

- KSPE 7140 Physical Education for Teachers** 3-0-3  
Growth and developmental patterns of children and development of physical education programs and activities for students in grades pre-kindergarten through grade eight. Integration of the physical education program with the total school curriculum and other school programs is discussed. The course is open to all College of Educations majors eligible for graduate-level coursework.
- KSPE 7160 Human Kinetics** 4-4-6  
The scientific study of human motion as applied to physical activity, fitness, and human performance. Designed to help the master teacher of physical education develop, advocate, and promote knowledge as it relates to the enhancement of human movement and lifetime activity participation.
- KSPE 7170 Foundations of Physical Education** 6-0-6  
Foundations of innovative physical education programs that promote physical activity, fitness, and wellness for a lifetime through positive modeling. Designed to aid the master teacher of physical education in promotion of quality student lifestyles through knowledge and application utilizing historical perspectives, diversity, and technology.
- KSPE 7200 Contemporary Issues in Health and Physical Education** 3-0-3  
An exhaustive inquiry and discussion of contemporary personal, public health, and physical education issues at the local, national, and international levels with special emphasis on the effects of these issues on health and physical education.
- KSPE 7230 Psychology of Sport** 3-0-3  
The relationship between sport and pertinent psychological principles is investigated. In-depth analysis of research in the area is also undertaken.
- KSPE 7250 Ethics in Sports** 3-0-3  
An investigation of the ethical issues involved in sports and society. This investigation will proceed by applying philosophical techniques in ethical problem-solving. The course will consider what these problems are, how they arise, and possibilities for how they may be solved.
- KSPE 7260 Professional Practices** 6-0-6  
An instructional unit encompassing the dynamics impacting the professional growth and development of the physical education master teacher. Interrelationships within teaching and coaching practices are investigated.
- KSPE 7300 Special Topics in Physical Education** 1-0-1 to 6-0-6  
**Prerequisite: Permission of the instructor.** Permits the development of special topics or issues in the areas of health, physical education, health education, health fitness, and sports medicine.
- KSPE 7400 Directed Study in Health Sciences and Physical Education** 1-0-1 to 6-0-6  
**Prerequisite: Approval of Area Coordinator, Graduate Coordinator, and Department Head.** Development and in-depth study of an approved topic of interest pertinent to the fields of health sciences and physical education.
- KSPE 7900 Internship** 1-0-1 to 6-0-6  
**Prerequisite: Approval of advisor, Program Coordinator, Graduate Coordinator, and Department Head.** Provides the students with an opportunity to apply what they have learned in the classroom to actual working situations, as well as learn from professionals with whom they will work in the field.
- KSPE 7910 Capstone Seminar in Physical Education** 2-0-2  
**Prerequisite: Student must be enrolled for the final semester of the program of study.** Reflection and discussion of professional practices relative to the program of study. Presentation and defense of professional electronic portfolio.

- KSPE 8100 Studying Sports Coaching** 2-2-3  
 Foundations required to examine and establish innovative coaching programs and to study the literature of coaching. This course develops an in-depth understanding of coaching in education and promotes quality lifestyles of athletes through evidence-based knowledge and application. The course provides the opportunity to reflect on and develop the students' knowledge and understanding of coaching, of self, and of athletes.
- KSPE 8200 Coaching Sciences** 2-2-3  
 Essential information required of a prudent coach in order to recognize, assess, and respond to athletic emergencies. The course will allow coaches to develop appropriate methods of conditioning to promote safe and effective practices.
- KSPE 8300 Applied Sports Science** 2-2-3  
 An interdisciplinary approach, applying sports psychology, exercise physiology, nutrition, and aspects of biomechanics, motor, development, and sports management to performance coaching. A particular emphasis of the course will be placed on underpinnings sports psychology and social psychology related to sports management. This course will encourage approaching problems from creative perspectives.
- KSPE 8400 Workplace Coaching Analysis and Evaluation** 8-8-4  
 Development and analysis of coaching practices in the workplace. This course will facilitate the improvement of methods of practice and the generation of original solutions to coaching problems, through reflection, synthesis, and the application of evidence-based strategies to a range of complex issues in coaching. Focus is on designing and implementing training and practice programs to promote safe and effective development of athletes.
- KSPE 8500 Coaching Pedagogy Research Methods** 2-2-3  
 A study of the required information to produce publishable research, critique literature, develop research methods, and design and perform analyses of information collected through various scientific methods. The course will allow coaches to develop appropriate methods to reflect on, defend, and amend their styles of instruction.
- KSPE 8600 Professional Coaching Development** 2-2-3  
 A critique of coaching behaviors; the standards of professional coaching; current coaching issues dealing with diversity, Title IX, and legal, ethical, and moral responsibilities. Coaches will create an athlete-centered sports system while applying a variety of effective coaching methods to develop athletic performance.
- KSPE 8700 Communication Skills for Coaches** 2-2-3  
 Strategies and languages designed to establish and maintain good relations of coaches with players, assistant coaches, and parents. Coaches will understand a variety of coaching styles, effective recruiting strategies, and how to utilize constructive criticism, listening skills, questioning techniques, and evaluation procedures.
- KSPE 8800 Coaching Pedagogy: Action Research** 2-2-3  
 Action research focused on efforts to improve the quality and organization of coaching performance. It typically is designed and conducted by practitioners who use assessments and then analyze the data to improve their own practice.
- KSPE 8900 Professional Seminar in Coaching Pedagogy** 2-0-2  
**Prerequisites: Minimum GPA of 3.0 and enrollment in the final semester of the program of study.** A capstone experience culminating with reflective practice upon the program of study. This course provides students with the opportunity to review and reflect on their individual program of study and how it will impact their performance in their chosen. The capstone course will prepare students for the final defense of their program of study.

