

## **SECTION 11: MASTER'S-LEVEL 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.

#### **5113 Interdisciplinary Research in American Studies**

Applying principles they have learned in AMST 5103, students in this course will either write a master's thesis prospectus and two thesis chapters or will write a scholarly research article for *Civitas: The Journal of Citizenship Studies* (or another academic journal) by developing the interdisciplinary research skills needed in the academic field of American Studies. *Pre: AMST 5103 or permission of instructor.*

#### **5153 Studies in American Political Culture**

Students will explore the factors, conditions, and people who have contributed to the unique traditions and circumstances creating America's distinctive political culture, political institutions, and political life. Related to this, students will examine some of the major events, important personalities, and key documents and speeches given by various American leaders that have combined to create the American Political Experiment. Also, the course will examine the role played by key American authors and artists and how their respective works have served to guide and direct the development of American politics and its leaders throughout the years. Consistent with the interdisciplinary nature of the American Studies Program, this course will incorporate the the study of history, literature, economics, and political science in a holistic and integrated fashion. Students will explore important concepts relating to American Studies such as the Frederick Jackson Turner Thesis and American Exceptionalism.

#### **5163 Environmental History and Sustainable Practices for Oklahoma**

An historical and philosophical examination of Oklahoma's environmental history and sustainable practices while understanding the implications for today's agritourism industry. Foundational questions to the course: What is community? What are sustainable practices which create and support community?

#### **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 & Marketing**

A survey of the nature, scope, and economic importance of advertising and marketing. Analysis of advertising and marketing functions, institutions, and demand creation. Production of marketing materials. Use of professional journals and other appropriate resources to advance knowledge of advertising and marketing theories and/or strategies. *Pre: MCOM 3113 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 strategic communication problems and opportunities. Creation of instruments for strategic communication purposes. Use of professional journals and other appropriate resources to advance knowledge of strategic communication concepts. *Pre: MCOM 3463 or permission of instructor.*

#### **5133 Interpersonal Communication**

A study of the principles and theories of communication in dyadic interaction. Emphasis will be placed on increasing student awareness of verbal and nonverbal communication behaviors in one-on-one contexts and other interpersonal situations. Research and presentations are required for a deeper understanding of related content. *Pre: SCOM 1113.*

**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.*

**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.*

**5413 Advanced Audio & Video Production**

Advanced techniques of audio and video production. Operation of studio and field equipment as well as serving in various capacities involved in program production. Production of professional quality programs 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 COMMUNICATION COURSES (SCOM)****5043 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.

**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.*

**5123 Argument and Advocacy**

A study of theory, practice, and criticism of public advocacy. The course will provide a combination of theory and practice with a focus on persuasive speaking and issues. Accordingly, the course will include lectures designed to identify and elaborate on the theoretical precepts of public advocacy, the norms and assumptions that guide successful public argumentations, and exercises designed to allow students to practice fundamental skills. Extensive research is required for a deeper understanding of related content and processes. *Pre: SCOM 1113 (or similar introductory speech course with an emphasis on public speaking) and at least 18 additional undergraduate credit hours in Speech Communication and/or Mass Communication.*

**5133 Interpersonal Communication**

A study of the principles and theories of communication in dyadic interaction. Emphasis will be placed on increasing student awareness of verbal and nonverbal communication behaviors in one-to-one contexts and other interpersonal situations. Research and presentations are required for a deeper understanding of related content.

**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.*

**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 to 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**

A thematic survey of six of Shakespeare's plays, with emphasis on socio-historical contexts and afterlives. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**5123 Renaissance Drama**

According to the undergraduate catalog, English Drama is "a survey of English drama, exclusive of Shakespeare, from

its earliest forms to the Restoration." This course will narrow its focus to non-Shakespearean Elizabethan and Jacobean drama. The period between the attack of the Spanish Armada and the closing of the public theaters in 1642 saw the development and refinement of a variety of dramatic forms; it was a period of such intense artistry--in terms of quality and quantity--that it is often considered to be a golden age or the birthplace of modern drama. Together, we will consider the following plays from this period: *The Spanish Tragedy*, *The Jew of Malta*, *The Shoemaker's Holiday*, *Bartholomew Fair*, *The Roaring Girls*, and *The Duchess of Malfi*. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**5153 College Composition Pedagogy**

