5822 Multicultural Education
2. Related area of study: Elementary Education (12 hours)
 - EDUC 5103 Curriculum in Schools
 - EDUC 5093 Curriculum and Instruction for Special Learners
 - EDUC 5352 Behavior Intervention Strategies
 - EDUC 5782 Supervision of Teaching
 - EDUC 5812 Introduction to Guidance and Counseling
3. Electives or area of specialization (10 hours)

OBJECTIVES ~ Specialty Standards for Graduate Portfolio Assessment (See Also "Core Standards for Graduate Portfolio Assessment," page 16)

At the completion of the Master of Education degree with an emphasis in elementary teaching, the graduate should be able to:

1. Locate, interpret, and evaluate current and/or recent research pertaining to elementary school instruction.
2. Apply significant research findings to classroom situations.
3. Utilize the techniques of research to plan, carry out, and report original "action research."
4. Demonstrate a thorough knowledge of elementary-school curriculum structure, including the scope and sequence of skills, appreciations, and understandings in each curricular area for which the student has professional responsibility.
5. Demonstrate a knowledge of materials and techniques for adapting instruction to the wide range of individual differences found in every classroom.
6. Demonstrate an understanding of the exceptional child and the ability to select methods and content appropriate for the gifted as well as the handicapped.
7. Select and administer appropriate instruments for evaluating pupils' progress; demonstrate the ability to use the results of evaluation to identify specific skill needs.
8. Demonstrate an understanding of the special needs of children of differing cultures and the social factors related to pupils' performance.
9. Demonstrate an understanding of learning theories and of learning processes as they develop in children during the course of their physical, social, emotional, and intellectual maturation.
10. Describe the various educational philosophies and their effects on current educational methods and institutions.
11. Describe the various organizational plans for individualizing instruction in the elementary school.
12. Evidence competency in the subject-matter areas for which the student has teaching responsibilities.

MASTER OF EDUCATION DEGREE ~ Secondary Education

NON-CERTIFICATE OPTION

A non-certificate program leading to a Master of Education degree has been designed for students primarily interested in junior college teaching, non-school employment, and/or advanced graduate study in an academic area. Under this program option, student teaching or certification is not a requirement for admission. ***Students should be aware that this program option does not lead to elementary or secondary school certification nor does it lead to certification in the related area of study.***

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5013 Introduction to Research (**must be taken within the first nine hours of coursework**)
 - C. **Foundation**
EDUC 5203 Educational Practices
 - D. **Psychology**
EDUC 5212 Psychology of Teaching
 - E. **Diversity**
EDUC 5822 Multicultural Education
2. Related area of study: Non-Certificate Option (15-20 hours)**+
3. Electives (2-7 hours)**+

****NOTE:** Students enrolled in the Non-Certificate option may take three-to-six semester hours of thesis credit (Thesis 5330) as part of their related area of study or electives if they choose to undertake a research project (thesis) as part of their graduate coursework. Students should also visit the Graduate Studies website at www.nwsu.edu/graduate-studies or the Office of Graduate Studies (Education Center #103) to receive the booklet "Guidelines for Thesis Preparation and Submission," a list of the "Policies and Procedures for a Master's Degree with a Thesis," and the appropriate forms.

+NOTE: The Office of Graduate Studies requires students enrolled in the Non-Certificate option to **hold at least twelve credit hours of undergraduate or graduate work in their area of specialization.** For those who do not, extra coursework will be required to provide an appropriate background for their graduate content area.

OBJECTIVES ~ Core Standards for Graduate Portfolio Assessment

For the Non-Certificate Option, the objectives are replicated from those for the core courses (page 16), as follows:

Upon completion of the core courses in the degree program, students will:

1. Understand the various educational philosophies and their effects on current educational methods and institutions (addressed in EDUC 5203/Educational Practices);
2. Recognize the cultural and social factors that are related to pupil performance; apply appropriate instructional techniques and strategies to meet the special needs of children of differing cultures (addressed in EDUC 5822/Multicultural Education);
3. Locate, interpret, and evaluate current and/or recent research pertaining to public school instruction; apply significant research findings to classroom situations; utilize the techniques of research to plan, carry out, and report original action research (addressed in EDUC 5013/Introduction to Research);
4. Demonstrate an understanding of learning theories and of learning processes as they develop in children during the course of their physical, social, emotional, and intellectual maturation; identify appropriate instruments for evaluating pupil progress (addressed in EDUC 5212/Psychology of Teaching).

SPECIALTY ARTIFACTS FOR PORTFOLIO ASSESSMENT

Candidates who complete the program will provide at least one artifact for each specialty course in the approved plan of study (including courses listed as electives, related area of study, or field-specific subjects), including a rationale statement or reflective summary for each artifact. The course objectives listed on each course syllabus will serve as the standard that needs to be met for that course.

MASTER OF EDUCATION DEGREE READING SPECIALIST

Prerequisite: Elementary or Secondary teaching certificate. Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and with the State Department of Education in their state to ensure that they will be certified to teach in their state.

NOTE: Most courses in the Reading Specialist option's Related Area of Study **are not** offered via ITV.

CURRICULUM OUTLINE*

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5013 Introduction to Research (**must be taken within the first nine hours of coursework**)
 - C. **Foundation**
EDUC 5203 Educational Practices
 - D. **Psychology**
EDUC 5212 Psychology of Teaching
 - E. **Diversity**
EDUC 5822 Multicultural Education
2. Related area of study: Reading Specialist (24 hours)
 - A. **Reading Courses** (18 hours)
EDUC 5403 Advanced Course in Developmental Reading - Primary
EDUC 5413 Advanced Course in Developmental Reading - Intermediate/Secondary
EDUC 5433 Diagnostic and Correction Techniques of Reading
EDUC 5453 Clinical Procedures in Reading
EDUC 5532 Practicum in Remediation of Learning Problems I+
EDUC 5542 Practicum in Remediation of Learning Problems II+
EDUC 5500 Practicum in Developmental Reading Instruction+
 - B. **Other Courses** (6 hours)
EDUC 5283 Literacy Assessment
EDUC 5503 Curricular and Supervisory Problems in Reading

***NOTE:** On February 24, 2011, the NWOSU Teacher Education Committee voted to make successful completion (i.e. a passing score) of the Oklahoma Subject Area Test for certification a requirement for program completion in the Reading Specialist graduate program.

+**Note:** M.Ed. candidates may take only one other course with practicum/internship. M.Ed. candidates may take only one course after completion of practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee.

Competencies ~ Specialty Standards for Graduate Portfolio Assessment (See Also "Core Standards for Graduate Portfolio Assessment," page 16)

1. STANDARD: FOUNDATIONAL KNOWLEDGE. Candidates have knowledge of the foundations of reading and writing processes and instruction.
 - 1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
 - 1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.
 - 1.3 Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
 - 1.4 Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehensive strategies, and motivation) and how they are integrated in fluent reading.
2. STANDARD: INSTRUCTIONAL STRATEGIES AND CURRICULUM MATERIALS. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, the candidates:
 - 2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
 - 2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language com-

prehension, strategic knowledge, and reading/writing connections.

2.3. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

3. STANDARD: ASSESSMENT, DIAGNOSIS, AND EVALUATION. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction. As a result, the candidates:
 - 3.1. Understand types of assessments and their purposes, strengths, and limitations.
 - 3.2. Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
 - 3.3. Use assessment information to plan and to evaluate instruction.
 - 3.4. Communicate assessment results and implications to a variety of audiences.
4. STANDARD: DIVERSITY. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect and a valuing of differences in our society. As a result, candidates:
 - 4.1. Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
 - 4.2. Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.
 - 4.3. Develop and implement strategies to advocate for equity.
5. STANDARD: CREATING A LITERATE ENVIRONMENT. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:
 - 5.1. Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
 - 5.2. Design a social environment that is low-risk, includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
 - 5.3. Use routines to support reading and writing instruction (eg., time allocation, transitions from one activity to another, discussions, and peer feedback).
 - 5.4. Use a variety classroom configurations (ie., whole class, small group, and individual) to differentiate instruction.
6. STANDARD: LEARNING AND LEADERSHIP. Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. As a result, candidates view professional development as a career-long effort and responsibility. As a result, candidates:
 - 6.1. Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.
 - 6.2. Display positive dispositions related to one's own reading and writing and the teaching of reading and writing and pursue the development of individual professional knowledge and behaviors.
 - 6.3. Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.
 - 6.4. Understand and influence local, state, or national policy decisions.

MASTER OF EDUCATION DEGREE SCHOOL COUNSELING

Prerequisite: Elementary or Secondary teaching certificate. Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and with the State Department of Education in their state to ensure that they will be certified to teach in their state.

CURRICULUM OUTLINE*

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5013 Introduction to Research (**must be taken within the first nine hours of coursework**)
 - C. **Foundation**
EDUC 5203 Educational Practices
 - D. **Psychology**
EDUC 5212 Psychology of Teaching
 - E. **Diversity**
EDUC 5822 Multicultural Education
2. Related area of study: Counseling (24 hours)
 - EDUC 5500 Practicum - Counseling +
 - EDUC 5812 Introduction to Guidance and Counseling
 - EDUC 5852 Developmental Guidance for Counselors
 - PSYC 5183 Human Growth and Development
 - PSYC 5133 Assessment I: Achievement, Personality, and Cognitive Assessment
 - PSYC 5253 Intervention Strategies for Counselors
 - PSYC 5803 Strategies and Techniques of Counseling
 - PSYC 5812 Group Counseling
 - PSYC 5832 Career Education
 - PSYC 5872 Individual Counseling

***NOTE:** On February 24, 2011, the NWOSU Teacher Education Committee voted to make successful completion (i.e. a passing score) of the Oklahoma Subject Area Test for certification a requirement for program completion in the School Counseling graduate program.

