

**NORTHWESTERN OKLAHOMA
STATE UNIVERSITY**

ALVA ~ ENID ~ WOODWARD

**GRADUATE
CATALOG
2025–2026**

Revised 8 July 2025

"Learn Today ~ Lead Tomorrow"

NORTHWESTERN IS ACCREDITED BY THE HIGHER LEARNING COMMISSION

NORTHWESTERN IS ALSO ACCREDITED BY

The Commission on Collegiate Nursing Education

The Accreditation Council for Business Schools and Programs

The Council for the Accreditation of Educator Preparation*

Oklahoma Commission for Teacher Preparation

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

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. The catalog is also available at www.nwosu.edu/graduate-studies.**

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, candidacy forms, degree plans of study, and other forms are available there under the "General Forms" and "Plans of Study Forms" tabs.

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 Caleb Mosburg, Dean of Student Affairs and Enrollment Management, Northwestern Oklahoma State University, 709 Oklahoma Boulevard, Alva, OK 73717, (580) 327-8415.

COST STATEMENT

This publication, printed by Northwestern Oklahoma State University, is issued by the University as authorized by the Regional University System of Oklahoma. A total of 150 copies have been prepared and distributed at a cost to the taxpayers of the State of Oklahoma of \$1,314.00.

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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 it 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 then 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 a 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 campus locations 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 its 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 began offering courses in Fall 2017. Several months later, these bodies also approved Northwestern's fourth master's degree, a Master of Science in General Psychology, which also began offering courses in Fall 2017. In spring 2020, the Master of Arts in Heritage Tourism and Conservation program was approved and began offering courses in the fall of that year. In 2023, a superintendent certificate was added to the university's Education offerings.

During its history, Northwestern Oklahoma State University has progressed from a normal school to an institution offering advanced levels of graduate education from certificates and master's degrees to a doctoral degree.

GOVERNOR OF OKLAHOMA

The Honorable Kevin Stitt

OKLAHOMA STATE REGENTS FOR HIGHER EDUCATION

Sean Burrage, Chancellor--Oklahoma City

Dennis Casey, Chair--Morrison

Courtney Warmington, Vice Chair--Edmond

Steven W. Taylor, Secretary--McAlester

Dusty J. Hilliary, Assist. Secretary--Lawton

Phillip Mitchell Adwon--Tulsa

Jeffrey W. Hickman--Fairview

Jack Sherry--Holdenville

Ken Levit--Tulsa

Michael C. Turpin--Oklahoma City

REGIONAL UNIVERSITY SYSTEM OF OKLAHOMA

Susan Winchester--Chickasha

Lake Carpenter--Elk City

Chuck Perry--Broken Arrow

Connie Reilly--Okemah

Jane McDermott, Chair--Alva

Amy Anne Ford, Secretary--Durant

Thomas Kupiec--Oklahoma City

Ryan Walters, State Superintendent--McAlester

Sheridan McCaffree, Executive Director--Oklahoma City

UNIVERSITY ADMINISTRATION

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

President, Professor of Education

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

Ed.D., Walden University.

David PECHA, Ph.D. (2005)

Executive Vice President

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

James Bell, Ph.D. (2010)

Vice President for Academic Affairs; Professor of English

B.S., Lamar University

M.A., Texas Women's University

Ph.D., Texas Tech. University.

Steven J. Maier, Ph.D. (1998)

Dean of Faculty; Professor of Physics

B.S., St. Lawrence University

M.S., Oklahoma State University;

Ph.D., University of Oklahoma.

Caleb MOSBURG, M.Ed. (2007)

Dean of Student Affairs and Enrollment Management

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

Wayne L. McMILLIN, 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.

Jonathan THOMASON, PH.D. (2020)

Dean of Woodward Campus

B.S. and M.S., University of North Texas;

Ph.D., University of Arkansas.

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, Glencolmille, Ireland.

Matt ADAIR, M.Ed. (2006)

Assistant Dean of Student Affairs and Recruitment

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

Kelsey MARTIN, B.S. (2019)

Director of Marketing and University Relations

B.S., Oklahoma State University;

M.Ed. Northwestern Oklahoma State University.

GRADUATE FACULTY

The faculty for graduate programs consists of the President, the Vice President for Academic Affairs, the Dean of the Enid Campus, 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 Dean of the Faculty, 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 chair, and who has been approved by the Graduate Committee may be permanently appointed to the graduate faculty. This appointment to the graduate faculty is permanent and does not undergo cyclical review.

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

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

PERMANENT GRADUATE FACULTY

* Member, Graduate Committee

James BELL, Ph.D. (2010)

Vice President for Academic Affairs, Professor of English

B.S., Lamar University;

M.A., Texas Women's University;

Ph.D., Texas Tech. University.

Mariann BRATEN-HALL, Ed.D. (2015)

Assistant Professor of Education

B.A.Ed., Oral Roberts University;

M.Ed., Northwestern Oklahoma State University;

Ed.D., Oral Roberts University.

Roger BROWN, Ph.D. (2013)

Professor of Business

B.S., University of the West Indies;

M.P.A., University of Texas;

M.B.A. and Ph.D., University of Texas Pan-American.

Leslie COLLINS, DNP (2013)*

Chair, Nursing; Associate Professor of Nursing

BSN, Northwestern Oklahoma State University

M.S., University of Oklahoma;

DNP, Duquesne University.

Barry W. EVANS, Ph.D. (2023)

Associate Professor of Business

B.S., Oklahoma State University;

M.B.A., University of Oklahoma;

Ph.D., Saybrook University.

Sarah V. FRY, Ph.D. (2019)

Assistant Professor of Criminal Justice/ Sociology

B.A., Westminster College;

M.A. and Ph.D., Pennsylvania State University.

Jerry GUFTASON, Ph.D. (1998)

Professor of Business

B.A., University of Northern Iowa;

M.A.T., University of Nebraska-Omaha;

Ph.D., University of Nebraska-Lincoln.

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

President, 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
- Gwyneth HOLDERBY, DNP (2023)**
Assistant Professor of Nursing
BSN and DNP, Oklahoma City University.
- 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.
- Roxie JAMES, Ph.D. (2016)**
Chair, EFLH; Associate Professor of English
B.A., Louisiana State University;
B.A. and M.A., Northwestern State University (LA);
Ph.D., University of Louisiana at Lafayette.
- Ryle KISER, Ed.D. (2024)**
Assistant Professor of Education
B.A.Ed. and M.Ed., Eastern Washington University
Ed.D., Central Michigan University.
- Garret LAHR, D.B.A. (2018)***
Chair, Business; Assistant Professor of Business
B.B.A., Northwestern Oklahoma State University;
M.B.A., Southwestern Oklahoma State University;
D.B.A., University of Phoenix..
- Timothy J. MAHARRY, Ph.D. (1998)**
Chair, Mathematics and Computer Science
Professor of Mathematics
B.A., Hastings College;
M.S. and Ph.D., Oklahoma State University.
- Jennifer MAHIEU, DNP (1998)**
Associate Professor of Nursing
BSN, Northwestern Oklahoma State University;
M.S., University of Phoenix;
DNP, Duquesne 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.
- Jennifer OSWALD, Ed.D. (2012)***
Chair, Education; Associate Professor of Education
B.A., Oklahoma Panhandle State University;
B.A.Ed. and M.Ed., Northwestern Oklahoma State
University;
Ed.D., Capella University.
- Joseph PAUL, D.B.A. (2018)**
Professor of Business
B.C.J. and B.Com., Osmania University (India);
M.Com., Osmania University (India);
M.B.A., Texas A & M-Commerce.
- Taylor RANDOLPH, Ph.D. (2016)***
Chair, Psychology; Assistant Professor of Psychology
B.A., Phillips University;
MCP., Northwestern Oklahoma State University;
Ph.D., Adams State University.
- Mary RIEGEL, Ph.D. (2013)**
Professor of Mathematics
B.A., Whitman College;
M.A. and Ph.D., University of Montana.
- Christie RILEY, Ed.D. (2007)***
Associate Professor of Education
B.S. and M.B.S., Northwestern Oklahoma State University;
Ed.D., Northcentral University.
- Eric SCHMALTZ, Ph.D. (2005)***
Chair, Social Sciences; Professor of History
B.A., St. Olaf College;
M.A., University of North Dakota;
Ph.D., University of Nebraska.
- Angela SKOUSEN, DNP (2024)**
Assistant Professor of Nursing
BSN and DNP, Northwestern Oklahoma State University.
- John STOCKMYER, Ed.D. (2007)**
Professor of Business
B.S.E., University of Central Missouri;
M.B.A., Rockhurst University;
Ph.D., University of Missouri.
- Krista TILLEY, DNP (2013)**
Assistant Professor of Nursing
B.S., Eastern Washington University;
ADN, Wenatchee Valley College;
M.S., University of Oklahoma;
DNP, Samford University.
- David Lee VAUGHAN, III, Ph.D. (2022)**
Assistant Professor of English
B.A., Oklahoma State University;
M.A., Boston University;
Ph.D., Oklahoma State University.
- Robert VEST, Ph.D. (2019)**
Associate Professor of Spanish
B.A., Northern Michigan University;
M.A. and Ph.D., Purdue University.
- Sandra WATSON, DNP (2024)**
BSN, Oklahoma University;
MSN and DNP, Frontier University.
- Kimberly WEAST, MFA (2002)**
Chair, Fine Arts; Professor of Theatre Arts
B.S., Southwestern Oklahoma State University;
M.A., Southwest Baptist Theological Seminary;
MFA, Lindenwood University.
- Wei ZHOU, Ph.D. (2011)**
Professor of Business
B.A. and B.S., China Agricultural University;
M.S. and Ph.D., University of Florida.

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's 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 multi-contextual society.

VALUES

As part of its philosophical basis, as stated in the 2022-2027 Strategic Plan, "Success Lives Here," 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 multiple site regional university
- *Continue working to maintain affordability
- *Seek new methods to deliver programs and services to our constituents

Community

Northwestern will 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

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 a 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 assess 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 deliver and assess academic programs that include meaningful content and experiences to prepare graduates for successful careers and services to society.
2. Northwestern will provide a high-quality educational experience for all students from time of first inquiry through graduation.
3. Northwestern will develop policies and practices that foster a university-wide culture of excellence, accountability, and collaboration.
4. Northwestern will forge strategic partnerships that advance the mission of the University.

GRADUATE TUITION AND MANDATORY FEES

Per Semester Hour

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

BS-to-DNP Program Costs

In-State	\$420.00
Out-of-State	\$674.00
Summer Residency on the Alva Campus	\$350.00
One-Time On-Line Expense	\$300.00

Master-Degree Program Costs

On-Campus (Oklahoma residents)	\$305.00
*On-Campus (out-of-state)	\$583.00
ITV Classes (Oklahoma residents)	\$305.00
*ITV Classes (out-of-state)	\$583.00
Online Classes (Oklahoma residents)	\$305.00
*Online Classes (out-of-state)	\$583.00

Special Fee (in addition to general fees):

Graduation Fee	\$ 25.00
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*These rates do not reflect the Go OK! Tuition waiver.

*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 masters-degree students and courses at the 6000-level are for doctoral-degree students. 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 available 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 Ryerson Hall room #209.

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 financial aid.**

MASTER'S DEGREE PROGRAMS

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

Doctor of Nursing Practice

Master of Arts in American Studies

Master of Arts in Heritage Tourism and Conservation

Master of Business Administration:

Management Option

Health Care Option

Counseling Psychology:

Master of Counseling Psychology

Licensed Professional Counselor

Licensed Alcohol and Drug Counselor

Master of Science in General Psychology

Master of Education:

Adult Education Management and Administration

Curriculum & Instruction

Educational Leadership

Reading Specialist School

Counseling

Certification Options:

Elementary/Secondary School Principal

Reading Specialist Certificate

School Counselor Certificate

Superintendent Certificate

GOALS OF THE GRADUATE PROGRAMS

Doctor of Nursing Practice. The goal of the Northwestern Oklahoma State University BSN-to-DNP program is to make a pronounced contribution to the supply of doctorally prepared advanced practice registered nurses to meet the health care needs of the rural and underserved areas in the state of Oklahoma. Graduates will be prepared to provide leadership in the application of evidence-based clinical practice and contribute to the development of nursing science through independent and collaborative participation in scholarly activities and health policy, focusing on the improvement of patient/client care outcomes. More specifically, graduates will be prepared to:

1. Evaluate and utilize advanced knowledge and theories from nursing and related disciplines to identify, develop, and implement best practices to improve health care and health care systems.
2. Design, direct, and evaluate system changes to promote safe, effective, efficient, equitable, and patient-centered care.
3. Provide leadership in the provision and transformation of health care through effective interprofessional collaboration and communication.
4. Apply technology and policy development to promote health, reduce risk, enhance patient outcomes and improve complex health care delivery systems.
5. Engage in complex, evidence-based advanced nursing practice.
6. Evaluate innovative approaches to complex health issues leading to safe and holistic care for individuals, families, communities and vulnerable populations.
7. Demonstrate clinical expertise, critical thinking and accountability in designing and evaluating evidence-based care to improve patient/client outcomes.

Master of Arts in American Studies. The Master of Arts in American Studies program provides students with integrated, critical knowledge of American culture and society, drawing on such disciplines as agriculture, English, history, mass communication, political science, sociology, theatre, 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, theatre, 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 inquiry 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 Arts in Heritage Tourism and Conservation.

The goal of the Master of Arts in Heritage Tourism and Conservation degree is to increase the knowledge base for students who are already employed in a conservation/ tourism-based position and for students who want to work or establish a business within the conservation/tourism industry. More specifically, graduates will be prepared

1. To evaluate the environmental history of Oklahoma and the sustainable practices that the state currently employ.
2. To apply principles of interdisciplinary research to create an individual, specialized project in heritage tourism and conservation.
3. To employ various media of advertising and other business communication principles to a proposed business model in heritage tourism or conservation.
4. To engage community members outside of academia by applying the historical concepts of historic preservation, museum studies, and public history to heritage tourism and conservation.
5. To understand and confront the special problems facing rural communities and populations in northwest Oklahoma and the United States by exploring the global concept of culture.
6. To apply skills and knowledge within a community-based, commercial, or governmental organization in order to understand the various ways in which heritage tourism and conservation can energize a region culturally and economically.

Master of Business Administration. Below are the goals of the Master of Business Administration program:

1. Students will be able to apply analytical and critical thinking skills to make informed decisions that will lead to a sustainable competitive advantage.
2. Students will be able to analyze the shifting balance of global economic power and how it impacts the business environment.
3. Students will have the ability to integrate and apply learned business models to successfully manage the business environment and solve complex organizational problems.
4. Students will develop leadership skills to offer effective and ethical solutions to problems.
5. Students will develop communication and collaboration skills to work effectively with diverse team members.

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 and as a Licensed Drug and Alcohol Counselor. The general goals of the program are:

1. To apply knowledge in the foundations of human be-

- havior and development.
2. To formulate and develop a pluralistic understanding of societal and cultural influences as they relate to human behavior and development.
3. To investigate normal and abnormal human behavior by evaluating different theoretical modes.
4. To assemble a broad-based understanding of human behavior by evaluating different theoretical models.
5. To demonstrate a working knowledge of measurement techniques used in counseling and the helping professions.
6. To interpret and appraise research as it applies to counseling.
7. To apply and demonstrate integration of accumulated knowledge of counseling strategies.

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 Science in General Psychology. The goal of the Master of Science in General Psychology (MGP) degree is to make a contribution to the supply of academically-prepared graduates in the state of Oklahoma who will perform necessary duties in the field of behavioral sciences. More specifically, graduates will be prepared

1. To evaluate and utilize advanced knowledge and theories from psychology and related disciplines to identify, develop, and implement best practices in the Behavioral Science field.
2. To summarize and critique psychology literature including core theories.
3. To demonstrate their understanding and ability to implement basic and applied research designs used to address psychological issues.
4. To engage in complex, evidence-based practice.
5. To communicate both orally and in writing at a level that is appropriate for professionals in the Behavioral Science field.
6. To demonstrate the ability to work ethically and effectively with diverse student populations.
7. To evaluate innovative approaches to mental health issues leading to holistic care for individuals, families, and communities.
8. To demonstrate critical thinking and accountability related to the Behavioral Sciences.

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 options are identified in section 10.

SECTION 2: GRADUATE ADMISSION & ATTENDANCE POLICIES

ADMISSION POLICIES FOR THE DOCTOR OF NURSING PRACTICE PROGRAM

Application for Admission: An official Application for Admission must be submitted to the Nursing Division prior to enrollment. Additionally, students who have not previously attended Northwestern must apply for university admission through the Admissions Office. The University application form and information about the DNP Program can be found on the Division of Nursing webpage (www.nwosu.edu/school-of-professional-studies/nursing) or the Graduate Studies webpage (www.nwosu.edu/graduate-studies). Official transcripts from all colleges/universities attended (undergraduate and graduate) must accompany the application. Applicants must submit a current copy of their Registered Nurse license with the application.

Applications are processed by the DNP Admissions Committee. Once the application has been processed by the Division of Nursing, applicants may be required to participate in an interview process.

Admission Requirements for the BSN-to-DNP Program: Admission to the BSN-to-DNP program is competitive. Only completed applications will be reviewed. Admission is contingent upon meeting all of the program admission requirements. The program admits a limited number of students due to available clinical resources. Applicants must:

1. hold a baccalaureate degree with a major in nursing from an ACEN (NLNAC), CCNE, or CNEA accredited nursing program.
2. have an overall grade point average of 3.0 on a 4.0 scale for the last 60 hours for the courses required in the undergraduate nursing degree (BSN).
3. Application may be made for conditional admission by students having an overall undergraduate GPA of at least 2.5.
4. have a current unrestricted license to practice as a Registered Nurse.
5. have completed an undergraduate or graduate course in descriptive and inferential statistics with a grade of C or better.
6. have submitted three (3) letters of recommendation attesting to academic ability, professional competency, and personal character.
7. submit the program application with a personal essay and curriculum vitae.
8. submit written verification of the number of hours of direct or indirect patient care experience within the last 3 years as a registered nurse or family nurse practitioner, which can be either volunteer work or employment.
9. Students with a native language other than English must submit evidence of English language proficiency. Evidence may include (a) completing a four-year bachelor's degree in Nursing from a U.S. institution, (b) meeting the English language requirements of an official TOEFL score (520 for paper-based test, 190 for computer-based test, or 68 for internet-based test), or IELTS score (6/5 or higher) is required for all students for whom English is a second language. The TOEFL must have been taken within the past 2 years.

Advanced Placement Option (MSN to DNP Option):

Registered Nurses who have completed an accredited (AACN, NLNAC, CCNE, or CNEA) graduate level (Masters of Science in Nursing) advanced practice registered nursing program as a Family Nurse Practitioner, and who are currently certified in an advanced practice specialty consistent with educational preparation, are eligible to apply to complete the DNP at Northwestern. Advanced practice licensure as a Family Nurse Practitioner as prescribed by the applicant's state of residency is required. Advanced Placement Option applicants must meet the same admission requirements as the BSN-to-DNP applicants.

Retention Standards:

1. Student must file a plan of study, signed by both the student and academic advisor prior to beginning program orientation.

2. Student must maintain a cumulative GPA of 3.0 or higher. No grade lower than a B will be credited towards the DNP degree. Students earning a grade of "C" or below in a DNP course may repeat ONE course ONE TIME to raise the grade to the passing grade of "B" or higher. Failure to attain a passing grade after the second attempt will result in dismissal from the program.

3. Students whose cumulative GPA falls between 2.7 and 3.0 at any time will receive a letter of academic warning and will meet with their academic advisor to develop a personal plan for improvement.

4. Student must be enrolled in a minimum of one course per semester and is normally expected to complete all degree requirements within six years after admission to the program.

5. Any student enrolled in the DNP program must register for fall, spring, and summer semesters until all degree requirements are completed unless the student has been granted a leave of absence by the Division of Nursing Chairperson.

6. Student must pass a federal criminal background check prior to starting and annually during progression in the DNP program.

7. Student must pass the drug screen test prior to starting clinical courses and annually during progression in the DNP program. Graduate Nursing Students may be subjected to random drug screenings per the Division of Nursing Drug Screening Policy.

8. Student must submit a copy of a photo ID upon admission to the program before courses start.

9. Evidence of unprofessional conduct or unsafe behavior may constitute grounds for dismissal from the DNP program. Evidence of plagiarism, falsification of documentation of activities or assignments, breaking patient/client confidentiality, or pertinent legal issues including arrests or positive drug screen may result in dismissal from the DNP program.

ADMISSION POLICIES FOR MASTER DEGREE PROGRAMS

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. These application forms can be found under the "General Forms" tab on the Graduate Studies webpage (www.nwosu.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.

Applications are processed by the Graduate Studies Enrollment and Retention Coordinator. Unusual cases will be reviewed by the Graduate Committee or the Vice President for Academic Affairs.

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*.* Scores used to meet admission criteria are valid only if the test was taken within five years of the date of application.
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 NWOSU 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 NWOSU graduate students applying for readmission:* 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).

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, Herod Hall #113.

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 option to have taken twelve credit hours of undergraduate work in a discipline related to their area of specialization. For those who do not, extra coursework may be required to provide an appropriate background for their graduate content area.

Senior Undergraduate Students. Senior undergraduate students may be admitted to a master's degree 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 at the 5000-level 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 11.

Admission to Candidacy. Admission to a master's degree program does not carry with it admission to candidacy for a degree. Students must use the online Admission to Degree Candidacy Form and the appropriate Plan of Study form in order to apply for candidacy. Students enrolled in all master-degree programs must apply for admission to candidacy after completing sixteen semester hours and before completing twenty hours of acceptable work toward the master's degree. **At this time, students are also required to submit a completed plan of study form accompanied with the appropriate signatures.** 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. **Students enrolled in the M.Ed. Curriculum & Instruction, Educational Leadership, Reading Specialist, and School Counseling program options will submit Milestone 2 at this time as part of their admission to candidacy.**

Retention and Academic Probation for Master Degree Programs. 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.

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 fee-waiver eligibility must be processed each semester in the registrar's office.

UNIVERSITY ATTENDANCE POLICY

Responsibility for attending class rests upon the student. Absence does not excuse the student from the obligation to do all work required by the professor for the course. Attendance in class is expected. Only authorized absences will entitle students to make up work. Such make-up work shall be scheduled at the discretion of the course instructor. The Dean of Student Affairs and Enrollment Management and the instructor will determine the validity of unauthorized absences.

Faculty will provide a date of last attendance for credit in a course. Each instructional staff member will determine his/her attendance policy between 75–90% attendance for credit in his/her course.

Faculty members may not schedule required class activities which cause students to miss another class without the approval of the Vice President for Academic Affairs and the Dean of Faculty.

SECTION 3: 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 Dean of Faculty, the Chair of the Business Division, the Chair of the Nursing Division, the Chair of the Education Division, 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 student representative from the Master of Education program, one student representative from the Master of Counseling Psychology program, one student representative from the Master of Arts in American Studies program, and one student representative from the Doctor of Nursing Practice 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 of 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 graduate programs and to make recommendations for their further development;
8. the responsibility for formulation and recommendation of policy on expanding and upgrading present programs, discontinuance of programs, introduction of new programs, or limitation on enrollment in graduate programs; and the responsibility for graduate program long-range planning.

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 Executive Vice President, the Vice President for Academic Affairs, the Dean of Faculty, or the Dean of Student Affairs and Enrollment Management will be filed in the Office of Assessment and will be available for review by the Commission on Institutions of Higher Education. 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 NWOSU's graduate programs shall be selected from the graduate courses listed by department in sections 12 and 13. Doctor of Nursing Practice students should enroll in 6000-level courses to receive graduate credit, and all master's-level 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. Both Doctor of Nursing Practice students and master's degree students are considered full-time 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 a 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.*

Transfer Credit. For the Doctor of Nursing Practice program, advanced placement will be available for students who already have earned a master's degree as an Advanced Practice Nurse. Those MS courses will be transferable after a review of the transcripts and of the course learning outcomes have occurred. For other students, there will be a maximum of 9 graduate credits that will be transferable if approved by the student's graduate advisory committee. All accepted transfer hours will be counted as part of the student's graduate GPA.

For master's-degree students, 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 graduate advisory committee. If a student already holds a master's degree, a maximum of twelve hours of graduate credit earned at accredited institutions may be transferred. All accepted transfer hours are counted as part of the student's graduate grade-point average. **Note:** Before accepting a transfer course based on the description for **EDUC 5933/Classroom Research and Institutional Effectiveness**, a work sample needs to be provided by the student. This will ensure that the expectations and assignments are similar to those required by NWOSU. Currently, the expectation is a research proposal, a literature review, a plan of action for the research, and an annotated bibliography.

Residency Requirement. For the Doctor of Nursing Practice program, a minimum of thirty-four semester hours, including the last eight hours, must be earned 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, the DNP Program Director, and the Associate Dean of Graduate Studies, they contribute to the student's overall program.

For all master's degree programs, 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 Sections 12 and 13) or consult with the appropriate department or division chair.

STUDY LOAD LIMITS

The maximum study load for a full-time Doctor of Nursing Practice student is nine credit hours for a sixteen-week semester and five credit hours for an eight-week summer term. The maximum study load for a full-time graduate student enrolled in a master's degree program during a sixteen-week semester is twelve hours and for an eight-week summer term is nine hours.

Master's degree students taking the written comprehensive examination OR presenting their action research project as part of Milestone 3 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.

TIME LIMIT

All doctorate and master's degree programs 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 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 classes:

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 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.

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.

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 for doctoral-level students in NURS 6010/Program Orientation and for master's-level students in UNIV 5010/ Graduate Study Seminar, which students should enroll in during their first semester of graduate work.

For students enrolled in the Doctor of Nursing Practice program, the advisory committee will consist of three members: the Chair of the Division of Nursing, the Director of the DNP Program, and the assigned faculty advisor.

For students enrolled in the Master of Arts in American Studies program, the Master of Arts in Heritage Tourism and Conservation program, the Master of Business Administration program, the Master of Counseling Psychology program, and the Master of Science in General 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 Associate Dean of Graduate Studies or the Graduate Enrollment and Retention Coordinator. The chair of advisory committees must be a member of the graduate faculty. Adjunct instructors are not allowed to serve.

Graduate Advisory Committees at the master's-degree level are responsible to assist the graduate student in developing the plan of study. Graduate advisory committees for the Master of Arts in American Studies program, the Master of Counseling Psychology program, and the Master of Education option in Adult Education Management and Administration will also administer the written comprehensive examination (and the oral follow-up exam) and its defense. Graduate Advisory Committees for the Master of Business Administration program will oversee the remediation process for those students taking the Peregrine exam upon entry to the program. Graduate Advisory Committees for the Master of Science in General Psychology program will evaluate the student's capstone project or thesis and its defense. Graduate Advisory Committees for all other Master of Education program options will evaluate the M.Ed. student's action research project and the graduate candidate file housed in ALCA.

All graduate students must form their advisory committees and schedule an appointment with its members during the first semester of graduate work. 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 defenses.

Plan of Study. DNP plan of study forms, formulated by the student and his/her advisory committee, must be filed with The Graduate Studies Enrollment and Retention Coordinator *prior to the student's first semester of coursework*. Master-level plan of study forms, also formulated by the student and his/her graduate advisory committee, must be filed with the Associate Dean of Graduate Studies *when students apply for candidacy*. Students completing graduate work prior to approval of the plan of study should not expect all such coursework to apply toward requirements for the master's degree. *All information included on the plan of study form must be typed. The plan of study form also requires original signatures of advisory committee members.*

Revisions to Plan of Study. The Plan of Study for the Doctor of Nursing student is a dynamic document. Any status changes from full-time to part-time, as well as any leave of absence, is discussed with the advisory committee, and the plan of study is updated accordingly. The plan of study must be signed by the student and the members of the advisory committee. The new plan will be filed in the student file.

When a master's-degree student deviates from the plan of study, **he/she must submit a new plan of study form to the Office of Graduate Studies (RH #212)**. 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 Office of Graduate Studies by the end of the enrollment period of the semester in which the student is to graduate.

THESIS OPTION

Students enrolled in the Master of Arts in American Studies program, the Master of Counseling Psychology program, the Master of Science in General Psychology program, or the M.Ed. in Adult Education Management and Administration program 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 an extended research project (thesis) as part of their graduate work. Students interested in this option must visit either the Graduate Studies website at www.nwosu.edu/graduate-studies or the Office of Graduate Studies (RH #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.

DNP PROJECT

Doctor of Nursing Practice

For Doctor of Nursing Practice candidates only. The DNP Project for the DNP student is an integrative evidence-based practice/system/population-based initiative. The DNP Project must make a significant contribution to evidence-based nursing practice. Focus areas of the DNP Project may concern health care delivery problem solving, a quality initiative, evaluation of a new practice model, or a program evaluation. Students will begin critically analyzing and designing the DNP Project throughout the program of study, and it will be completed during the final year of the program. Oral presentations and a defense of the DNP Project is required in the final semester of DNP coursework.

The DNP Project Committee will consist of a Project Mentor and a minimum of two committee members. The student will identify a Project Mentor for their DNP Project as a NURS 6511/DNP Project course requirement. The Project Mentor must be a member of the NWOSU Graduate Faculty and must be doctorally prepared. The Project Mentor will assume the role of advising and guiding the student in each of the Project courses in concert with the Project Team and will be responsible for grading all student written assignments.

One of the Project Team members must be doctorally prepared: The Project Mentor and the Independent Reviewer. One of the Project Team members will serve as the Content Expert. The Content Expert may complement the Project Team by being a member of another academic/professional discipline and may or may not be doctorally prepared. The Site Representative may or may not be doctorally prepared and serves as the liaison between the venue in which the project is conducted, the student, and the Project Team. The Independent Reviewer can also serve as the Project Site Representative and/or Content Expert. The Project Team Mentor must approve the selection of the Project Team Members.

CAPSTONE PROJECT

Master of Science in General Psychology

For Master of Science in General Psychology candidates only. MGP students will work on a Capstone Project in PSYC 5033/Introduction to Research that will

evolve into one of two outcomes: a formal presentation of the research project at a professional conference or at either Ranger Research Day or Oklahoma Research Day, or a submission of the research manuscript for publication. Students will also defend their research to their graduate advisory committee. In lieu of the Capstone Project, students may instead write a thesis. The outcome is the submission of the thesis for publication and its defense to the student's graduate advisory committee.

Certification Program for Superintendent

For students enrolled in the Superintendent Certification Program Only. This capstone project is a field-based clinical experience and is the capstone activity for the Superintendent certification program. The overall purpose of the assignment is for the superintendent candidate to demonstrate the ability to collaboratively lead, design, and implement a district mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

The capstone activity is introduced in EDUC 5623/ Superintendency and requires candidate collaboration with the university advisor, mentor superintendent, and stakeholders. The process is inclusive of four (4) critical aspects to continuous school improvement: diagnose, design, implement, and evaluate. The candidate will formally present the capstone activity at the end of EDUC 5693/Internship as a presentation simulation to a PK-12 Board of Education. The candidate will also prepare a written document inclusive of all sections of the capstone activity listed in the assignment details. The document is a formal academic document following APA guidelines and is suitable for internal and external stakeholder activity.

COMPREHENSIVE EXAMINATION

For American Studies, MCP, and Adult Ed. 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 comprehensive exams will be administered each semester based on the following schedule:

October 2, 2025	October 1, 2026	October 7, 2027
March 5, 2026	March 4, 2027	March 2, 2028
June 11, 2026	June 10, 2027	June 8, 2028

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

Candidates sitting for the American Studies and the M.Ed. Adult Ed. comprehensive examinations 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 written exam.

Candidates sitting for the MCP comprehensive examination will complete a multiple-choice 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 written exam.

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 examination.***

PEREGRINE EXAM

Master of Business Administration

For Master of Business Administration candidates only. Those entering-MBA students who do not hold an undergraduate degree in business or a related field will be required to take the inbound Peregrine Exam before enrollment can occur in order to evaluate students' knowledge, guide remediation efforts, and place students appropriately within the program. At the end of the program, all MBA candidates will take the outbound Peregrine exam during MGMT 5453/Strategic Management and Policy to assess student learning outcomes on major topics and curriculum content.

PRACTICUM

Master of Arts in Heritage Tourism & Conservation

For Master of Arts in Heritage Tourism and Conservation candidates only. The 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.

THE ACTION RESEARCH PROJECT

Master of Education

For M.Ed. candidates only (except Adult Ed.). In lieu of the thesis, capstone project, written comprehensive and oral follow-up examination, Peregrine Exam, or practicum, the M.Ed. student will submit and defend an Action Research Project and will maintain a Graduate Candidate File (GCF) in ALCA. M.Ed. program options require three checkpoints: Milestone 1, Milestone 2, and Milestone 3. Below are procedures and details for M.Ed. candidates:

Required during first semester of enrollment. M.Ed. students will complete the course requirements for EDUC 5010/Graduate Study Seminar, will establish an ALCA account, and will contact graduate advisory committee members once they are assigned. Also, during the first semester, M.Ed.

students will complete **Milestone 1** by meeting with the graduate advisory committee or its chair, by completing the graduate advisory committee form, by having the appropriate credentials and required paperwork submitted to the Office of Graduate Studies (RH #212), by putting in appropriate materials to the Graduate Candidate File in ALCA, and by going over program expectations with the graduate advisory committee. *All of these elements are required before further enrollment in graduate courses will be allowed.*

Required three (3) semesters before graduation. M.Ed. students will complete EDUC 5933/Classroom Research and Institutional Effectiveness with a passing grade and will submit the final research proposal and instructor's rubric with comments to the graduate advisory committee chair, who will then evaluate the course instructor's comments and the student's proposal to determine readiness for Milestone 2. The student will then schedule a meeting with his/her graduate advisory committee and will present the Action Research Proposal to committee members. After committee approval, the candidate will secure IRB approval to complete Milestone 2.

Required two (2) semesters before graduation. M.Ed. candidates will conduct the Action Research Project over two consecutive academic semesters and will continue to add appropriate materials to the Graduate Candidate File in ALCA. Also, after completing sixteen hours and before completing twenty hours, the M.Ed. candidate should apply for candidacy by completing the Admission to Degree Candidacy form as well as the appropriate Plan of Study form, both which should be turned into the Graduate Studies Office. These forms can be found on the Graduate Studies webpage. The submission of Milestone 2 will coincide with the application for degree candidacy to the Office of Graduate Studies. *All of these elements are required before further enrollment in graduate courses will be allowed.* After submission of Milestone 2, students should receive a letter of candidacy from the Office of Graduate Studies if they are in good standing.

Required the semester of graduation. M.Ed. candidates will complete Milestone 3 by presenting the completed Action Research Project to the graduate advisory committee and selected stakeholders, by adding any additional materials to complete the Graduate Candidate File in ALCA, and by completing all exit documents in order to graduate.

The Action Research Project Defined. The Action Research project (ARP) is the culminating experience for candidates seeking the Master of Education degree in Curriculum & Instruction, Educational Leadership (principal certificate), Reading Specialist, and School Counseling. It is also the culminating experience for those in the certificate-only programs for Educational Leadership (principal certification), Reading Specialist, and School Counseling. Reviewing one's practice, making reflective changes, and analyzing the impact of those changes upon learners are the elements that enable action research to be the mechanism by which there is a positive impact on learners. Effective educators conduct action research on a continuous basis. The Action Research Project is an extension of the work that effective educators do every day. The purpose of the Action Research Project is for candidates to design, implement, and analyze a project to determine its impact on learners. Its intent is to empower advanced candidates to be confident action researchers as instructional leaders in the schools they serve.

The Graduate Candidate File (GCF). The Graduate Candidate File (GCF) is housed in the Aurora Learning Community Association (ALCA) assessment system. All M.Ed. candidates (except Adult Ed.) will maintain this file by putting in necessary documents as they progress through their program.

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.

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 DEGREES

Candidates who have fulfilled all requirements for their doctorate or master's degrees 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. Doctoral and 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.

SECTION 4: DOCTOR OF NURSING PRACTICE

Goals of the Doctor of Nursing Practice Program. The goal of the Northwestern Oklahoma State University BSN-to-DNP program is to make a pronounced contribution to the supply of doctorally prepared advanced practice registered nurses to meet the health care needs of the rural and underserved areas in the state of Oklahoma. Graduates will be prepared to provide leadership in the application of evidence-based clinical practice and contribute to the development of nursing science through independent and collaborative participation in scholarly activities and health policy, focusing on the improvement of patient/client care outcomes. More specifically, graduates will be prepared to:

1. Evaluate and utilize advanced knowledge and theories from nursing and related disciplines to identify, develop, and implement best practices to improve health care and health care systems.
2. Design, direct, and evaluate system changes to promote safe, effective, efficient, equitable, and patient-centered care.
3. Provide leadership in the provision and transformation of health care through effective interprofessional collaboration and communication.
4. Apply technology and policy development to promote health, reduce risk, enhance patient outcomes, and improve complex health care delivery systems.
5. Engage in complex, evidence-based advanced nursing practice.
6. Evaluate innovative approaches to complex health issues leading to safe and holistic care for individuals, families, communities, and vulnerable populations.
7. Demonstrate clinical expertise, critical thinking, and accountability in designing and evaluating evidence-based care to improve patient/client outcomes.

DNP Admission Requirements. All prospective DNP students must be admitted to Northwestern Oklahoma State University, must meet University standards for admission, and must follow procedures set by the Registrar's office.

Students applying who earned a BSN from NWOSU may submit an *unofficial* NWOSU transcript along with official transcripts from all colleges/universities attended before and after attending NWOSU.

Applications are accepted each spring for entry into the fall semester classes.

Admission to the BSN-to-DNP program is competitive. Only completed applications will be reviewed. Admission is contingent upon meeting all of the program admission requirements. The program admits a limited number of students due to available clinical resources. Applicants must:

1. hold a baccalaureate degree with a major in nursing from an ACEN (NLNAC), CCNE, or CNEA accredited nursing program.
2. have an overall grade point average of 3.0 on a 4.0 scale for the last 60 hours for the courses required in the undergraduate nursing degree (BSN).
3. Application may be made for conditional admission by students having an overall undergraduate GPA of at least 2.5 with five years having passed since the date of completion of the BSN degree.
4. have a current unrestricted license to practice as a Registered Nurse.
5. have completed an undergraduate or graduate course in descriptive and inferential statistics with a grade of C or better.
6. have submitted three (3) letters of recommendation attesting to academic ability, professional competency, and personal character.
7. submit the program application with a personal essay and curriculum vitae.
8. submit written verification of the number of hours of direct or indirect patient care experience within the last 3 years as a registered nurse or family nurse practitioner, which can be either volunteer work or employment.
9. Students with a native language other than English must submit evidence of English language proficiency. Evidence may include (a) completing a four-year bachelor's degree in Nursing from a U.S institution, (b) meeting the English language requirements of an official TOEFL score (520 for paper-based test, 190 for computer-based test, or 68 for internet-based test), or IELTS score (6/5 or higher) is required for all students for whom English is a second language. The TOEFL must have been taken within the past 2 years.

Advanced Placement Option: (MSN to DNP Option): Registered Nurses who have completed an accredited (AACN, NLNAC, CCNE or CNEA) graduate level (Masters of Science in Nursing) advanced practice registered nursing program as a Family Nurse Practitioner and who are currently certified in an advanced practice specialty consistent with educational preparation are eligible to apply to complete the DNP at Northwestern. Advanced practice licensure as a Family Nurse Practitioner as prescribed by the applicant's state of residency is required. Advanced Placement Option applicants must meet the same admission requirements as the BSN-to-DNP applicants.

Retention Standards:

1. Student must file a plan of study, signed by both the student and academic advisor, prior to beginning the program orientation.
2. Student must maintain a cumulative GPA of 3.0 or higher. No grade lower than a B will be credited towards the DNP degree. Students earning a grade of "C" or below in a DNP course may repeat ONE course ONE TIME to raise the grade to the passing grade of "B" or higher. Failure to attain a passing grade after the second attempt will result in dismissal from the program.
3. Students whose cumulative GPA falls between 2.7 and 3.0 at any time will receive a letter of academic warning and will meet with their academic advisor to develop a personal plan for improvement.
4. Student must be enrolled in a minimum of one course per semester and is normally expected to complete all degree requirements within six years after admission to the program.
5. Any student enrolled in the DNP program must register for fall, spring, and summer semesters until all degree

requirements are completed unless the student has been granted a leave of absence by the Division of Nursing Chairperson.

6. Student must pass a federal criminal background check prior to starting and annually during progression in the DNP program.
7. Student must pass the drug screen test prior to starting the clinical courses and annually during progression in the DNP program. Graduate Nursing Students may be subjected to random drug screenings per the Division of Nursing Drug Screening Policy.
8. Student must submit a copy of a photo ID upon admission to the program before courses start.
9. Evidence of unprofessional conduct or unsafe behavior may constitute grounds for dismissal from the DNP program. Evidence of plagiarism, falsification of documentation of activities or assignments, breaking patient/client confidentiality or pertinent legal issues including arrests or positive drug screen may result in dismissal from the DNP program.

DOCTOR OF NURSING PRACTICE, BSN-to-DNP, ACADEMIC REQUIREMENTS

THREE-YEAR PLAN (73 credit hours and 1020 Practicum Hours)

YEAR ONE

FALL (Total = 9 credits)

- * NURS 6010 Program Orientation (0 Credits)
- * NURS 6113 Advanced Pathophysiology (3 credits)
- * NURS 6123 Biostatistics for Advanced Nursing Practice (3 credits)
- * NURS 6263 Health Policy, Ethics, Economics, and Advanced Nursing Practice (3 credits)

SPRING (Total = 9 credits)

- * NURS 6213 Theory for Evidence-Based Advanced Nursing Practice (3 credits)
- * NURS 6153 Advanced Research Methods (3 credits)
- * NURS 6423 Interprofessional Leadership, Collaboration, and Communications (3 credits)

SUMMER (Total = 8 credits)

- * NURS 6133 Advanced Holistic Assessment (3 credits)
- * NURS 6432 Role Development for the DNP (2 credits)
- * NURS 6233 Evidence-Based Practice and Scholarship in Advanced Nursing Practice (3 credits)
- * ONE WEEK SUMMER RESIDENCY ON CAMPUS

YEAR TWO

FALL (Total = 9 credits)

- * NURS 6243 Population Health and Health Promotion (3 credits)
- * NURS 6143 Advanced Pharmacotherapeutics (3 credits)
- * NURS 6253 Health Systems -- Informatics and Quality Management (3 credits)

SPRING (Total = 9 credits)

- * NURS 6313 Primary Care of Families -- Adult (3 credits)
- * NURS 6314 Primary Care of Families Practicum -- Adult (4 credits -- 192 hours)
- * NURS 6412 Advanced Nursing Practice in Rural Communities (2 credits)

SUMMER (Total = 8 credits)

- * NURS 6373 Gerontology in Primary Care (3 credits)
- * NURS 6374 Primary Care Practicum -- Gerontology (4 credits -- 192 hours)
- * NURS 6511 DNP Project (1 credit -- 15 hours)

YEAR THREE

FALL (Total = 8 credits)

- * NURS 6353 Primary Care of Families -- Women (3 credits)
- * NURS 6354 Primary Care of Families Practicum -- Women (4 credits -- 192 hours)
- * NURS 6521 DNP Project (1 credit --15 hours)

SPRING (Total = 8 credits)

- * NURS 6333 Primary Care of Families -- Pediatrics (3 credits)
- * NURS 6334 Primary Care of Families Practicum -- Pediatrics (4 credits -- 192 hours)
- * NURS 6531 DNP Project (1 credit -- 15 hours)

SUMMER (Total = 5 credits)

- * NURS 6414 DNP Practicum in Family Nursing (4 credits --192 hours)
- * NURS 6541 DNP Project (1 credit -- 15 hours)
- * PROJECT DEFENSE ON CAMPUS

DOCTOR OF NURSING PRACTICE, BSN-to-DNP, ACADEMIC REQUIREMENTS
FOUR-YEAR PLAN (73 credit hours and 1020 Practicum Hours)

YEAR ONE

FALL (Total = 6 credits)

- * NURS 6010 Program Orientation (0 Credits)
- * NURS 6113 Advanced Pathophysiology (3 credits)
- * NURS 6123 Biostatistics for Advanced Nursing Practice (3 credits)

SPRING (Total = 6 credits)

- * NURS 6153 Advanced Research Methods (3 credits)
- * NURS 6213 Theory for Evidence-Based Advanced Nursing Practice (3 credits)

SUMMER (Total = 3 credits)

- * NURS 6233 Evidence-Based Practice and Scholarship in Advanced Nursing Practice (3 credits)

YEAR TWO

FALL (Total = 6 credits)

- * NURS 6243 Population Health and Health Promotion (3 credits)
- * NURS 6263 Health Policy, Ethics, Economics, and Advanced Nursing Practice (3 credits)

SPRING (Total = 5 credits)

- * NURS 6423 Interprofessional Leadership, Collaboration, and Communications (3 credits)
- * NURS 6412 Advanced Nursing Practice in Rural Communities (2 credits)

SUMMER (Total = 5 credits)

- * NURS 6133 Advanced Holistic Assessment (3 credits)
- * NURS 6432 Role Development for the DNP (2 credits)
- * ONE WEEK SUMMER RESIDENCY ON CAMPUS

YEAR THREE

FALL (Total = 6 credits)

- * NURS 6143 Advanced Pharmacotherapeutics (3 credits)
- * NURS 6253 Health Systems -- Informatics and Quality Management (3 credits)

SPRING (Total = 7 credits)

- * NURS 6313 Primary Care of Families -- Adult (3 credits)
- * NURS 6314 Primary Care of Families Practicum -- Adult (4 credits -- 192 hours)

SUMMER (Total = 8 credits)

- * NURS 6373 Gerontology in Primary Care (3 credits)
- * NURS 6374 Primary Care Practicum -- Gerontology (4 credits -- 192 hours)
- * NURS 6511 DNP Project (1 credit -- 15 hours)

YEAR FOUR

FALL (Total = 8 credits)

- * NURS 6353 Primary Care of Families -- Women (3 credits)
- * NURS 6354 Primary Care of Families Practicum -- Women (4 credits -- 192 hours)
- * NURS 6521 DNP Project (1 credit -- 15 hours)

SPRING (Total = 8 credits)

- * NURS 6333 Primary Care of Families -- Pediatrics (3 credits)
- * NURS 6334 Primary Care of Families Practicum -- Pediatrics (4 credits -- 192 hours)
- * NURS 6531 DNP Project (1 credit -- 15 hours)

SUMMER (Total = 5 credits)

- * NURS 6414 DNP Practicum in Family Nursing (4 credits -- 192 hours)
- * NURS 6541 DNP Project (1 credit -- 15 hours)
- * PROJECT DEFENSE ON CAMPUS

SECTION 5: MASTER OF ARTS IN AMERICAN STUDIES

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, theatre, 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 northwest 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 national American culture and vice versa.

OBJECTIVES

The Master of Arts in American Studies program incorporate the following student learning outcomes (SLOs):

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, theatre, 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 northwest 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.

UNIVERSITY POLICIES

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/graduate-studies/american-studies for the list of faculty members). The committee chair must hold a terminal degree. 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

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. UNIV 5010 Graduate Study Seminar (required of all graduate students at the start of their first semester)
2. **Research (3 hours)** (*Prerequisite: AMST 5103/Introduction to American Studies or permission of director*)
AMST 5113 Interdisciplinary Research in American Studies
3. **Methodologies (5 hours)**
AMST 5103 Introduction to American Studies
Choose one of the following:
HIST 5402 Historic Preservation
HIST 5412 Museum Studies
HIST 5422 Public History
3. **Regional History and Issues (choose 9 hours)**
AMST 5163 Environmental History and Sustainable Practices for Oklahoma
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
AMST 5153 Studies in American Political Culture

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	20 th and 21 st Century American Novel
ENGL	5413	Popular Literature (when taught as Popular Literature: The Western)
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	U.S. Economic History
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	5173	U.S. Foreign Policy
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
SCOM	5213	Business and Professional Communication
SOC	5113	Cultural Anthropology
SOC	5203	Social Theory
TCOM	5423	Principles of Directing (available only when student directs a play by an American author)
TCOM	5443	Theatre Pedagogy
TCOM	5733	History of Musical Theatre
TCOM	5862	Children's Theatre (available only when student direct/produces a play by an American author)
	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.

Any elective chosen that does not come from the list above must be approved by the student's graduate advisory committee by signing the student's plan of study form before enrollment in that course can occur.

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

SECTION 6: MASTER OF ARTS IN HERITAGE TOURISM & CONSERVATION

In August 2020, NWOSU began offering a Master of Arts degree in Heritage Tourism and Conservation. This 32-hour program is designed to increase the knowledge base for students who are already employed in a conservation/ tourism-based position and for students who want to work or establish a business within the conservation/tourism industry. The curriculum includes multidisciplinary coursework in the areas of history, sociology, communication, and conservation that culminates in an individualized project in an area of interest to each student. The aim is to prepare students to serve as leaders in existing and emerging areas of conservation/tourism and to make them more valuable and marketable to current and potential employers.

According to the Oklahoma Department of Tourism and Recreation, tourism is the third-largest industry in the state, and tax collections have increased by over 20% since 2010. Spending on tourism has grown by 28% during that same time period. According to a recent article in the *Tulsa World*, the Oklahoma Department of Tourism reports that the tourism industry added almost nine billion dollars to the state's economy over the past calendar year. In northwest Oklahoma alone, there are four (4) state parks: Little Sahara, Alabaster Caverns, Great Salt Plains, and Boiling Springs. There is also one National Wildlife Refuge at Great Salt Plains, and there are many conservation areas in Woods, Harper, Dewey, Ellis, and Woodward Counties. Agri-Tourism is a subset of a larger industry called rural tourism that includes resorts, off-site farmers' markets, non-profit agricultural tours, and other leisure and hospitality businesses that attract visitors to the countryside. Heritage Tourism is also a subset of the larger tourism industry. Heritage Tourism focuses on the history and culture of a given region and can include genealogy, traditional arts, story-telling, music, dance, customs, food, activities of daily life, and can incorporate museums (historical, archaeological, natural history, geologic) as part of the attraction (Travel Industry Association, 2003).

OBJECTIVES

Objective 1: Evaluate the environmental history of Oklahoma and the sustainable practices that the state currently employ (addressed in AMST 5163/Environmental History and Sustainable Practices for Oklahoma).

Objective 2: Apply principles of interdisciplinary research to create an individual, specialized project in heritage tourism and conservation (addressed in AMST 5113/Interdisciplinary Research in American Studies).

Objective 3: Employ various media of advertising and other business communication principles to a proposed business model in heritage tourism or conservation (addressed in MCOM 5033/Principles of Advertising and MCOM 5213/Business and Professional Communication).

Objective 4: Engage community members outside of academia by applying the historical concepts of historic preservation, museum studies, and public history to heritage tourism and conservation (addressed in HIST 5402/Historic Preservation, HIST 5412/Museum Studies, and HIST 5422/Public History).

Objective 5: Understand and confront the special problems facing rural communities and populations in northwest Oklahoma and the United States by exploring the global concept of culture (addressed in SOC 5113/Cultural Anthropology and SOC 5133/Rural Sociology).

Objective 6: Apply skills and knowledge within a community-based, commercial, or governmental organization in order to understand the various ways in which heritage tourism and conservation can energize a region culturally and economically (addressed in SOC 5263/Public Service Leadership, UNIV 5190/Readings, and UNIV 5500/Practicum).

Notes:

MASTER OF ARTS IN HERITAGE TOURISM & CONSERVATION ACADEMIC REQUIREMENTS

(32-Hour-Program)

Required Courses*

UNIV	5010	Graduate Study Seminar
AMST	5163	Environmental History and Sustainable Practices for Oklahoma
AMST	5113	Interdisciplinary Research in American Studies
HIST	5402	Historic Preservation
HIST	5412	Museum Studies
HIST	5422	Public History
MCOM	5033	Principles of Advertising and Marketing
MCOM	5213	Business and Professional Communication
SOC	5113	Cultural Anthropology
SOC	5133	Rural Sociology
SOC	5263	Public Service Leadership
UNIV	5190	Readings I (one hour—topic: Cultural Heritage Tourism)
UNIV	5190	Readings II (one hour—topic of interest to student's career path)
UNIV	5190	Practicum (three hours)

*See the Graduate Studies website (nwosu.edu/graduate-studies/heritage-tourism-conservation) for the current course rotation for this program.

Notes:

SECTION 7: MASTER OF BUSINESS ADMINISTRATION

In August 2024, NWOSU began offering an on-line Master of Business Administration (MBA) degree to help meet the needs of students, businesses, and health-care organizations in northwest Oklahoma. The MBA is a 33-hour program that can be completed either in 12 months (for full-time students) or 24 months (for part-time students).

GOALS

1. Students will be able to apply analytical and critical thinking skills to make informed decisions that will lead to a sustainable competitive advantage.
2. Students will be able to analyze the shifting balance of global economic power and how it impacts the business environment.
3. Students will have the ability to integrate and apply learned business models to successfully manage the business environment and solve complex organizational problems.
4. Students will develop leadership skills to offer effective and ethical solutions to problems.
5. Students will develop communication and collaboration skills to work effectively with diverse team members.

ADMISSION REQUIREMENTS

Students who do not hold a bachelor's degree in business or accounting from an accredited university (ACBSP or AACSB) must complete the Peregrine CPC exam (\$40). Students must score at a 70% or higher in the common professional component subject areas to pass. Students who do not score satisfactory in each of the CPC subject areas will complete leveling modules. These can cost up to \$375. Modules must be completed by January 1st for summer and fall enrollees and by May 1st for spring enrollees before continuation the program can occur. **Note: Some modules serve as prerequisites to specific courses and must be completed prior to enrollment.** For more information about the Peregrine Exam, see page 18 or contact the Division of Business chairperson.

All students accepted into the MBA program must also meet the admission and retention requirements set by the Office of Graduate Studies. See this catalog's sections 2 and 3 for more information.

Notes:

MASTER OF BUSINESS ADMINISTRATION (MBA)*

(33-Hour-Program)

REQUIRED CORE COURSES

UNIV 5010 Graduate Study Seminar (required of all graduate students at the start of their first semester)
MRKT 5133 Marketing for Managers
ECON 5253 Managerial Economics
ACCT 5153 Accounting for Managers
MGMT 5113 Organization Change
GBUS 5053 Business Analytics
MGMT 5453 Strategic Management (Capstone)
MGMT 5173 Operations & Supply Chain Management

Management Option:**

MGMT 5243 Advanced Human Resource Management
FIN 5023 Finance for Managers
MGMT 5233 International Business Management
MIS 5013 Management of Information Technology

Health Care Option:**

HCA 5003 Health Care Leadership and Communication
HCA 5033 Health Care Finance and Economics
HCA 5063 Health Management Systems
HCA 5093 Health Care Compliance and Policy

*See either the Graduate Studies website (nwosu.edu/graduate-studies) or the Division of Business website (<https://www.nwosu.edu/school-of-professional-studies/business>) for the current course rotation for this program.

**Students may enroll in only one option at a time. If a student wishes to enroll in a second option, the first option and core courses must be completed before enrollment in the second option may occur.

SECTION 8: MASTER OF COUNSELING PSYCHOLOGY DEGREE

The Master of Counseling Psychology degree program provides graduates with the knowledge and skills to become a successful Licensed Professional Counselor and/or a Licensed Alcohol and Drug Counselor. The program covers wide-ranging counseling topics, instilling counselors with a well-rounded, yet comprehensive, understanding of counseling roles and methods of practice in specified areas. Students establish understanding and integration of knowledge regarding foundations of human behavior and development. Graduate students study, practice, and establish functional use of measurement techniques utilized in counseling and the helping professions. Students also develop an appreciation and understanding of research learning to interpret and utilize empirical evidence promoting current and future professional growth and development. Students become adept at distinguishing and therapeutically addressing normal and abnormal human behavior and development. Participants in the program examine basic counseling theories standard to the profession and establish a theoretical framework to utilize with diverse client populations. Thus, graduates learn, experience, and practice various counseling strategies and techniques integrating evidence-based practices into an emerging repertoire of counseling skills. The general goals of the program are as follows:

1. To apply knowledge in the foundations of human behavior and development.
2. To formulate and develop a pluralistic understanding of societal and cultural influences as they relate to human behavior and development.
3. To investigate normal and abnormal human behavior by evaluating different theoretical modes.
4. To assemble a broad-based understanding of human behavior by evaluating different theoretical models.
5. To demonstrate a working knowledge of measurement techniques used in counseling and the helping professions.
6. To interpret and appraise research as it applies to counseling.
7. To apply and demonstrate integration of accumulated knowledge of counseling strategies.
1. Develop a foundation of professional orientation and ethical practice by examining the history of the counseling profession, recognizing ethical obligations, identifying counselors' roles and responsibilities, developing advocacy for the profession, and understanding the role of the professions within the community (CACREP, 2016, Section 2.F.1).
2. Examining social and cultural diversity by evaluating pluralistic characteristics among diverse groups, comparing theories of multicultural counseling, reviewing contextual factors of diverse populations, and evaluating the role of counselor with social justice and advocacy (CACREP, 2016, Section 2.F.2).
3. Human growth and development will be evaluated by examining theories related to normal and abnormal development for individuals and families across the lifespan, regarding learning, personality development, and addiction behaviors (CACREP, 2016, Section 2.F.3).
4. Evaluate career and lifespan development by comparing theories and models of career development, utilizing assessment for career determination and advocating for diverse clients in the work force (CACREP, 2016, Section 2.F.4).
5. Examine counseling and helping relationships by displaying a knowledge of the several therapeutic approaches to the treatment of human pathology, comparing theoretical foundations, and demonstrating strategies and techniques utilized to assess human behavior when working with individuals of all ages (CACREP, 2016, Section 2.F.5).
6. Investigate group counseling and group work through evaluation of theoretical foundations, examine group dynamics, demonstrate what makes an effective group leader, and provide experiential group activity (CACREP, 2016, Section 2.F.6).
7. Demonstrate historical detail behind assessment and testing. Administer, interpret, and analyze various forms of tests (individual, group, vocational, personality). Use assessments for diagnostic and intervention planning (CACREP, 2016, Section 2.F.7).
8. Research and program evaluation by critiquing research methods, evaluating basic statistics, using needs assessments, and demonstrating analysis of data (CACREP, 2016, Section 2.F.8).

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 constitutes 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 as required by the State Board of Behavioral Health. Students whose goal is licensure as a Licensed Alcohol and Drug Counselor are required to complete additional hours as required by the Oklahoma Board of Licensed Alcohol and Drug Counselors.

OBJECTIVES

The core curriculum of the Master of Counseling Psychology program helps to develop a foundation and knowledge of the counseling profession. Students have the option to pursue licensure with additional classes. NWOSU has established the MCP program to model 2016 CACREP Standards. Students in this program will be provided knowledge and application with the following objectives:

The LADC option of the MCP degree prepares the graduate for practice as a Licensed Alcohol and Drug Counselor. Central tenets of the program augment those already established in the LPC track. These added goals include:

1. To examine the neurophysiological underpinnings of addiction and the pharmacological impact of substance abuse.
2. To analyze theoretical approaches to substance use counseling regarding both individual and family therapy.
3. To implement and demonstrate proficiency in applied techniques for both individual and family addiction counseling.
4. To investigate and construct ethical and multicultural lenses through which to understand the process of addiction counseling.

Graduates will be prepared to enter supervision for LADC licensure per Oklahoma State regulations as defined under the Licensed Alcohol and Drug Counselors Act (2014).

Notes:

ADMISSION TO THE PROGRAM

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. Complete an interview with the graduate faculty of the psychology department (contact Dr. Taylor Randolph, 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 in April for individuals planning to enter the program in the fall semester and in November for students planning to enter in the spring semester. All materials (see items 2-4 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 graduate studies may take up to nine hours before being admitted to the program.

Note: Some potential students may also be asked to take the Graduate Record Exam (GRE) as an additional assessment as part of MCP admission requirements. This will be determined by the Psychology department.

Note: Non-Degree Seeking Students who need to enroll in extra coursework in order to become eligible for counseling licensure are required to undergo an interview with a minimum of three full-time psychology faculty members before enrollment in such coursework is allowed. Interviews are usually held in November for spring enrollment and in April for summer or fall enrollment.

The 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, compiling the comprehensive exam questions, and conducting the oral defense. 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.*

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 listed below.

REQUIRED COURSE (during semester of 10th hour)

UNIV 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 Counseling Ethics

Research

PSYC 5033 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, Option 2, or Option 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:

PSYC 5500 Practicum (first semester; (Pre: PSYC 5873, 5803, 5893)

PSYC 5500 Practicum (second semester; (Pre: PSYC 5873, 5803, 5893)

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 5293 Advanced Psychopharmacology

Practicum/Internship

PSYC 5893 Supervised Experience in Counseling (Pre: PSYC 5863, 5803)

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 5293 Advanced 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 5043 Advanced Human Sexuality

Appraisal/Assessment Techniques

PSYC 5313 Advanced DSM-V

Trauma

PSYC 5373 Advanced Overcoming Child Trauma

Social Psychology

PSYC 5053 Advanced Social Psychology

Trauma-Informed Certificate

Students who complete the classes listed below will receive a trauma-informed certificate as part of their graduate work. The certificate's purpose is for students to gain an enhanced awareness and comprehension of trauma, along with identifying behaviors resulting from coping with traumatic events. They will learn techniques to reduce the chance of causing further trauma, build resilience by emphasizing personal strengths, and cultivate skills resistant to trauma. Additionally, they will discover how to prevent compassion fatigue by encouraging self-care practices both for themselves and others. Through an evidence-based approach to trauma-informed care, students will develop a philosophy that helps them understand and address the impacts of trauma on individuals, groups, and society at large.

Core Courses (9 hours)

PSYC 5373 Advanced Overcoming Child Trauma

PSYC 5513 Advanced Adolescent Guidance

PSYC 5613 Advanced Child Guidance

Electives (Choose 6 hours)

PSYC 5213 Advance Abnormal Psychology

PSYC 5313 Advanced DSM

PSYC 5253 Intervention Strategies

PSYC 5353 Addictions & Family Theory

PSYC 5623 Advanced Personality

PSYC 5823 Multicultural Counseling

SECTION 9: MASTER OF SCIENCE IN GENERAL PSYCHOLOGY DEGREE

GOALS

The goal of the Master of Science in General Psychology (MGP) degree is to make a contribution to the supply of academically prepared graduates in the state of Oklahoma that will perform necessary duties in the field of behavioral sciences. More specifically, graduates will be prepared

1. To evaluate and utilize advanced knowledge and theories from psychology and related disciplines to identify, develop, and implement best practices in the Behavioral Sciences field.
2. To summarize and critique the psychology literature including core theories.
3. To demonstrate their understanding and ability to implement basic and applied research designs used to address psychological issues.
4. To engage in complex, evidence-based practice.
5. To communicate both orally and in writing at a level that is appropriate for professionals in the Behavioral Sciences field.
6. To demonstrate the ability to work ethically and effectively with diverse student populations.
7. To evaluate innovative approaches to mental health issues leading to holistic care for individuals, families, and communities.
8. To demonstrate critical thinking and accountability related to behavioral sciences.

ADMISSION TO THE PROGRAM

In addition to the graduate office admission requirements listed in section 3 of this catalog, applicants must also meet the following additional requirements in order to be accepted into the Master of Science in General Psychology degree:

MGP Admission Requirements:

1. Baccalaureate degree with at least 12 credit hours in psychology or related field from an accredited program.
2. An overall grade point average of 3.0 on a 4.0 scale in the last 60 hours of courses required for the undergraduate degree.
3. Completion of an undergraduate or graduate course in descriptive or inferential statistics with a grade of C or better.
4. Completion of an undergraduate or graduate course in research methodology with a grade of C or better.
5. Application may be made for conditional admission by students having an overall undergraduate GPA of at least 2.50 with no more than ten years having passed since the completion date of the required psychology credit hours.
6. Students with a native language other than English must submit evidence of English language proficiency. Evidence may include (1) completing a four-year bachelor's degree from a U.S. institution or the equivalent in your home country; (2) students meeting the English language requirements of an official TOEFL score (520 for a paper-based test, 190 for a computer-based test, or 68 for an internet-based test) or IELTS score is required for all students for whom English is a second language. The TOEFL must have been taken within the last two (2)

years.

7. Submission of completed Program Application with personal statement.
8. Submission of three (3) letters of recommendation attesting to academic ability, professional competency, and personal character.
9. Submit a written statement of career aspirations and a self-evaluation of strengths and weaknesses related to the field of study.
10. Submit a sample of scholarly written work (e.g., a research paper, term paper, professional report, or publication).
11. Complete an interview with psychology department graduate faculty.
12. Application and acceptance to NWOSU and the Office of Graduate Studies.

Note: Some potential students may also be asked to take the Graduate Record Exam (GRE) as an additional assessment as part of MGP requirements. This will be determined by the Psychology department.

ACADEMIC RETENTION

Retention Standards:

1. Student must file a plan of study, signed by both the student and members of the advisory committee, by the end of the first semester of graduate work.
2. Student must maintain a cumulative GPA of 3.0 or higher. Students whose cumulative GPA falls below 3.0 at any time will receive a letter of academic warning and will meet with their graduate advisory committee to develop a personal plan for improvement.
3. Student must be enrolled in a minimum of one course per semester (summer optional) and is normally expected to complete all of the degree requirements within six years after admission to the program.

GRADUATION STANDARDS

The following standards must be met before graduating:

1. Successful completion of all curricular requirements.
2. MGP candidates will either present a research project or submit a thesis for publication.
3. MGP candidates for graduation must successfully defend their Capstone Project or Thesis according to guidelines developed by the Office of Graduate Studies and the Department of Psychology and must be approved by the student's graduate advisory committee before graduation can occur.

MASTER OF SCIENCE IN GENERAL PSYCHOLOGY ACADEMIC REQUIREMENTS

(34-Hour Program)

REQUIRED COURSE (during first semester of graduate study)

UNIV 5010 Graduate Study Sem.

REQUIRED CORE COURSES (18 hours)

PSYC 5053 Advanced Social Psychology
PSYC 5173 Statistics for Assessment
PSYC 5183 Human Growth and Development
PSYC 5453 Advanced Cognitive Psychology
PSYC 5623 Advanced Personality
PSYC 5033 Introduction to Research

ELECTIVES (12 hours from at least 9 in psychology)

PSYC 5013 Counseling Ethics
PSYC 5043 Advanced Human Sexuality
PSYC 5133 Assessment: Achievement, Personality, and Cognitive Assessment (Pre: PSYC 5173)
PSYC 5203 Family Systems
PSYC 5213 Advanced Abnormal Psychology (pre: PSYC 4113)
PSYC 5293 Advanced Psychopharmacology
PSYC 5353 Addictions and the Family Theory
PSYC 5513 Advanced Adolescent Guidance
PSYC 5613 Advanced Child Guidance
PSYC 5823 Multicultural Counseling
PSYC 5833 Career Education
EDUC 5212 Psychology of Teaching
EDUC 5923 Adult Cognitive Styles and Differences

CAPSTONE/THESIS (4 hours)

PSYC 5914 Capstone Project

or

PSYC 5330 Thesis

Trauma-Informed Certificate

Students who complete the classes listed below will receive a trauma-informed certificate as part of their graduate work. The certificate's purpose is for students to gain an enhanced awareness and comprehension of trauma, along with identifying behaviors resulting from coping with traumatic events. They will learn techniques to reduce the chance of causing further trauma, build resilience by emphasizing personal strengths, and cultivate skills resistant to trauma. Additionally, they will discover how to prevent compassion fatigue by encouraging self-care practices both for themselves and others. Through an evidence-based approach to trauma-informed care, students will develop a philosophy that helps them understand and address the impacts of trauma on individuals, groups, and society at large.

Core Courses (9 hours)

PSYC 5373 Advanced Overcoming Child Trauma
PSYC 5513 Advanced Adolescent Guidance
PSYC 5613 Advanced Child Guidance

Electives (Choose 6 hours)

PSYC 5213 Advance Abnormal Psychology
PSYC 5313 Advanced DSM
PSYC 5253 Intervention Strategies
PSYC 5353 Addictions & Family Theory
PSYC 5623 Advanced Personality
PSYC 5823 Multicultural Counseling

SECTION 10: 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. This degree has several programs and options available, including Adult Education Management and Administration, Curriculum and Instruction, Educational Leadership, Reading Specialist, and School Counseling.

OBJECTIVES Core Standards

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/ Ethical, Legal, and Advocacy Perspectives in 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 5933/Classroom Research and Institutional Effectiveness);
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).
5. **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 the following page.

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 the Associate Dean of Graduate Studies, they contribute to the student's overall program. **Exception:**

Students enrolled in the Adult Education Management and Administration option may transfer the final eighteen hours of discipline-specific courses if these courses are listed on an approved plan of study.

Graduate Advisory Committee. An advisory committee is assigned by the Office of Graduate Studies 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 action research project or to compose and grade his/her comprehensive exam for the Adult Ed. program. 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 hold a current teaching certificate. (An exception to this requirement is the Adult Education option.)

Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer, whose office is located in the Education Center #205B, 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 an Action Research Project are required. Students in the *Adult Education Management and Administration* option take a comprehensive exam and may 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 an extended research project (thesis).

Course Restrictions. The core courses required for the M.Ed. programs in *Curriculum and Instruction*, *Educational Leadership*, *Reading Specialist*, and *School Counseling* 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 division chair). Additionally, all requests to transfer credits from another institution for core courses must be approved by NWOSU's Graduate Committee.

MASTER OF EDUCATION DEGREE in 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 junior 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. UNIV 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 Adult Learning: Theory and Practice
 - E. **Diversity**
EDUC 5923 Adult Cognitive Styles and 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	Organizational and Management for Intramural Sports
PE&R	5562	Recreational Leadership
HED	5500	Internship (3 credits)

***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 an extended research project (thesis) as part of their graduate coursework. Students should visit the Graduate Studies website at www.nwosu.edu/graduate-studies or the Office of Graduate Studies (Ryerson Hall #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.

+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 a relevant discipline related to their area of specialization.** For those who do not, extra coursework may be required to provide an appropriate background for their graduate content area.

ADULT EDUCATION CORE STANDARDS

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/Adult Learning: Theory and Practice).
2. Understand the needs and learning styles, the cognitive development, and the 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 outcome assessments of adult learners (addressed in EDUC 5933/Classroom Research and Institutional Effectiveness).
5. Understand leadership techniques, managerial styles, 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).

THE COMPREHENSIVE EXAM

During their last semester of coursework, Adult Education candidates will sit for the comprehensive exam. This is a multiques-tion essay exam about the core and field-specific courses that candidates have taken, according to their plan of study. Specific questions will be composed by members of the candidate's graduate advisory committee in consultation with the candidate. The exams will be graded with a consensus vote of pass-fail by the advisory committee. Candidates must also orally defend their exam answers on a date scheduled after the exam is taken.

MASTER OF EDUCATION DEGREE in CURRICULUM AND INSTRUCTION

The Curriculum and Instruction option of the Master of Education degree is **thirty-four** hours. This program 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 for 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 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)**
UNIV 5010 Graduate Study Seminar
EDUC 5933 Classroom Research & Institutional Effectiveness (**must be taken within the first nine hours of coursework**)
EDUC 5203 Educational Practices+
EDUC 5212 Psychology of Teaching+
EDUC 5822 Ethical, Legal, and Advocacy Perspectives in Education

2. **Curriculum Instruction Concentration Courses (24 hours)**

Emphasis in Curriculum Leadership (16 hours)

EDUC 5103 Curriculum in Schools+
EDUC 5093 Curriculum and Instruction for Special Learners+
EDUC 5222 Advanced Educational Psychology+
PSYC 5183 Human Growth and Development+
EDUC 5352 Behavior Intervention Strategies+
EDUC 5043 Instructional Design & Pedagogy+

Area of Emphasis (Select a minimum of 8 credit hours)

EDUC 5782 Supervision of Teaching+
EDUC 5772 School and Public Relations+
EDUC 5231 Advanced Assessment Design+
EDUC 5221 Advanced Educational Technology+
EDUC 5403 Advanced Developmental Reading -- Primary+
or
EDUC 5413 Advanced Developmental Reading -- Intermediate/Secondary+
EDUC 5423 Foundations of Literacy

+ 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.

MASTER OF EDUCATION in EDUCATIONAL LEADERSHIP*

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. This option is a **thirty-four-hour** program.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)

UNIV 5010 Graduate Study Seminar
EDUC 5933 Classroom Research & Institutional Effectiveness **(must be taken within the first nine hours of coursework)**
EDUC 5203 Educational Practices
EDUC 5212 Psychology of Teaching
EDUC 5822 Ethical, Legal, and Advocacy Perspectives in 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: M.Ed. candidates may take only one other course with practicum/internship with the approval of their graduate advisory committee chair. M.Ed. candidates may take only one course after completing the practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee.

National Educational Leadership Preparation (NELP) Program Recognition Standards

Standard 1, Mission, Vision, and Improvement: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

- 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Standard 2, Ethics and Professional Norms: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

- 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.
- 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.
- 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3, Equity, Inclusiveness, and Cultural Responsiveness: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

- 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.
- 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.
- 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.

Standard 4, Learning and Instruction: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

- 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic programs.
- 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.
- 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
- 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

Standard 5, Community and External Leadership: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

- 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.
- 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
- 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.

Standard 6, Operations and Management: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

- 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.
- 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
- 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

Standard 7, Building Professional Capacity: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

- 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through

engagement in recruiting, selecting, and hiring staff.

- 7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.
- 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
- 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

Standard 8, Internship: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP standards 1-7 in ways that approximate the full range of responsibilities required of building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

- 8.1 Candidates are provided a variety of coherent, authentic field and/or school internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-level program standards 1-7.
- 8.2 Candidates are provided a minimum of six months of concentrated (10-15 hours per week) internship or clinical experiences that include authentic leadership activities within a school setting.
- 8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.

MASTER OF EDUCATION in 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. This option is a **thirty-four-hour** program.

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)
 - UNIV 5010 Graduate Study Seminar
 - EDUC 5933 Classroom Research & Institutional Effectiveness (**must be taken within the first nine hours of coursework**)
 - EDUC 5203 Educational Practices
 - EDUC 5212 Psychology of Teaching
 - EDUC 5822 Ethical, Legal, and Advocacy Perspectives in Education
2. Related area of study: Reading Specialist (24 hours)
 - Reading Courses** (18 hours)
 - EDUC 5403 Advanced Course in Developmental Literacy - Primary Grades
 - EDUC 5413 Advanced Course in Developmental Literacy - Intermediate/Secondary Grades
 - EDUC 5433 Literacy Assessment and Intervention
 - EDUC 5453 Educational Equity and Research in Literacy Instruction
 - EDUC 5532 Practicum in Literacy Intervention I+
 - EDUC 5542 Practicum in Literacy Intervention II+
 - EDUC 5500 Reading Specialist Practicum+
 - Other Courses** (6 hours)
 - EDUC 5283 Foundations of Literacy Assessment
 - EDUC 5503 Curricular and Supervisory Problems in Reading

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

Specialty Standards

Standard 1: Foundational Knowledge. Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.

Standard 2: Curriculum and Instruction. Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.

Standard 3: Assessment and Evaluation. Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.

Standard 4: Diversity and Equity. Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

Standard 5: Learners and the Literacy Environment. Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

Standard 6: Professional Learning and Leadership. Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.

Standard 7: Practicum/Clinical Experience. Candidates apply theory and best practice in multiple supervised practicum/clinical experiences.

Standards for the Preparation of Literacy Professionals (International Literacy Association).

MASTER OF EDUCATION in 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. This option is a **thirty-four-hour** program.

CURRICULUM OUTLINE

1. Required core subjects (10 hours)

UNIV 5010 Graduate Study Seminar
EDUC 5933 Classroom Research and Institutional Effectiveness (**must be taken within the first nine hours of coursework**)
EDUC 5203 Educational Practices
EDUC 5212 Psychology of Teaching
EDUC 5822 Ethical, Legal, and Advocacy Perspectives in Education

2. Related area of study: Counseling (24 hours)

EDUC 5500 School Counseling Practicum+
EDUC 5812 Introduction to School Counseling (Pre: EDUC 5933)
EDUC 5852 Comprehensive School Counseling (Pre: EDUC 5812)
PSYC 5183 Human Growth and Development
PSYC 5133 Assessment: Achievement, Personality, and Cognitive Assessment
PSYC 5253 Intervention Strategies for Counselors
PSYC 5803 Counseling Strategies and Techniques
PSYC 5812 Group Counseling
PSYC 5832 Career Education
PSYC 5872 Individual Counseling

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

COMPETENCIES FOR CERTIFICATION AS SCHOOL COUNSELOR

Specialty Standards

The candidate for certification:

Standard 1: Foundational Knowledge. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

Standard 2: Core Theories and Concepts. Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques and utilize relationship-building skills that are foundational to successful outcomes for students.

Standard 3: Instructional and School Counseling Interventions. Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social/ emotional development of all students.

Standard 4: Student Learning Outcomes. Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

Standard 5: Designing, Implementing, and Evaluating Comprehensive School Counseling Programs. Candidates use school data and school counseling program assessments to evaluate areas of strength and needed improvement for program activities and interventions.

Standard 6: Professional Practice. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development.

SECTION 11: MASTER OF EDUCATION CERTIFICATE OPTIONS

EDUCATIONAL LEADERSHIP

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 certificate officer or the Oklahoma State Department of Education regarding possible pre-requisites needed for specific endorsements and/or certification.

NWOSU offers coursework leading to the Certificate for 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 exam for Principal.
4. The candidate shall complete UNIV 5010/Graduate Study Seminar and submit an action research project for review.
5. Upon completion of all requirements, candidates are to notify the Division of Education's Assistant Certificate Officer for instructions for the online certification application for the Oklahoma State Department of Education.
6. The approved program coursework:

<u>Course</u>	<u>Number</u>	<u>Course Title</u>	<u>Hours</u>
UNIV	5010	Graduate Study Seminar	0
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	3
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	2

Note: Certification-only students may take only one other course with practicum/internship. Also, certification-only students may take only one course after completion of the practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee.

READING SPECIALIST

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

NWOSU offers coursework leading to the Certificate for the Reading Specialist for grades PK-12. The following criteria are to 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 exam for Reading Specialist.
4. The candidate shall complete UNIV 5010/Graduate Study Seminar and submit an action research project for review.
5. Upon completion of all requirements, candidates are to notify the Division of Education's Assistant Certificate 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):

<u>Course</u>	<u>Number</u>	<u>Course Title</u>	<u>Hours</u>
UNIV	5010	Graduate Study Seminar	0
EDUC	5283	Foundations of Literacy Assessment	3
EDUC	5403	Advanced Course in Developmental Literacy—Primary Grades	3
EDUC	5413	Advanced Course in Developmental Literacy—Intermediate/Secondary Grades	3
EDUC	5433	Literacy Assessment and Intervention	3
EDUC	5453	Educational Equity and Research in Literacy Instruction	3
EDUC	5532	Practicum in Literacy Intervention I	2
EDUC	5542	Practicum in Literacy Intervention II	2
EDUC	5503	Curricular and Supervisory Problems in Reading	3
EDUC	5500	Reading Specialist Practicum	2

Note: Certification-only students may take only one other course with practicum/internship. Also, certification-only students may take only one course after completion of the practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee.

SCHOOL COUNSELING

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

NWOSU offers coursework leading to the Certificate for the School Counseling PK-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 UNIV 5010/Graduate Study Seminar and submit an action research project for review.
5. Upon completion of all requirements, candidates are to notify the Division of Education's Assistant Certificate Officer for instructions for the online certification application for the Oklahoma State Department of Education.
6. The approved program coursework:

<u>Course</u>	<u>Number</u>	<u>Course Title</u>	<u>Hours</u>
UNIV	5010	Graduate Study Seminar	0
EDUC	5812	Introduction to School Counseling	2
PSYC	5832	Career Education	2
PSYC	5872	Individual Counseling	2
PSYC	5812	Group Counseling	2
PSYC	5133	Assessment: Achievement, Personality, and Cognitive Assessment	3
EDUC	5852	Comprehensive School Counseling (Pre.: EDUC 5812)	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: Certification-only students may take only one other course with practicum/internship. Also, certification-only students may take only one course after completion of the practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee chair.

SUPERINTENDENT

Prerequisite: Conferred Master's Degree
Principal Certification from the United States

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. This option is a (15) fifteen-hour program.

The following criteria must be met 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 exam for Superintendent.
4. The candidate shall complete and submit a program capstone project for review.
5. Upon completion of all requirements, candidates are to notify the Division of Education's Assistant Certificate Officer for instructions for the online certification application for the Oklahoma State Department of Education.
6. The approved program coursework for Superintendent:

CURRICULUM OUTLINE

REQUIRED COURSES (15 HOURS)

(6 HOURS IN FALL, 3 HOURS IN INTERIM/SPRING, 6 HOURS IN SPRING)

COHORTS BEGIN EVERY FALL

<u>Course</u>	<u>Number</u>	<u>Course Title</u>	<u>Hours</u>
EDUC	5643	Human Resources	3
EDUC	5633	Fiscal Management	3
EDUC	5623	The Superintendency	3
EDUC	5793	Facilities and Operations	3
EDUC	5693	Superintendent: Internship	3

Program Capstone Project School: Mission, Vision and Improvement

Description of Assessment and Use in Program: This assignment is a field-based clinical experience and is the capstone activity for the Educational Leadership District Level certificate program. The overall purpose of the assignment is for the superintendent candidate to demonstrate the ability to: **collaboratively lead, design, and implement a district mission, vision, and the process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community (NELP Standard 1).**

The capstone activity is introduced in EDUC 5623/The Superintendency and requires candidate collaboration with the university advisor, mentor superintendent, and stakeholders. The process is inclusive of four (4) critical aspects to continuous school improvement: diagnose, design, implement, and evaluate. The candidate will formally present the capstone activity at the end of EDUC 5693/Internship as a presentation simulation to a PK-12 Board of Education. The candidate will also prepare a written document inclusive of all sections of the capstone activity listed in the assignment details. The document is a formal academic document following APA guidelines and is suitable for internal and external stakeholder scrutiny.

The capstone activity is aligned with **NELP standard 1: Mission, Vision, and Improvement.**

National Education Leadership Preparation (NELP) Program Recognition Standards: District Level

Standard 1, Mission, Vision, and Improvement: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement

processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Standard 2, Ethics and Professional Norms: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.

2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.

2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness, and Cultural Resources: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.

3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

Standard 4: Learning and Instruction: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

Standard 5: Community and External Leadership: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

Standard 6: Operations and Management: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed

systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

Standard 7: Policy, Governance, and Advocacy: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

- 7.1** Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.
- 7.2** Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.
- 7.3** Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.
- 7.4** Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Standard 8: Internship: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

- 8.1** Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1–7.
- 8.2** Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.
- 8.3** Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.

SECTION 12: 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~OFFICE OF GRADUATE STUDIES

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 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 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.*

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)

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 various peoples. 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 various peoples who live in different cultural situations. 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 auxiliary, 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
5710	Saxophone
5720	Clarinet
5730	Bassoon
5740	Percussion
5750	Viola
5760	Bass Viola
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 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-counselee 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 Advanced 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-counsee 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 BUSINESS

ACCOUNTING COURSE (ACCT)

5153 Accounting for Managers

Students will learn the basic accounting principles and management information needed to make business decisions effectively as a manager. Students will learn how to make financial decisions, including budgeting, financial statements, and cost and profit analysis. The class also introduces the role that accounting plays in providing reports to external bodies.

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.

ECONOMICS COURSE (ECON)

5253 Managerial Economics

Managerial Economics applies economic theory to management decisions. This course equips managers with the analytical tools and insights necessary to make informed and strategic decisions in the face of complex economic challenges. In this course, students will develop a deep understanding of economic concepts and techniques--which in turn will help them make well-informed, data-driven decisions--and will devise effective strategies in both competitive and uncertain markets.

FINANCE COURSE (FIN)

5023 Finance for Managers

This course introduces the essentials of theory and concepts for effective financial management of a firm. Topics include the financial environment, risk and return, financial planning, asset pricing models, capital budgeting, cost of capital, and working capital management. Emphasis is placed upon practices that result in increasing the value of the firm.

GENERAL BUSINESS COURSE (GBUS)

5053 Business Analytics

This course introduces students to the fundamental concepts and techniques of business analytics. Students will learn how to utilize data-driven approaches to make effective business decisions and gain insights into various applications of analytics in different business contexts.

HEALTH CARE ADMINISTRATION COURSES (HCA)

5003 Health Care Leadership and Communication

This course examines the dynamic nature of leadership in the healthcare and public health contexts. It uses foundational leadership concepts to develop leadership applications and processes, such as leadership assessment (individual and team), communication improvement, strategic planning, decision-making alignment, employee enhancement, and knowledge management to create and maintain an organizational culture that can thrive within its external environment while improving organizational efficiency, effectiveness, and efficacy.

5033 Health Care Finance and Economics

This course is designed to explore selected topics in healthcare economics and financial management. The student will learn key financial terms, the relevance of healthcare finances in today's environment, the ability to develop and monitor budgets for practice initiatives, and the business and financial acumen needed to evaluate and design effective practice changes.

5063 Health Management Systems

This course provides students with an introductory overview of the major functional areas of health care management and shows their relevance to the delivery of healthcare services in a complex environment. Healthcare organizations are broadly clustered into human resource management, quality and resource utilization management, and information management. Operational decision making to maximize resource usage to meet organizational objectives in an efficient manner will be stressed.

5093 Health Care Compliance and Policy

This course introduces students to the legal and regulatory landscape applicable to the healthcare industry. It explores the policy and political environments that influence and shape the manner in which healthcare is obtained and delivered in the United States. Students will gain an understanding of current healthcare laws and regulations and how they are applied in various healthcare settings. Federal and state regulations will be addressed as they relate to the management of health delivery systems.

MANAGEMENT COURSES (MGMT)**5113 Organizational Management**

This course examines the forces that generate the need for organizational change, the implementation process for change, and the elements needed for effective, sustained change to occur. Students will learn examples of being change agents, analyzing organizations going through change, and of the behavioral theories related to change in organizations. During this course, students will read organized materials and cases, will watch review videos, and will participate in class discussions.

5173 Operations and Supply Chain Management

In today's business environment, the success of organizations depends on the effective and efficient management of operations. In this course, methods to select, plan, and improve organizational processes will be examined. Narrowing on optimal capacity decisions in supply chains, production development, and inventory plans and schedules will be examined. Students will learn quality management and process improvement to increase the efficiency process.

5233 International Business Management

This course focuses on the challenges and opportunities associated with organizational management and business strategy in the global environment. Students will understand the challenges that U.S. MNCs face in a global environment. Students will engage in active research and will gain knowledge in understanding how trade-war politics affect international trade.

5243 Advanced Human Resource Management

This course is designed to provide an in-depth understanding of the ongoing trends in Human Resource Management (HRM) including talent, operational, and changing legal aspects of human resource management in organizations. The course covers topics such as human resource planning, recruitment and selection of employees, performance appraisals, talent management (continuous training, development, and sustainment), compensation and benefits, employee relations, and diversity and inclusion. The course also examines the role of human resource professionals as strategic partners, change agents, and ethical leaders in the organization. This course uses a variety of imparting methods, such as lectures, case studies, simulations, interviews with practicing professionals.

5453 Strategic Management

A capstone course integrating the primary concepts and theories developed in the MBA core program. The course will introduce students to strategy development and strategic management methods.

MANAGEMENT INFORMATION SYSTEMS COURSE (MIS)**5013 Management of Information Technology**

This course equips students with the knowledge and skills to effectively manage information technology in modern organizations. Emphasizing IT's role in business strategy and innovation, student will explore key concepts such as system implementation, data analytics, and aligning technology with organizational goals. The course includes hands-on experience, preparing students to leverage data-driven insights for strategic decision-making in a technology-driven business environment.

MARKETING COURSE (MIS)**5133 Marketing Management**

This course is designed to provide an understanding of the nature and role of marketing management within organizations. The purpose of this course, then, is to provide students with frameworks, techniques, and strategies to evaluate marketing within organizations. Recorded lectures, case studies, class discussion, marketing videos, tests, and simulations/exercises will be the tools used to accomplish the learning objectives.

DIVISION OF EDUCATION**EDUCATION COURSES (EDUC)****5043 Instructional Design and Pedagogy**

This course will explore instructional strategies and instruction design to enhance student learning. Topics will include assessment, communicating lesson goals, direct instruction, content knowledge application, engagement, rules and procedures, communicating high expectations, and critical thinking.

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 Education Division Chair.*

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.*

5153 Mathematical Instruction and Strategies

This course is designed for candidates to deepen their understanding of effective mathematics instruction. We will explore best practices in curriculum development, lesson planning, and assessment, focusing on the integration of the Oklahoma State Standards for Mathematical and Mathematics Teaching Practices. Through collaborative inquiry and critical analysis, participants will develop understanding of the mathematics curriculum, both within and across grade levels, and will learn to effectively plan and implement engaging and effective instruction for all students.

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 styles 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.

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 in clinical experience. *Pre: EDUC 5283.*

5453 Educational Equity and Research in Literacy Instruction

This course examines applying theories, pedagogies, and advocacy approaches that promote equitable and responsive instruction in schools and society. Students will explore research-based strategies for addressing learning differences, creating literacy environments for all students, and eliminating barriers to educational success. The course guides developing, finalizing, and presenting action research projects focused on improving literacy outcomes for all learners through evidence-based practices. Emphasis is placed on preparing literacy educators to serve as informed advocates who can effectively respond to the needs of students across cultural, linguistic, and socioeconomic backgrounds.

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. The 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.

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 texts. Also focuses on literacy skills in other academic disciplines and subject areas and considers physical, social, emotional, cultural, and intellectual factors in the classroom. The 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 texts. 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.

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 20 formal and informal child, group, or program assessments during 10 hours of observation.

5623 The Superintendency

This is a district-level leadership course for the development of superintendent candidates who will have the capacity to promote the success of all students by collaboratively designing, implementing, and promoting a mission and vision focused on continuous improvement. Real-world issues such as effective board-superintendent relations, ethical decision-making, professional norms, effective communication, digital citizenship, political contexts, community engagement, and reflective practices are addressed. *Pre: Principal certification and admission into the superintendent certification program.*

5633 Fiscal Management

This is an integrated district-level leadership course for the development of superintendent candidates who will understand and demonstrate the capacity to promote the success of all students through equitable educational resources and opportunities that include high quality curricula, technology, and services that support academic and non-academic programs. There is a focus on professional norms and ethics regarding fiscal management as well as legal requirements for school finance/budgets, audits, and accounting practices. *Pre: Principal certification and admission into the superintendent certification program.*

5643 Human Resources

This is an integrated district-level leadership course for the development of superintendent candidates who will understand and demonstrate the capacity to promote the success of all students through culturally-responsive instructional and behavioral support practices among faculty and staff. The course explores the statutory and regulatory requirements as well as ethical implications for support systems for educators, educational professionals, and leaders of academic and non-academic programs. *Pre: Principal certification and admission into the superintendent certification program.* This is the second law class for those interested in pursuing a standard superintendent certification.

5693 Superintendent: Internship

The internship integrates the aspects in which expert practitioners engage to promote the success of all students and adults within the district-level setting. The internship will be comprised of coherent, authentic, and sustained opportunities in which superintendent candidates can synthesize and apply the knowledge gained through planned activities in real settings. Candidates will experience a wide range of responsibilities that exemplify district level leadership. *Pre: Principal certification and admission into the superintendent certification program.*

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.*

5793 Facilities and Operations

This is an integrated district level leadership course for the development of superintendent candidates who will have the capacity to promote the success of all students through organizing, implementing, and managing educational resources and operations in an equitable, supportive, and culturally responsive manner. Candidates will develop an understanding of the use of data-informed systems to monitor and improve the district's instructional and leadership capacity. There is emphasis upon the legal and ethical aspects of bond issues including stakeholder involvement. *Pre: Principal certification and admission into the superintendent certification program.*

5812 Introduction to School 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 Ethical, Legal, and Advocacy Perspectives in Education

This course examines the principles and practices of public education through ethical, legal, and advocacy frameworks. Students will explore strategies for program development, professional learning, and leadership that honor multiple perspectives. Emphasis is placed on ethical decision-making, relevant educational law, and advocacy techniques for effective collaboration with all families, colleagues, school professionals, and community members across populations represented in public schools. The course integrates case studies on legal precedents, ethical dilemmas, and advocacy initiatives to prepare educators to become informed advocates who create legally sound educational environments that are welcoming to all students and their families.

5852 Comprehensive School Counseling

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 Differences

This course examines individual differences in adult cognition and their implications for educational practice. The course begins with foundational theories of adult cognitive development and explores how background, academic history, neurological differences, and life experiences shape cognitive approaches. Students will analyze how these differences influence learning outcomes across various educational settings, including higher education, workplace training, and community-based programs.

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.

UNIVERSITY COURSES (UNIV)

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.*

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.

SECTION 13: DOCTORAL-LEVEL GRADUATE COURSES

DIVISION OF NURSING

DOCTOR OF NURSING PRACTICE COURSES (NURS)

6010 Program Orientation

Course provides the orientation for the DNP Program at Northwestern. Emphasis will be placed on delivery modalities, resource utilization, and scholarly writing. *Pre: Acceptance into program.*

6113 Advanced Pathophysiology

Course provides graduate-level content of physiology, genomics, and pathophysiology that is necessary for understanding the scientific basis of advanced nursing practice. In-depth study of the pathophysiological basis of disease as it impacts individuals across the life span. Student will gain an understanding of the mechanisms underlying diseases and their clinical manifestations to provide a basis for clinical decisions related to diagnostic tests and therapeutic regimens. (AACN Essentials Domains 1, 2, & 4; NONPF Core Competencies Domains 1, 2, & 4).

6123 Biostatistics for Advanced Nursing Practice

Course examines the statistical methods used in the biological, social, and health care sciences. Emphasis is placed on the understanding of statistical procedures and analysis of data fundamental to critical evaluation of health services and nursing research. (AACN Essentials Domains 3 & 8; NONPF Core Competencies Domains 3 & 8).

6133 Advanced Holistic Assessment

Course provides a theoretical basis for the integration of the health history, physical examination, and diagnostic evaluation to develop a model for advanced nursing practice assessment. [Includes Summer Residency Intensive]. (AACN Essentials 1 and 8; NONPF Criteria -- Scientific Foundations Competencies and Independent Practice Competencies). *Pre: NURS 6113.*

6143 Advanced Pharmacotherapeutics

Course provides advanced knowledge of commonly prescribed pharmacologic agents. Rationales for the use of pharmacologic agents in the treatment of selected health problems are presented. Clinical considerations of drug selection and initiation, maintenance and discontinuation of drug treatment are examined. Legal requirements and implications for pharmacotherapy are reviewed. (AACN Essentials Domains 1, 2, & 4; NONPF Core Competencies Domains 1, 2, & 4). *Pre: NURS 6113.*

6153 Advanced Research Methods

Course provides an in-depth study of nursing research methodologies. The focus is on interrelationships among theory, advanced nursing practice, and research. Emphasis is placed on developing skills used in the critical analysis of nursing research for the purpose of determining the applicability and integration of the research to advanced nursing practice. Research focusing on practice guidelines, therapeutic management, and cost containment will be explored. (AACN Essentials Domains 1, 4, 5, 8, 9 & 10; NONPF Core Competencies Domains 1, 4, 5, 8, 9, & 10). *Pre: NURS 6123.*

6213 Theory for Evidence-Based Advanced Nursing Practice

Course examines the nature of theory development and relates it to health and health care delivery phenomena. Nursing theories as well as theories from social, biophysical, and organizational sciences are integrated to examine their application to advanced nursing practice. (AACN Essentials Domains 1, 2, & 9; NONPF Core Competencies Domains 1, 2, & 9).

6233 Evidence-Based Practice and Scholarship in Advanced Practice Nursing

Course focuses on how to translate, evaluate, and disseminate evidence in a contemporary health care environment. Individual, organizational, and global barriers to translating evidence into nursing practice are discussed. Evidence will be summarized and an action plan will be developed to produce valid and reliable clinical recommendations for practice. An evaluation plan that includes the patient, health care providers, and system outcome measures will be designed to measure the success of the evidence-based practice initiative. (AACN Essentials 3; NONPF Criteria Leadership Competencies, Quality Competencies, Practice Inquiry Competencies, Technology and Information Literacy Competencies, and Health Delivery System Competencies). *Pre: NURS 6123 & 6153*

6243 Population Health and Health Promotion

Course is designed to examine the determinants of health and distribution of disease. Epidemiological, demographic, and environmental data, national reports and surveys, and legislation are used to address trends and establish priorities to improve the health status of the population. Course focuses on the leading causes of death and disability as well as key issues in behavioral health, environmental health, occupational health, and infectious disease. Planning and development of programs to improve the health status of the population, including the consideration of health disparities, cultural competence, and social justice in the development of health-related programs, are discussed. (AACN Essentials Domains 1, 2, 3, 4, 7, & 8; NONPF Core Competencies Domains 1, 2, 3, 4, 7, & 8).

6253 Health Systems -- Informatics and Quality Management

Course is designed to provide an analysis of health care delivery and policy trends including their effects on the organization of clinical and health systems. Course explores policy, regulatory, quality improvement, and technological impacts in the health-care delivery system and its participants. (AACN Essentials Domains 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10; NONPF Core Competencies Domains 1, 2, 3, 4, 5, 6, 7, 8, 9, & 10).

6263 Health Policy, Ethics, Economics, and Advanced Nursing Practice

Course analyzes the economic and organizational foundations of health care systems. Social, ethical, policy, economic, and global health factors affecting health policy are discussed. The role of health practitioners to influence policy relative to

health institutions, government agencies, and patients is emphasized. Ethical and social justice considerations in policy development and implementation are discussed, and models for ethical decision making are explored. (AACN Essentials Domains 1, 3, 4, 7, 9, & 10; NONPF Core Competencies 1, 3, 4, 7, 9, & 10). *Pre: Acceptance into program.*

6313 Primary Care of Families -- Adult

Examines the common, acute, and chronic health problems occurring in adults using a holistic approach. Advanced pathophysiology, holistic assessment, and diagnostic strategies specific to the acute and common problems in adults will be stressed. Nursing strategies used to enhance, maintain, and restore health will be emphasized. (AACN Essentials Domains 1, 2, & 4; NONPF Core Competencies 1, 2, & 4). *Pre: NURS 6113, 6133, & 6143. Co-Req: NURS 6314.*

6314 Primary Care of Families Practicum -- Adult

An individualized, supervised clinical practicum to expand the student's advanced practice competencies in direct patient care as related to the care of adults and their health problems. Focuses on a holistic approach to health care of the adult throughout the life span; incorporating the principles of health promotion, disease prevention, and primary and rehabilitative health care concepts which are applied to the management of adults in the context of their family and community environment. Integrates the knowledge from advanced pathophysiology, assessment and diagnostic strategies specific to acute, common, and complex health problems in adults. Stresses clinical interventions to enhance, maintain, and restore health. Develops skills for collaboration with multidisciplinary teams and effective utilization of community resources. (AACN Essentials Domains 1, 2, 4, 6, 9, & 10; NONPF Core Competencies 1, 2, 4, 6, 9, & 10). *Pre: NURS 6113, 6133, & 6143. Co-Req: 6313.*

6333 Primary Care of Families -- Pediatrics

Course examines the common, acute, and chronic health problems occurring in infancy through adolescence using a holistic approach. Advanced pathophysiology, assessment and diagnostic strategies specific to acute and common problems in children will be emphasized. Nursing strategies to enhance, maintain, and restore health will be emphasized. (AACN Essentials Domains 1, 2, & 4; NONPF Core Competencies 1, 2, & 4). *Pre: NURS 6113, 6133, & 6143. Co-Req: 6334.*

6334 Primary Care of Families Practicum -- Pediatrics

An individualized, supervised clinical practicum to expand the student's advanced practice competencies in direct patient care as related to the care of infants through adolescence and their health problems. Focuses on a holistic approach to health care from infancy through adolescence incorporating the principles of well child care, health promotion, and disease prevention, including the concepts of growth and development, and screening procedures. Emphasizes advanced pathophysiology, assessment and diagnostic strategies specific to acute and common problems in children. Stresses clinical interventions to enhance, maintain, and restore health in context of family and community environments. Develops skills for collaboration with multidisciplinary teams and effective utilization of community resources. (AACN Essentials Domains 1, 2, 4, 6, 9, & 10; NONPF Core Competencies 1, 2, 4, 6, 9, & 10). *Pre: NURS 6113, 6133, & 6143. Co-Req: 6333.*

6353 Primary Care of Families -- Women

Course examines the common, acute, and chronic health problems occurring in women using a holistic approach. Integrates the knowledge from advanced pathophysiology, pharmacotherapeutics, and holistic assessment as it relates to health promotion, disease prevention, and management of health problems in women. These include management of uncomplicated pregnancy, contraception, midlife symptoms, and common GYN complaints including sexually transmitted infections and vaginal infections. (AACN Essentials Domains 1, 2, & 4; NONPF Core Competencies 1, 2, & 4). *Pre: NURS 6113, 6133, & 6143. Co-Req: 6354.*

6354 Primary Care of Families Practicum -- Women

An individualized, supervised clinical practicum to expand the student's advanced practice competencies in direct patient care as related to the care of women and their health problems. Focuses on a holistic approach to health care of women throughout the lifespan; incorporating the principles of health promotion, disease prevention, and primary and rehabilitative health care concepts which are applied to the management of women in the context of their family and community environment. Integrates the knowledge from advanced pathophysiology, assessment and diagnostic strategies specific to acute, common, and complex health problems in adults. Stresses clinical interventions to enhance, maintain, and restore health. Develops skills for collaboration with multidisciplinary teams and effective utilization of community resources. (AACN Essentials Domains 1, 2, 4, 6, 9, & 10; NONPF Core Competencies 1, 2, 4, 6, 9, & 10). *Pre: NURS 6113, 6133, & 6143. Co-Req: 6353.*

6373 Gerontology in Primary Care

Course provides students with the requisite knowledge and skills to integrate holistic, high-quality, safe, and developmentally appropriate principles into the primary care of older adults, including the frail elderly. This course explores the normal physiological and psychological changes experienced by older adults in a variety of settings; theories of physical aging are introduced to support this topic. Myths and stereotypes of aging are addressed. Case finding, assessment, decision making, and management of specific health problems and geriatric syndromes are emphasized. The role of the Advance Practice Nurse in the care of older adults is integrated throughout the course with a focus on evidence-based practice. (AACN Essentials Domains 1, 2, & 4; NONPF Core Competencies 1, 2, & 4). *Pre: NURS 6113, 6133, & 6143. Co-Req: 6374.*

6374 Primary Care Practicum -- Gerontology

An individualized, supervised clinical practicum to expand the student's advanced practice competencies in direct patient care as related to the care of the elderly and their health problems. Focuses on a holistic approach to health care of the elderly, including the frail elderly; incorporating the principles of health promotion, disease prevention, and primary and rehabilitative health care concepts which are applied to the management of the elderly in the context of their family and community environment. Integrates the knowledge from advanced pathophysiology, assessment and diagnostic

strategies specific to acute, common, and complex health problems in adults. Stresses clinical interventions to enhance, maintain, and restore health. Develops skills for collaboration with multidisciplinary teams and effective utilization of community resources. (AACN Essentials Domains 1, 2, 4, 6, 9, & 10; NONPF Core Competencies 1, 2, 4, 6, 9, & 10). *Pre: NURS 6113, 6133, & 6143. Co-Req: 6373.*

6412 Advanced Nursing Practice in Rural Communities

Course provides an overview of rural health problems, hazards, and disparities. Focuses on selected conceptual and contextual frameworks needed by advanced practice nurses in the delivery of health care services in rural populations. Recognition of the need for interdisciplinary teamwork in assessment, diagnosis, and rural-based health promotion/disease prevention interventions are highlighted. Topics covered include health care access and delivery systems, maternal and child health, gender and violence, nutrition and occupational injuries. (AACN Essentials 2, 5, 6, and 7; NONPF Criteria -- Scientific Inquiry Competencies, Leadership Competencies, Quality Competencies, Practice Inquiry Competencies, Policy Competencies, Health Delivery System Competencies, and Ethics Competencies).

6414 DNP Practicum in Family Nursing

An individualized, supervised clinical practicum to expand the student's advanced practice competencies in independent clinical management of acute and chronic illnesses across the life span highlighting multicultural care. Synthesis of practice management skills pertaining to cost effectiveness, reimbursement for services and time management will be emphasized. Focuses on a holistic approach to health care of the patients across the life span; incorporating the principles of health promotion, disease prevention, and primary and rehabilitative health care concepts which are applied to the management of the patients in the context of their family and community environment. Integrates the knowledge from advanced pathophysiology, assessment and diagnostic strategies specific to acute, common, and complex health problems in patients of all ages. Stresses clinical interventions to enhance, maintain, and restore health. Develops skills for collaboration with multidisciplinary teams and effective utilization of community resources. (AACN Essentials Domains 1, 2, 4, 6, 9, & 10; NONPF Core Competencies 1, 2, 4, 6, 9, & 10). *Pre: NURS 6313, 6314, 6333, 6334, 6353, 6354, 6373 and 6374. Co-Req: 6541.*

6423 Interprofessional Leadership, Collaboration, and Communication

Course focuses on the synthesis of theoretical leadership and interpersonal communication and collaboration concepts with personal and professional values to guide the exploration of complex patient-centered care of individuals, families, communities, and vulnerable populations. Students gain an appreciation for the changing sociocultural context in which interprofessional clinical leadership, collaboration, and communication is practiced. Issues of power, creativity, innovation, ethics, and gender are addressed. (AACN Essentials Domains 1 & 3; NONPF Core Competencies 1 & 3).

6432 Role Development for the DNP

Course focuses on role socialization to activities and responsibilities of the advanced practice doctorate. Career trajectories for the DNP with roles in leadership and clinical practice are explored. Emphasis will be placed on the standards of practice, requirements for regulation of, and socialization into, advanced nursing roles. Students will use critical thinking skills to examine barriers and opportunities for nurses in advanced roles and will propose a plan for transitioning into their new role. The importance of mentors, organizations, networks, and collaborators is emphasized, and selected nurse leaders are explored in depth as role models for use in developing career goals and trajectories. (AACN Essentials 8; NONPF Criteria Leadership Competencies, Quality Competencies, Practice Inquiry Competencies, Health Delivery System Competencies, and Independent Practice Competencies). *Pre: NURS 6423.*

6511 DNP Project (Part I)

Project focuses on facilitating student progress through the development, implementation, analysis, evaluation, and dissemination of an evidence-based quality improvement project designed to remediate an identified practice phenomenon. Project completion requires demonstration of integration, synthesis, and application of advanced practice competencies. The project may be a practice change, quality and safety improvement, clinical program evaluation, or evaluation of practice models. During the DNP Project course students refine their project idea and then plan, implement, and evaluate the project. Project requires a minimum of 60 clinical experience hours defined as time spent working on the project in the practice setting. The nature of the practice hours will vary depending on the nature of the scholarly project and practice experience and is mutually agreed upon between the student, faculty advisor, and cooperating agencies. Practice hours related to project completion are documented by the student and approved by the faculty advisor at regular intervals. Practice hour logs and project deliverables are approved by the faculty advisor and filed in the online course site. Graded on a Pass/Fail basis. Minimum of 4 credits required over four semesters. (AACN Essentials -- All; NONPF Core Competencies All). *Pre: NURS 6123, 6153, 6213, 6233, 6432, 6253, & Faculty Approval. Based upon the AACN DNP Essentials and the NONPF Program Criteria, three areas of course work comprise the BSN-to-DNP curriculum. Focus areas include Scientific Foundations for Advanced Nursing Practice, Clinical Excellence in Advanced Nursing Practice, and Leadership in Advanced Nursing Practice.*

6521 DNP Project (Part 2)

Project focuses on facilitating student progress through the development, implementation, analysis, evaluation, and dissemination of an evidence-based quality improvement project designed to remediate an identified practice phenomenon. Project completion requires demonstration of integration, synthesis, and application of advanced practice competencies. The project may be a practice change, quality and safety improvement, clinical program evaluation, or evaluation of practice models. During the DNP Project course students refine their project idea and then plan, implement, and evaluate the project. Project requires a minimum of 60 clinical experience hours defined as time spent working on the project in the practice setting. The nature of the practice hours will vary depending on the nature of the scholarly project and practice experience and is mutually agreed upon between the student, faculty advisor, and cooperating agencies. Practice hours related to project completion are documented by the student and approved by the faculty advisor at regular intervals. Practice hour logs and project deliverables are approved by the faculty advisor and

filed in the online course site. Graded on a Pass/Fail basis. Minimum of 4 credits required over four semesters. (AACN Essentials -- All; NONPF Core Competencies All). *Pre: NURS 6123, 6153, 6233, 6432, 6253, & Faculty Approval. Based upon the AACN DNP Essentials and the NONPF Program Criteria, three areas of course work comprise the BSN-to-DNP curriculum. Focus areas include Scientific Foundations for Advanced Nursing Practice, Clinical Excellence in Advanced Nursing Practice, and Leadership in Advanced Nursing Practice.*

6531 DNP Project (Part 3)

Project focuses on facilitating student progress through the development, implementation, analysis, evaluation, and dissemination of an evidence-based quality improvement project designed to remediate an identified practice phenomenon. Project completion requires demonstration of integration, synthesis, and application of advanced practice competencies. The project may be a practice change, quality and safety improvement, clinical program evaluation, or evaluation of practice models. During the DNP Project course students refine their project idea and then plan, implement, and evaluate the project. Project requires a minimum of 60 clinical experience hours defined as time spent working on the project in the practice setting. The nature of the practice hours will vary depending on the nature of the scholarly project and practice experience and is mutually agreed upon between the student, faculty advisor, and cooperating agencies. Practice hours related to project completion are documented by the student, approved by the faculty advisor at regular intervals. Practice hour logs and project deliverables are approved by the faculty advisor and filed in the online course site. Graded on a Pass/Fail basis. Minimum of 4 credits required over four semesters. (AACN Essentials -- All; NONPF Core Competencies All). *Pre: NURS 6123, 6153, 6233, 6432, 6253, & Faculty Approval. Based upon the AACN DNP Essentials and the NONPF Program Criteria, three areas of course work comprise the BSN-to-DNP curriculum. Focus areas include Scientific Foundations for Advanced Nursing Practice, Clinical Excellence in Advanced Nursing Practice, and Leadership in Advanced Nursing Practice.*

6541 DNP Project (Part 4)

Project focuses on facilitating student progress through the development, implementation, analysis, evaluation, and dissemination of an evidence-based quality improvement project designed to remediate an identified practice phenomenon. Project completion requires demonstration of integration, synthesis, and application of advanced practice competencies. The project may be a practice change, quality and safety improvement, clinical program evaluation, or evaluation of practice models. During the DNP Project course students refine their project idea and then plan, implement, and evaluate the project. Project requires a minimum of 60 clinical experience hours defined as time spent working on the project in the practice setting. The nature of the practice hours will vary depending on the nature of the scholarly project and practice experience and is mutually agreed upon between the student, faculty advisor, and cooperating agencies. Practice hours related to project completion are documented by the student and approved by the faculty advisor at regular intervals. Practice hour logs and project deliverables are approved by the faculty advisor and filed in the online course site. Graded on a Pass/Fail basis. Minimum of 4 credits required over four semesters. (AACN Essentials -- All; NONPF Core Competencies All). *Pre: NURS 6123, 6153, 6233, 6432, 6253, & Faculty Approval. Based upon the AACN DNP Essentials and the NONPF Program Criteria, three areas of course work comprise the BSN-to-DNP curriculum. Focus areas include Scientific Foundations for Advanced Nursing Practice, Clinical Excellence in Advanced Nursing Practice, and Leadership in Advanced Nursing Practice.*

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