

2015-2016 GRADUATE COURSE DESCRIPTIONS

BUS 503 Organizational Management and Leadership (3)

A review of leadership principles and theories with emphasis on student-related experiences, leadership issues, and current theories and practices related to organizational development will be covered.

BUS 504 Statistics and Research Methods for Managerial Decision Making (3)

This course explores commonly used statistical methods for analyzing business and financial data in order to develop critical thinking skills. Examples will cover various academic and professional fields. Topics include statistical concepts and analysis, logical reasoning, stochastic processes and probability. This course will use data and information generated through statistical processes to make sound managerial decisions. (Students will be expected to have a working knowledge of Spreadsheet software and will use SPSS to analyze data).

BUS 512 Organizational Communication and Interpersonal Development (3)

A practical examination of communication strategies and concepts related to organizational management and leadership roles will be discussed. The course will include the following activities: role-plays, team exercises, and case and book discussions. An extensive review of both the research and popular communications literature will be conducted and discussed. An in-depth study of a student's workplace will provide the laboratory for a group project related to managerial and communication issues. Technology and its impact on organizational communication will be discussed and used throughout the course.

BUS 520 Managerial Economics (3)

A review of microeconomic fundamentals in connection with practical applications to problems of organizational leadership.

BUS 530 Organizational Marketing (3)

A review of current trends in marketing and a study of the evolving nature of marketing in view of environmental, ethical, and international environments in which today's marketing managers operate. Emphasis will be placed on the strategic importance of marketing in the organizational planning process. Student teams will create a marketing plan for a company of their choice.

BUS 540 Accounting Issues (3)

This course is designed to study current topics of interest in the accounting field as they apply to profit and non-profit organizations. This course is for the student who will use accounting information in making business-based decisions. Financial statement implication of business decisions will be emphasized.

BUS 550 Issues in Financial Management (3)

A study of finance including budgeting and capital structures. Interpretation of financial data used to make financial decisions will be emphasized. Financial theory will be applied to profit and non-profit organizations in areas such as bond financing and asset management.

BUS 560 Global Issues (3)

A study of current issues in global management, drawing together trade, marketing, operations management, policy, ethics, and other factors reacting to the changing global environment in which today's managers must cooperate. Activities in the class will include case studies, role-plays, discussions, Internet-based assignments, written assignments, and a final team project.

BUS 565 Sport Law (3)

This course is designed to provide the students with legal concepts and issues within the world of sport. Topics will include negligence liability; control of amateur, professional and school sport; violence/crowd control; product liability; risk management; and other selected current issues.

BUS 566 International Sport (3)

This course will be an in-depth study of the nature and scope of sport from a global perspective. Content focuses on the rise and impact of sport not only in the United States but around the world.

BUS 567 Governance in Sport (3)

This course will include a rigorous study of the nature and scope of governance and the major guidelines of the main sports such as football, basketball, baseball, hockey, Olympics, and intercollegiate athletics.

BUS 575 Organizational Systems and Strategy Development (3)

A study of organizational theory and its relationship to modern organizations. Students will develop an understanding of organizations as dynamic evolving systems through review and analysis of the literature, case studies, class discussions, and an integrated group project that examines and analyzes an organization.

BUS 576 Readings in Leadership (3)

A study and review of applied leadership concepts from a global perspective. (The evolution of management emphasized in pivotal writing in the field.) This course integrates ideas with established research in comparing how leaders function over time, across cultures, and in various types of institutions.

BUS 577 Case Studies in Leadership (3)

A study of the structure and development of applied leadership skills. Issues within leadership will be examined including managing cultural diversity, team building, project management, role and responsibilities of the leaders, theories, the leader/follower relationship, stress management, problem solving, and human behavior concepts.

BUS 580 Political, Social, and Ethical Issues in Business (3)

A broad knowledge of current political, social, and ethical issues is critically important to leaders in all fields. This course will explore the most important of these in order to develop an appropriate sensitivity among potential organizational leaders with intensive case study and group interaction to develop a sense of ethical behavior appropriate to the modern organizational leader.

BUS 591 Internship

Students who are not currently employed in a business environment may be placed in a local business for practical, hands-on application of course material.

BUS 599 Independent Study (3)

This course is designed for the student coming into the program with a particularly strong background in one of the required course areas. Upon application by the student and approval by the MBA Program Director, an independent study course may be designed by the student in cooperation with a specific faculty member to substitute for the course in which the student is particularly proficient.

EDUC 501 Philosophy of Education (3)

This course is designed to provide graduate students with a framework for examining the development of educational philosophies aligned with societal events from the end of the Common School Movement to the current times. Graduate students will determine how societal events will and have impacted the American public school system. Activities in this course will assist graduate students with research skills, academic writing, critical thinking, and the analysis of complex issues facing the American public school system. Offered: Fall.

EDUC 502 Advanced Educational Psychology (3)

Students will learn contemporary behavior, cognitive, motivational, and developmental theories that describe the characteristics and processes of learning. Course content focuses on the impact of socio-cultural context, diverse learning styles and needs, and assessment on student learning. Class activities and assignments will help students connect human learning in various contexts. Offered: Fall, Summer.