+Note: M.Ed. candidates may take only one other course with practicum/internship. M.Ed. candidates may take only one course after completion of practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee.

COMPETENCIES FOR CERTIFICATION AS SCHOOL COUNSELOR Specialty Standards for Graduate Portfolio Assessment (See Also "Core Standards for Graduate Portfolio Assessment," page 16)

The candidate for certification:

1. Uses an understanding of human development to provide a comprehensive, developmental guidance and counseling program.
2. Understands the impact of environmental influences on students' development and achievement and helps students develop strategies to resolve or cope with situations that may hinder learning.
3. Demonstrates an appreciation of human diversity by providing equitable guidance and counseling services for all students and by promoting a climate of mutual respect that helps students value themselves and others.
4. Uses effective leadership skills to plan, implement, and evaluate a comprehensive, developmental guidance and counseling program to address the needs of all students.
5. Provides guidance and counseling services to address the needs and concerns of students and to help students develop skills to use in future situations.
6. Facilitates the educational and career development of individual students to help all students achieve success.
7. Uses formal and informal assessments to provide information about and to students, to monitor student progress, and to recommend changes to the student's educational environment.
8. Consults with parents and school personnel, provides professional expertise, and establishes collaborative relationships that foster a support system for students, parents, and the school community.
9. Establishes strong and positive ties with the home and the community to promote and support students' growth in school and beyond the school setting.
10. Has knowledge of professional ethical codes, the importance of professional development, and the need to work with colleagues to advance the profession.

Note: Competency for School Counselor certification may also be verified by the Nationally Certified School Counselor (NCSC) credentials.

MASTER OF EDUCATION DEGREE, SECONDARY EDUCATION

Prerequisite: Standard secondary or elementary/secondary teaching certificate. Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and with the State Department of Education in their state to ensure that they will be certified to teach in their state.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)
 - A. EDUC 5010 Graduate Study Seminar
 - B. **Research**
EDUC 5013 Introduction to Research (**must be taken within the first nine hours of coursework**)
 - C. **Foundation**
EDUC 5203 Educational Practices
 - D. **Psychology**
EDUC 5212 Psychology of Teaching
 - E. **Diversity**
EDUC 5822 Multicultural Education
2. Related area of study: Secondary Education (12 hours)
 - EDUC 5103 Curriculum in Schools
 - EDUC 5093 Curriculum and Instruction for Special Learners
 - EDUC 5352 Behavior Intervention Strategies
 - EDUC 5782 Supervision of Teaching
 - EDUC 5812 Introduction to Guidance and Counseling
3. Electives or area of specialization (10 hours)

OBJECTIVES ~ Specialty Standards for Graduate Portfolio Assessment (See Also "Core Standards for Graduate Portfolio Assessment," page 16)

At the completion of the Master of Education degree with an emphasis in secondary curriculum and instruction, each graduate should be able to:

1. Interpret the professional literature and statistical data; demonstrate techniques of collecting data.
2. Collect, organize, and report research data in written form for publication, grant resources, or institutional use.
3. Demonstrate a thorough knowledge of the curriculum structure, including the scope and sequence of the skills, appreciation, and understanding in the content specialty.
4. Select appropriate instruments for evaluating students, administer the instruments, and interpret the data.
5. State and evaluate various educational philosophies and their effects on current educational methods and institutions.
6. Compare different systems of education in the modern world and the historical factors which contributed to their development.
7. Demonstrate an understanding of the exceptional student and the ability to select methods and content appropriate for the gifted as well as the handicapped.
8. Demonstrate an understanding of the relationship between other content specialty and the individual differences encountered in students.
9. Demonstrate an understanding of the cultural differences and the social factors related to students' performance.
10. Show evidence of competence in his/her related area of specialization.

SECTION 6: MASTER OF EDUCATION CERTIFICATION OPTIONS

EDUCATIONAL LEADERSHIP ELEMENTARY/SECONDARY SCHOOL PRINCIPAL

"Effective 1 July 2005, the standards for alternative certification for superintendents and principals in Oklahoma public schools require candidates to have an earned master's degree, two years of relevant work experience in a supervisory or administrative capacity, a passing score on the subject area competency examination, and a declaration of the intention to earn standard certification through completion of an approved alternative administrative preparation program in not more than three years. Candidates shall have on file with the Director of Teacher Education a plan for meeting standard certification requirements within three years. The initial alternative certificate shall not exceed three years and shall not be renewable. Upon successful completion of the alternative administrative program, the Director of Teacher Education shall make a recommendation for standard certification to the State Board of Education." -- Oklahoma State Department of Education

Students should consult with an NWOSU certification officer or the Oklahoma State Department of Education regarding possible prerequisites needed for specific endorsements and/or certification.

NWOSU offers coursework leading to the Certificate for Elementary/Secondary School Principal. The following criteria must be met in order for NWOSU to recommend certification:

1. The candidate shall hold a master's degree from an accredited university.
2. The candidate shall hold and maintain a valid Oklahoma teaching certificate.
3. The candidate shall pass the Oklahoma certification exams for Elementary or Secondary Principal.
4. The candidate shall complete EDUC 5010/Graduate Study Seminar and submit a culminating portfolio for review (see Specialty Standards in Section 5).
5. Upon completion of all requirements, candidates are to notify the Division of Education's Assistant Certification Officer for instructions for the online certification application for the Oklahoma State Department of Education.
6. The approved program coursework:

Course Number	Course Title	Hours
EDUC 5103	Curriculum in Schools	3
EDUC 5093	Curriculum and Instruction for Special Learners	3
EDUC 5703	School Personnel and Administration	3
EDUC 5782	Supervision of Teaching	2
EDUC 5753	Principles of Public School Administration	3
EDUC 5763	Public School Finance	3
EDUC 5772	School and Public Relations	2
EDUC 5783	Implementing State and Federal Requirements	3
EDUC 5500	Internship (last semester)	2

Note: M.Ed. candidates may take only one other course with practicum/internship. M.Ed. candidates may take only one course after completion of practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee.

Note: For degree requirements in this area, see information in Section 5, page 21.

**NORTHWESTERN OKLAHOMA STATE UNIVERSITY
CERTIFICATION ONLY PROGRAM**

EDUCATIONAL LEADERSHIP

Name: _____

SSN: _____

Address: _____

Phone (Home): _____ (Work) _____

Email: _____

Attach the following:

1. _____ Evidence of master's degree: (Transcript from issuing educational institution)
2. _____ Evidence of certification: (Copy of current teaching license)
3. _____ Evidence of passing certification tests: (Official Certification Test Results)

Other Evidence

EDUCATIONAL LEADERSHIP COURSEWORK

Sem/Year

- EDUC 5010 Graduate Seminar
- EDUC 5103 Curriculum in Schools
- EDUC 5093 Curr/Inst for Special Learners
- EDUC 5703 School Personnel/Administration
- EDUC 5782 Supervision of Teaching
- EDUC 5753 Principles Public School Administration
- EDUC 5763 Public School Finance
- EDUC 5772 School and Public Relations
- EDUC 5783 Implement State/Federal Requirements
- EDUC 5500 Internship (last semester)
- Milestone 3 of the LiveText Portfolio*

COMMENTS:

STATEMENT OF INTENT

I understand that completion of this additional coursework and requirements is for certification recommendation only, and not a second master's degree. _____ (Initial)

- I agree to abide by the regulations governing the graduate program as stated in the Graduate Catalog.

CERTIFICATION ONLY PLAN APPROVED

SIGNATURES

Student _____

Date: _____

Advisor _____

Date: _____

Director of Teacher Education _____

Date: _____

Graduate Studies, Associate Dean _____

Date: _____

READING SPECIALIST

Students should consult with an NWOSU certification officer or the Oklahoma State Department of Education regarding possible prerequisites needed for specific endorsements and/or certification.

NWOSU offers coursework leading to the Certificate for the Reading Specialist for grades P-12. The following criteria are to be met for university certification recommendation:

1. The candidate shall hold a master's degree from an accredited university.
2. The candidate shall hold and maintain a valid Oklahoma teaching certificate.
3. The candidate shall pass the Oklahoma certification exam for Reading Specialist.
4. The candidate shall complete EDUC 5010/Graduate Study Seminar and submit a culminating portfolio for review (see Specialty Standards in Section 5).
5. Upon completion of all requirements, candidates are to notify the Division of Education's Assistant Certification Officer for instructions for the online certification application for the Oklahoma State Department of Education
6. The approved program coursework, including a prerequisite of six hours of coursework, is required in the areas of reading methods and language arts methods or literature (children or adolescent):

Course Number	Course Title	Hours
EDUC 5283	Literacy Assessment	3
EDUC 5403	Advanced Course in Developmental Reading - Primary Level	3
EDUC 5413	Advanced Course in Developmental Reading - Intermediate/Secondary Levels	3
EDUC 5433	Diagnostic and Correction Techniques in Reading	3
EDUC 5453	Clinical Procedures in Reading	3
EDUC 5532	Practicum in Remediation of Learning Problems I RDG	2
EDUC 5542	Practicum in Remediation of Learning Problems II RDG	2
EDUC 5503	Curricular and Supervisory Problems in Reading	2
EDUC 5500	Practicum - Developmental Reading Instruction (Group Diagnostic Teaching)	2

Note: M.Ed. candidates may take only one other course with practicum/internship. M.Ed. candidates may take only one course after completion of practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee.

Note: For degree requirements in this area, see information in section 5, page 25.