## LEAD: EDUCATIONAL LEADERSHIP

- LEAD 7010 Ethics and Issues in Educational Leadership** 3-0-3  
A study with emphasis on its application to contemporary issues in the field of educational leadership.
- LEAD 7020 Developing Leadership Capacity in Schools and Communities** 3-0-3  
An examination of the knowledge and skills necessary to increase leadership capacity in schools at all levels and into the extended community. The course addresses the need for developing individual and organizational capacity and the impact of increased leadership capacity on school performance. The student is provided information focusing on leadership practices with increased performance potential.
- LEAD 7100 Educational Leadership** 3-0-3  
An examination of the application of the processes of interpersonal relations and effective leadership and their relationship to successful school programs.
- LEAD 7110 Inquiry-based Approaches to Curriculum Development, Revision, and Instructional Improvement** 3-0-3  
An examination of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems. Existing research in the area of curriculum and instruction pertinent to educational leaders is critiqued. Emphasis is on curriculum and instruction foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels.
- LEAD 7120 Instructional Leadership and Supervisory Practices for Improved Teaching and Learning** 3-0-3  
An examination of the knowledge and the development of the skills necessary for the effective supervision of instructional programs. A variety of supervisory models will be employed. Knowledge of learning, teaching, and student development will be stressed as a basis for making supervisory decisions.
- LEAD 7130 Technology Leadership for School Improvement** 3 hours credit  
Instruction and supervised practice leading to educational leadership candidates' application of technology skills designed to foster school improvement and student achievement.
- LEAD 7200 Principles of Curriculum and Instruction for Educational Leaders** 3-0-3  
An examination of curriculum development and contemporary changes as they relate to social aims, learner characteristics, and social problems. Existing research in the area of curriculum and instruction pertinent to educational leaders is critiqued. Emphasis is on curriculum and instruction foundations, design, basic concepts, theory, and trends of curriculum from early childhood through secondary levels.
- LEAD 7210 Ethics and Laws** 1-0-1  
Review of the major statutes and litigation affecting educational and educational-related areas as well as ethical decision-making practices. Emphasis is on information about professional ethics and behavior appropriate to educational and educationally-related settings.
- LEAD 7220 Human Resources Leadership for School Improvement** 3-0-3  
An examination of the recruitment, selection, and induction of new employees; faculty development and evaluation; laws relating to employment practices; interpersonal skills involved in student, staff, and community relationships; role definitions of personnel supervision; and administration of school personnel policies and practices.
- LEAD 7230 School and System Fiscal Management and Budgeting** 3-0-3  
A study of the business and financial functions involved in managing schools, to include staffing, salary, scheduling, inventories, accounting procedures, and facilities. Development, implementation, and evaluation of financial resources and allocation systems will be examined.

- LEAD 7300 Fiscal and Facilities Management for Educational Leaders** 3-0-3  
 Content covers the area of financing of school corporations in the current economic and political setting, with emphasis on interrelationships of educational, economic, and political decisions. Applications of school business management practices to support such services as transportation, food service, plant services are analyzed.
- LEAD 7310 Leadership for Community and Public Relations** 3-0-3  
 An examination of school-community media relationships and techniques of communication employed between the school and the community at large. Typical situations in which conflict is present in education and educationally-related settings are analyzed, with a focus on conflict management skill acquisition.
- LEAD 7400 Legal Issues for Educational Leaders** 3-0-3  
 An overview of the legal structure of education, liability, constitutional rights, contractual relationships, federal and state regulations, collective action, and special education rules and regulations is provided. Historical perspective in law and education with in-depth review of case law, showing the evolution of courts as educational policy makers.
- LEAD 7420 Ethical and Legal Issues for Leadership** 3-0-3  
 An overview of the legal structure of education, including liability, constitutional rights, contractual relationships, federal and state regulations, collective actions, and special education rules and policies. Case law and the evolution of the courts as educational policy makers are examined.
- LEAD 7500 Human Resource Management and Development** 3-0-3  
 Examination of the recruitment, selection, and induction of new employees; faculty development and evaluation; laws relating to employment practices; and interpersonal skills involved in student, staff, and community relationships.
- LEAD 7650 Leadership Issues in Higher Education** 3-0-3  
 The processes of effective leadership and their relationship to the success of educational and educationally-related programs at the community level will be analyzed. Organization and administration of relevant settings with a focus on the competencies necessary for leadership and management at the community level.
- LEAD 7700 Supervision of Instructional Programs** 3-0-3  
 Study of the knowledge and skills necessary for the effective and efficient supervision of instructional programs. A variety of supervisory models will be employed. Knowledge of learning, teaching, and student development will be stressed as a basis for making supervisory decisions.
- LEAD 7800 Organization and Governance of Higher Education** 3-0-3  
 An introduction to the organization of postsecondary institutions, the governance of these institutions, and the day-to-day as well as the long term administration of such institutions. This course is appropriate for those who are now or will be working in post secondary education at any level as it offers explanation and increased understanding of the organizational dynamics of institutions of higher education.
- LEAD 7810 Finance and Budgeting in Higher Education** 3-0-3  
 This course considers all sources of financing in higher education, the types and sources of student financial aid, budgeting, and cost effectiveness analysis. In addition, the articulation of each of these issues with the institution's mission and goals is a major thrust of the course.
- LEAD 7820 Assessment and Evaluation in Higher Education** 3-0-3  
 An introduction to the concept of institutional effectiveness which focuses on an institution's ability to use planning strategies and evaluation information to assess current performance and plan for improvements. The design and appropriate implementation of assessment and evaluation methods as they relate to addressing various accreditation standards will be examined. Examples of how to develop a comprehensive system of evaluation related to missions and goals will be described for academic and non-academic support units.