This course offers a graduate-level overview of the diverse theories of English instruction specific to freshman-level composition. Topics will include professional practices, ethics, and teaching techniques at the college level. A key component is observation of ongoing composition courses and discussion of selected practices with teaching faculty. *Pre: Admission to graduate program.*

**5163 Literary Criticism**

An introduction to contemporary literary theory in application to a variety of written and visual texts that represent the experiences of different genders, ethnicities, and social classes. Approaches may include new criticism, deconstruction, new historicism, psychological criticism, gender criticism, reader-response criticism, and reception criticism. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor..*

**5173 Modern English Grammar and Usage**

An examination of the grammar, patterns, and rhetorical structures of language and dialects and their impact on society, especially as these topics apply to English, but also including an understanding of language acquisition principles and an appreciation for the diversity of language use and patterns as they have developed and been practiced over time by different ethnic groups and cultures. *Pre: ENGL 1113 or 1114 and 1213.*

**5183 History of the English Language**

A study of the development of English from Proto-Indo-European roots to contemporary usage, with emphasis on socio-historical contexts that generate linguistic change. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**5203 Contemporary Poetry**

The study of 20th and 21st century poetry with special emphasis placed on reading and analyzing contemporary poets. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**5213 Non-fiction Prose**

A survey of contemporary non-fiction prose. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**5253 The Global Novel**

Study of content and style of novels written by major world novelists, such as Tolstoy, Flaubert, Cervantes, Balzac, Zola, Hugo, Stendhal, Turgenev, Dostoyevsky, and others. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**5263 20th and 21st Century British Novel**

An advanced investigation into the development of the modern novel in English literature from 1900 to the present, with an emphasis on major novelists of the period. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**5273 20th and 21st Century American Novel**

The development of the modern novel in America over the 20th and 21st centuries, with emphasis on the major novelists of the period. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**5283 Renaissance Literature**

Reading and interpreting English poetry and prose of the sixteenth and seventeenth centuries. Selected works include such authors as Spenser, Wyatt, Surrey, Raleigh, Bacon, etc. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission.*

**5293 Romantic Movement**

Focuses on the Romantic movement in the late 18th Century through the end of Queen Victoria's reign. Will include readings in poetry, prose, fiction, and drama in relation to the historical, political, and cultural issues of the period. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**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. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**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."* *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**5423 Young Adult Literature**

A study of how adolescents read texts and make meaning through their interaction with diverse types of literature and media created for and consumed by contemporary middle school and high school students, with an emphasis on texts that express themes of social justice. Students are expected to engage critically with complex issues that relate to the ways in which young adult literature is concerned with maintaining a diverse, inclusive, and equitable society. English Education majors will be required to plan interdisciplinary instruction that integrates young adult literature, canonical works, and historical contexts while developing student writing assignments and corresponding assessments. *Pre: ENGL 1113 and 1213.*

**5433 Nineteenth Century American Novel**

Traces the development of the novel as genre in the United States over the nineteenth century. Special consideration will be given to a diverse range of authors, the literary movements and genres to which their work contributes, and the historical and cultural contexts that produced them.. *Pre: ENGL 1113 or 1114, 1213 and 2123 or permission from instructor..*

**5443 Introduction to Linguistics**

A study of the structure of language through syntax, morphology, phonetics, and phonology with application to structural and transformational grammars. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**5463 American Literature**

Intensive study of works of two selected authors, such as Faulkner and Hemingway, Steinbeck and Wolfe, Poe and Hawthorne, etc. Offered with sufficient demand. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**5473 World Literature**

Readings of literature from cultures around the world, including China, India, Greece, Rome, Spain, Germany, France,

Italy, and England (551 B.C. to 1650) as well as Native Americans, Japan, and Africa. *Pre: ENGL 1113, 1213, and 2123 or permission of instructor.*