**NORTHWESTERN OKLAHOMA STATE UNIVERSITY
CERTIFICATION ONLY PROGRAM**

READING SPECIALIST

Name: _____ SSN: _____

Address: _____

Phone (Home): _____ (Work) _____ Email: _____

Attach the following:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. _____ Evidence of master's degree: (Transcript from issuing educational institution) 2. _____ Evidence of certification: (Copy of current teaching license) 3. _____ Evidence of passing certification tests: (Official Certification Test Results) | <p>Other Evidence</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|---|

EDUCATIONAL LEADERSHIP COURSEWORK	Sem/Year	COMMENTS:
Pre-requisite – Six (6) hours undergraduate reading courses		
Examples: EDUC 3313 Children's Lit.	_____	
EDUC 3413 Emergent Literacy	_____	
EDUC 4413 Diag/Corr Reading	_____	
Content Courses		
EDUC 5010 Graduate Seminar	_____	
EDUC 5403 Adv. Dev. Rdg-Primary	_____	
EDUC 5413 Adv. Dev. Rdg-Int/Sec.	_____	
EDUC 5433 Diag/Corr Tech. of Rdg.	_____	
EDUC 5453 Clinical Proc. in Rdg.	_____	
EDUC 5532 Practicum-Lrng. Prob. I	_____	
EDUC 5542 Practicum-Lrng. Prob. II	_____	
EDUC 5500 Practicum-Dev. Rdg. Instr.	_____	
EDUC 5283 Literacy Assessment	_____	
EDUC 5503 Curr/Supv. Probs. in Rdg.	_____	
<i>Milestone 3 of the LiveText Portfolio</i>	_____	

STATEMENT OF INTENT

I understand that completion of this additional coursework and requirements is for certification recommendation only, and not a second master's degree. _____ (Initial)

- I agree to abide by the regulations governing the graduate program as stated in the Graduate Catalog.

CERTIFICATION ONLY PLAN APPROVED

SIGNATURES

Student		Date: _____
Advisor		Date: _____
Director of Teacher Education		Date: _____
Graduate Studies, Associate Dean		Date: _____

SCHOOL COUNSELING

Students should consult with an NWOSU certification officer or the Oklahoma State Department of Education regarding possible prerequisites needed for specific endorsements and/or certification.

NWOSU offers coursework leading to the Certificate for School Counseling P-12. The following criteria are to be met for university certification recommendation:

1. The candidate shall hold a master's degree from an accredited university.
2. The candidate shall hold and maintain a valid Oklahoma teaching certificate.
3. The candidate shall pass the Oklahoma certification exam for School Counselor.
4. The candidate shall complete EDUC 5010/Graduate Study Seminar and submit a culminating portfolio for review (see Specialty Standards in Section 5).
5. Upon completion of all requirements, candidates are to notify the Division of Education's Assistant Certification Officer for ~~instructions for the online certification application for the Oklahoma State Department of Education.~~ _____
6. The approved program coursework:

Course Number	Course Title	Hours
EDUC 5812	Introduction to Guidance and Counseling	2
PSYC 5832	Career Education	2
PSYC 5872	Individual Counseling	2
PSYC 5812	Group Counseling	2
PSYC 5133	Assessment I: Achievement, Personality, and Cognitive Assessment	3
EDUC 5852	Developmental Guidance for School Counselors	2
PSYC 5253	Intervention Strategies for Counselors	3
PSYC 5803	Counseling Strategies and Techniques	3
PSYC 5183	Human Growth and Development	3
EDUC 5500	Practicum Counseling	

2

Note: M.Ed. candidates may take only one other course with practicum/internship. M.Ed. candidates may take only one course after completion of practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee.

Note: For degree requirements in this area, see information in section 5, page 27.

**NORTHWESTERN OKLAHOMA STATE UNIVERSITY
CERTIFICATION ONLY PROGRAM**

SCHOOL COUNSELING

Name: _____ SSN: _____

Address: _____

Phone (Home): _____ (Work) _____ Email: _____

Attach the following:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. _____ Evidence of master's degree: (Transcript from issuing educational institution) 2. _____ Evidence of certification: (Copy of current teaching license) 3. _____ Evidence of passing certification tests: (Official Certification Test Results) | <p>Other Evidence</p> <p>_____</p> <p>_____</p> <p>_____</p> |
|--|---|

SCHOOL COUNSELING COURSEWORK PLAN	Sem/Year	COMMENTS:
EDUC 5010 Graduate Seminar	[]	
EDUC 5812 Intro Guidance & Counseling	[]	
PSYC 5832 Career Education	[]	
PSYC 5872 Individual Counseling	[]	
PSYC 5812 Group Counseling	[]	
PSYC 5133 Assessment I	[]	
EDUC 5852 Dev/Guid for School Counselors	[]	
PSYC 5253 Intervention Strategies for Counselors	[]	
PSYC 5803 Counseling Strategies & Techniques	[]	
PSYC 5143 Child/Adolescent Growth/Development	[]	
EDUC 5500 Practicum - Counseling	[]	
<i>Milestone 3 of the LiveText Portfolio</i>	[]	

STATEMENT OF INTENT

I understand that completion of this additional coursework and requirements is for certification recommendation only, and not a second master's degree. _____ (Initial)

- I agree to abide by the regulations governing the graduate program as stated in the Graduate Catalog.

CERTIFICATION ONLY PLAN APPROVED

SIGNATURES

Student		Date: _____
Advisor		Date: _____
Director of Teacher Education		Date: _____
Graduate Studies, Associate Dean		Date: _____

SECTION 7: GRADUATE COURSES

"SL" designates a course with a Service Learning component

DEPARTMENT OF AGRICULTURE AGRICULTURAL COURSES (AGRI)

5103 Agricultural Economics of Development

This course provides students with the basic theory and application of community economics. Emphasis will be placed on assisting a community with economic development efforts, analysis of providing community services, and business development, assessment, and retail trends analysis in rural communities. Graduate students will perform individual research projects.

AMERICAN STUDIES PROGRAM~GRADUATE OFFICE AMERICAN STUDIES COURSES (AMST)

5103 Introduction to American Studies

An introduction to the theories and methodologies employed in the field of American Studies. Students will use archival, ethnographic, visual, and printed texts to understand the ways in which qualitative research can be used to examine American society through an interdisciplinary approach. The course's primary focus will investigate the construction, maintenance, and transmission of cultural meaning.

5330 Thesis Writing

A research report. Problem, outline, and report will be directed by the student's graduate thesis committee.

5500 Internship

Participate in work activities at an approved museum, cultural organization, consulting firm, foundation, or company for elective credit. Approved by instructor. See Office of Graduate Studies for more information. Pre: AMST 5103.

DEPARTMENT OF COMMUNICATION MASS COMMUNICATION COURSES (MCOM)

5033 Principles of Advertising

A study of various media of advertising in connection with the distribution of goods/services and research methods utilized by advertisers. Pre: MCOM 3043 or permission of instructor.

5102 Desktop Publishing

Practical study of computer software used in the production of print publications. Emphasis is also placed on the legal and ethical considerations of desktop publication. Students will produce a broad range of projects. Pre: MCOM 2123 & 2222 or permission of instructor.

5103 News Editing

Students will participate in the practice of editing copy, writing headlines, and making up the pages of the newspaper. Concepts and theories of the editorial process will be analyzed. Students will seek out and critique scholarly journal articles concerning news editing issues. Pre: MCOM 2113 and 6 hours of English or permission of instructor.

5113 Mass Communication Law & Ethics

A study of legal principles that affect the mass media and the ethical considerations of media practitioners. Ethical philosophies will be analyzed. Concepts and theories of media law will also be analyzed. Students will seek out and critique scholarly journal articles concerning media legal and ethical issues. Pre: MCOM 2023, 2113, & 2123 or permission of instructor.

5123 Advanced Strategic Communication

A continuation of the study of specific public relations problems and opportunities; creation of instruments for public relations purposes; use of professional journals and other appropriate resources to research and further understand public relations. Pre: MCOM 3463 or permission of instructor.

5213 Business & Professional Communication

A study of the specific communication principles and methods for application in business and professional settings. Students will seek out professional journals to analyze and will critique articles to further their understanding of oral business communication. Emphasis will be placed on management styles, communication techniques, and organizational communication. Pre: SCOM 1113 or permission of instructor.

5222 Feature Writing

Planning, researching, and writing articles in feature story formats. Additionally, students will be required to critique published feature stories and submit articles to publications based on current industry standards. Pre: MCOM 2113 and six hours of English or permission of instructor.

5302 Media Promotion and Sales

Survey of sales and promotion functions within media industries. Promotion and sales management, techniques, planning, and ethical standards will be emphasized. Students will use scholarly journals to further their understanding of sales and promotions connected to media industries. Pre: MCOM 2023 & 2123 or permission of instructor.

5322 Media Convergence

The historical and modern perspective of media convergence will be studied. An emphasis on currently implemented techniques and future media convergence strategies will be addressed. Students will complete research projects related to course content. Pre: MCOM 2023, 2113, 2123, and 3113 or permission of instructor.

5422 Advanced Television Production

Techniques of television production. Operation of all studio and field equipment as well as serving in all capacities involved in the production of programs for training and for airing over the university's cable television facilities. Production of programs capable of airing in a professional market required. Pre: MCOM 3113 or permission of instructor.

5432 Introduction to Media Research

An introductory examination of a variety of qualitative and quantitative research techniques and their appropriateness for addressing particular issues in mass communication. Research proposals will be completed. *Pre: MCOM 2123 and 3303 or permission of instructor.*

5803 Broadcast Writing and Announcing

Writing and announcing for electronic media including news, sports, documentaries, interviews, commercial copy, and other types of scripts. Students will be required to research and assess contemporary broadcast issues. *Pre: MCOM 2113 and six hours of English or permission of instructor.*

SPEECH COURSES (SCOM)**5013 Oral Interpretation (SL)**

A study of the principles and techniques involved in the oral interpretation of prose, poetry, and dramatic literature. Presentation of interpretation material, analysis of presentations, and research concerning oral interpretation in addition to other course assignments are required.