- LEAD 7830 Law and Policy in Higher Education** 3-0-3  
 This course is intended to familiarize students with statutory and case law that has implications for higher education administrators and policy makers with particular emphasis on such areas as employment, including affirmative action, dismissal, contracts, civil rights, due process, and student rights.
- LEAD 7840 History and Philosophy of Higher Education** 3-0-3  
 A study of the history and philosophy of higher education and student affairs. Students will be introduced to the environments, institutions, and individuals that shaped higher education in the United States. Readings and course activities relate historical record and perspective to contemporary policy and practice.
- LEAD 7850 Ethics and Standards in Higher Education** 3-0-3  
 The definition and concept of ethics; important ethical thinkers through a historical and ideation methodology; theoretical application and analysis of different ethical codes in higher education. Students study and submit appropriate codes of ethics for their specific disciplines within higher education.
- LEAD 7880 Counseling in Student Affairs** 3-0-3  
 Experiences in helping skills and intervention techniques, skills in designating and implementing individual and group interventions, and skills in developing mentoring relationships. Emphasis is placed on basic counseling skills and techniques for work in student affairs settings.
- LEAD 7890 Technology in Student Affair** 3-0-3  
 Technology-based projects and strategies to support teaching and working with diverse learners. Class activities will enhance learning concerning ever-changing culture and inclusion. Use of the Internet and print resources will enable the students to participate in analysis and critique of different management and planning strategies.
- LEAD 7900 Internship in Educational Leadership I** 3 hours credit  
**Prerequisite: Consent of instructor.** A supervised field experience designed for the student to acquire and demonstrate appropriate educational leadership, administrative, and instructional supervision competencies.
- LEAD 7910 Internship in Educational Leadership II** 3 hours credit  
 A supervised field experience designed for the student to acquire and demonstrate appropriate educational leadership, administrative, and instructional supervision competencies.
- LEAD 7920/7930 Leadership Field Experiences I & II** 3-0-3 each  
 A supervised field experience designed for the candidate to acquire appropriate educational leadership, administrative, and instructional supervision competencies.
- LEAD 7921 Internship Preparation in Higher Education Leadership** 3 hours credit  
**Prerequisite: Permission of advisor.** A supervised internship relevant to the student's program in postsecondary leadership is provided. This field experience is focused on acquiring first-hand knowledge of appropriate leadership, administrative, and management competencies at the postsecondary level.
- LEAD 7922 Internship in Higher Education Leadership** 3 hours credit  
**Prerequisite: LEAD 7921 and permission of advisor.** A supervised internship relevant to the student's program in postsecondary leadership is provided. This field experience is focused on developing appropriate leadership, administrative, and management competencies at the postsecondary level.
- LEAD 7999 Thesis in Educational Leadership** 1-3 hours credit  
**Prerequisite: Admission to the M.Ed. program in educational leadership or permission of advisor.** Completion of an original research project in a student's major area, under the direction of a department thesis committee. May be repeated for up to 3 hours credit.

- LEAD 8030 School Culture, Change, and Organizational Dynamics** 3-0-3  
 A study of organizational culture and its impact on individual and organization performance. Topics include the need for change, the change process, and how organizational structure impacts performance. Students will explore the dynamics within organizations and how schools may create high-performing cultures.
- LEAD 8140 Leadership for Creating an Effective Learning Environment** 3-0-3  
 Instruction and supervised practice leading to the candidate's demonstration of the knowledge and skills necessary to create a teaching and learning environment for successful student achievement and school improvement.
- LEAD 8200 School Reform and Change** 3-0-3  
 Effective strategies and tactics for changing schools, varieties of school restructuring, and the individual and organization dynamics involved in change will be presented. Change and change strategies in formal and informal organizations are foci. Students will develop change strategies and apply them to selected situations.
- LEAD 8230 Financing and Managing Educational Facilities** 3-0-3  
 An examination of the relationship between educational facilities and an appropriate learning environment. The course addresses the role of educational leaders in planning, financing, constructing, modifying, renovating, maintaining, and managing educational facilities. The course includes supervised performance-based field experiences.
- LEAD 8240 Managing Resources for School Improvement** 3-0-3  
 An examination of human and fiscal resource management functions necessary for developing successful schools. Procurement, development, evaluation of human resources, evaluation of fiscal resources, and allocation systems will be examined. The course includes supervised performance-based field experiences.
- LEAD 8300 Social Context of Educational Leadership** 3-0-3  
 A retrospective contemporary and prospective examination of the social, cultural, political, and philosophical contexts from which the current issues that affect schools and schooling have evolved.
- LEAD 8400 Organizational Theory for Educational Leaders** 3-0-3  
 A critical analysis of the theoretical assertions and empirical knowledge claims that have led to the dominant structures, power relationships, and performance expectations of American schools..
- LEAD 8510 Building Leadership for the 21st Century** 3-0-3  
 An examination of the major functions of building-level leadership including instructional leadership, instructional supervision, resource management, personnel development and evaluation, professional development, and school and community relations. The course includes supervised performance-based field experiences.
- LEAD 8520 Executive Leadership for the 21st Century** 3-0-3  
 An examination of the executive leadership position in local school systems. This course includes preparation for becoming an executive leader; planning and decision making; financial issues; employment processes; and working with school boards, staff, and community leadership. The course includes supervised performance-based field experiences.
- LEAD 8610 School, Community, and Media Relations for Educational Leaders** 3-0-3  
 This course examines school-community-media relationships and techniques of communication employed between the school and a variety of public groups. Typical situations in which conflict is present in educational and educationally-related settings are analyzed, with a focus on conflict management skill acquisition.