**5503 Mythology**

A comparative study of world mythology with historical and thematic overviews with emphasis given to creation, theistic, and heroic myths from various cultures. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**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. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**5603 British Novel**

A study of the development of the novel in Great Britain in the 18th and 19th centuries. *Pre: ENGL 1113 or 1114, 1213, and 2123 or permission of instructor.*

**5613 Creative Writing**

The course offers instruction in the four genres of creative writing (poetry, drama, fiction, and non-fiction); provides an understanding of the interrelationships among form, audience, context, and purpose; and addresses the ways in which writing is a recursive process that changes for various audiences across genres, as well as provides students with practical experience composing different types of creative writing. Course may be repeated for credit when content changes.

**5623 Contemporary Drama**

The study of major playwrights from 1915 to the present with special emphasis placed on reading and analyzing contemporary playwrights.

## **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 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.
- 5541 Graduate Instruction in Percussion Instruments**  
To learn the educational techniques necessary to teach and perform on snare drum, timpani, keyboard percussion, drum set, and percussion auxilliary, graduate students will assist in the instruction of undergraduate Percussion Methods courses, will delve deeply into both traditional and alternative means of teaching, and will have additional research projects in topics that may include the history of percussion instruments or additional teaching techniques.
- 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 Woodwind Instruments**  
This class will learn the educational techniques necessary to teach woodwind instruments. Students 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	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
5840 Trombone	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 at 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 their 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 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.

#### **5543 Readings--Sports Finance & Marketing**

This individual study will be comprised of a research project consisting of contemporary marketing principles, current issues, and 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. Graduate candidates 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. Graduate candidates 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 MATH & COMPUTER SCIENCE**

### **MATH COURSES (MATH)**

#### **5133 Graph Theory**

This course is designed as a graduate-level introduction to graph theory. We will move quickly through the basics (graphs and subgraphs) before moving on to richer topics. Topics covered may include connectivity, trees, planarity, stable sets and cliques, vertex and edge colorings, matchings, Euler tours and Hamiltonian cycles. Depending on course pacing and student interests, additional or fewer topics may actually be covered.

## **DEPARTMENT OF PSYCHOLOGY**

### **PSYCHOLOGY COURSES (PSYC)**

#### **5013 Counseling 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-counselor relationship, techniques related to substance abuse counseling, and the use of assessment tools in substance abuse counseling are also presented.

#### **5033 Introduction to Research**

An overview of research methods, techniques for conducting research, and using data. The emphasis for the course is on techniques used for evidence-based practice in psychology and counseling and becoming an educated consumer of research concerning research methods and findings.

#### **5043 Advanced Human Sexuality**

This course provides a study of human sexuality from biological, psychological, and social perspectives.

**5053 Advanced Social Psychology**

This course is an intensive study of current and classic social psychological research and theory. The complexity of person by environment interactions will be analyzed in the context of individual differences, groups, cultures, ideologies, and dynamic social systems.

**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. *Pre: PSYC 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 methodologies 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.

**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 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.

**5313 Advanced DSM**

Evaluation of psychopathology through utilization of the current Diagnostic and Statistical Manual. Analyze new diagnostic categories, differential diagnoses, and dimensional approaches when evaluating clinical diagnoses and creating treatment plans in a clinical setting.

**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. *Pre: PSYC 5353.*

**5373 Overcoming Child Trauma**

This course helps students examine and define child trauma and its effect on neural, physical, and psychological development. Students will categorize different treatment approaches and simulate techniques as they relate and correspond to different trauma-related childhood experiences. Students will evaluate methods, comparing each against the others, choosing appropriate approaches for use through application in hypothetical counseling situations. Students will identify unhealthy trauma-responses among providers, organizations, and systems, formulating a plan to assuage and replace dysfunctional patterns of behavior.

**5453 Advanced Cognitive Psychology**

An examination concentrating on human cognition, learning, language and problem solving with an emphasis on memory and current models of information processing.

**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.

**5633 Advanced Statistics**

An introduction to hypothesis testing in psychology. The course provides knowledge concerning applied statistical methods including how to compute basic statistics and interpretation of statistical results. It fulfills requirements in research methods, experimentation, and analysis of data.

**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. *Pre: PSYC 5872 or concurrent enrollment.*

**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.*

**5914 Capstone Project**

Students will work on a capstone project in Introduction to Research and will evolve it into one of two outcomes: a formal presentation of the research project at a professional conference or Ranger Research Day, or a submission of the research manuscript for publication. In addition, students will defend their research to their graduate advisory committee.

**5937 Thesis in General Psychology**

The thesis will be written by the student with the support of the student's graduate advisory committee. The outcome is the submission of the thesis for publication and a defense of the thesis to the student's graduate advisory committee.

**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)****5013 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 an 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**

This 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, the 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.

**5330 Thesis**

A research report. Problem, outline, and report will be directed by the graduate thesis committee. Must be approved by a student's graduate advisory committee in order to be eligible for a graduate plan of study.

**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 U. S. Economic History**

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 each state.

**5153 International Relations**

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

**5173 U. S. Foreign Policy**

Examines the perspectives and practices of the U. S. government in regards to actions taken, rationales for those actions, and consequences ensuing from the actions, when dealing with foreign governments. Also considers issues of bureaucracy and persons charged with initiating those actions, including the consequences of foreign policy decisions during specific eras in U. S. history, such as the Cold War, the Vietnam War, and the post-9/11 War on Terror.

**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.

### **5153 Social Diversity**

An examination of the effects of race, ethnicity, religion, and other factors on social relationships and opportunities. Presents theories about the relations between diversity, social injustice, and oppression. Examines ethical issues in relation to social conflict and cooperation.

### **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 (except Adult Ed.) to the Aurora Learning Community Association's web-based assessment system. *Pre: Admission to graduate study. Required during the first semester of graduate coursework.*

### **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 9, page 29.**

### **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 9, page 29.**

### **5093 Curriculum and Instruction for Special Learners**

This course is a study of the instructional and curricular needs of the exceptional learner. Attention will be given toward educational resources that support culturally-responsive instruction. *Pre: Permission of Associate Dean of the School of Education.*

### **5103 Curriculum in Schools**

This course is the study of the critical aspects of curriculum inclusive of planning, designing, implementing, and evaluating curriculum processes. Technology as a component of the curricula program is examined. *Pre: Permission of Education Division Chair.*

### **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.
- 5221 Advanced Educational Technology**  
This course provides proficiency at utilizing technology in the P-12 classroom arena. Focus is on curriculum integration with the latest technological devices to develop a variety of instructional and assessment strategies to encourage learners to develop a deeper understanding of content areas.
- 5222 Advanced Educational Psychology**  
This course is an analysis of the research-based theories of development and learning and their implications in the Pre-K-12 classrooms. Advanced application of the theoretical framework to pedagogical best practices is emphasized.
- 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.
- 5231 Advanced Assessment Design**  
Development and application within a classroom of various types of formal and informal assessments, i.e. rubrics, portfolios, checklists, and observation in order to engage student growth, to monitor learner progress, and to guide teachers' and learners' decision making. The Oklahoma teacher evaluation process will also be explained.
- 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 Foundations of Literacy Assessment**  
This course examines the analysis and application of purposes, attributes, formats, strengths/limitations, and influences of various types of literacy assessment tools used to guide instruction in literacy instruction.
- 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 Literacy - Primary Grades**

This course examines the analysis and application of theoretical, conceptual, historical, and evidence-based components and interaction of the components of literacy: reading, language, and writing processes. Literacy content and skills are focused on primary grades (K-5) for training the reading specialist, literacy coach, and literacy coordinator/supervisor.

**5413 Advanced Course in Developmental Literacy - Intermediate/Secondary Grades**

This course examines the analysis and application of theoretical, conceptual, historical, and evidence-based components and interaction of the components of literacy: reading, language, and writing processes. Literacy content and skills are focused on intermediate/secondary grades (6-12) for training the reading specialist, literacy coach, and literacy coordinator/supervisor.

**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 Literacy Assessment and Intervention**

This course examines the use of literacy assessments to select, adapt, teach, and evaluate evidence-based supplemental and intervention approaches and programs. Ongoing assessment data is used for instruction and intervention to provide explicit instruction and scaffolding to meet the needs of individual learners who experience difficulty with reading and writing. The course also has clinical coaching experience to assist teachers in selecting, administering, analyzing, interpreting data and using results for classroom instructional decisions. This course will have reports written to a variety of stakeholders including students, other educators, and parents/guardians. This course requires 15 hours of clinical experience. *Pre: EDUC 5283.*

**5453 Diversity, Equity, and Research as a Literacy Educator**

This course examines the application of theories, pedagogies, and advocacy for diverse learners, equity, and culturally responsive instruction in schools and society. This course also features guidance for finalizing and/or presenting the candidate's action research projects

**5500 Internship for Educational Leadership**

The internship is comprised of candidate engagement in multiple experiences indicative of the responsibilities of building-level leadership. In collaboration with a mentor administrator, the candidate will synthesize and apply knowledge and skills of a building-level leader in the administration of a school site with emphasis upon school improvement, ethics, cultural responsiveness, instructional leadership, stakeholder involvement, and fiscal responsibility. *Pre: Permission from Education Division Chair.*

**5500 Reading Specialist Practicum**

This course is the supervised clinical (field) experience pertaining to the importance, demonstration, and facilitation of professional learning and leadership as a career-long effort and responsibility. Candidates will consult with and advocate on behalf of teachers, students, families, and communities for effective literacy practices and policies at the local, state, and national levels. This course is intended as a capstone experience to apply knowledge, skills, and dispositions as a literacy leader. Final Action Research Presentation will occur as part of class requirements, which will show candidate's research, policy, and practice as a literacy professional. Course must be taken during the final semester of coursework. This course requires a minimum of 15 hours of clinical experience. *Pre: Permission from program chair.*

**5500 School Counseling Practicum**

Supervised clinical (field) experience in which candidates are able to apply their professional practice in the following areas: human development and guidance, diversity, assessment, career education, home and community involvement, collaboration with stakeholders, professional ethical codes, and professional development. During the clinical experience, candidates will demonstrate the ability to work with colleagues to advance the profession. Course must be taken during the final semester of coursework. *Pre: Permission from program chair.*

**5503 Curricular and Supervisory Problems in Reading**

This course is designed to aid reading specialists, literacy coaches, and/or literacy coordinators/supervisors in interrelating the various aspects of the reading program. Explores the scope and sequence of the reading curriculum, selection, adaptation, and evaluation of current literacy curriculum to meet the needs of all learners. Curriculum adaptations include taking into consideration physical, social, emotional, cultural, and intellectual factors of learning, as well as fostering a positive climate to support the physical and social literacy-rich learning environment (including knowledge of routines, grouping structures, and social interactions). Also considers how to interpret the reading program to other stakeholders. This course also features guidance for finalizing and/or presenting the candidate's action research project.

**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 Literacy Intervention I**

This course provides the supervised experience in instructional procedures for students at the primary (K-5) level; includes instruction of individual, small groups, and/or whole classes with diverse populations (including English language learners, those with difficulties learning to read, and the gifted) in specific reading strategies when learning to read, write, listen, speak, view, or visually represent with informational and narrative text. Also focuses on literacy skills in other academic disciplines and subject areas and considers physical, social, emotional, cultural, and intellectual factors in the classroom. Course also has clinical coaching experience collaborating with and coaching school-based educators in (1) developing, implementing, and evaluating literacy instructional practices/curriculum, (2) providing opportunities for student choice and engagement with a variety of print and digital materials to motivate learners, and (3) implementing technology into literacy instruction. This course requires 15 hours of clinical experience at the early childhood and elementary grade levels. *Pre: EDUC 5403 or may be taken concurrently with EDUC 5403.*

**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 Literacy Intervention II**

This course is the supervised experience in instructional procedures for students at the intermediate/secondary level (6-12); includes instruction of individual, small groups, and/or whole classes with diverse populations (including English language learners, those with difficulties learning to read, and the gifted) in specific reading strategies when learning to read, write, listen, speak, view, or visually represent with informational and narrative text. Also focuses on literacy skills in other academic disciplines and subject areas and considers physical, social, emotional, cultural, and intellectual factors in the classroom. This course also has clinical coaching experience collaborating with and coaching school-based educators in (1) developing, implementing, and evaluating literacy instructional practices/curriculum, (2) providing opportunities for student choice and engagement with a variety of print and digital materials to motivate learners, and (3) implementing technology into literacy instruction. This course requires 15 hours of clinical experience at the middle and high school grade levels. *Pre: EDUC 5413 or may be taken concurrently with EDUC 5413.*

**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 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 Assessment and Diagnosis in Special Education**

This course is designed to provide the student with an understanding of the assessment process and of the concrete, practical skills necessary to assess persons at all levels (PK-12) with mild/moderate disabilities, including mild learning disabilities, mild emotional and behavioral disabilities, and mild mental disabilities. Ethical concerns relating to assessment and the legal provisions and regulations of the assessment process will be studied. Students will investigate the strengths, weaknesses, and procedures required to implement both informal assessment instruments. The criteria for the selection of assessment tools, including the influence of diversity and appropriateness, will be studied. Students will learn to interpret data and understand the relationship between assessment, placement, and instructional decisions regarding the individual needs of special learners.

**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 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**

This course examines the strategies for developing professional capacity in the school. Emphasis will be placed on the recruitment, selection, and placement of personnel for the purpose of school improvement. *Pre: Permission of Education Division Chair.*

**5753 Principles of Public School Administration**

This course is an overview of the elements of building-level leadership essential to ensuring the academic success and well-being of every student. Topics include school law, policies and regulations, fiscal responsibility, ethics of administration, development of school capacity, operation systems, data-informed decision-making, technology, and cultural responsiveness. *Pre: Permission of Education Division Chair.*

**5763 Public School Finance**

This course is a study of the sources of school funding and strategies to evaluate, develop, and implement operational systems that support student learning. Ethical considerations for ensuring equity in resource allocation and the role of educational technology in financial decisions are presented. *Pre: Permission of Education Division Chair.*

**5772 School and Public Relations**

This course is a comprehensive study of the methods for building and sustaining positive public relations for P-12 educational institutions. Education advocacy through communication and collaboration is examined. *Pre: Permission of Education Division Chair.*

**5782 Supervision of Teaching**

This course examines best practices in the instructional supervision of teachers. Effectiveness in providing support, professional learning opportunities, and evaluation of teachers to promote school improvement and student success is emphasized. *Pre: Permission of Education Division Chair.*

**5783 Implementing State and Federal Requirements**

This course is a study of the federal and state governments' role in education. Current school laws, rules, regulations, and policies and their implications for student populations is reviewed. Emphasis will be placed upon ethical and legal decision making on the part of the building-level leader. *Pre: Permission of Education division Chair.*

**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: EDUC 5933 & Permission of Education Division Chair.*

**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: EDUC 5812 & Permission of Education Division Chair.*

**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 Adult Learning: Theory and Practice**

This course examines learning theories and their application as they relate to adult learners in higher education (andragogy). 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. Topics covered include, but are not limited to, self-directed learning, transformative learning, experience and learning, motivation and learning, adult learning in the digital age, critical thinking, and critical perspectives.

**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**

This course is an introductory survey of educational research design and methodology. The role of research in advancing education, informing evidence-based practice, and using findings to effect change are reviewed. The course is designed to prepare educational practitioners to conduct research using various approaches including qualitative, quantitative, single-case design, mixed methods, action research, and outcome-based research.

**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.

### **5500 Practicum (applies only to the Master of Arts in Heritage Tourism & Conservation program) (3 hours)**

This practicum is designed to allow students the opportunity to apply their skills and knowledge within a selected area within heritage tourism and conservation. The practicum is completed within a community-based, commercial, or governmental organization. Students are required to observe and participate in a job-related capacity under supervision as part of their practicum experience.

*\*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.*