5113 Advanced Speech Communication

A study of communication elements with practical application in oral presentations. Emphasis will be placed on audience analysis, extemporaneous speaking, and persuasive speaking. Research topics will focus on areas related to speech communication. *Pre: SCOM 1113 or permission of instructor.*

5213 Business & Professional Communication

A study of the specific communication principles and methods for application in business and professional settings. Students will seek out professional journals to analyze and critique articles to further their understanding of oral business communication. Emphasis will be placed on management styles, communication techniques, and organizational communication. *Pre: SCOM 1113 or permission of instructor.*

5403 Nonverbal Communication

Focuses on the nonverbal behaviors and relevant contextual cues associated with human communication such as physical behavior, distance, facial expression, eye contact, paralanguage, the physical environment, touch, and cultural variables. Communication properties and characteristics of cultural and social groups will be explored. Research and presentations are required for a deeper understanding of related content.

5603 Language and Speech Development

A study of the developmental processes in the acquisition of speech and language, factors which influence this development, methods of measuring speech and language skills, and theoretical models of communication development. Professional journals will be used to expand knowledge of course content.

5613 Small Group Communication

A study of small group dynamics designed to develop leadership skills and to facilitate decision-making in various group settings. Use of professional journals to research topics of small group communication and further understanding of course content.

5733 Communication Disorders

A survey of speech, language, and hearing disorders; their identification and treatment; and the roles of various professionals in the total habilitation/rehabilitation process. Use of case studies to apply course information. Use of professional journals to expand knowledge of communication disorders.

DEPARTMENT OF ENGLISH, FOREIGN LANGUAGE, & HUMANITIES**ENGLISH COURSES (ENGL) ~ NOTE: Student applications indicating an emphasis in English will be referred to the department for approval.****5103 Shakespeare**

Advanced examination of the life and times of Shakespeare; the Shakespearean theatre; origin and development of Shakespeare's Histories and Tragedies; study of nine of Shakespeare's plays.

5163 Literary Criticism

An advanced study of the theories and approaches used in the evaluation of literature.

5173 English Usage

Intensive investigation into English grammar and diction.

5183 History of the English Language

Advanced study of the development of Modern English from Old English, showing its change from a highly inflected language to a language of few inflections.

5203 Contemporary Poetry

Advanced study of poetry in the present day.

5213 Nonfiction Prose

An advanced survey of present-day prose production with an emphasis on non-fiction works treating current ethnic and/or socio-political issues.

5263 20th and 21st Century British Novel

An advanced investigation into the development of the modern British novel, including Conrad, Golding, Lawrence, Orwell, Greene, Waugh, Huxley, Joyce, Woolf, Forster, and Maugham.

5273 20th and 21st Century American Novel

An advanced investigation into the development of the modern novel in America from 1900 to the present, with an emphasis on major novelists of the period.

5403 Restoration and Eighteenth Century English Literature

Selected works of major poetry and prose writers of the period such as Dryden, Pope, Swift, Johnson, etc.

5413 Popular Literature

A survey of major contributions to one genre of popular literature--science fiction, mystery, historical fiction, etc.--or film. May be repeated for credit when course content changes. *Open to American Studies students only when offered as*

"Popular Culture: The Western."

5433 Nineteenth Century American Novel

Advanced examination of the development of the novel in the United States during the nineteenth century.

5443 Introduction to Linguistics

An advanced study of the structure of language through syntax, morphology, phonetics, and phonology with application to structural and transformational grammars.

5463 American Literature

Intensive critical examination of specific selected American authors, including Melville, Hawthorne, Poe, Hemingway, Steinbeck, Faulkner, and others.

5503 Mythology

An advanced comparative study of world mythology with emphasis given to Western cultures and traditions such as Egyptian, Greek, Roman, Norse, and Celtic mythology; the historical development of mythology; and fundamental archetypal themes and motifs.

5523 Advanced Composition: Writing Theory

Intensive study of composition focusing on the principles of logic and rhetoric and their application to the analysis and production of written argumentative discourse; includes discussion of rhetorical strategies (Toulmin Paradigm, enthymeme) and heuristics (such as tagmemics, the Pentad, cubing and questioning) in the production of persuasive, informative, and interpretive written discourse.

5603 English Novel

Advanced study of the development of the English novel, including DeFoe, Richardson, Fielding, Smollet, Sterne, the Gothic Romance, Goldsmith, Burney, Austen, Scott, Dickens, Thackeray, the Brontes, Eliot, and Hardy.

5613 Creative Writing

Advanced examination of the genres of creative writing (particularly short fiction and poetry) with an emphasis on structure, characterization, and narrative voice and opportunities for student writing in these areas.

**DEPARTMENT OF FINE ARTS
MUSIC COURSES (MUSI)**

5013 Music Literature

A survey of the music literature in the area of the student's interest. Graduate level research and study are required.

5103 Survey Course in School Music Problems

Discussion and special attention to problems which arise in the teaching of music in grades one through twelve. Special emphasis will be given to contemporary procedures and materials.

5121 University Bands

Membership is open to graduate students with approval of the instructor. Depending upon the graduate student's area of focus, additional duties will be assigned involving the academic, administrative, and musical aspects of the University Band. These can include but are not limited to a major research project, rehearsing the band, conducting in performance, running sectionals, arranging music, and designing drill.

5122 Advanced Instrumentation

A survey of the four choirs of instruments and beginning orchestration. Arrangements will be made for various combinations of instruments.

5202 Advanced Theory

Approved subtitles will include serial technique, the avant garde, Schoenberg and his school, canon, and fugue. May be repeated with emphasis on additional study subjects.

5233 Music for Elementary Teachers

A study and practical application of solutions to problems involved in music education grades 1-6, with emphasis on the acquisition of skills necessary for successful teaching at any grade level. Pre: MUSI 4442 or equivalent.

5242 Advanced Analysis

Analysis of advanced techniques of form and composition with emphasis on contemporary music. Pre: MUSI 4013.

5252 Advanced Music Composition

A study of contemporary music composition techniques, including traditional techniques as well as synthesized sound and MIDI.

5262 The Enjoyment of Music

A survey of the contemporary musical scene, including radio, television, theater, and concert hall. Outstanding personalities, organizations, and centers of musical activity will be studied. This course is designed primarily as general education for graduate students.

5302 Music Composition I

The fundamentals of music composition including solo, duet, trio, quartet, and small ensemble composition. One major composition (choral or instrumental) is required.

5312 Music Composition II

Continuation of 5302 Music Composition I. One major composition (choral or instrumental) is required.

5322 Advanced Instrumental Conducting

A survey and analysis of materials and literature for conducting instrumental ensembles. Pre: MUSI 3112.

5332 Advanced Choral Conducting

A survey and analysis of materials and literature for conducting choral ensembles. Pre: MUSI 3202.

5343 Choral Materials

A study of material and techniques used in the organization, training, and conducting of choral ensembles in the secondary school.

5402 Musical Styles

A study and analysis of stylistic features of music of the various periods of music history.

- 5412 Music of the Renaissance Era**
A survey of the polyphonic music of the 16th century and the development of the styles and forms of representative composers.
- 5422 Music of the Baroque Era**
A survey of the music from 1600 to 1750 and of the development of the styles and forms of representative composers.
- 5432 Music of the Classic Era**
A survey of the music of the Rococo period to 1827 and of the development of the styles and forms of representative composers.
- 5442 Music of the Romantic Era**
A survey of the music of the nineteenth century, including the development of the art song, opera, piano forms, and other instrumental music.
- 5452 Music of the 20th Century**
A survey of the late nineteenth century music styles breaking away from the traditional tonal system to the new compositional techniques of twentieth century music. Includes representative music literature from Debussy to the present.
- 5503 Teaching Music Literature and Theory**
A study of the techniques, procedures, and materials for teaching music literature and theory, including an analysis of contemporary texts.
- 5513 Music Supervision and Administration in the Public Schools**
Preparation for the position of music supervisor. This course deals with all aspects of music supervision and administration, including budgets, schedules, faculty evaluation, instruction and curriculum improvement, and public relations.
- 5523 Music Research Techniques**
A survey of bibliographical material, library resources, and research techniques necessary for graduate music study. Prerequisite before writing thesis.
- 5530 Graduate Recital**
Satisfactory completion of public recital in major performing discipline. Required of all music majors. Pre: Graduate standing, successful pre-recital hearing, and permission of applied instructor.
- 5531 Graduate Instruction in Brass Instruments**
To learn educational techniques necessary to teach and perform on the trumpet, horn, trombone, euphonium, and tuba. Graduate students will assist in the instruction of MUSI 1531/Undergraduate Brass Methods and MUSI 3531/Advanced Undergraduate Brass Methods. They will delve deeply into both traditional and alternative means of teaching and have additional research projects in topics that can include the history of woodwind instruments or teaching techniques. In lieu of a paper, a recital on a secondary instrument is a possibility depending upon the student's career aspirations and interests.
- 5543 Tests and Measurements in Music**
A survey of the various types of tests available for evaluation of musical achievement.
- 5553 Teaching Orff and Kodaly in Public Schools**
A study of the techniques, materials, and procedures of the Orff and Kodaly methods for teaching music in the public schools.
- 5561 Instruction in Woodwing Instruments**
This class will learn the educational techniques necessary to teach woodwind instruments. They will also gain the technical ability to be a proficient performer on the flute, oboe, clarinet, bassoon, and saxophone.
- 5602 Marching Band Techniques**
A study of various styles of marching and the techniques of parades and football shows. The course includes an examination and comparison of the various methods of charting.
- 5611 Accompanying**
Development of piano skills in accompanying solos and ensembles. Emphasis is placed on sight-reading, technical skills, and the ability to follow a conductor or soloist. A laboratory session will include accompanying vocal and/or instrumental solos and ensembles within the department. Permission of the instructor required. May be repeated for elective credit.