EDUC 503 Teacher Leadership (3)

Students will learn methods and procedures of teacher leadership. Students will learn about the contemporary context of teacher leadership and will become familiar with designing professional development activities and events for teachers. Students will learn to use data collection, analysis, and interpretation techniques to understand concepts such as group dynamics, individual skills, organizational development, and school leadership dynamics. Offered: Spring, Summer.

EDUC 504 Contemporary Instructional Perspectives (3)

Rationales, theoretical bases, components for implementation, and potential applications for a variety of instructional approaches will be identified and examined. Models of teaching, teacher effectiveness, research findings, and reflective practices will be emphasized. Offered: Fall, Summer

EDUC 505 Instructional Strategies for Engaged Learning (3)

The focus of this course is identifying and exploring research-based strategies and methods to enhance and engage learning. Students will design developmentally appropriate instructional materials and lesson applying various strategies and methods to differentiate instruction, activities, and assessments. Offered: Spring, Summer.

EDUC 510 Inquiry Methodology (3)

This course is the study of inquiry methods appropriate to the development of understanding education research and theory. It is designed to engage graduate candidates in the process of developing a research topic and questions, literature review, problem and purpose statements, and research design for the Master's Project. Students will also be introduced to data analysis and interpretation, and the Human Subjects process through the Institutional Research Board (IRB). This is the last course of the MAE foundation courses to complete before enrolling in EDUC 590 Master's Project. Offered: Fall, Summer.

EDUC 512 Reading and Writing in the Content Areas (3)

Using the Common Core Standards in Reading/English as a focus, the course highlights the principles, techniques, strategies and the resources which aid teachers in developing and strengthening students' reading and writing ability within school content areas. Focus on comprehension through attention to textbooks and their organizations, readability, student interests, schema theory and cultural factors. The five components of the language arts will also be addressed. 10 clinical field hours to be completed with children in grades PK-3, or 4-9, or 7-12. Offered: Fall, Summer.

EDUC 520 Theory and Research in Reading and Literacy (3)

This course examines seminal research of reading, writing, and literacy development. Various approaches to the foundation of reading and writing will be examined and explored. Pre-requisite: completion of the 12 hour reading core which includes a three-hour course in Phonics. Offered: Fall, Summer.

EDUC 521 Multicultural Literature in P-12 Classrooms (3)

This course is designed to engage students in the use of quality multicultural literature books across the grade levels and the content areas based on the Common Core Standards. Offered: Spring, Summer.

EDUC 522 Clinical Practicum in Reading (3)

The candidates will work with primary, middle or high school students diagnosing, prescribing, and implementing a reading plan for improvement to all learners (culturally diverse, English Language Learners, the exceptional student (dyslexia, gifted, learning disabilities, etc). The candidates will demonstrate competency in teaching reading and writing, assessment and intervention, examining and evaluating the school's reading plan, developing partnerships with parents, administrators, teachers, and identifying and designing professional development in support of the school's reading initiative. Pre-requisites: EDUC 520, 521, 546, and 521.

80 clinical field hours. Offered: Fall, Spring, & Summer.

EDUC 546 Reading Diagnosis and Remediation (3)

The study of appropriate reading and writing diagnostic and remedial procedures for assessing strengths and weaknesses in young learners are included. The use of the results of these procedures to create appropriate teaching strategies is address. Students will have the opportunity to develop and implement diagnostic and remedial strategies for students with dyslexia. This course is part of the required 12 hours reading core. 10 clinical field hours. Offered: Spring.

EDUC 590 Master's Project (3)

A culminating project where the student designs, implements, evaluates, and reports on a curricular or instructional project in his/her classroom or for the school district is required. This project must have a direct application to the professional practice of the student. Prerequisite: completion of 27 semester hours including EDUC 510 Inquiry Methodology. Offered: Fall, Spring, Summer.

EDUC 558 Education of Diverse and Exceptional Learners (3)

Students will learn how diversity and exceptionality impact learning, behavior, and educational needs. The course will include information about the laws associated with special education, educating exceptional children with a wide range of disabilities, diverse learning needs, and specialized abilities. Students will explore related services, adaptive technology, and curricular implications involved in educating exceptional learners cultural, societal, and family structures of exceptional learners will be examined. Offered: Fall, Summer.

EDUC 578 Internship in Adolescent and Young Adult (6)

An intensive 15 weeks, clinical experience for licensure. Offered: Fall, Spring.

EDUC 508 Phonics and Structure of Language (3)

Students will learn the association of speech sounds (phonemes) with printed symbols (graphemes) as a major word identification strategy with emphasis on the role of phonics in emergent literacy. The nature of the English language and its orthography will be explored. The positive impact of cultural, linguistic, and ethnic diversity of language and its interrelationship to literacy acquisition will be addressed Linguistic, cognitive, psychological, and curricular perspectives of literacy acquisition and development will be explored. Offered: Summer.