- LEAD 8620 Leading a Professional Learning Community** 3-0-3  
 Instruction and supervised practice leading to the candidate’s demonstration of the knowledge, skills, and practice necessary for developing and leading staff to create a teaching and learning environment for successful student achievement and school improvement. The course includes supervised performance-based field experiences.
- LEAD 8630 Coaching and Mentoring For High-performing Schools** 3-0-3  
 A study of the knowledge and skills necessary to practice coaching and mentoring for high-performing schools. The course will increase student awareness and knowledge of the impact of coaching and mentoring on individual and organization performance. It also addresses organizational culture and the impact culture has on performance. The course includes supervised performance-based field experiences.
- LEAD 8650 Personnel Issues and Considerations** 3-0-3  
 Role definitions of personnel supervision, analysis of role conflict, needs assessments, observation and diagnosis of teacher classroom performance, writing remedial plans, conducting post observation conferences, and evaluating performance will be discussed. Administration of school personnel policies and practices relating to professional staff, supporting staff, and students will be analyzed.
- LEAD 8660 Business and Finance** 3-0-3  
 This course conveys the business and financial functions involved in managing schools, such as staffing, salary, scheduling, inventories, and accounting procedures. Development, implementation, and evaluation of financial resource and allocation systems will be examined.
- LEAD 8710 Directed Study in Educational Leadership** 1 to 3 hours credit  
 An intensive study in the student’s field of specialization to meet individual needs and interests. No more than two directed study courses may be used in a program of study.
- LEAD 8900 Internship and Field-based Research I** 3 hours credit  
 A supervised application of leadership competencies to the resolution of problems in an educational setting.
- LEAD 8910 Internship and Field-based Research II** 3 hours credit  
**Prerequisite: LEAD 8900.** A supervised capstone field-based project involving school improvement.
- LEAD 8920 Advanced Leadership Field-Based Experiences I** 6-0-6  
**Graded “Satisfactory” or “Unsatisfactory.”** A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school or district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel.
- LEAD 8930 Advanced Leadership Field-Based Experiences II** 6-0-6  
**Graded “Satisfactory” or “Unsatisfactory.”** A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school or district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel.
- LEAD 8940 Advanced Leadership Field-Based Experiences III** 6-0-6  
**Graded “Satisfactory” or “Unsatisfactory.”** A supervised residency that provides significant opportunities for the leadership candidate to synthesize and apply the knowledge and develop and practice the skills necessary to lead a school or district. The candidate performs substantial, sustained, standards-based work in real settings, planned and guided cooperatively by faculty supervisors and school district personnel.

- LEAD 8950 Advanced Leadership Field-Based Experiences IV** 3-0-3 or 6-0-6  
**Graded “Satisfactory” or “Unsatisfactory.”** A supervised application of leadership competencies to the resolution of problems in an educational setting. This course is designed for candidates adding either building-level or system-level leadership to an existing performance-based leadership certificate. Course may be repeated for credit.
- LEAD 9000 Special Topics in Educational Leadership** 3 hours credit  
 Advanced study focusing on public school improvement and or the improvements of school leaders through student-designed projects, research, or practica that address the program’s conceptual framework.
- LEAD 9010 Instructional Leadership for School Administrators** 3-0-3  
 Focus on the theoretical and practical knowledge base in educational leadership and the skills and processes needed for school improvement. Emphasis will be placed on leadership for instruction and learning to meet the needs of a diverse community of learners.
- LEAD 9020 Planning for Instructional Leaders** 3-0-3  
 Theoretical and practical aspects of change, with emphasis on the knowledge and skills to plan for change in an efficient, effective, and systematic fashion for instructional improvement in schools.
- LEAD 9030 Leadership Problems: Interdisciplinary Analysis** 3-0-3  
 The focus of this course is on the application of interdisciplinary analysis and leadership skills to the resolution of educational problems and issues.
- LEAD 9040 School Organizational and Cultural Studies** 3-0-3  
 Simulation and field practice in developing and implementing educational research on the effects of school organization and culture.
- LEAD 9900 Special Topics in Leadership** 3-0-3  
 Advanced study of specific contemporary issues in leadership. May be repeated under different topics.
- LEAD 9999 Dissertation in Leadership** 1 to 3 hours credit  
 Investigation and completion of a field-based project on an leadership or leadership-related issue. Development and defense of the dissertation proposal and the dissertation. The course must be taken each fall and spring semester until the dissertation is completed. The number of hours must be approved by the dissertation chair. A minimum of 9 hours must be taken.

### MACC: Master of Accountancy

- MACC 7100 Financial Accounting Theory** 3-0-3  
**Prerequisite: ACCT 3202 with a grade of “C” or better.** A critical review, analysis, and evaluation of current accounting thought relating to the nature, measurement, and reporting of business income and financial position.
- MACC 7220 Advanced Accounting** 3-0-3  
**Prerequisite: ACCT 3202 and ACCT 3203, or equivalent courses, with grades of “C” or better in each course.** A study of concepts and techniques related to the preparation of consolidated financial statements and an introduction to partnership accounting.
- MACC 7350 Accounting in a Global Financial Community** 3-0-3  
**Prerequisite: ACCT 3202 and ACCT 3203, or equivalent courses, with grades of “C” or better in each course.** An exploration of international accounting. The course covers technical accounting issues as well as well as other global business topics.

- MACC 7390 Governmental and Not-For-Profit Accounting** 3-0-3  
**Prerequisite:** ACCT 3201 or equivalent course with a grade of “C” or better. The accounting and financial reporting used by state and local governments and not-for-profit entities.
- MACC 7400 Fraudulent Financial Reporting** 3-0-3  
 A foundation for analyzing and evaluating fraudulent financial statements. Topics include the importance of producing reliable financial information, the effects of fraudulent financial reporting, symptoms and schemes of modern corporate fraud, and the roles of the major corporate governance players (e.g., board of directors) in preventing and detecting fraudulent financial reporting.
- MACC 7410 Advanced Accounting Information Systems** 3-0-3  
**Prerequisite:** ACCT 4410, or equivalent courses, with a grade of “C” or better. A critical review of transaction cycles, internal controls, and computer technologies that builds on knowledge developed in the undergraduate accounting information course. The advanced course includes modeling and diagramming the transaction cycles, with a focus on systems documentation and REA (resources, events, agents) modeling in a database environment. Additional coverage includes the systems development life cycle and current computer technologies.
- MACC 7453 Estate Tax, Trusts, and Wealth Transfer** 3-0-3  
**Prerequisite:** ACCT 4500 or equivalent course with a grade of “C” or better. A study of methods used to transfer wealth while living and after death in a tax effective manner. Topics include estate planning, gifting, and the use of trusts to achieve wealth transfer efficiently.
- MACC 7500 Tax Research** 3-0-3  
**Prerequisite:** ACCT 4500 or equivalent course with a grade of “C” or better. A study of methods used for researching federal tax questions. Topics include tax research methodology, primary sources of law, secondary sources of law, the judicial system, and tax practice. Students will use electronic databases and other resources to research fact patterns and present their findings to the class.
- MACC 7510 Corporate and Partnership Taxation** 3-0-3  
**Prerequisite:** ACCT 4500 with a grade of “C” or better. An introduction to the tax aspects of corporations and partnerships. This course emphasizes the history, status, and prospects of tax law as it pertains to the corporate and partnership forms of business.
- MACC 7800 Advanced Auditing** 3-0-3  
**Prerequisites:** ACCT 3202 and ACCT 4800 or equivalent courses, each with a grade of “C” or better. A study of the concepts and techniques used by the independent accountant in the audit of financial statements within the framework of generally accepted auditing standards.
- MACC 7980 Accounting Internship** 3 hours credit  
**Prerequisite:** Approval of the Department Head. Graded “Satisfactory” or “Unsatisfactory.” The application of academic accounting skills and values in an employment situation. The student is required to complete a written project that has been approved by the faculty supervisor and the employer.
- MACC 7990 Special Topics in Accounting** 3-0-3  
 A study of current issues and concepts in accounting. Students will use electronic databases and other resources to research topics and present their findings to the class. Guest speakers and field trips may be part of the course. With department head approval, this course may be taken more than once if topics are substantially different.

## MATH: MATHEMATICS

- MATH 5010 History of Mathematics** 3-0-3  
**Prerequisite:** MATH 2261. A study of the development of mathematics from primitive times to the twentieth century; including numeral systems, arithmetical methods, origins of algebra, geometry, trigonometry, analytic geometry, calculus; and selected topics from modern mathematics.
- MATH 5040 Set Theory** 3-0-3  
**Prerequisite:** MATH 2262. Propositional and predicate logic; mathematical induction. Logic and structure of sets as related to mathematical proof. Relations, and cardinality.
- MATH 5080 Algebraic Structures** 3-0-3  
**Prerequisite:** MATH 3040/5040. An examination of the structural foundations of the secondary school algebra curriculum. Topics include rings, integral domains, groups (including groups of transformations) and polynomials. Emphasis on development of students' deductive reasoning and proof techniques.
- MATH 5140 Mathematics for Special Education Teachers** 3-0-3  
**Prerequisite:** MATH 1111. Fundamental mathematical concepts beginning with prenumber notions and then extending to number concepts, numeration systems, and computational algorithms for whole and rational numbers; geometry and measurement, and the role of technology in mathematics instruction.
- MATH 5161 Mathematics for Early Childhood Teachers I** 3-0-3  
**Prerequisite:** Grade of "C" or higher in either MATH 1101 or MATH 1111 and admission to the Teacher Education Program of the College of Education, or permission of instructor. An in-depth study of the concepts and processes underlying the P-5 school mathematics curriculum, with special emphasis on numeration, number systems, estimation, algebraic thinking, and computational algorithms. Problem solving and historical context serve as unifying strands.
- MATH 5163 Numbers and Operations for P-5 Teachers** 3-0-3  
**Prerequisite:** P-5 Teaching Certificate. Students who have already taken MATH 2160, MATH 3161, Math 4161, or MATH 6161 may not receive credit for this course. Major concepts and techniques of numbers and operations in mathematics for P-5 teachers. The course includes multiple strategies, including the use of a variety of manipulatives, to address various learning styles and multiple intelligences as well as a range of assessment techniques for gauging P-5 students' mathematical understanding using problem solving as a unifying strand.
- MATH 5164 Understanding Algebra for P-5 Teachers** 3-0-3  
**Prerequisite:** P-5 Teaching Certificate. Students who have already taken MATH 2160, MATH 3161, Math 4161, or MATH 6161 may not receive credit for this course. Major concepts and techniques of algebra and algebraic thinking in mathematics for P-5 teachers. The course includes multiple strategies, including the use of a variety of manipulatives, to address various learning styles and multiple intelligences as well as a range of assessment techniques for gauging P-5 students' mathematical understanding using problem solving as a unifying strand.
- MATH 5165 Understanding Geometry for P-5 Teachers** 3-0-3  
**Prerequisite:** P-5 Teaching Certificate. Students who have already taken MATH 2160, MATH 3162, Math 4161, MATH 5162, or MATH 6161 may not receive credit for this course. Major concepts and techniques of geometry in mathematics for P-5 teachers. The course includes multiple strategies, including the use of a variety of manipulatives, to address various learning styles and multiple intelligences as well as a range of assessment techniques for gauging P-5 students' mathematical understanding using problem solving as a unifying strand.

- MATH 5166 Understanding Data Analysis and Probability for P-5 Teachers** 3-0-3  
**Prerequisite:** P-5 Teaching Certificate. Students who have already taken MATH 2160, MATH 3162, Math 4161, MATH 5162, or MATH 6161 may not receive credit for this course. Major concepts and techniques of data analysis and probability in mathematics for P-5 teachers. The course includes multiple strategies, including the use of a variety of manipulatives, to address various learning styles and multiple intelligences as well as a range of assessment techniques for gauging P-5 students' mathematical understanding using problem solving as a unifying strand.
- MATH 5180 Mathematics for Middle School Teachers** 3-0-3  
**Prerequisite:** Grade of "C" or higher in either MATH 1101 or MATH 1111. Concepts and processes that provide the foundation for the middle-grades mathematics curriculum (5-8). Includes an in-depth study of the real number system with emphasis on the rational number system and axiomatic differences among number systems. Other topics include relations and functions, geometry (including coordinate geometry and graphing), measurement, and elementary probability and statistics.
- MATH 5190 Algebra and Geometry for Teachers** 3-0-3  
**Prerequisite:** Grade of "C" or higher in either MATH 2261 or MATH 3180. An in-depth study of the concepts and processes underlying the middle and secondary school mathematics curriculum, with special emphasis placed upon the integrated development of algebra, geometry, and analytical geometry. Problem solving and historical context serve as unifying strands.
- MATH 5340 Ordinary Differential Equations** 3-0-3  
**Prerequisite:** MATH 2402 or consent of instructor. Differential equations of first and second order, linear equations of higher order, applications.
- MATH 5510 Foundations of Geometry** 3-0-3  
**Prerequisite:** MATH 3040/5040. A study of Euclidean and non-Euclidean plane geometry from both synthetic and metric approaches. Topics include concepts related to incidence, betweenness, plane separation and convexity, congruence, and parallelism, with some attention given to geometric transformations.
- MATH 5600 Probability and Statistics** 3-0-3  
**Prerequisite:** MATH 2262 or MATH 1262, with a grade of "C" or higher. Descriptive statistics, probability distributions for discrete and continuous random variables, statistical inference, one way analysis of variance, and regression analysis.
- MATH 6081 Modern Algebra I** 3-0-3  
**Prerequisite:** MATH 4150/6150 or MATH 3040/5040 or consent of instructor. Topics from groups, rings, and fields. Subgroups, cyclic groups, permutation groups, normal subgroups, homomorphisms, Cayley's and Lagrange's Theorems, factor groups, abelian groups, direct products. Introduction to rings and fields.
- MATH 6082 Modern Algebra II** 3-0-3  
**Prerequisite:** MATH 4081/6081. Continuation of MATH 6081 with emphasis on rings and fields. Rings, integral domains, and fields. Vector spaces, extension fields, finite fields.
- MATH 6110 Number Theory** 3-0-3  
**Prerequisite:** MATH 2262. Elementary properties of integers including divisibility, unique factorization, progressions and prime numbers. Linear congruencies and residue classes, complete and reduced residue systems, Chinese Remainder Theorem, quadratic residues, law of quadratic reciprocity, Theorems of Fermat and Wilson, Fibonacci and perfect numbers, sums of squares, elementary theory of continued fractions.
- MATH 6150 Linear Algebra** 3-0-3  
**Prerequisites:** *Either* MATH 2150 and MATH 3040/5040 *or* consent of instructor. Introduction to the theory of vector spaces, with emphasis on finite-dimensional vector spaces, linear systems, matrices, linear transformations, eigenvalues, and related subjects.

- MATH 6161 Mathematical Reasoning** 3-0-3  
**Prerequisite:** Grade of “C” or higher in either MATH 3162 or MATH 3180 or permission of the instructor. An in-depth study of concepts and processes underlying the P-8 school mathematics curriculum, with special emphasis on informal and formal mathematical reasoning. Problem solving and historical context serve as unifying strands. The analysis and remediation of student errors manifested in the application of conceptual and procedural mathematical knowledge will also be addressed.
- MATH 6260 Mathematical Analysis** 3-0-3  
**Prerequisites:** MATH 3040/5040 or consent of instructor or MATH 2263 with a grade of “A” or “B”. A study of the principles of mathematical analysis; point set topology in Euclidean and metric spaces, numerical sequences and series, continuity, differentiation, integration, sequences and series of functions.
- MATH 6300 Functions of a Complex Variable** 3-0-3  
**Prerequisite:** MATH 2263. Introductory study of the algebraic and geometric properties of the complex number system and functions of a complex variable. Limits, continuity, and differentiation of complex functions. Analytic functions and the Cauchy-Riemann conditions. Integration of complex functions; Cauchy-Goursat theorem; Cauchy integral formula; the theorems of Morera and Liouville. Taylor and Laurent series expansions. Residues and poles with applications to integration. Conformal mappings.
- MATH 6540 Introduction to Topology** 3-0-3  
**Prerequisite:** MATH 3040/5040. The study of point set topology in metric and topological spaces. Open and closed sets, compactness, connectedness, topological mappings, separation, product and functions spaces.
- MATH 6621 Mathematical Statistics I** 3-0-3  
**Prerequisites:** MATH 2263 and MATH 3600/5600. Distributions of random variables, conditional probability and stochastic independence, multivariate and some special distributions, and distributions of functions of random variables.
- MATH 6622 Mathematical Statistics II** 3-0-3  
**Prerequisite:** MATH 4621/6621. Introduction to statistical inference, sufficient statistic, estimation theory, theory of statistical tests, and inferences about normal models.
- MATH 6625 Topics in Applied Statistics** 3-0-3  
**Prerequisite:** MATH 3600/5600 or consent of instructor. Topics in applied statistics will be selected from quality control, sampling theory, nonparametric statistics, experimental design, or regression analysis.
- MATH 6651 Numerical Analysis I** 3-0-3  
**Prerequisites:** MATH 2262 and either CS 1301 or CS 1338. Development and implementation of efficient numerical methods; locating roots of nonlinear equations; solving systems of linear equations; numerical differentiation and integration; interpolation; approximation of functions.
- MATH 6652 Numerical Analysis II** 3-0-3  
**Prerequisites:** MATH 4651/6651 and MATH 3340/5340. Continuation of MATH 6651. Determination of eigenvalues and eigenvectors of matrices; method of least squares, and curve fitting; numerical solutions of ordinary and partial differential equations.
- MATH 6901 Operations Research I** 3-0-3  
**Prerequisite:** MATH 2150 or MATH 4150/6150. Mathematical aspects and applications of operations research. Topics are selected from linear programming (mainly), integer programming, and dynamic programming.
- MATH 6902 Operations Research II** 3-0-3  
**Prerequisite:** MATH 3600/5600 or MATH 4621/6621 (Note that MATH 4901/6901 is not a prerequisite). An introduction to stochastic operations research. Topics are selected from stochastic modeling and optimization, probability models, queuing theory, and Monte Carlo simulation.

- MATH 6910 Mathematical Models** 3-0-3  
**Prerequisites:** MATH 2263 and MATH 3600/5600, each with a grade of “C” or higher, or consent of instructor. An introduction to basic principles and applications of classical mathematical models, optimization models and probabilistic models.
- MATH 6990 Special Topics in Mathematics** 3-0-3  
**Prerequisite:** Consent of instructor and Head of the Department of Mathematics and Computer Science. Topics and credits to be assigned. May be taken more than once if topics are different.

**MBA: MASTER OF BUSINESS ADMINISTRATION**  
**(See WMBA for Web-Based MBA Courses)**

- MBA 7030 Managerial Accounting** 3-0-3  
**Prerequisites:** ACCT 2101 and ACCT 2102 or their equivalents. An overview of the role of the accounting function in organizations. Emphasis is placed on analyzing financial information to enhance managerial decision making. The course is designed to assist managers in developing processes for evaluating the merits of historical and forecast data and using such information to add value to organizations.
- MBA 7050 Strategic Marketing** 3-0-3  
 A study of the strategic managerial aspects of marketing. Topics focus on product, price, promotion, and place in the ethical planning, implementing, and controlling of marketing operations.
- MBA 7300 Advanced Production Techniques** 3-0-3  
 A survey of current production management systems and philosophies. Topics include current production systems, quality management concepts, and implementation of manufacturing planning and control systems.
- MBA 7350 Managerial Finance** 3-0-3  
**Prerequisite:** FIN 3350 or equivalent. An advanced study of the theory, principles, and practices that define the finance function in the firm as viewed from the perspective of the financial manager. The topics covered include financial planning, capital budgeting, financing the firm, capital structure management, and dividend policy. Computerized financial models are used to apply financial principles to financial problems and decision making.
- MBA 7401 International Business** 3-0-3  
 International business with an emphasis on decision-making for prospective international managers. Topics include cultural forces, economic theories, strategic decision making, global human resource management, and currency and labor markets.
- MBA 7402 International Economics** 3-0-3  
 A survey of the fundamentals of international economics. Topics include gains from trade, determinants of trade patterns, analysis of tariffs and other barriers to trade, trade blocks, trade blocs, balance of payments, FEM, forward exchange, international investment, lending and financial crises.
- MBA 7403 International Financial Management** 3-0-3  
**Prerequisite:** MBA 7350. Financial theory and practice, terminology, models, and analytic techniques and processes in an international setting. Emphasis is placed on applications and limitations of core financial paradigms in keeping with sound corporate financial planning.
- MBA 7500 Managerial Economics** 3-0-3  
 The application of economic principles and methodologies to the decision-making process of a business firm. Key topics include optimization and statistical techniques, consumer behavior, market demand analysis for decision making, demand forecasting, production and cost relationships, cost estimation and forecasting, and business pricing decisions.

- MBA 7610 Business Law** 3-0-3  
A survey of fundamentals of business law. Topics include agency, contracts, commercial transactions, negotiable instruments, debtor-creditor relationships, employment relations, business organizations, government regulation of business, and the environment of business.
- MBA 7630 Organizational Theory and Behavior** 3-0-3  
Study of leadership and employee motivation, including an analysis of existing theories of motivation and leadership, and integration of theory, research, and applications.
- MBA 7660 Advanced Quantitative Methods** 3-0-3  
**Prerequisite: BUSA 2100 or equivalent.** A seminar in the procedures, techniques and applications of quantitative methods in business. Topics include classical inference procedures, nonparametric methods, regression analysis, analysis of variance, contingency table analysis, decision theory and an introduction to methods for quality improvement. Computer software will be used in the analysis of data.
- MBA 7700 Current Topics in Business** 3-0-3  
An examination of current topics in business. May be repeated up to a maximum of 6 hours if topics are different.
- MBA 7750 Topics in International Business** 3-0-3  
An examination of current topics in international business. May be repeated up to a maximum of 6 hours if topics are different.
- MBA 7900 Strategic Management** 3-0-3  
An advanced course introducing and applying concepts of strategic management. The course integrates the functional areas of an organization and develops analytical skills. Emphasis is given to the formulation and implementation of strategy in world markets.

## **MDIA: MASS MEDIA**

- MDIA 5000 Mass Media Theory** 3-0-3  
The study of the structure, content, and effects of mass communication. Topics include historical, philosophical, and theoretical explanations of the mass media communication process.
- MDIA 6100 Media Economics and Management** 3-0-3  
Advanced study of mass media economic systems with an analysis of market forces, consolidation, and audience considerations. The theory and practice of contemporary media management will be explored in conjunction with media economics.
- MDIA 6350 Media Aesthetics** 3-0-3  
An overview of the theoretical and practical study of critical media examination, including describing, interpreting, and judging mediated messages. Students will examine various approaches to media criticism and how they are applied to the media.
- MDIA 6450 International Media** 3-0-3  
Comparison of mass media systems throughout the world, including analysis of media structures from social, economic, and political perspectives. The role of mass media in national development and the media's role in globalization are included.
- MDIA 7400 Directed Study in Mass Media** 3-0-3  
Directed Readings or supervised research in selected areas of mass media.
- MDIA 7600 Digital Communication** 3-0-3  
Advanced application of digital media, with an emphasis on the impact of computers on media environments. Topics include media convergence, Internet broadcasting, virtual communities, and web page design.

- MDIA 7700 Special Topics in Media** 3-0-3  
Intensive study of an issue or problem related to media. The course provides an opportunity to explore media themes, applications, trends, and issues beyond the prescribed curriculum of mass media. May be repeated once for credit when topics vary.
- MDIA 7800 Media Law and Ethics** 3-0-3  
A comprehensive overview of First Amendment principles, communication law, and the regulatory practices of the Federal Communications Commission. The ethics portion of the course is dedicated to the overview of the major ethical philosophers and perspectives and how these works impact ethical decisions in today's media.
- MDIA 7999 Thesis** 3-0-3  
Research under the direction of a faculty member. Selected topic will be analyzed in depth using historical, quantitative, or qualitative methodologies. Must be repeated for credit.

### **MFTH: MARRIAGE AND FAMILY THERAPY**

- MFTH 6700 Family Sociology** 3-0-3  
**Also offered as SOCI 6700.** The social context of contemporary issues facing families. Includes family history, cross-cultural issues, and research and theory regarding changing gender roles, family violence and abuse, divorce, single-parenting, work families, sexual orientation, non-traditional families and other relevant issues.
- MFTH 6800 Orientation to MFT Practice and Ethics** 3-0-3  
Introduces students to the basic epistemological issues in marriage and family therapy, history of the field and current developments, professional socialization and organizations, ethics and values associated with the practice of MFT. Self awareness critical to practice is also addressed.
- MFTH 6990 Supervisor's Training in Marriage and Family Therapy** 3-0-3  
**Limited to graduate students who already hold the master's degree and are pursuing the status of "Supervisor in Training" through the American Association for Marriage and Family Therapy. Graded "Satisfactory" or "Unsatisfactory."** Offered on an individual basis, readings of supervision, styles, systemic family therapy, and ethics for supervision will be explored.
- MFTH 7050 Class, Gender, and Ethnic Issues in Applied Settings** 3-0-3  
**Also listed as SOCI 7050. Prerequisite: MFTH 6800 or SOCI 7011.** An in-depth study of the sensitivities needed by family therapists and other social science practitioners to the issues of social class, gender, and ethnicity. Addresses the interface between professional responsibilities and ethics and the social and political context of treatment. A multicultural perspective is to be developed by each student.
- MFTH 7101 Family Systems Theories** 3-0-3  
**Prerequisite: MFTH 6800.** An in-depth study of family systems theory. Emphasis on the major schools of thought included in a systems analysis of the family and current issues and ideas within family systems discourse.
- MFTH 7102 Interventions in MFT** 3-0-3  
**Pre- or co-requisite: MFTH 7101.** A review of the various intervention techniques employed by the major theoretical approaches to MFT. Emphasis on skill development, video and role-playing demonstrations, and linking practice to theory and appropriate treatment goals.
- MFTH 7103 Advanced Theories Seminar** 1-0-1  
**Prerequisite: MFTH 7102.** A series of seminars that allow students to develop in depth understanding of at least two theoretical approaches to MFT. Examples of offerings include structural/strategic, experiential, family of origin, narrative/ constructivism, feminist, solution-oriented. May be repeated.

- MFTH 7200 Research in Marriage and Family Therapy** 3-0-3  
**Prerequisite:** a statistics course. Quantitative and qualitative methods for research design and data analysis in marriage and family therapy. Emphasis on current outcome and process studies and on critical evaluation and application of research data.
- MFTH 7350 Legal Issues in MFT** 1-0-1  
**Prerequisite:** MFTH 6800. Legal responsibilities and liabilities in the practice of family therapy. Addresses issues such as limits to confidentiality, therapist liability, and client privilege. Includes working with the legal system and relevant aspects of family law.
- MFTH 7400 Psychopathology & Pharmacology in MFT** 3-0-3  
**Prerequisite:** MFTH 6800. Psychological, biological, and medical issues in the practice of MFT and an introduction to pharmacology. Emphasis on DSM IV diagnosis within a systemic context and collaboration with other mental health professionals.
- MFTH 7500 Development in the Family System** 3-0-3  
**Also offered as SOCI 7500.** Human growth and development within the family system. Includes theories of individual development, developmental tasks over the family life cycle, normative and non-normative change, processes of divorce and remarriage, and social, economic, and ethnic influences on the family life cycle. Implications for practice emphasized.
- MFTH 7510 Human Sexuality and Gender** 3-0-3  
The cultural, social, physical, psychological, and interpersonal aspects of human sexuality and gender. Includes gender role socialization and the development of gendered identities, sexual functioning and attraction, sexual orientation, and problems related to sex and gender.
- MFTH 7550 Family Stress and Crisis** 3-0-3  
Understanding normative and catastrophic stress, trauma, and crisis across the lifespan from a family systems perspective. Focus on approaches to prevention and intervention with families, agencies, and communities.
- MFTH 7600 Practicum in Marriage and Family Therapy** 0-12-6  
**Prerequisite:** MFTH 7102, MFTH 7350, and faculty approval. **Corequisite:** MFTH 7350. Supervised experience in the practice of marriage and family therapy. Includes practice and live supervision at the MFT Training Clinic as well as experience in community placements. Requires a minimum of 20 hours per week. Must be taken three successive semesters for a total of 500 hours of direct client contact.
- MFTH 7601 Treatment Issues in Family Therapy** 3-0-3  
**Prerequisite:** MFTH 7102. Applications of family systems approaches to the treatment of issues facing families in crisis and transition. Addresses grief and loss, substance abuse, family violence and abuse, child and adolescent behavioral problems, and chronic physical and mental illness. Emphasis on conceptualizing and treatment planning.
- MFTH 7602 Couples and Sex Therapy** 3-0-3  
**Prerequisite:** MFTH 7102. Treatment techniques for intimate relationships. Emphasis on premarital and commitment issues, anger and conflict, gender and intimacy, and techniques for treating sexual dysfunctions.
- MFTH 7650 Special Topics in MFT** 1-0-1 to 3-0-3  
A rotating series of seminars addressing important contemporary issues in the field of marriage and family therapy. Examples of topics include working with children, working with adolescents, spirituality, family violence, and substance abuse. May be repeated for credit.
- MFTH 7700 Assessment in Marriage and Family Therapy** 3-0-3  
**Prerequisites:** MFTH 7101 and MFTH 7500. How to assess family processes within a developmental context. Models for assessing family functioning and use of individual and family assessment instruments will be included.