Private Instruction

Private instruction in voice and instruments at the graduate level. Pre: permission of instructor.

- 5600 Voice
- 5610 Piano
- 5620 Organ
- 5630 Oboe
- 5640 Cello
- 5650 Trumpet
- 5710 Saxophone
- 5720 Clarinet
- 5730 Bassoon
- 5740 Percussion
- 5750 Viola
- 5760 Bass Viol
- 5810 Baritone
- 5820 Cornet
- 5830 Flute
- 5840 Trombone
- 5850 Violin
- 5860 French Horn
- 5870 Applied Conducting
- 5890 Tuba

THEATRE COURSES (TCOM)

5423 Principles of Directing

Study of script analysis and the principles, methods, and techniques of directing. Student directs class assignments. Additional directing assignments required.

5443 Theatre Pedagogy

A student is required to teach concurrently a 16-week theatre course on the public school or college level.

5733 History of Musical Theatre

The study of musical theatre from its inception: the North American influence to the 21st century. Particular attention is given to selected musicals and their social and cultural contexts, and to the dynamic interaction and changing relationship between performance, audience, and society.

5862 Children's Theatre (SL)

Laboratory experience in children's theatre. Directing and assisting in production of children's plays. Research concerning creative dramatics and children's theatre required.

DEPARTMENT OF HEALTH & SPORTS SCIENCE HEALTH EDUCATION COURSES (HED)

5203 Facility Management

This course is designed to provide an overall understanding of the comprehensive process to design athletic facilities as well as the proper management procedures to operate athletic and recreational facilities effectively. Students will be exposed to a variety of athletic and sport facility design and operational conceptions that will provide a basic understanding for future general use in their roles as administrators and teachers.

5500 Internship

In this capstone practicum, candidates will apply their knowledge, skills, and dispositions regarding the importance of preparing a presentation for professional personnel. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and to practice the skills identified in previous classes including, but not limited to, supervision, finance, marketing, legal implications, and facility management. The candidate will experience substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the university and the school personnel.

PHYSICAL EDUCATION & RECREATION COURSES (PE&R)

5503 Legal Liabilities

This course is designed for the potential Sports Administrator candidate to become knowledgeable in tort liability, product liability, legal terminology, and the basic principles that govern the legal ramifications of his/her administrative and constitutional responsibilities. A scientific study of the mechanical and anatomical fundamentals of human motion.

5543 Readings--Sports Finance & Marketing

This individual study will be comprised of a research project consisting of contemporary marketing principles, current issues, analysis and/or pertinent problems/solutions in Sports Finance and Marketing.

5562 Recreational Leadership

This course covers the organization and leadership of recreational programs. The graduate candidate will develop a comprehensive recreational program for either Common Education or University-level Education. The graduate candidate will research an area and will present their findings in a comprehensive presentation.

5603 Kinesiology/Motor Learning

A scientific study of the mechanical and anatomical fundamentals of human motion. Pre: Biol: 3184.

5622 Organization & Management of Intramural Sports

This course will cover the organization and management of intramural sports and games. Graduate candidates will study the history of intramurals and will research implementation of an intramural program. The graduate candidate will develop a comprehensive intramural program through research by identifying different components of said programs to include in their own research.

5672 Athletic Administration

This course is designed to provide a comprehensive educational background in athletic administration for the purpose of effectively preparing students to serve as athletic administrators in collegiate, public school, or sports related businesses. Students will be provided detailed information concerning an assortment of athletic and sport specific topics within the administrative realm that will establish a knowledge base in their preparation of becoming future athletic and sports administrators.

5693 Physiology of Exercise

The physiological changes and associated phenomena that occur within the body as a result of exercise.

DEPARTMENT OF PSYCHOLOGY PSYCHOLOGY COURSES (PSYC)

5013 Ethics

An introduction and overview to current standards of ethical practice for professional counselors. Ethics in counseling practice and effective methods for addressing ethical dilemmas and issues in the counseling setting will be covered. Legal requirements that affect ethical dilemmas will also be addressed.

5023 Advanced Substance Abuse Counseling

Identification, evaluation, and description of the theories of counseling as they relate to substance abuse counseling. The

12-step method is also introduced as a self-help treatment modality. Methods and procedures of the counseling process, an introduction to the dynamics of the counselor-counselee relationship, techniques related to substance abuse counseling, and the use of assessment tools in substance abuse counseling are also presented.

5133 Assessment: Achievement, Personality, and Cognitive Assessment

Identification, evaluation, and administration of individual and group tests used for measuring achievement and cognitive abilities in counseling and/or teaching situations. Psychometric properties of testing are also covered. Prereq: 5173 (except Education students)

5173 Statistics for Assessment

Identification, evaluation, and administration of the methods and techniques utilized to assess human behavior, focusing on measures of personality. Measurements, statistics, tests, and research methodology are related to analysis of human behavior.

5183 Human Growth and Development

Study of the developmental, psychological, and sociological forces that shape the behavior of children, adolescents, and adults through old age. Focus includes child, adolescent, and adult guidance techniques utilized by educators and counselors, including cognitive, behavioral, and social characteristics.

5203 Family Systems

This course examines the basic historical counseling theories commonly utilized by counseling practitioners who work with families. It examines the qualities and characteristics of effective counselors as well as ethical guidelines for the effective practice of psychotherapy with families.

5213 Advanced Abnormal Psychology

A study of human behavior as it relates to maturation, self-concept, personality traits, psychological needs, and pathological conditions. *Pre: PSYC 4113.*

5253 Intervention Strategies for Counselors

This is a course designed to help school counselors prepare for crisis situations. Knowledge of the expected kinds of emergencies that can arise as well as strategies for dealing with crisis situations is covered.

5283 Addiction Studies - Advanced

An intensive course in the application of knowledge of academics, theories, and skills to the actual practice of counseling in addictions. In this course, students are introduced to the different facilities, boards, knowledge, and practical based seminars. Students are encouraged to develop marketing strategies for their practice as well as to develop a supportive network from which to seek the advice of other professionals.

5293 Advanced Psychopharmacology

This course is designed to provide students with a working knowledge of various psychotropic drug categories including legal/illegal drugs and alcohol. Students will learn concepts related to drug effects, mechanisms and sites of function, drug interactions, addiction, tolerance, and abuse.

5330 Thesis Writing

A research report. Problem, outline, and report will be directed by the student's graduate thesis committee.

5353 Addiction and the Family--Theory

Examination of family counseling theories related to the ways in which drug and alcohol dependency affects family functioning and dynamics.

5363 Addictions and Family Counseling

The study and application of counseling methods and techniques used to improve family functioning when one or more family members are drug or alcohol dependent.

5500 Practicum (MCP) (SL)

Supervised experience pertaining to individual graduate programs. *Pre: PSYC 5803, 5863, 5893.*

5513 Advanced Adolescent Guidance

The goal of this course is to enhance the communication skills and change strategies to help adolescents with their unique problems. A theoretical understanding of adolescent behavior is included. The influence of parents and the art of parenting is examined.

5613 Advanced Child Guidance

The goal of this course is to enhance the communication skills and change strategies to help children with their unique problems. A theoretical understanding of children's behavior is included. The influence of parents and the art of parenting is examined.

5623 Advanced Personality

An intensive introduction to the study of current personality theories; analysis of the organized dynamic behavior of the individual.

5803 Counseling Strategies and Techniques

Methods and procedures descriptive of the counseling process with emphasis on the dynamics of the counselor-counselee relationship, interviewing techniques, and the use of test results in counseling. *Pre: PSYC 5863.*

5812 Group Counseling

Group counseling processes are examined from various theoretical approaches. A critical examination is made from the practitioner's concerns and the selection of an appropriate group method. *Pre: PSYC 5863 or concurrent enrollment.*

5813 Group Counseling

Group counseling processes are examined from various theoretical approaches. A critical examination is made from the practitioner's concerns and the selection of an appropriate group method. *Pre: PSYC 5872 or concurrent enrollment.*

5823 Multicultural Counseling

An introduction to the philosophies and principles necessary for counseling individuals from diverse social, ethnic, and cultural backgrounds. A major focus will be on barriers to effective cross-cultural counseling and ways to overcome those barriers. Characteristics of different sociocultural and ethnic groups that could affect the counseling process will be included.

5832 Career Education

A comprehensive study of the world of work; of the many kinds and sources of occupational and educational information and how this information may be located, evaluated, and utilized as part of a comprehensive guidance program.

5833 Career Education

A comprehensive study of the world of work; of the many kinds and sources of occupational and educational information and how this information may be located, evaluated, and utilized as part of a comprehensive guidance program.

5863 Individual Counseling

Theories of counseling and their utilization in practice; the nature of problems of greatest concern to clients; and the use of various tools and techniques of counseling which may be utilized by counselors.

5872 Individual Counseling

Theories of counseling and their utilization in practice; the nature of problems of greatest concern to clients; and the use of various tools and techniques of counseling which may be utilized by counselors.

5893 Supervised Experience in Counseling

The development of skills in the application of theories and techniques of counseling including the utilization of interviewing procedures, appraisal instruments, educational and occupational information, and related activities and materials. *Pre: PSYC 5803 and 5863.*

DEPARTMENT OF SOCIAL SCIENCES**CRIMINAL JUSTICE COURSES (CJUS)****5263 Public Service Leadership**

This course provides an overview of the characteristics and styles of leadership as they are applied to the public sector. Principles of strategic planning, programmatic development and implementation within the public realm are reviewed as they relate to consensus building and collaborative leadership in federal, state, and local agencies.