EDUC 601 Philosophy, Foundations, and History of Special Education (3)

The focus of this course is the cultural, historical, and philosophical framework of special education. Offered: Spring, Summer.

EDUC 602 Principles of Sport Coaching and Leadership (3)

This course refines and builds upon students' coaching skills and leadership capacities in sport. Sport coaching is surveyed from philosophical and pedagogical perspectives while considering tactics and strategies, player development, and peak performance training theory. The functional role of the coach as an administrator is addressed from a variety of perspectives. Leadership in sport is examined through a social justice / transformative lens by considering expert cases, i.e.: biographical studies of those that have made the world more peaceful and just through their work as leaders in sport. This course is required for candidates pursuing the Sport Coaching concentration. Offered: Fall.

EDUC 605 Instructional Strategies: K-12 Mild/Moderate Educational Needs (3)

The focus of this course is meeting the instructional needs of learners in grades K-12 with mild to moderate disabilities. Skills will focus on the design, implementation, and assessment of educational interventions in the areas of language, math, science, social studies, art, and movement that are age and ability appropriate. A 40-hour field experience in a K-12 setting is required. Prerequisites: EDUC 502, 558 and 601. Offered: Fall, Spring.

EDUC 606 Learning Environments and Social Interactions (3)

The focus of this course is basic classroom management theories and strategies for students with mild and moderate disabilities, effective management of teaching and learning, and social skill development. Prerequisites: EDUC 558 and 601. Offered: Fall.

EDUC 607 Educational Assessment and Planning (3)

The focus of this advanced methods course is assessment and the development of academic and social planning for the learning of students with mild/moderate disabilities. 60 hours of field experience required. Prerequisites: EDUC 502 and 605. Offered: Fall, Spring.

EDUC 612 Communication and Language and Reading for Diverse Populations (3)

The focus of this course is speech and language acquisition for the typically and atypically developing child. An overview of various disorders and their effects on receptive and expressive language and learning will be part of this course. Skills will focus on the use of assistive and augmentative communication strategies, strategies to enhance and support communication skills of individuals with mild/moderate disabilities, and best practices in language use and acquisition. A 20-hour field experience is required. Prerequisites: EDUC 558. Offered: Spring.

EDUC 630 Sports Psychology (3)

This course is an overview of current research and theory on the use of psychological skills for peak performance and overall athlete and coach well-being. Content covers the broad range of contemporary sport psychology sub-themes including counseling, mental imagery, positive self-talk, goal setting, team dynamics, developmental concerns, athlete and coach burnout, and mental preparation for optimal performance. Offered: Fall, Summer.

EDUC 631 Student Athlete Development (3)

The course examines the role of sport as a vehicle for athlete development, from physical, cognitive, and affective domains. Students then examine specific issues related to sport including health/nutrition, personal responsibility, positive learning environments, and teaching strategies for optimal athlete learning. This course aims to provide a framework of professional development from a theoretical and research standpoint.

EDUC 632 Physical Aspects of Coaching (3)

This course is an overview of the scientific principles of anatomy, physiology, sports medicine, and biomechanics as a foundation for students seeking professional development in sport coaching. Specific topics will include skeletal and muscular systems, injury treatment and prevention, biological systems in relation to sport and physical activity, nutritional factors, use of PEDs, and physical growth and motor development. Application of course content in a physical setting will allow students to gain a maximal understanding of skills, tactics, and strategies required for a successful coach. This course is required for candidates pursuing the Sport Coaching concentration. *Offered Spring.*

EDUC 633 Family and Community Partnerships (3)

The focus of this course is the understanding of the family and community as partners with the schools in the education of students with mild and moderate disabilities. Prerequisites: EDUC 601. Offered: Fall, Summer

*Elective Courses***EDUC 507 Data Driven Assessment: Improving Learning (3)**

This course is designed to help students learn about how to gather data in their classrooms, align their data collection with the academic standards, organize data for analysis, and apply results to teaching practices. Since research has clearly shown that schools and classrooms that consistently use data to inform instructional practice have higher student achievement, the activities in this course should help teachers improve their practice and student learning. Offered: Summer

EDUC 545 Special Topics

Topics of special interest, although frequently presented in a manner comparable to regularly listed courses, will contain subject matter of a more timely nature. Special topics are usually designated by the faculty member and are listed with the other courses in the schedule (e.g. Educational Measurement, Sociology of Education etc.).

EDUC 549 Independent Study

An individual may investigate an area not contained in existing courses or investigate an area in greater depth than is possible in existing courses. Students must identify a professor to help guide them in their efforts. Approval from the Graduate Program Director of Master of Arts Education is required.

EDUC 636 Reading and Emergent Literacy (4)

The focus of this course is the study of the association of speech sounds (phonemes) with printed symbols (graphemes) as a major word identification strategy with emphasis on the role of phonics in emergent literacy. A study of the impact of the diversity of language in the home is addressed. Reading acquisition and development from linguistic, cognitive, psychological, and curricular perspectives, and developmentally appropriate activities involving literature, patterns, games, and writing to foster literacy development are explored.