HISTORY COURSES (HIST)**5263 World History Since 1945**

An examination of world developments from the end of World War II to the present. This course focuses on the establishment and decline of a bi-polar world and the corresponding adaptations of various nations and regions.

5023 The Middle Ages: 500-1500

A study of Europe from the fall of Rome to the High Renaissance and the dawn of the Early Modern Era, emphasizing the formation of western society during the Dark Ages and the great achievements of the High Middle Ages.

5113 U.S. Diplomatic History

An examination of the U.S. emergence as a world power, emphasizing its empire development, involvement in two world wars, leadership in the cold war, and current relations with major countries.

5123 Oklahoma History and Government

A survey of the state's history and government from pre-history to the present, with emphasis upon developments affecting native Americans and the evolution of modern Oklahoma.

5133 Ancient Greece

Detailed study of the social, political, and intellectual life of the Greeks; influences of Greek philosophy and culture upon modern civilization.

5143 Rome

Origin and expansion of Rome, its political and cultural life, including rise of Christianity, technical achievements, government and law, and the enduring influence of Rome on the civilization of western Europe.

5203 The American West

An examination of the westward movement in the U.S., the significance of the frontier in the nation's history, and the role of the region in building the nation.

5213 American Colonial Period

Study of American history from discovery to 1783, with an emphasis on the political, cultural, and economic experiences that produced the United States.

5223 The United States: 1783-1840

An historical analysis of the founding of the U.S. and the subsequent development of constitutional government, the contributions of major leaders, and the emergence of new political and sectional tensions.

5233 The United States: 1841-1877

An examination of U.S. history from the end of the Jacksonian era through Reconstruction. The course focuses on reform movements and westward expansion in the 1840s and 1850s, the Civil War, and Reconstruction policies.

5293 Europe: 1815-1945

The course provides a comparative analysis of the political, cultural, social, and economic transformations as they developed in Europe, starting with an assessment of Napoleon's historical legacy and ending at the conclusion of World War II.

5313 The United States: 1933 to Present

An examination of U.S. history from the New Deal to the present. The course focuses on the expanding role of government in the economy, domestic life and world affairs, the Civil Rights movement, Watergate scandal, and broad changes in American society.

5323 England to 1688

Political, economic, constitutional, and cultural development of the British Isles from the earliest times to the Glorious Revolution.

5333 England Since 1688

Political, economic, constitutional, and cultural development of the British Isles from the Glorious Revolution to present.

5402 Historic Preservation (SL)

Shaped by a concern for the needs of both history students and interested community members, this class will overview the Historic Preservation Movement in the United States, introduce government policies and regulations, focus on how to identify the style of historic properties, and provide participants with the opportunity to engage in a service-learning activity. Students will move from an exploration of what this movement is and how it developed to hands-on investigations of American architectural styles and other selected projects. This class will also make connections between Historic Preservation and Public History.

5412 Museum Studies

In an effort to introduce both history students and interested community members to the world of museums and the professions associated with them, this class will overview the history of museums, explore museum departments and activities, and focus on the roles and obligations of museums. Students will move from an exploration of what these institutions are and how they developed to hands-on investigation of collection documentation, preservation, museum ethics, and educational interpretation. This class will also make connections between Museums and Public History.

5413 Renaissance and Reformation

A survey of the economic, political, social, religious, and cultural developments in Western Europe from 1270 to 1650.

5422 Public History

Public History is about applying the knowledge, skills, and methods of traditional history outside the world of academia. Public Historians write the histories of communities or corporations; they operate state historical societies; they help to develop historic preservation projects; they collect oral interviews; they create museum exhibits; they prepare genealogies; they participate in policy planning, and much more. Created for history students as well as interested community members, this course will investigate Public History, moving from an exploration of the definition of this discipline to concrete examples of the issues and opportunities involved within this important field of historical work.

5433 Historical Methods

An examination of historical methods and standards for research and writing, culminating in the writing of an historical paper. Recommended for history majors.

5523 Russian History to 1917

An examination of the gradual and often tragic development of the Russian state, ending with the 1917 revolution that overthrew the tsarist regime.

5563 History of Modern Germany Since 1871

This course examines the creation of the modern German state in 1871 and its various historical transformations in the heart of Europe. It also assesses critical problems in modern German history with an emphasis on unification and the age of Bismarck, the First World War, cultural and intellectual ferment, Hitler and the Nazi period, and postwar East and West Germany.

5583 History of Middle and Far East Asia

This course examines the history of Asia, including the Middle East, India, and Far East, from the early Middle Ages to the modern era. It seeks to comprehend the complex array of political, social, economic, and religious problems of a vast region growing in global significance.

5603 History of Economics in the United States

Historical perspectives on the growth of economic sectors of agriculture, industry, commerce and finance. Analysis of the interaction of the economic and government sectors in America.

5613 Native American History

An examination of the various American Indian tribes, emphasizing their cultural characteristics, resistance to domination, contributions to American society, and their place in the contemporary U.S.

5623 The United States: 1877-1932

An examination of U.S. history from the Gilded Age through the Great Depression. Emphasis is placed upon the scope and consequences of economic and population growth, Progressive Era reforms, increasing involvement in world affairs, social upheaval of the 1920s, and the economic collapse that ended that decade.

5633 History of Modern Russia

The course examines the creation of the Soviet state. It also assesses the impact of the various dictators who ruled the nation from 1917 until 1991. Post-communist Russia is also studied by looking at the strategies of the Russian government as it endeavors to establish and maintain political and economic stability.

5663 Survey of Latin American History

This course presents an overview of the history of Latin America from the Pre-Columbian civilizations to the present. Emphasis will be placed on understanding the development of diverse cultural, political, and economic institutions of the region.

5723 African American History

An examination of the Black experience in the U.S. since 1619, emphasizing slavery, emancipation, patterns of segregation and discrimination, the Civil Rights movement, Black contributions to American society, and current conditions.

GEOGRAPHY COURSE (GEOG)

5163 Political Geography

Fundamentals of political geography; survey of geo-politics; study of the world's critical areas.

POLITICAL SCIENCE COURSES (POLS)

5113 Constitutional Studies

This course will explore the connections between the U.S. Constitution and the citizens it serves. It will encourage students to assess critically the ways in which the U.S. Constitution plays a relevant role as to how government functions and impacts various things such as federalism, the courts, civil rights, etc. The course will also seek to explore the

philosophy behind the U.S. Constitution and to consider the implications for public administrators.

5123 Advanced Political Theory

This course will consider the ideas and writings of important political theorists and their contributions to public administration. The types of theorists covered will include a broad range of writers from Plato to John Rawls. The ideas of these theorists will be examined and considered in light of how their ideas have impacted public administration.

5133 Comparative Government

This is a graduate course designed to offer students an introduction to the main concepts of comparative politics and wide coverage of major countries around the world. Specifically, this course compares and contrasts the countries of the United States, Great Britain, France, Germany, Japan, India (consolidated democracies) and Iran and China (authoritarian regimes). Included is an emphasis upon the historic formation of the state, the major institutions of governance and policymaking, the processes of representation and participation, and the major issues that confront the each state.

5153 International Relations

This is a graduate course that examines international relations, political and economic nationalism, minorities, imperialism, international organization, settlement of international disputes, and the preservation and promotion of peace.

5213 Public Policy Studies

This course will ask students to consider the reasons why government chooses to act or not act on particular issues, problems, and situations. It will present various theories and concepts regarding the primary issues associated with public policy, such as problem definition, the ways in which policies are generated, as well as policy implementation and evaluation.

5223 Elements of Public Administration

Students in this course will consider the essential aspects and theories most central to public administration. A few of the topics to be covered include (but will not be limited to) organizational theory, budget and finance issues, and personnel management.

5253 Federal, State, and Local Relations

The study of government in the state and its subdivisions; includes municipal governments and municipal problems, administration and problems of organization, control, personnel, and finance in these areas. Will be taught from the reference point of the Federal Government and its policies and controls.

5263 Public Service Leadership

This course provides an overview of the characteristics and styles of leadership as they are applied to the public sector. Principles of strategic planning, programmatic development and implementation within the public realm are reviewed as they relate to consensus building and collaborative leadership in federal, state, and local agencies.

5303 The Federal Legislative Branch

This course will examine the role of Congress as a major actor in the federal government. Special emphasis will be directed toward the functions of Congress as they relate to issues such as coercive federalism and laws that tend to impact state governments heavily and thus play a major role in terms of public administration.

5313 The Federal Executive Branch

This course will focus upon the executive authority and the role that it plays in terms of serving as the nation's leading branch of public administration. In this regard, it will examine the role of the president, the cabinet, the vice president, and other relevant actors in the executive branch.

SOCIOLOGY COURSES (SOC)

5113 Cultural Anthropology

This course provides an exploration and analysis of the concept of culture; development of culture from a global perspective; ethnographical and ethnological bases for cross-cultural comparisons; overview and discussion of cultural change over time; and cultural diffusion across cultures.

5123 Social Gerontology

An overview of the societal forces that shape the lives of older citizens of America. Included will be an examination of the classic theories of aging, the major factors associated with aging, programmatic planning for health, wellness, finances, living environments, and retirement for older citizens.

5133 Rural Sociology

This course provides an analysis of the issues and problems confronting rural communities and populations in the United States and the disparities which exist between urban and rural areas. At the graduate level, a special emphasis is placed on understanding federal and state grant programs' impact on units of local government in the provision of social, economic, public safety, and health services in rural regions.

5203 Social Theory

An overview of social theories of representative social thinkers and systems as they relate to the development of formalized social thought and sociology.

5263 Public Service Leadership

This course provides an overview of the characteristics and styles of leadership as they are applied to the public sector. Principles of strategic planning, programmatic development and implementation within the public realm are reviewed as they relate to consensus building and collaborative leadership in federal, state, and local agencies.

5303 Social Psychology

This course relates various social psychological theories to human development and social interaction within a social

context. The relationship between the individual, groups, and society are reviewed and evaluated. Culturally significant normative behaviors are also reviewed.

DIVISION OF EDUCATION EDUCATION COURSES (EDUC)

5010 Graduate Study Seminar

An introduction to graduate study, including policies and procedures of the Graduate Studies programs. The seminar will introduce Master of Education students to the Aurora Learning Community Association's web-based assessment system. *Pre: None. Required during the first semester of graduate work.*

5013 Introduction to Research

A systematic analysis of education and counseling problems, techniques of collection and interpretation of data, and the reporting of results. Requirements include the writing of one significant paper in the area of one's area of specialization. A required core course for the M.Ed. degree and for the MCP degree. Pre-req.: Graduate level statistics class (may be taken concurrently) for MCP students.

5023 Portfolio Development

All National Board assessments consist of two major parts: the portfolio entries and the assessment center exercises. Candidates are asked to put together the portfolio according to specifications developed by the National Board. The portfolio consists of several different entries, each of which asks for direct evidence of some aspect of the teacher's work and an analytical reflective commentary on that evidence. Teachers are required to describe, analyze, explain, and reflect on their practice. In addition to completing the classroom-based entries, candidates document their work outside the classroom with families and the larger community and with colleagues and the larger profession. A good portfolio reflects the standards and provides evidence of a teacher's level of accomplishment. This course is designed to orient students who are candidates for National Board Certification with the specifications of the portfolio and the NBPTS standards. **SEE "COURSE RESTRICTIONS," Section 5.**

5033 National Board Examination Preparation

All National Board assessments consist of two major parts: the portfolio entries and the assessment center exercises. The assessment center component of the process consists of assessment exercises that are focused on a candidate's content knowledge. Candidates are responsible for content and pedagogical knowledge across the full age-range of a selected certificate area (and specialty area, if applicable). This course is designed to prepare students who are candidates for National Board Certification in the appropriate content and pedagogical knowledge for their area of specialty. **SEE "COURSE RESTRICTIONS," Section 5.**

5093 Curriculum and Instruction for Special Learners

Students will investigate the instructional needs and curricula essential to the education of the exceptional learner. Attention will also be directed toward instructional materials, objectives, and strategies appropriate for multicultural instructional settings. Pre: Permission of Associate Dean of School of Education.

5103 Curriculum in Schools

Each student will develop a detailed description of objectives, courses, and course content in his/her respective specialty areas which meet federal and state policies. Students will utilize a systems approach identifying objectives, developing processes to achieve objectives, evaluating achievement of objectives, and developing and implementing remedial strategies, techniques, and approaches. Pre: Permission of Associate Dean of School of Education.

5113 Early Childhood Family and Community Relations

This course prepares early childhood professionals to establish relationships with families through sensitivity to differences in family structures and social and cultural backgrounds. Candidates will learn to connect families with a range of family-oriented services within the community and will help develop good habits and attitudes regarding health, safety, and nutrition of young children.

5123 Individual Intelligence Testing (Woodcock-Johnson) Intensive practice in the administration and interpretation, including test write-ups, of the Woodcock-Johnson Intelligence Scale. The Slosson, Peabody, and other measures of intelligence will be examined.

5203 Educational Practices

A study of the major philosophies of education which have influenced education from historical times; a study of the development of public education; sociological problems of contemporary times and the implications of the foregoing on curriculum development. Recommended practices for developing curriculum to meet current rules, regulations, laws, and policies. A required core course for most M. Ed. degree options.

5212 Psychology of Teaching

Teaching strategies are examined as they relate to the process of learning and the characteristics of the learner. Individual differences due to cultural or ethnic background, handicaps, special talents, and cognitive style are given special consideration. A required core course for most M.Ed. degree options.

5222 Advanced Teaching Methods

Accomplished teachers are able to set high and appropriate goals for student learning, to connect worthwhile learning experiences to those goals, and to articulate the connections between the goals and the experiences. Furthermore, accomplished teachers can analyze classroom interactions, student work products, and their own actions and plans in order to reflect on their practice and continually renew and reconstruct their goals and strategies. This course uses the standards established by the National Board for Professional Teaching Standard as a basis for enhancing the knowledge and skills of experienced teachers to ensure that they become accomplished teachers.

5223 Methods and Techniques of Individualizing Instruction

Strategies, techniques, and methods of structuring curriculum and instruction to accommodate learner needs. Students will develop skills in organizing programs for Individualized Educational Programs for all students.

5243 Remediation of Mathematical Disabilities

Identification of specific learning disabilities in school mathematics. Procedures for remediation. Completion of a case

study.

5263 Historical and Theoretical Perspectives of Special Education

This course will provide graduate students an opportunity to examine the basic concepts of individual diversity as well as the historical development of special education. The issue of disability will be studied within the various contexts in which the individual learner develops. The social systems perspective will include a review of the variations in beliefs, traditions, and values across cultures and will emphasize the subtle factors effecting the relationship involving child, family, school, and community in recognition of the development of the whole child; the changes which maltreatment, neglect, and abuse impose upon children and families will be an issue of study. Another focus of study will include the theoretical and philosophical basis which provide the underpinnings for current practices in special education. Current trends regarding student and parent rights, due process and legal issues, and issues in definition and identification procedures will also be investigated through a case studies approach.

5273 Language Literacy and Culture

This course will explore the social-cultural perspectives related to the role of language as it relates to literate behaviors, cognition, and action in learning contexts. Aspects of language use within various learning contexts and its relationship to literate processes will be explored. Emphasis will be placed upon the role of academic, technical, and everyday discourse in understanding the interrelationships among teaching, learning, knowledge, and culture.

5283 Literacy Assessment

Analysis of assessment instruments, primarily related to reading difficulties. Specific current reading assessments will be studied. Pre: Permission of Associate Dean of School of Education.

5313 Children's Literature

This course focuses on the importance of children's literature in the curriculum through an extensive reading and evaluation of literary genres, authors, illustrators, critiques, awards, and literary elements appropriate for PK-grade 8 children. Application of literacy instruction and available resources to engage and motivate students.

5330 Thesis Writing

A research report. Problem, outline, and report will be directed by the student's graduate thesis committee.

5352 Behavior Intervention Strategies

An analysis of behavior management through exploration of the concerns for school discipline by examining human behavior, needs, motives, and controls. Study of the ethics and the consequences of the use of different approaches of behavior management will be examined. Multicultural concerns as well as the needs of exceptional children will be included.

5373 Curriculum Development for Students with Mild/Moderate Disabilities

Graduate students will acquire the conceptual and technical tools to enable them to modify curriculum and instruction for learners with mild/moderate disabilities. There will be an emphasis on instructional and remedial methods, techniques, and curriculum materials. The emphases will be the development of motor, cognitive, academic, social, language, effective, career, and functional life skills for individuals with mild/moderate disabilities, including mild/moderate learning disabilities, mild/moderate emotional/behavioral disorders, and mild/moderate mental retardation. The course will also cover life skill instruction relevant to independent, community, and personal living and employment. Ethnic and cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs will be emphasized.

5383 Leadership in Special Education

This course is designed to assist the graduate student in acquiring an understanding of the roles and responsibilities of the learning specialist. Students will investigate the professional relationship of the learning specialist to other professionals. Students will explore the relationship of professionals in special education to persons at all levels (PK-12) with mild/moderate disabilities and their families. The course will emphasize leadership, professionalism, and ethical considerations regarding responsibilities in the areas of relationships, conferencing, record keeping, confidentiality, teaming, and advocacy. Areas of study will also include the CEC Code of Ethics and Standards for Professional Practice.

5392 Clinical Procedures for Teaching Students with Severe/Profound Disabilities

Graduate students will learn the process for making decisions with general educators, learners, and their parents regarding the teaching of academics so that academic skills will contribute meaningfully to the learner's life. The course will examine age appropriate and functional skills instruction based on the adaptive skills of students with mental retardation/developmental disabilities. Students will utilize research-supported instructional strategies and practices, including the functional embedded skills approach, community-based instruction, task analysis, multi-sensory, and concrete/manipulative techniques. The course will emphasize culturally responsive functional life skills relevant to independence in the community, personal living, and employment, including accessing public transportation, cooking, shopping, laundry, functional reading, and sexuality. Students will explore the use of integrated community and adult service agencies.

5403 Advanced Course in Developmental Reading - Primary Level

Analysis of sequential growth in reading from the preschool level through the early elementary years. Examination of the reading process and instructional procedures. Pre: Permission of the Associate Dean of the School of Education.

5413 Advanced Course in Developmental Reading - Intermediate/Secondary

Examination of the developmental reading curriculum at intermediate, middle school, and secondary levels, including evaluation of teaching methods and materials. Pre: Permission of the Associate Dean of the School of Education.

5423 Foundations of Literacy

This course is designed as an elective course to provide the theoretical background and instructional strategies of literacy instruction by examining phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing as well as to develop instructional strategies and concepts to support diverse needs of students, to assess and analyze student literacy learning, and to plan and reflect upon literacy instruction.

5433 Diagnostic and Correction Techniques in Reading

Diagnosis of reading disabilities are conducted and remedial measures are recommended. Includes methods and materials for the establishment of appropriate reading levels. Specific current reading assessments will be administered, scored, and educational goals will be written for specific instructional needs. Pre: EDUC 5283 and Permission of the Associate Dean

of the School of Education.

5453 Clinical Procedures in Reading

Candidates will apply information gathered from diagnostic procedures to plan and implement remediation for an individual student. Knowledge of inhibiting psychological, intellectual, emotional, social, cultural, and educational factors which may contribute to reading failure will be utilized. *Pre: EDUC 5433 and* Permission of the Associate Dean of the School of Education.

5500 Internship for Educational Leadership

In this capstone practicum, candidates will apply their knowledge, skills, and dispositions in field-based experiences related to building-level principalship. In collaboration with the mentor administrator, the candidate will take a leadership role in the administration of a school site with emphasis upon the areas of curriculum, personnel, school organization, legal aspects, and finance. *Pre: Permission from Associate Dean of School of Education.*

5500 Practicum

In this capstone practicum, candidates will apply their knowledge, skills, and dispositions regarding the importance to prepare a presentation for professional service to the degree that is applicable. *Pre: Permission from Associate Dean of School of Education.*

5503 Curricular and Supervisory Problems in Reading

Designed to aid reading specialists in interrelating the various aspects of the reading program. Explores the scope and sequence of the reading curriculum; innovative methods and materials; important reading research; and role(s) of the reading specialist. Also considers how to evaluate or develop reading programs and how to interpret the reading program to others. *Pre: Permission of the Associate Dean of the School of Education.*

5513 Nature and Needs of the Gifted

Study of characteristics, needs, and means of identifying gifted and talented individuals, consideration of problems of personal, educational, and social development.

5523 Educational Procedures for the Gifted

Strategies for the education of gifted individuals, pre-kindergarten through grade twelve. Methods of assessment, program planning to meet individual needs, techniques for developing higher cognitive skills (including techniques for inquiry, simulation, and problem solving). Exploration of various programs and administrative arrangements currently in use in schools as well as other related issues.

5532 Practicum in Remediation of Learning Problems I

Supervised experience in instructional procedures for students at the primary level; includes instruction of individual, small groups, and/or whole classes with diverse populations in specific reading strategies. *Pre: EDUC 5403 or may be taken concurrently with EDUC 5403 and* Permission of the Associate Dean of the School of Education.

5533 Early Childhood Development and Learning

This course prepares early childhood professionals to use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight. This course also provides knowledge of how students differ in their development and prepares future teachers to apply knowledge of cultural, linguistic, and disabilities to political, social, and family contexts. This course also includes five (5) hours of observation of young children in Head Start, child care centers, and/or home daycares.

5542 Practicum in Remediation of Learning Problems II

Supervised experience in instructional procedures for students at the intermediate/secondary level; includes instruction of individual, small groups, and/or whole classes with diverse populations in specific reading strategies. *Pre: EDUC 5413 or may be taken concurrently with EDUC 5413 and* Permission of the Associate Dean of the School of Education.

5543 Early Childhood Curriculum Implementation

This course prepares early childhood professionals to use knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight. The course also provides knowledge of cultural and linguistic disabilities to political, social, and family contexts. This course also includes five (5) hours of observation of young children in Head Start, child care centers, and/or home daycares.

5553 Methods and Materials in the Education of the Gifted

Consideration of the most appropriate instructional strategies and materials to be utilized with the gifted, placing emphasis on the designing of materials and development of appropriate curricular units. Techniques are used for individualizing instruction.

5583 Diagnosis and Assessment

This course is designed to provide students with a practical and concrete understanding of the assessment process. Students will investigate the specific strengths, weaknesses, and procedures required to implement and interpret both informal and formal assessment instruments. The selection criteria for assessment tools and diagnostic instruments will be examined. Issues regarding the impact of cultural diversity and ethnic bias upon the assessment process will be investigated. Students will consider the relationship between assessment, placement, and instructional decisions regarding the individual needs of special learners. Ethical concerns relating to assessment and the legal provisions and regulations of the assessment process will be studied. Students will be required to research current topics involving assessment issues.

5602 Early Childhood Assessment

This course will cover developmentally appropriate methods of assessment of the young child. It will offer the future ECE teacher different methods of conducting naturalistic assessment and research. Students will complete twenty (20) formal and informal child, group, or program assessments during ten (10) hours of observation.

5623 Leadership

This course will examine the role of the superintendent, the nature and importance of leadership, the traits, motives and characteristics of leaders, the different styles of leadership (charismatic, transformational, etc.), and the behavior of effective leadership.

5633 School Business Management

This course will look at the activities of a superintendent/business administrator in the day-to-day activities as they concern school finance. Information will be presented as a "nuts and bolts" approach and will include items such as the yearly estimate of needs, the formation of a budget, working with the auditors, and state certification requirements.

5643 School Legal Issues

This is the second law class for those interested in pursuing a standard superintendent certification. The class will review issues related to employee contracts and/or negotiations, school bond issues, state and federal requirements, and Supreme Court decisions that have affected education.

5703 School Personnel and Administration

Examination of the functions of school personnel are considered. Emphasis is also placed on recruitment, selection, and placement. Problems and techniques involved in the administration of public educational institutions. Pre: Permission of the Associate Dean of the School of Education.

5753 Principles of Public School Administration

Oklahoma School law; State Board of Education requirements; principles of public school finance; philosophy of administration; school organization; school policy development; school board relations; public relations; selection of teachers; utilization of school plant; school records and accounts; transportation; and school census will be discussed. Pre: Permission of the Associate Dean of the School of Education.

5763 Public School Finance

Sources of school finance, control of expenditure, general principles of financial administration. Pre: Permission of the Associate Dean of the School of Education.

5772 School and Public Relations

A detailed and comprehensive presentation of the methods and media for building and sustaining good public relations for public educational institutions. Also, the examination and development of effective communication techniques with emphasis directed towards teachers, students, and parents. Pre: Permission of Associate Dean of Education.

5782 Supervision of Teaching

Examination and development of skills in the use of effective practices in supervision, group processes, personnel administration, and evaluation of teachers. Pre: Permission of the Associate Dean of the School of Education.

5783 Implementing State and Federal Requirements

A study of the history of the federal and state governments' role in education; a study of current school laws, rules, regulations, and policies that affect the school; a study of educational trends that will be affected by pending or anticipated laws, rules, regulations, and policies. Pre: Permission of the Associate Dean of the School of Education.

5792 School Plant Design and Operation

A study of plant design and operation of school facilities. Coverage of the major steps necessary in the planning, selling, construction, and maintenance stages of a school facility program.

5812 Introduction to Guidance and Counseling

Understanding the philosophy, principles, and practices which are basic to a sound guidance program at the elementary and secondary school level, and an understanding of the supportive roles of teachers, administrators, and other personnel. Pre: Permission of the Associate Dean of the School of Education.

5822 Multicultural Education

An introduction to the development of required leadership philosophies and principles necessary in establishing multicultural education. This course will cover institutional and individual practices; a review of instruments for the evaluation of behaviors; and strategies for involvement in programs with public school systems.

5852 Developmental Guidance for School Counselors

The total guidance program desired for an elementary school is presented. The different services (testing, career education, counseling, etc.) are discussed and an individual plan is developed along with methods of implementation. Pre: Permission of Associate Dean of School of Education.

5903 Higher Education Philosophy and Practice

The focus of this course is the philosophy and practice of the colleges in America. It addresses higher education's historical roots and development, programs and services, finances and sources of support, governance, current issues affecting its role and mission, and how adult learning theory is reflected in these issues.

5913 The Learning College

This course examines pedagogical issues and learning strategies as they relate to adult learners in higher education. The focus addresses the creation of pedagogy for college courses that attends to the learning styles and characteristics of a diverse student population in the 21st Century. Specific issues covered include approaches to teaching underprepared students, using social media as a pedagogical tool, and embracing a service model of teaching that promotes student success. This course also reviews other popular pedagogical concepts and contemporary theories in teaching at the college level.

5923 Adult Cognitive Styles and Individual Differences

This course provides an overview of the different micro-cultures to which we belong. Students will become aware of cultural differences and inequalities in the nation and in the world. The course addresses issues of race, ethnicity, gender, class, language, religion, ability, and age, areas that allow some groups to have greater societal benefits than others. The primary goal is to help affirm cultural differences while realizing that individuals across cultures have many similarities.

5933 Classroom Research and Institutional Effectiveness

A systematic analysis of classroom and institutional problems, including the techniques of collection, interpretation of data, and the reporting of results. This course is designed to acquaint students with the methods and techniques associated with classroom research as well as the various types of research currently in use.

5943 Leadership in Adult Education Venues

The focus of this course is the concept of providing leadership in learning environments. The course defines leadership and studies the traits, styles, and approaches to leadership, and current issues in leadership. All of these areas are studied in the context of higher education.

5953 Institutional Management

The course examines the various aspects of managing institutions in general and higher education in particular. Emphasis is placed upon the structure and organization of institutions and their various components, including academics, human resources, student services, finances, planning, and institutional research.

ADDITIONAL COURSE OFFERINGS ~ ALL DEPARTMENTS

5170* Individual Study (1-4 hours)

Directed intensive study on selected problems or special subject, based on approved outline or plan; conference, oral, and written reports. Pre: 16 hours in chosen academic area. Offered by all departments.

5180* Seminar (1-4 hours)

Directed intensive study on selected problem or special topic. Pre: Permission of Department. Offered by all departments.

5190 Readings (1-3 hours)**

Directed reading and discussion of selected current topics in appropriate academic area. Pre: Permission of chosen department. Offered by all departments.

5300* Short Course (Name of Short Course) (1-3 hours)

A course which is continuous in study for a limited duration. The intensive study presents special subjects and/or topics. Offered by all departments.

5330 Thesis (prefix to course number will depend on title of thesis) (1-6 hours)**

A research report. Problem, outline, and report will be directed by the graduate thesis committee.

**Courses using these numbers must be approved by the Graduate Committee prior to the semester they appear in the schedule.*

***Courses using these numbers must be approved by a student's Graduate Advisory Committee in order to be eligible for a graduate plan of study.*

NOTES: