



MSU ARCHIVES

MOREHEAD STATE UNIVERSITY
Graduate Catalog 1979-80

MOREHEAD STATE UNIVERSITY GRADUATE CATALOG 1979-80

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Education: Medical Assistant Education
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Radiologic Technology Association
Southern Association of Colleges and Schools
The Council of Graduate Schools in the United States
- Volume** 44
Date August, 1979
- Kentucky** 1-800-262-7474
Toll-free
Number
- Graduate** Ginger Hall 201
School Morehead State University
Office Morehead, KY 40351
- Changes** Morehead State University reserves the right to change its academic regulations, policies, fees and curricula without notice by action of the Kentucky Council on Higher Education and/or the Morehead State University Board of Regents.
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- Printing** This catalog was prepared by Morehead State University and printed with state funds KRS 57.375.
- Cover photographs** By student photographer T. A. Steele.

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ACADEMIC CALENDAR

Fall Semester 1979

August 20	Freshman and transfer student orientation and registration of students who have not pre-registered.
August 21	Registration of pre-registered graduate students, seniors and juniors.
August 22	Registration of pre-registered sophomores and freshmen.
August 23	Classes begin at 8 a.m. on MWF schedule.
August 27	Last day to register for full load.
September 3	Labor Day holiday (No classes or office hours.)
September 4	Class work resumes at 8 a.m. Last day to register for credit.
October 22	Mid-term grade reports due in Registrar's Office.
October 29	Students who drop courses after this date will automatically receive a mark of "E" in the courses dropped.
November 5-16	Pre-registration for spring, 1980.
November 21	Thanksgiving holiday begins at 11:20 a.m.
November 26	Class work resumes at 8 a.m.
December 10-14	Examinations.
December 15	First semester closes at noon.

Spring Semester 1980

January 7	Freshman and transfer student orientation and registration of students who have not pre-registered.
January 8	Registration of pre-registered graduate students, seniors and juniors.
January 9	Registration of pre-registered sophomores and freshmen.
January 10	Classes begin at 8 a.m. on MWF schedule.
January 14	Last day to register for a full load.
January 21	Last day to register for credit.
February 18	Washington's Birthday holiday (No classes or office hours.)
February 19	Class work resumes at 8 a.m.
March 7	Mid-term grade reports due in Registrar's Office.
March 8-16	Spring vacation (No classes or office hours.)
March 17	Class work resumes at 8 a.m. on MWF schedule.
March 18	Students who drop courses after this date will automatically receive a mark of "E" in the courses dropped.
April 4	Good Friday holiday (No classes or office hours.)
April 7	Class work resumes at 8 a.m.
April 14-25	Pre-registration for fall, 1980.
May 5-9	Examinations
May 9	Spring commencement at 2 p.m.
May 10	Second semester closes at noon.

Interession 1980

May 12	Registration of all students. Classes begin at 12:40 p.m.
May 23	Interession ends. All grades due in the Registrar's Office.

Summer Session I 1980

May 27	Registration of all students.
May 28	Classes begin at 8 a.m.
June 2	Last day to register for classes beginning May 28.
June 4	Last day to drop classes. Students who drop classes after this date automatically receive grades of "E" in classes dropped.
June 27	Summer Session I ends. All grades due in the Registrar's Office.

Summer Session II 1980

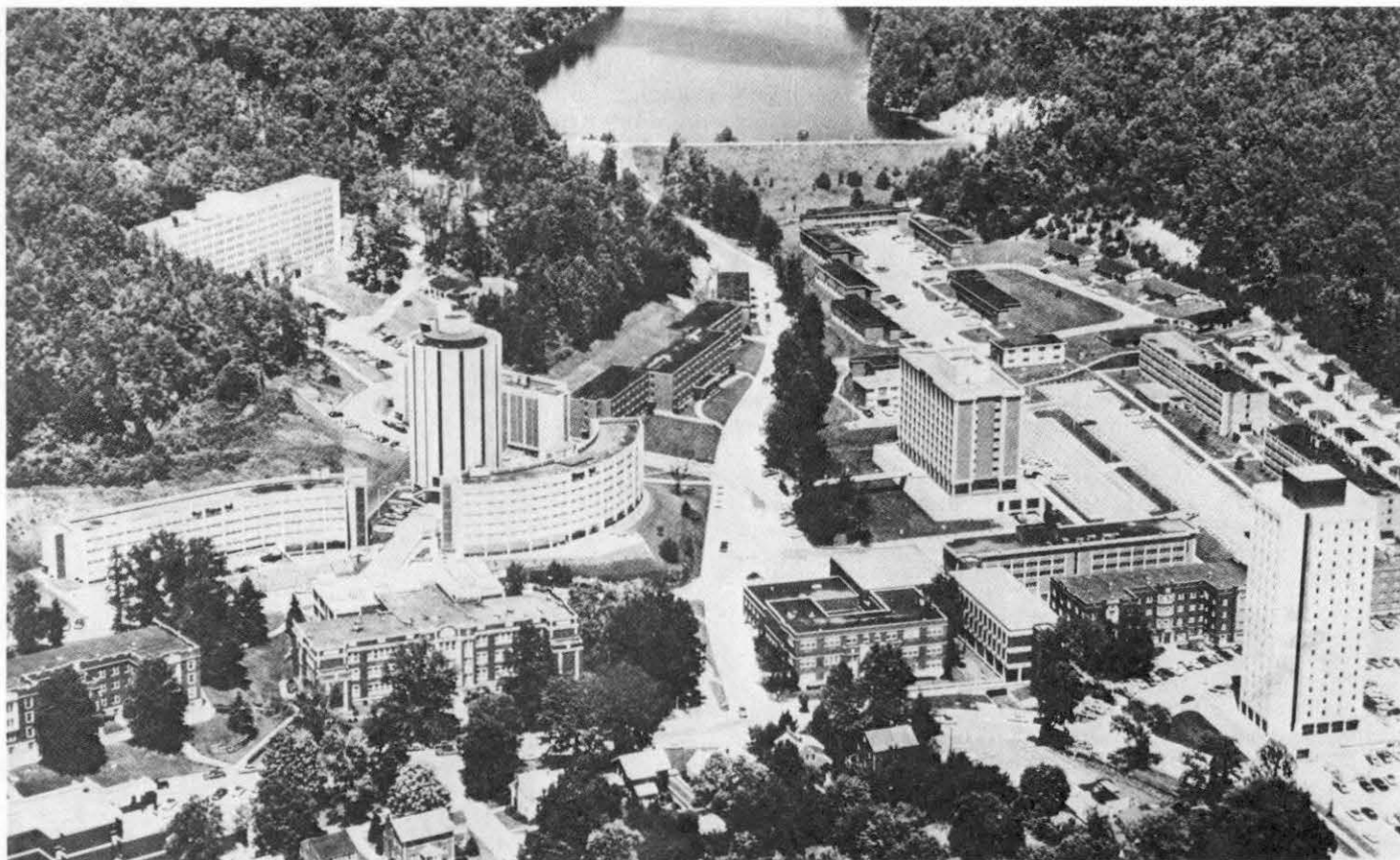
July 1	Registration of all students.
July 2	Classes begin at 8 a.m.
July 4	Independence Day holiday (No classes or office hours.)
July 7	Last day to register for classes beginning July 2.
July 9	Last day to drop classes. Students who drop classes after this date automatically receive grades of "E" in classes dropped.
August 1	Summer commencement at 10 a.m. Summer Session II ends.
August 4	All grades due in the Registrar's Office.

CONTENTS

Administrative Directory	iv
Calendar	vi
About the University	1
Graduate Study	2
Degree Programs	2
School of Applied Sciences & Technology	
Master of Science in Vocational Education	8
School of Business and Economics	
Master of Business Administration	10
Master of Business Education	10
School of Education	
Master of Arts in Education	14
Master of Arts in Adult and Continuing Education	16
Master of Arts in Health, Physical Education and Recreation	16
Master of Higher Education	17
Master of Arts in Psychology	17
Specialist in Education	18
Joint Doctoral (Education)	19
Fifth-Year Program	19
Rank I Program	19
School of Humanities	
Master of Arts in Art	29
Master of Arts in Communications	29
Master of Arts in English	30
Master of Music	30
School of Sciences and Mathematics	
Master of Science in Biology	35
Master of Science in Mathematics	36
School of Social Sciences	
Master of Arts in History	38
Master of Arts in Sociology	38
Graduate Faculty	41
Index	44

ABBREVIATIONS (Course Prefixes)

ACCT	Accounting	HEC	Home Economics
AGR	Agriculture	HIS	History
ART	Art	HLTH	Health
BIOL	Biology	HUM	Humanities
BSAD	Business Administration	IET	Industrial Education Technology
BSED	Business Education	JOUR	Journalism
COMM	Communications	LSIM	Library Science and Instructional Media
COR	Corrections	MATH	Mathematics
DATA	Data Processing	MKT	Marketing
ECON	Economics	MNGT	Management
EDAC	Adult and Continuing Education	MUS	Music
EDAD	Education Administration	OADM	Office Administration
EDEC	Early Childhood Education	PHIL	Philosophy
EDEL	Elementary Education	PHED	Physical Education
EDGC	Guidance and Counseling	PSY	Psychology
EDHE	Higher Education	REC	Recreation
EDSE	Secondary Education	R-TV	Radio-Television
EDSP	Special Education	SCI	Science
EDUC	Professional Education	SOC	Sociology
ENG	English	SPA	Spanish
FIN	Finance	SPCH	Speech
FNA	Fine Arts	SWK	Social Work
FRN	French	THEA	Theatre
GEO	Geography	VOC	Vocational Education
GOVT	Government and Public Affairs		



ABOUT THE UNIVERSITY

History

Founded in 1922, Morehead State University has expanded and developed over the last half-century into a recognized regional institution of higher education. A long tradition of service to the people of the Commonwealth of Kentucky runs through its history.

A study of educational needs in the state led to the establishment of Morehead State Normal School, a private institution, in 1922. In 1926, the General Assembly changed the name to Morehead State Normal School and Teachers College, and the growing college was admitted to membership in the Kentucky Association of Colleges. It became Morehead State Teachers College in 1930. In 1941, the college admitted its first foreign student, and the next year became the site of an electrical training school for the United States Navy.

After the war, offerings and services were broadened, and in 1948 the General Assembly changed the name to Morehead State College — a harbinger of what came to be known as the “Breakthrough” period of the 1950’s.

During the 1950’s, enrollment tripled, the campus acquired its first major structure in 17 years as a huge expansion of physical facilities exceeding \$50,000,000 was undertaken and educational programs were greatly strengthened and expanded. The sound philosophy of service to the region was greatly strengthened during this period and Morehead State College became the center of regional activities for diverse groups.

Continued growth in the 1960’s brought one more change in name — Morehead State University — a reflection of the changing needs of the people of the Commonwealth for higher education. With the change in status in 1966, Morehead State University reached another level in its tradition of service that now has lengthened to more than five decades. The private normal school, turned state normal school with the job of training elementary teachers, has become something its first president, Dr. Frank C. Button, would not have dreamed — a renowned regional university whose offerings reach a broad spectrum of people from all walks of life.

Dr. Morris L. Norfleet took office on January 1, 1977, as the University’s eighth president.

The Campus

At the northeast edge of the city of Morehead lies the campus of Morehead State University, its gently-sloping, wooded grounds covering nearly 500 acres. Campus buildings combine the traditional and the contemporary in an imposing array of modern physical facilities set against the natural backdrop of the Daniel Boone National Forest. The University’s physical plant represents an investment upwards of eighty million dollars in prize-winning and eye-pleasing architecture.

GRADUATE STUDY

Administration

The Dean

The Dean of Graduate Programs is responsible for executing policies and regulations governing graduate study as determined by the Graduate Council and approved by the faculty. Inquiries concerning graduate study at Morehead State University should be directed to him. The Graduate Office is located in the Bureau of Academic Affairs, 201 Ginger Hall, phone 783-2210.

The Graduate Council

The Graduate Council consists of two members selected from the graduate faculty of each of the six schools of the University, three students selected from the full-time, on-campus graduate student body, and the Dean of Graduate Programs, who serves as chairman.

The Council is responsible for establishing policies and regulations pertaining to graduate study; for advising the Graduate Dean in the execution of these policies; for the approval and review of graduate programs, faculty, and courses; and for hearing graduate student appeals.

Advisors

When the graduate student is admitted to a degree program, an advisor from the graduate faculty is appointed. It is the function of this advisor to counsel the student in preparing and completing his program of graduate study. The student should consult his advisor concerning any problems that may arise in connection with his work.

The advisor also serves as a member, often the chairman, of the student's graduate committee, which conducts the final examinations for the degree.

Objectives

The graduate programs offered at Morehead State University are designed to meet the needs of three types of students—

1. those who look upon the attainment of the master's degree as their ultimate educational goal;
2. those working toward a non-degree objective beyond the baccalaureate level; and
3. those individuals who plan to pursue specialist and/or doctoral programs.

Specifically, the goals of graduate study are to:

- a. Emphasize the abilities to read and think critically—judge values and limitations;
- b. Improve the skills required for clear and concise expression—correct and coherent exposition;
- c. Familiarize the student with the basic principles and techniques of research as well as the recognized forms for reporting research findings;
- d. Develop the ability to recognize problems and to improve the facility for gathering data, organizing these data, and reporting logical results and conclusions;
- e. Encourage creative thinking, initiative, resourcefulness and responsibility on the part of the student;
- f. Provide advanced training and experience in the field of the student's specialization;
- g. Develop an awareness, and stress the significance, of current knowledge and developments—the importance of becoming an informed person.

Graduate Degree Programs

Master of:

Business Administration
Business Education
Higher Education
Music
Music Education
Performance

Master of Arts In:

Adult & Continuing Education
Art

Art Education
Studio Art
Communications
Journalism
Radio-Television
Speech
Theatre

Education

Elementary Education
Elementary Teacher
Early Childhood Education
Library Science
Reading Specialist
Guidance
Secondary Education
Secondary Teacher
Library Science
Reading Specialist
Special Education

English

Health, Physical Education, Recreation

History

Psychology

Clinical
General—Experimental
School

Sociology

Sociology (General)
Corrections
Social Gerontology

Master of Science In:

Biology
Mathematics
Vocational Education
Agriculture
Home Economics
Industrial Education

Post-Master's Degrees In:

Ed.S. (Education Specialist)

Administration and Supervision
Higher Education
Curriculum and Instruction
Guidance

Ed.D. or Ph.D. (Joint with U.K.)

Administration and Supervision
Curriculum and Instruction
Educational Psychology and Counseling
Higher Education
Social and Philosophical Studies in Education
Special Education
Vocational Education

Admission to Graduate Study

General Requirements

Admission to graduate study is granted to students who meet the academic requirements and who hold a baccalaureate degree from Morehead State University or some other accredited institution of higher education, and to certain qualified Morehead seniors. A minimum GPA of 2.5 on all undergraduate work is required for regular admission.

Types of Admission

Students may be admitted to graduate study in any one of several categories:

1. **Unconditionally**—Students who meet the requirements for both general admission to graduate study, and for a particular degree program.
2. **Conditionally**—Students who meet the general requirements for admission to graduate study, but fail to satisfy one of more special requirements for admission to a particular degree program. This is a temporary classification, to be changed as soon as the specified conditions are satisfied.
3. **Unclassified**—Students who meet the requirements for admission to graduate study, but do not wish to work for a degree. Such students should note that no more than eight semester hours of credit earned as an unclassified student may later be applied toward a degree, and only then at the discretion of the advisor and the dean of graduate programs.
4. **To Qualify**—Students whose undergraduate grade-point average is slightly below 2.5, but not less than 2.3. Students so admitted may, after completing a minimum of 12 semester hours of work with at least a GPA of 3.0, be considered for admission to a degree program. Upon admission to a program, six of the 12 semester hours of credit may be counted toward meeting degree requirements.
5. **To a Non-degree Program**—Students who wish to do a planned graduate program that leads to renewal or additional certification, but not to a degree. Prerequisites are a baccalaureate degree and a teaching certificate.
6. **Visiting Students**—Students who have been admitted to a graduate degree program in another institution. Such a student may enroll at Morehead State University by submitting a visiting student application upon which his or her graduate dean or registrar certifies that he is in good standing and has permission to enroll for graduate work at Morehead State University. A transcript of previous work is not needed.
7. **Seniors at the University**—Students who meet the academic requirements and who lack no more than six semester hours (three hours in summer) for completion of the requirements for the baccalaureate degree may apply for permission to enroll in graduate courses concurrently with the remaining undergraduate work. Application is made to the Dean Office. A senior taking graduate courses may not enroll for more than 14 hours (six hours in summer) of course work. If admitted, such a student registers as a senior. However, if for any reason, requirements for the baccalaureate degree are not completed during the term, no further permission will be given to register for graduate courses until regular admission to graduate study has been granted.

Special Admission

There are two groups of students who must meet special admission requirements.

1. **International students**, when qualified for admission, are required to take the English Language Institute Test of the University of Michigan or the Test of English as a Foreign Language (TOEFL) given by the Educational Testing Service. They will be officially admitted and issued a Form 1-20A

only after the Graduate Office has been notified that they have passed the English Test successfully. The TOEFL examination is given regularly in most foreign countries. For further information regarding these tests, the applicant should contact the U.S. Consul in the country in which he resides.

2. **Graduates of non-accredited colleges** must meet the Morehead requirements for graduation before their applications for graduate study will be approved. If a student's undergraduate preparation is inadequate, this deficiency must be satisfied by taking designated courses that will not be counted as graduate credit. A minimum of 12 semester hours of credit for such work is required.

Admission to Candidacy

A student is eligible for candidacy consideration for a master's degree when:

1. Satisfactory scores on the Graduate Record Examination (aptitude section), or the Graduate Management Admissions Test (for business administration students) have been received in the Graduate Office (arrangements for these tests must be made in the Testing Service office).
2. At least eight, but not more than 15 semester hours of credit have been completed with a minimum grade-point average of 3.0 (on a 4.0 scale), and
3. Approval has been granted by the school committee and the application is filed in the Graduate Office.

Degree Requirements

The University requirements for all master's degrees are:

1. A minimum of 30 semester hours without a thesis, or 24 semester hours with an acceptable thesis.
2. A minimum of 15 semester hours of credit must be earned *after* admission to candidacy.
3. No credit earned by correspondence may be applied on the minimum requirements for the master's degree.
4. A minimum of 18 semester hours of graduate work must be completed in residence. Not more than nine hours of approved transferred work will be accepted toward the minimum requirements for the master's degree and not more than 12 semester hours of transfer and Morehead extension (TV) work may be applied toward a master's degree.
5. Fifty per cent of the *total* course work (minimum of 15 semester hours) must be earned in courses open only to graduate students (courses numbered 600 and above).
6. Fifty per cent of the total course work (minimum of 15 hours) must be earned in one field of study.
7. A minimum average of "B" is required on all work offered for the degree, and no credit is allowed for a mark below "C".
8. A minimum of 20 semester hours must be earned in regular, organized classes other than television, independent study or special problems.

For specific requirements of a particular program (which may go beyond the minimum), consult the section on the appropriate program.

Time Limitation

From the time a student begins work on a master's degree or planned Fifth Year Program he or she has 10 years in which to complete it. If a degree or program is not completed within the required time, suitable courses must be completed to replace those more than 10 years old.

Final Examination

The student must pass a final comprehensive examination—oral and/or written—in the field of study. This examination will include the defense of the student's thesis, if one is written.

Applying for the Degree

The student must file an application for the master's degree before his or her name will be placed on the list of graduates. This application should be made in the Graduate Office, early in the term in which the student expects to receive the degree.

Student Course Load

The minimum full-time graduate load for a semester is nine semester hours; for each summer term, it is four semester hours. The maximum load is 15 hours for a semester and six hours for each summer term.

A graduate assistant may not exceed 12 semester hours credit during a regular semester of four semester hours during each summer term.

Students who are employed full time may not carry more than six hours of credit per semester.

A student who wishes to change his or her course load after registration by adding or dropping a course may do so only by completing an official drop/add form.

Course Identification

The credit level of a course; the lecture time, lab time, and credit given; and the terms in which it is normally offered are indicated by numbers. Note the following:

1. Numbers from 500 to 599 preceding a course title mean that it may be taken for graduate credit, while numbers from 600 to 699 preceding a title mean the course can be taken for graduate credit only.
2. Of the three numbers following a course title, the first indicates the hours of lecture, the second the hours of laboratory, and the third, the semester hours of credit. (3-0-3) equals three hours of lecture, no laboratory, three hours of credit.
3. The numbers I, II, and III following the course credit hour allowance indicate the term in which a course is normally offered—(I-fall; II-spring, III-summer).

Marking System

The faculty evaluates the work done by the graduate student on the following scale:

- A—Superior Work
- B—Average
- C—Below average, but counts as graduate credit
- D—No credit allowed
- E—No credit allowed

Changing Program

To change his or her program, a student must file an official change of program form in the Graduate Office. No change is effective until approved by the Graduate Dean.

Repeating a Course

A course in which a student has received a passing grade (C or better) cannot be repeated. A course in which a failing grade is received may be repeated, but both grades are used in computing the grade-point average.

Transfer Credit

A maximum of nine semester hours of graduate credit earned at another institution may be accepted toward meeting requirements for the master's degree provided:

1. the credit has been earned at an accredited graduate institution within ten years of the date on which the master's degree requirements are completed;
2. the work is acceptable as credit toward a comparable degree at the institution from which transfer is sought;
3. the courses to be transferred carry a mark of "B" or better, are approved by the graduate dean and by the head of the department in which the master's degree is located; and
4. the student has maintained the GPA of at least 3.00 (on 4.00 point scale) on all graduate work shown on the transcript.

An additional three semester hours of graduate credit may be transferred (making a maximum of 12 semester hours) if they meet the same requirements stipulated for the first nine hours and provided:

1. they are in a course or courses which cannot be offered by Morehead State University, and
2. a written justification is received in the Graduate Office from the department in which the master's degree is located.

Thesis

Prior to beginning work on a thesis, the student should come to the Graduate Office for a copy of the official guidelines.

A minimum of two copies of the final draft of the thesis, signed by the student's committee, must be submitted to the Graduate Dean at least two weeks prior to the end of the term in which the student anticipates completing all degree requirements.

Once a student has registered for six hours of thesis/applied project, a \$15 continuation fee is assessed from that student each semester that he/she is not enrolled for any other course(s) until the thesis/applied project is completed.

President's List

Graduate students who achieve perfect 4.0 grade-point averages in full-time study during the fall and/or spring semesters are recognized in the following manner:

1. They receive a President's List certificate and personal letter of commendation from the president of the University.
2. They receive special publicity through the Office of News Services.
3. They receive an invitation to participate in a leadership seminar conducted twice each semester by the president of the University.

Commencement

All students who have met degree requirements are expected to participate in the graduation exercises unless given prior permission to be absent. Forms for requesting permission to graduate in absentia are available in the Registrar's Office.

The Second Master's Degree

After a student completes one master's degree, he or she may apply for another one. To complete a second master's degree, a student must:

1. Meet admission and candidacy requirements.
2. Complete a minimum of 15 semester hours of credit in approved courses. (Additional courses may be necessary to meet the degree requirements.)

A student who enters the Master's degree program after completing the non-degree Fifth Year Program must:

1. Present satisfactory Graduate Record Examination scores
2. Be admitted to candidacy
3. Complete a minimum of 15 semester hours of credit (In meeting specific degree requirements, a minimum of 18 semester hours will be required if only 12 semester hours of graduate work was done for the Fifth Year.)

Regional Campus Study

The University conducts an extensive regional-campus education program. Graduate instruction is offered at the Appalachian Graduate Consortium with Pikeville College; at regional centers in Ashland, Jackson, Maysville, and Prestonburg; and at selected satellite locations. All courses carry resident credit, with the quality of instruction and expected student performance equal to that of on-campus study.

University Services

Library

The Johnson Camden Library is the informational center of the University. As of June, 1978, the new five-story Julian M. Carroll Tower increased the total size of the library to 92,000 square feet. The maximum volume capacity increased to 850,000 and the seating capacity expanded to 1,000. The library has an open stack policy so the student can select his or her own materials.

Some services are:

1. Special collections—Kentucky and Appalachian Regional collections, rare books, university archives and an educational museum
2. Media services—dial access, microtext, learning resources
3. Graphic arts
4. Inter-library loan
5. Exhibits
6. Library instruction
7. Typewriters and study carrels available to the graduate student.

Computing Services

The Educational and Research Computing center has a Nova 840 time sharing computing system which is connected to the Kentucky Educational Computing Network. Batch processing can be performed via an IBM 370-168 computer at the University of Kentucky and time shared computing can be done via a DEC 1080 computer at the University of Louisville. There are 16 time sharing terminals strategically located throughout the campus. Programming and other technical assistance is available to those who wish to use the computer. The operator is on duty during the day in the computing center in Room 430 of Reed Hall.

The administrative functions of the computing system are handled in the Office of Planning, seventh floor of Ginger Hall.

Testing Services

The Testing Center, located in Room 501-A of Ginger Hall, administers the national testing programs such as the Graduate Record Examination, the National Teacher Examination, the Graduate Management Admissions Test, the Miller Analogies Test and the Law School Admissions Test (when the need is sufficient).

For information and registration materials, write or call the Testing Center, 783-3313.

Placement Services

Morehead State University maintains placement services for graduates and alumni. All candidates for a degree from Morehead State University are urged to utilize the services, which include permanent credential files, job vacancy listings, and on-campus interviews, as well as general information on various careers and employers.

Alumni Association

The Alumni Association is an organization composed of graduates and friends of the University and is designed to stimulate interest in the University and its welfare. Active membership in the Association is available to all graduates of the University and former students who have attended Morehead State University and make a minimum scholastic contribution. Associate membership is available to parents of students and friends of the University and is awarded following a gift to the alumni annual fund. All members receive subscriptions to Contact.

Housing

Graduate students who desire to reside in University housing need to contact the Director of Housing for information and applications. All housing arrangements should be made well in advance of the term the student expects to begin graduate study. Only full-time students are permitted to live in a University residence.

The University maintains modern comfortable housing for both single and married students.

Fees

The current registration fee per academic semester for full-time Kentucky resident graduate students is \$275. For full-time graduate students who are not residents of Kentucky, the fee is \$700. For part-time Kentucky residents, the rate is \$31 per semester hour of credit, while for those part-time graduate students who are not residents of Kentucky, it is \$78 per semester hour of credit.

Registration fees are determined by the Council on Higher Education in Kentucky and by the Morehead State University Board of Regents. All fees are subject to change periodically.

Assistantships

A number of graduate assistantships are available each year for qualified graduate students who have been admitted to a degree program. A graduate assistant must be a full-time student and register for 9-12 hours of credit each semester. He or she must devote 20 hours a week to the duties of the assistantship. A stipend of \$2,400 for the research assistant and \$2,700 for the teaching assistant is paid for the academic year. The recipient pays the regular Kentucky resident and incidental fees.

Applications for graduate assistantships are available in the Graduate Office, 201 Ginger Hall.

Financial Aid

Graduate students interested in obtaining financial aid other than graduate assistantships should contact the Division of Student Financial Aid.

Residency for Fee Assessment Purposes

The Council on Higher Education for the Commonwealth of Kentucky, in accordance with Section 164.020(3), of the Kentucky Revised Statutes, has adopted the policy by which residency for fee assessment purposes is defined and determined. The policy is applied to determine a student's eligibility for fees assessed Kentucky residents who enroll at any state-supported institution of higher learning in the Commonwealth of Kentucky. This determination is made at the initial time of enrollment.

Every student who is not a resident of Kentucky as defined by the policy enacted by The Council on Higher Education is required to pay non-resident registration and/or entrance fees.

Any student or prospective student in doubt concerning his residency status must bear the responsibility for securing a ruling by completing an Application for Student Residency Reclassification for Fee Assessment Purposes and returning it to the Non-Resident Fee Committee, c/o Director of Admissions, Morehead State University. The student who becomes eligible for a change in residence classification, whether from out-of-state, or the reverse, has the responsibility of immediately informing the Office of Admissions of the circumstance in writing.

Procedure for Determination of Student Residency Status for Fee Assessment Purposes

(1) The decision whether a student is classified as a resident or non-resident student for fee assessment purposes will be made initially by the Director of Admissions in accordance with the policy adopted by the Council on Public Higher Education on April 2, 1975, entitled *Policy on Classification of Student for Fee Assessment Purposes at State Supported Institutions of Higher Education*. In cases where the Director of Admissions desires, he may seek counsel from the Admissions Committee. The student will be notified of the decision regarding his/her residency status by the Director of Admissions.

(2) If the student wishes to appeal the decision of the Director of Admissions and/or the Admission Committee, he may do so by completing the *Application for Student Residency Reclassification for Fee Assessment Purposes* and submitting this application through the Director of Admissions to the Non-Resident Fee Appeals Committee. Once the Appeals Committee has made a final decision regarding the residency status of the appealing student, the student shall be notified of this decision in writing by the Director of Admission.

(3) If the applicant for a change in residence status is dissatisfied with the decision of the Appeals Committee, the applicant may request that his case be submitted by the Director of Admissions to the Executive Director of the Council on Public Higher Education for referral to the State Board of Review.

Students' Rights in Access to Records

This information is provided to notify all students of Morehead State University of the rights and restrictions regarding inspection and release of student records contained in the Family Educational and Privacy Act of 1974 (Public Law 93-380) as amended.

Definitions

1. "Eligible student" means a student who has attained 18 years of age, or is attending an institution of postsecondary education.
2. "Institutions of postsecondary education" means an institution which provides education to students beyond the secondary school level; "Secondary school level" means the educa-

tional level (not beyond grade 12), at which secondary education is provided, as determined under state law.

I. Students' Rights to Inspection of Records and Review Thereof

1. Any student or former student of Morehead State University has the right to inspect and review any and all "official records, files, and data directly related to" the student. The terms "official records, files, and data" are defined as including, but not limited to:
 - A. Identifying data
 - C. Level of achievement (grades, standardized achievement test scores)
 - D. Attendance data
 - E. Scores on standardized intelligence, aptitude, and psychological tests
 - F. Interest inventory results
 - G. Family background information
 - H. Teacher or counselor ratings and observations
 - I. Verified reports of serious or recurrent behavior problems
 - J. Cumulative record folder
2. The institution is not required to make available to students confidential letters of recommendation placed in their files before January 1, 1975.
3. Students do not have the right of access to records maintained by the University's law enforcement officials.
4. Students do not have direct access to medical, psychiatric, or similar records which are used solely in connection with treatment purposes. Students are allowed the right to have a doctor or other qualified professional of their choice inspect their medical records.
5. Procedures have been established by the University for granting the required access to the records within a reasonable time, not to exceed 45 days from the date of the request.
6. The University shall provide students an opportunity for a hearing to challenge the content of their records to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.
 - A. *Informal Proceedings:* Morehead State University may attempt to settle a dispute with the parent of a student or the eligible student regarding the content of the student's education records through informal meetings and discussions with the parent or eligible student.
 - B. *Formal Proceedings:* Upon the request of either party (the educational institution, the parent, or eligible student), the right to a hearing is required. If a student, parent, or educational institution requests a hearing, the Vice President for Student Affairs shall make the necessary arrangements. The hearing will be established according to the procedures delineated by the University.

II. Restrictions on the Release of Student Records

1. Morehead State University will not release records without written consent of the students except to:
 - A. Other local educational officials, including teachers of local educational agencies who have legitimate educational interest.
 - B. Officials of other schools or school systems in which the student intends to enroll, upon the condition that the student be notified of the transfer and receive a copy of the record desired, and have an opportunity to challenge the contents of the records.
 - C. Authorized representatives of the Comptroller General of the United States, the Secretary of Health, Education, and Welfare, or an administrative head of an education agency, in connection with an auditor evaluation of federally supported programs; or

- D. parents of dependent students.
- 2. Morehead State University will not furnish personal school records to anyone other than the described above unless:
 - A. Written consent of the student is secured, specifying the records to be released, the reasons for the release, identifying the recipient of the records, and furnishing copies of the materials to be released to the student; or
 - B. The information is furnished in compliance with a judicial order or pursuant to a subpoena, upon condition that the student is notified of all such orders or subpoenas in advance of compliance therewith.

III. Provisions for Students Requesting Access to Records

1. The student or former student must file a certified and official request in writing to the Registrar of the University for each review.

IV. Provisions for Authorized Personnel Requesting Access to Records

1. Authorized personnel must provide positive identification and indicate reasons for each request for examination.
2. Authorized personnel who have legitimate educational interests may review students' records, showing cause.
3. Other persons must have specific approval in writing from the student for release of information. This approval must specify the limits (if any) of the request.

Academic Grievance Procedure

The student complaint procedure for resolving an academic grievance is outlined below in four steps:

Step 1

It is recommended the student discuss the complaint with the person involved. If the complaint involves a grade, the student must take the complaint to the faculty member within the first two weeks of the beginning of the following semester. If the student is not enrolled the subsequent semester, a letter of inquiry should be mailed, within the first two weeks of the beginning of the following semester, to the instructor and the instructor's department head. Upon receipt of the letter that he/she will have 30 days to file a formal complaint.

Step 2

If the question is not resolved at the instructor level, or if the student feels it is not practical to contact the instructor, the stu-

dent may present the question to the head of the department to which the instructor is assigned. Prior to any action by the department head, the student will be required to complete a *Student Grievance Form*. The form is available in the Office of the Vice President for Academic Affairs and should be completed and returned to the head of the department involved. Upon receipt of the *Student Grievance Form*, the department head will request from the instructor a response in writing, addressing the questions raised by the student. Within one week after the written grievance is filed in the department head's office, a meeting will be arranged. The instructor, the student filing the grievance, the department head, and the dean of the responsible school will be in attendance. The student may have his advisor present. It will be the purpose of the department head and the respective school dean to review the grievance and attempt to mediate a settlement. The department head's and the school dean's recommended solution is to be considered by both the faculty member and the student as a recommendation and not as a decision that is binding. Records of this meeting, including recommendations by the department head and school dean, will be sent to the Vice President for Academic Affairs and to all parties concerned.

Step 3

If the recommendations presented by the department head and the school dean are not acceptable to the student, he/she may appeal to the *University Student Grievance Committee* or the *Graduate Council* if it is a graduate student. The student must petition a hearing before the Grievance Committee or Graduate Council within one week following the meeting with the school dean and the department head. Requests are to be in writing and made to the Vice President for Academic Affairs. If the procedure has been followed, the Vice President will submit to the chairman of the Grievance Committee records of all action to date. Within two weeks following the application of appeal, the Grievance Committee will meet and review data and previous recommendations. The committee may request additional information and/or the parties involved to appear before the Committee. The Committee's decision will be sent to the Vice President for Academic Affairs, with a copy being sent as a matter of record to the student, faculty member, department head, and the faculty member's school dean. The Vice President for Academic Affairs is responsible for enforcing the committee's decision. The University Student Academic Grievance Committee's decision is final.

Step 4

It is understood that anyone may appeal to the President of the University when due process has been violated or when individual rights are disregarded.

SCHOOL OF APPLIED SCIENCES AND TECHNOLOGY

Departments

Agriculture, Home Economics, Industrial Education

DEGREE

Master of Science in Vocational Education

A Master's Degree in Vocational Education offers emphases in agriculture, home economics and industrial education. A minimum of 12 semester hours is required by all students in the core curriculum. Additional requirements are in the technical field or approved electives.

These programs are designed primarily for persons who have completed undergraduate programs in vocational agriculture, home economics, and industrial education.

Requirements for Admission

1. General admission to graduate study.
2. Minimum standing of 3.0 in courses in the major field. Students who meet all entrance requirements except the 3.0 standing in the major field may be admitted conditionally.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy University degree requirements.
2. Completion of the following courses:

	Sem. Hrs.
Required Courses in Vocational Education	12
VOC 630—Evaluation Techniques	3
VOC 660—Trends and Issues in Vocational Education	3
VOC 685—Principles and Philosophy of Vocational Education	3
VOC 698—Career and Vocational Guidance	3
Approved Technical Electives	9

Students must take courses from one of the following technical areas: agriculture, home economics, or industrial education.

Approved Electives9
Students interested in completing the requirements for a standard certificate may elect to take nine hours of required course work for certification in the School of Education.

Students who are working toward renewing a provisional certificate for continuous service may take nine hours of course work approved by their graduate committee.

3. Students may elect Thesis 699 for six semester hours of credit.

Course Offerings

NOTE: (3-0-3) following course title means 3 hours class, no laboratory, 3 hours credit. Roman numerals I, II, and III following the credit hour allowance indicate the term in which the course is normally scheduled: I-fall; II-spring; III-summer.

AGRICULTURE

AGR 503. Agriculture Policy (3-0-3); II. Prerequisite: Agriculture 203. A history of agriculture policy and policy makers; defining the problems and their setting; government participation in supply of and demand for agricultural products.

AGR 505. Farm Business Analysis. (2-2-3); on demand. Prerequisite: consent of instructor. A basic course in the applicability of farm records to the efficiency analysis of whole farms and of specific enterprises. Actual university farm enterprises will be used to provide the data source for laboratory work.

AGR 512. Conservation Workshop. (2-2-3); on demand. Prerequisite: consent of instructor. Development of the conservation movement with broad treatment of the basic natural resources including land, water, air, minerals, forests, and wildlife.

AGR 515. Animal Nutrition. (3-2-4); I. Prerequisite: Agriculture 316. Chemistry, metabolism, and physiological functions of nutrients, digestibility, nutritional balances, and measures of food energy.

AGR 580. Methods in Teaching Vocational Agriculture. (4-0-4); I, II. The principles of methods applied to teaching vocational agriculture to high school students. Course organization, farming programs and Future Farmers of America activities.

AGR 582. Adult and Young Farmer Education. (3-0-3); II. The principles and techniques needed in organizing and program planning in post high school vocational agriculture and conducting young farmer and adult farmer classes.

AGR 584. Teaching Vocational Agriculture. (8-0-8); II. Supervised teaching in centers selected by the state agriculture education staff and members of the teaching staff. Teacher experiences with in-school and out-of-school groups.

AGR 586. Planning Programs in Vocational Agriculture. (3-0-3); II. Organization and analysis of the program of vocational agriculture. Departmental program of activities, summer programs, advisory committees, and Future Farmers of America activities.

AGR 588. Curriculum Development and Content Selections. (3-0-3); I, III. Each student prepares the content for a four-year program in vocational agriculture.

AGR 592. Supervision in Agriculture. (3-0-3); II. The principles and techniques needed in individual group supervision of vocational agricultural programs.

AGR 670. Research Problems. (One to six hours); I, II, III. A self-directed independent study on a special problem.

AGR 671. Seminar. (1-0-1).

AGR 675. Analysis of Research. (2-0-2).

AGR 676. Independent Study. (One to six hours). Prerequisite: degree in agriculture.

AGR 699. Thesis. (One to six hours); I, II, III. Independent research and thesis writing.

HOME ECONOMICS

HEC 529. Child Growth and Nutrition. (3-0-3); II. Prerequisite: Home Economics 329 or equivalent. Selection, application, and evaluation of nutritional data concerned with infancy and child growth.

HEC 531. Nutrition Education. (3-0-3); I. The study of the application of basic principles of education applied to the teaching of nutrition. Lecture.

HEC 536. Advanced Nutrition. (3-0-3); I. Prerequisite: Home Economics 329. Selected topics in nutrition; emphasis on classical and current literature; practical application of findings. Taught alternate years.

HEC 538. Experimental Foods. (1-4-3); on demand. Prerequisite: Home Economics 130, or consent of instructor. Methods applied to food research through individual and class investigation.

HEC 541. Tailoring. (1-4-3); I. Prerequisite: Home Economics 241 or consent of instructor. Fitting and tailoring techniques in the construction of a tailored garment based upon individual problems.

HEC 542. Social-Psychological Aspects of Clothing and Textiles. (3-0-3); II. Prerequisite: six hours in clothing and textiles. Social, psychological, and economic factors in the selection and use of clothing.

HEC 543. Advanced Textile Testing. (1-4-3); on demand. Prerequisite: Home Economics 240. Advanced study of textile fibers and fabrics with emphasis on trends in wear and end-use testing.

HEC 544. Dyes and Finishes. (2-2-3); on demand. Prerequisite: Home Economics 340. Types of dyes and finishes used currently on fibers and fabrics as they affect wear, care and storage.

HEC 545. Clothing Design in Draping. (0-6-3); II. Prerequisite: Home Economics 241. Original garments created by draping on the dress form. Dress form will be constructed in the course. Taught alternate years.

HEC 555. The Child and the Family. (3-0-3); I. Environmental factors favoring family life and family interaction; stages of family life and the changing role of members. Taught alternate years.

HEC 557. Interior Design. (1-4-3); I, II. Prerequisite: Home Economics 451 or consent of instructor: Principles and elements of design related to selection and arrangement of furniture, use of fabrics, accessories, and other media used in furnishing a home.

HEC 573. Curriculum Development in Home Economics. (3-0-3); I. Prerequisite: Home Economics 470. New developments in the secondary and post-secondary programs; consideration of the consumer and home-making curriculum and wage-earning home economics program; a critical survey of resources; development of units and lesson plans.

HEC 590. Creative Foods. (1-4-3); I, II. The study and preparation of gourmet foods. Emphasis on foods from different cultural backgrounds and geographical regions. Arranged laboratories.

HEC 592. Foods for Special Occasions. (1-4-3); II. Prerequisite: Permission of instructor and/or one food preparation course. A lecture-laboratory class with emphasis on planning, preparing and serving foods for special occasions, including special diets, meal service, special equipment, and various budget levels. Arranged laboratories.

HEC 642. Textiles and Clothing Workshop. (One to six hours); III. Prerequisite: degree in home economics. Current problems, trends in teaching, and research in clothing and textiles. Discussion, demonstrations, and projects planned to meet needs of students.

HEC 670. Research Problems. (One to six hours); I, II, III. Prerequisite: degree in home economics. Research in a phase of home economics of special interest to the student.

HEC 672. Home Economics Education Workshop. (One to three hours); on demand. Prerequisite: Degree in home economics. A study in the opportunities provided by legislation for secondary schools; recent developments in vocational programs in Kentucky; study of available teaching guides; pertinent developments in phases of home economics chosen for emphasis.

HEC 674. Supervision of Home Economics. (3-0-3); on demand. Prerequisite: degree in home economics. The nature, function, and techniques of supervision of home economics in high school and adult programs.

HEC 675. Current Problems in Home Economics Education. (3-0-3); on demand. Prerequisite: degree in home economics or consent of instructor. A study of change as it relates to home economics education. Relevant topics chosen for library research and class discussion.

HEC 676. Independent Study. (One to six hours); I, II, III. Prerequisite: degree in home economics. Original research of a technical or professional nature supported by adequate library reference work.

HEC 699. Thesis. (One to six hours); I, II, III. Independent research and thesis writing.

INDUSTRIAL EDUCATION

IET 520. Industrial Arts for the Elementary Teacher. (3-0-3); III. Prerequisite: formal admission to the teacher education program. Designed to develop professional and technical competencies of preservice and in-service elementary school teachers.

IET 560. Foundations of Industrial Education. (3-0-3); II. Prerequisite: upper division standing in industrial education. Study of the philosophical positions underlying the development of industrial education; leaders, their influence and contributions; contemporary theories affecting the current programs of industrial education.

IET 588. Machine Shop III. (1-4-3); on demand. Prerequisite: Industrial Education 388. Advanced tool and machining theory, with emphasis on production machining and progressive tooling design for numerical control applications.

IET 590. Supervised internship (industry or administration). One to six hours; I, II, III. (A) To provide work experience in an occupational area. Student works under supervision in an approved position. Advanced credit commensurate with time worked, type of work, variety of work experience and research paper. **(B)** A person may choose to do the internship in administration, in which case he would be assigned to work in a secondary, post-secondary or higher education instruction or for the State Bureau of Vocational Education in an administrative capacity approved by his advisor. In each case, conditions will be agreed upon by employer, student and graduate advisor prior to registration.

IET 670. Research Problems. (One to six hours); I, II, III. Prerequisite: consent of instructor. A self-directed independent study on a professional problem in industrial education.

IET 671. Seminar. (1-0-1); III. (All graduate students in residence must enroll for this class.) A study of current technological developments within industry and their concomitant impact upon society.

IET 676. Independent Study. (One to six hours); I, II, III. Provides the creative and resourceful graduate student with the opportunity to pursue a technical problem with a laboratory orientation.

IET 699. Thesis. (One to six hours); I, II, III. Independent research and thesis writing.

VOCATIONAL EDUCATION

VOC 630. Evaluation Techniques. (3-0-3); on demand. The use and development of a framework of measurement and evaluation in vocational education. Includes validity and reliability of measuring instruments, objectives and programs, interpretation of material, statistical analysis and research.

VOC 640. Administration and Supervision of Vocational Education. (3-0-3); on demand. Problems to be considered will include: program planning and development; state and federal legislation; planning vocational education shops and laboratories; selecting and purchasing equipment and supplies; organizing and administering the vocational program; and school and community relations.

VOC 650. Organization and Administration of Vocational Education. (3-0-3); on demand. Theory of administration and formal organization, organization and administration of vocational education on the local, state and national level.

VOC 660. Trends and issues in Vocational Education. (3-0-3); on demand. The identification and study of problems and issues in vocational education.

VOC 685. Principles and Philosophy of Vocational Education. (3-0-3); on demand. Background, development, objectives, principles, philosophy, status and trends of vocational education; organization and administration of vocational education at all levels.

VOC 698. Career and Vocational Guidance. (3-0-3); on demand. Study of the importance of work; use and selection of tests to assist in the vocational choice; methods and techniques which will promote career planning and vocational development in students.

SCHOOL OF BUSINESS AND ECONOMICS

Departments

**Accounting and Data Processing; Business Education and Office Administration;
Economics and Finance; Management and Marketing**

DEGREES

**Master of Business Administration
Master of Business Education**

Master of Business Administration

The MBA degree program is designed for persons who have completed undergraduate programs in any area. Persons with undergraduate degrees in business may complete the program with a minimum of 30 semester hours. Others without the undergraduate business core may complete the program with a maximum of 45 graduate hours.

Requirements for Admission

1. General admission to graduate study.
2. Completion of the following basic core of undergraduate courses with a minimum of 3.0 on a 4.0 scale.

	Sem Hrs.
ACCT 281—Principles of Accounting I	3
ACCT 282—Principles of Accounting II	3
ECON 201—Principles of Economics I	3
ECON 202—Principles of Economics II	3
MNGT 301—Principles of Management	3
MKT 304—Marketing	3
FIN 360—Business Finance	3
MATH 160—Mathematics for Business Economics	3
MATH 354—Business Statistics	3

Applicants who have not completed the undergraduate core may be admitted with the condition that the prerequisite deficiencies be removed after entering the program. Deficiencies may be satisfied by taking survey courses offered in each area of study. The survey courses are:

ACCT 600—Survey of Accounting	3
MNGT 600—Survey of Management and Marketing	3
FIN 601—Survey of Finance	3
MNGT 602—Survey of Quantitative Analysis	3
ECON 600—Survey of Economics	3

(ACCT 600, MNGT 600 and ECON 600 each satisfy the equivalent of 6 hours of undergraduate prerequisite courses.)

Admission to Candidacy

1. See University requirements.
2. Meet any conditions that may have been stated at the time of original admission to the MBA program.
3. Satisfactory completion of the Graduate Management Admissions Test (GMAT), formerly ATGSB.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Completion of the following courses:

	Sem. Hrs.
ACCT 611—Accounting Analysis for Decision Making	3
MNGT 612—Advanced Management	3
MNGT 619—Business Policy and Procedure	3
MNGT 620—Quantitative Business Analysis	3
MNGT 650—Marketing Administration	3
FIN 660—Financial Management	3
ECON 661—Managerial Economics	3
Approved electives	3

3. Successful completion of a final, comprehensive MBA examination.

Master of Business Education

The MBE degree program is designed for persons who have completed undergraduate degrees in accounting, business administration or business education. Students who have earned a provisional secondary teacher's certificate may qualify for the standard teacher's certificate while earning the MBE degree.

Requirements for Admission

1. General admission to graduate study.
2. Minimum G.P.A. of 3.0 in all business courses above the freshman level.

Admission To Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy University degree requirements.
2. Completion of the following courses:

	Sem. Hrs.
BSED 600—Foundations of Business Education	3
BSED 601—Administration of Business Education	3
BSED 640—Introduction to Research in Business Education	3
BSED—*Approved electives	3
**Certification requirements	12
*Business Education candidates may elect one of following areas of emphasis:	

- A. Emphasis in teaching improvement:

BSED 621—Improvement of Instruction in Skill Subjects	3
BSED 623—Improvement of Instruction in Accounting and Basic Business	3
Approved electives	6
- B. Emphasis in research:

BSED 699—Thesis	6
Approved electives	6
- C. Emphasis in distributive education

MKT 624—Organization and Issues in Distributive Education	3
MKT 625—Instructional Strategies for Distributive Education	3
Approved electives	6
**Certification requirements:	
EDUC 610—Advanced Human Growth and Development	3
EDSE 634—Secondary School Curriculum	3
EDEL 680—History and Philosophy of Education	3
OR EDSE 683—The American Secondary School	3

Course Offerings

NOTE: (3-0-3) following course title mean 3 hours class, no laboratory, 3 hours credit. Roman numerals I, II, and III following the credit hour allowance indicate the term in which the course is normally scheduled: I-fall; II-spring; III-summer.

ACCOUNTING

ACCT 502. Managerial Accounting. (3-0-3); I, II, III. Prerequisite: ACCT 282. Analysis of cost data. Manufacturing and cost analysis; budgets, managerial analysis; decision-making. *NOTE:* May not be used to satisfy requirements for accounting major, minor, or option or for MBA degree requirements.

ACCT 506. Theory of Accounts. (3-0-3); I. Prerequisite: ACCT 385. Study of development of accounting theory. Application of theory to income measurement, asset valuation, and equities; review of literature of the field, and FASB, CASB, SEC, AICPA, and AAA pronouncements affecting theory.

ACCT 528. Governmental Accounting. (3-0-3); II. Prerequisite: ACCT 282, 600 or permission of instructor. Study of fund accounting techniques for governmental units. Topics include government accounting techniques for governmental units. Topics include government accounting terminology and budgeting processes; operations of general revenue and expenses; capital project; debt service; trust; intra-government; special assessment; and enterprise funds analysis of fixed assets and liabilities; and basics of hospital and public school fund accounting problems.

ACCT 570. Research Problems in Accounting. (1-3); I, II, III. Provides an opportunity and challenge for self-directed independent study on accounting problems.

ACCT 584. C.P.A. Problems. (3-0-3); II. Prerequisite: 20 hours of accounting. Application of generally accepted accounting principles to representative problems from CPA examinations. Covers four sections of examination (Practice, Theory, Auditing, and Business Law) with emphasis on problems and theory.

ACCT 587. Advanced Tax Accounting. (3-0-3); II. Prerequisite: ACCT 387. Federal income tax report preparation with emphasis on partnership and corporate returns; estate and trust taxation; gift tax; special problems in preparation of tax returns; tax research.

ACCT 590. Cost Accounting II. (3-0-3); II. Prerequisite: ACCT 390. Cost analysis for planning, evaluation, and control. Standard costs; direct costing; budgets; cost and profit analysis; alternate choice decisions; linear programming; capital budgeting.

ACCT 600. Survey of Accounting. (3-0-3); II. Prerequisite: graduate standing. An introduction to the concepts and principles involved in the preparation of financial reports for internal and external users; the analysis and interpretation of accounting data and its use in management planning and control.

ACCT 611. Accounting Analysis for Decision Making. (3-0-3); II. Prerequisite: six hours of accounting or ACCT 600. Development of accounting information for use in the processes of managerial decision making. Topics include: cost-volume-profit analysis; alternative choice analysis; EOQ analysis; linear investment evaluation.

ACCT 612. Contemporary Accounting Theory. (3-0-3); II. Prerequisite: six hours of accounting or ACCT 600. Study of current accounting philosophy as it bears on management advisory services; independence and professional ethics; the audit function; financial reporting standards and responsibilities.

BUSINESS EDUCATION

BSED 516. Educational Data Processing. (3-0-3); II. Basic concepts pertaining to unit-record equipment and computers. Applications in education, research, and administration. Designed primarily for students without previous data processing instruction.

BSED 600. Foundations of Business Education. (3-0-3); I, II. Basic and historical factors, professional aspects, issues, trends, and principles of business education and distributive education.

BSED 601. Administration of Business Education. (3-0-3); II, III. Problems and responsibilities of the departmental administrator or supervisor in the areas of curriculum, instrumental practices, and research.

BSED 621. Improvement of Instruction in Skill Subjects. (3-0-3); I, III. Learning theory, current research, methodology, techniques, utilization of research finding, and testing and evaluation in skill subjects.

BSED 623. Improvement of Instruction in Accounting and Basic Business. (3-0-3); II, III. Learning theory, current research, utilization of research finding, methodology, techniques, and testing and evaluation in accounting and basic business subjects.

BSED 630. Business Communications for Management. (3-0-3); II. Designed to give the graduate student in-depth study in communication theory and practical application.

BSED 640. Introduction to Research. (3-0-3); I, III. Research design and applications in business education. Significant research reviewed.

BSED 685. Principles and Philosophy of Vocational Education. (3-0-3); I, II, III. Background, development, objectives, principles, philosophy, status and trends of vocational education; organization and administration of vocational education at all levels.

BSED 698. Advanced Supervised Field Experience. (0-0-1 to 0-0-6); I, II, III. Designed to give the student actual work experiences in business and industry. Number of credit hours dependent upon number of hours worked during the semester.

BSED 699. Thesis. (0-0-6); I, II, III. Independent research and thesis writing.

DATA PROCESSING

DATA 515. Data Processing Field Project. (3-0-3); II. Prerequisite: DATA 315 and 320. Experience in an actual data processing situation outside the classroom; students assigned in University's data processing center or other approved computer facility.

ECONOMICS

ECON 500. Mathematical Economics. (3-0-3). Prerequisite: Math 160 and 354. Application of mathematical and statistical techniques to theory of the firm, market and national income models.

ECON 501. Environmental Economics. (3-0-3); II. Prerequisite: ECON 201 and 202 or consent of the instructor. Analysis of the economic reasons contributing to environmental degradation and exploration of alternative economic policies.

ECON 503. Urban and Regional Economics. (3-0-3); II. Prerequisite: ECON 201 and 202. Analysis of location patterns, land use, urban and regional structure and growth, and development strategies. Emphasis is placed on contemporary problems and possible solutions.

ECON 510. History of Economic Thought. (3-0-3). Prerequisites: ECON 201 and 202. The origin and development of economic theories from the Mercantilist through modern times.

ECON 540. World Manufacturing. (3-0-3). (See Geography 540.)

ECON 541. Public Finance. (3-0-3); I. Prerequisite: ECON 201 and 202 or the consent of the instructor. Public expenditures; public revenue, taxation; public credit; financial administration of government.

ECON 545. Industrial Organization & Public Policy. (3-0-3). Prerequisite: ECON 201 and 202 or 600. Forms of business combination; the problem of business concentration and monopoly; the role of the regulatory agency; antitrust legislation and interpretation.

ECON 547. International Economics. (3-0-3). Prerequisite: ECON 201 and 202 or the consent of the instructor. International trade theory, international monetary relationships, and the balance of payments. Emphasis is placed on contemporary problems and possible solutions.

ECON 555. Economic Development and Growth. (3-0-3). Prerequisite: ECON 201 and 202 or the consent of the instructor. Classical and modern theories of growth and development and their application in both advanced and underdeveloped nations.

ECON 570. Research Problems in Economics. (1-3). Prerequisite: a minor in economics or equivalent. Provides an opportunity and challenge for self-directed study on economic problems.

ECON 590. Economic Education for Teachers. (3-0-3); I, II, III. Fundamental economic concepts and their application and integration in education.

ECON 600. Survey of Economic Theory. (3-0-3); I, II. Prerequisite: graduate standing. A survey of economic analysis including both the theory of the firm and national income determination.

ECON 661. Managerial Economics. (3-0-3); I, II. Prerequisites: ECON 201 and 202 or ECON 600 and MNGT 602 or equivalent. Applications of economic theory to management decisions; demand analysis; cost determination; pricing; capital budgeting.

FINANCE

FIN 560. Financial Markets. (3-0-3); I. Prerequisite: FIN 360. Institutional and business factors that influence demand and supply of funds, effect on price movements, detailed analysis of money and capital markets.

FIN 601. Survey of Finance. (3-0-3). Prerequisite: graduate standing or consent of the instructor. A general course in the financial concepts of the business firm.

FIN 660. Financial Management. (3-0-3); I. Prerequisite: FIN 360 or FIN 601. This course considers an analysis of the problems and policies related to the allocation, acquisition and control of funds within the individual firm. Topics covered are management of current assets and fixed assets, capital budgeting, sources of funds, financial forecasting and statement analysis, refinancing, financial growths and development, business failure, and government regulation. Cases are used to demonstrate financial theory and to develop analytical ability.

MANAGEMENT

MNGT 504. Production Management. (3-0-3); II. Prerequisite: MNGT 301, Accounting 390 or 502. Managerial organization for production; plant design and layout; control of production; investment in production equipment and materials; working capital; labor costs, production operations including scheduling, routing, and control.

MNGT 561. Business Law II. (3-0-3); I, II. Prerequisite: MNGT 461. An extension of the coverage of MNGT 461 to the application of legal procedure in the affairs of the business organization. Coverage includes commercial paper, bailments, sales, secured transactions, suretyship and guarantee, partnerships, corporations, bankruptcy, and government and business.

MNGT 565. Human Relations in Business Management. (3-0-3); I, II. Prerequisite: senior standing or consent of instructor. A study of human and interpersonal behavior to understand, evaluate, and appraise business and social situations. The emphasis is on skill and ability to work with people, groups, and institutions by demonstrations in the classrooms and use of theory and techniques.

MNGT 570. Research Problems in Business Administration. (3-0-3); I, II, III. Self-directed independent study and research in business administration.

MNGT 600. Survey of Management and Marketing. (3-0-3). Prerequisite: graduate standing or consent of instructor. This course includes the fundamental concepts of the processes and organizational behavior in management, and an overview of the marketing functions in the modern organization.

MNGT 602. Survey of Quantitative Analysis for Business. (3-0-3). Prerequisite: graduate standing (assumes basic knowledge of algebra). Designed to supply students with an adequate quantitative background for the MBA core courses, especially MNGT 620 and ECON 661: includes introduction to business statistics.

MNGT 611. Personnel and Industrial Relations. (3-0-3); II, III. Prerequisite: graduate standing or consent of the instructor. Deals with human resource utilization; prepares managers for developing strategies for solving organizational personnel problems.

MNGT 612. Advanced Management. (3-0-3) I, II. Prerequisite: MNGT 301, MNGT 304 or MNGT 600, or the consent of the instructor. An analysis of the development of management theory as found in the major schools of thought and of current literature. Executive characteristics, interdisciplinary contributions to management thought, and influences that have molded management as a profession will be covered in this course.

MNGT 619. Business Policy and Strategy. (3-0-3); I, II. Prerequisite: completion of or concurrent enrollment in ACCT 611, MNGT 612, MNGT 620, MKT 50, FIN 660, ECON 661, or permission of the instructor. Designed for later stages of MBA degree completion, course gives the student an opportunity to integrate and apply specialized disciplinary skills to practical business problems of company-wide scope. The course utilizes comprehensive case materials and emphasizes the "sorting out" of a mass of facts, development of sound courses of action, presentation of these in written and oral form, and class discussion.

MNGT 620. Quantitative Business Analysis. (3-0-3) I, II. Prerequisite: Mathematics 160 and 354 or MNGT 602. Designed to give business students an understanding of quantitative methods and models used in solving many problems in business and industry. The student will have an exposure to the language of mathematics and quantitative methods used as a basis for better communication with operation researchers and systems analysis.

MARKETING

MKT 522. Marketing Research and Analysis. (3-0-3); I. Prerequisite: MKT 304 and MATH 354. Study of use of research to minimize error in decision analysis; individual studies made by students in all areas of marketing including advertising, packaging, and merchandising.

MKT 624. Organization and Issues in Distributive Education. (3-0-3); I, II. Organization, administration, history and philosophy of distributive education, current trends, forces, and issues.

MKT 625. Instructional Strategies for Distributive Education. (3-0-3); II, III. Selecting appropriate teaching strategies; use of the project method, laboratory simulations, on-the-job training, youth organizations, and other methods; evaluation of achievement.

MKT 650. Marketing Administration. (3-0-3); I, II. Prerequisite: MNGT 301, MKT 304, or MNGT 600. A systematic and comprehensive approach to marketing decision making with basic marketing strategies — the problems involved in a given decision, how they may be solved, and how solutions impinge on their strategies.

SCHOOL OF EDUCATION

Departments

**Administration, Supervision and Secondary Education;
Adult, Counseling and Higher Education;
Elementary and Early Childhood Education;
Health, Physical Education and Recreation;
Psychology and Special Education**

DEGREES

Master of Arts in Education

**Elementary Education
Early Childhood Education
Guidance and Counseling
Reading
Secondary Education
Special Education**

Master of Arts in Adult and Continuing Education

Master of Arts in Health, Physical Education and Recreation

Master of Higher Education

Master of Arts in Psychology

Specialist in Education

Joint Doctoral (Education)

NON-DEGREE PROGRAMS

Fifth-Year Program

**Elementary Teacher
Secondary Teacher**

Rank I Program

**Elementary Education
Secondary Education
Guidance and Counseling
Teacher of Exceptional Children
Administration and Supervision**

Master of Arts in Education

The Master of Arts in Education is a professional degree. If a student holds, or is eligible to hold, a provisional elementary or secondary teacher's certificate, a provisional certificate for teachers of special education, or provisional certificate for teachers of exceptional children, he may, through the different curricula leading to this degree, qualify for the corresponding standard teacher's certificate or the provisional certificate for the guidance counselor.

Students completing a program for the Master of Arts in Education and meeting certificate requirements in Kentucky are fully accepted for a similar certificate in many other states. A student who expects to meet certification requirements in another state should contact the certification authority in that state to determine if there are specific requirements which should be included in his program of study for the degree.

Requirements for Admission

1. General admission to graduate study.
2. A minimum of 9 semester hours of undergraduate credit in professional education. Requirements for the Provisional Teacher's Certificate must be completed before the degree is granted if these requirements were not met in the undergraduate program.

Admission to Candidacy

1. See University requirements.
2. Completion of 8 to 15 hours of graduate work. In elementary education curriculum this shall include EDUC 600 and 610, EDEL 630 or 680; in secondary curriculum—EDUC 600, 610 and EDSE 634 or 683. In guidance program, EDUC 600 and one course in guidance. In special education, this shall include EDUC 600 and 610 and one course in special education.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Comprehensive Examination. The advanced in Education Test of Graduate Record Examination is required of all candidates for the Master of Arts in Education degree. The test should be taken early enough to assure the return of the scores prior to the end of the semester in which the degree is to be awarded. Additional written and/or oral examinations may be required as part of the comprehensive examination.
3. Completion of one of the following programs:

Elementary Teachers

(Department: Elementary and Early Childhood Education)

	Sem. Hrs.
EDUC 600—Research Methods in Education	3
EDSE 610—Advanced Human Growth & Development	3
EDEL 630—Curriculum Construction	3
EDEL 680—History & Philosophy of Education	3
EDEL 627—Reading in the Elementary School	3
Concentration of courses other than professional education or a specialization in early childhood education or special education	12
Approved Electives	3
OR EDEL 699—Thesis (6 hours)	6
	30-33

Secondary Teachers

(Department: Secondary Education)

	Sem. Hrs.
EDUC 600—Research Methods in Education	3
EDSE 683—The American Secondary School	3
EDSE 634—Secondary School Curriculum	3
EDUC 610—Advanced Human Growth & Development	3
EDSE 681—Seminar—Methods for Secondary Teachers	1
EDSE 699—Thesis or Approval Electives	5
From specialized area of preparation (other than professional education)	12
	30

*Elementary Curriculum for the Reading Specialist Endorsement ***

	Sem. Hrs.
Basic Curriculum	9
EDUC 600*—Research Methods in Education	3
EDEL 630*—Curriculum Construction	3
EDEL 680—History and Philosophy of Education	3
Specialized Area in Education	12
EDEL 562—Remedial Reading	3
EDEL 626*—Investigations in Reading	3
EDEL 624—Practicum in Reading (4 hrs.)	3
EDEL 627—Reading in the Elementary School	3
OR	
EDEL 677—Reading in the Content Areas	3
EDEL 676—Independent Study in Reading	(1-3)
Specialized Area Outside of Ed.	12
PSY 610—Advanced Human Growth and 9 hours of advisor-approved courses in psychology or linguistics.	33
EDEL 676 Independent Study in Reading carries one to three hours of credit. All other courses carry 3 hours of credit.	

** Three years of successful teaching experience must be completed before the endorsement is granted.

*Secondary Curriculum for the Reading Specialist Endorsement ***

	Sem. Hrs.
Basic Curriculum	10
EDUC 600*—Research Methods in Education	3
EDSE 634—Secondary School Curriculum	3
EDSE 683—The American Secondary School	3
EDSE 681—Seminar: Methods for Secondary Teachers	1
Specialized Area in Education	12
EDEL 562—Remedial Reading	3
EDEL 626*—Investigation in Reading	2
EDEL 624—Practicum in Reading (4 hrs.)	4
EDSE 576—Reading in the Secondary School	3
OR	
EDSE 677—Reading in the Content Areas	3
EDSE 676—Independent Study in Reading	(1-3)
Specialized Area Outside of Education	12
PSY 610—Advanced Human Growth and 9 hours of advisor approved courses in psychology or linguistics.	34

** Three years of successful teaching experience must be completed before the endorsement is granted.

Endorsement of High School Certificates for Classroom Teaching at the Elementary School Level

A certificate valid for teaching at the high school level may be endorsed for classroom teaching at the elementary school level upon completion of the following preparation:

- a. Human Growth and Development.
- b. The Teaching of Reading for the Elementary School—a two-course sequence.
- c. Fundamentals of Elementary Education.
- d. Mathematics for the Elementary School Teacher—a two course undergraduate sequence—or one graduate course.
- e. The Teaching of Elementary School Mathematics.
- f. Children's Literature.
- g. School Art and/or School Music.
- h. Student teaching or laboratory experiences in elementary classroom.

Specific course requirements must be planned with the student's advisor.

Counselor Education
(Department: Adult, Counseling and Higher Education)

The Guidance and Counseling programs are designed to provide the candidate with learning and supervised training opportunities in individual and group guidance counseling in the following areas:

1. Guidance counselors for elementary schools.
2. Guidance for secondary schools.
3. *Counselors to work with adolescents and adults in non-school settings.
4. *Guidance counselors to work in higher education.

Elementary or secondary teachers who complete the corresponding guidance counseling program will qualify for provisional certification as guidance counselors in Kentucky and in most other states. Students expecting certification in another state should check requirements of that state so that particular requirements may be included in their program.

Certification as a secondary school guidance counselor is required of counselors in Kentucky's vocational schools.

Students planning to work in vocational schools who do not have an undergraduate background in vocational education should plan to take additional courses in the School of Applied Sciences and Technology.

General admission to graduate study and a teacher's certificate based on a four-year undergraduate program at the level for which the applicant seeks certification as a guidance counselor is required; at least one year's teaching experience is needed for certification.

**Program of Study Leading to the Provisional
Counselor and Standard Teaching Certificates:**

Elementary Guidance Counselor

	Sem. Hrs.
Counseling	18
EDGC 656—Principles of Guidance	3
EDGC 665—Program Organization and Informational Services	3
EDGC 666A—Techniques of Counseling	3
EDGC 667A—Group Procedures	3
EDGC 617—Career Education for Elementary Teachers	3
OR	
EDGC 619—Organization and Administration of Career Education	3
EDGC 669A—Practicum in Guidance and Counseling	3
Professional Education	9
Required Courses	6
EDUC 600—Research Methods in Ed.	3
EDUC 610—Advanced Human Growth & Dev.	3
Electives (Select one)	3
EDEL 627—Reading in the Elementary School	3
EDEL 630—Curriculum Construction	3
EDEL 680—History and Philosophy of Ed.	3
PSY 589—Psychology of Learning	3
Supportives (Select one)	3
Graduate courses in Tests and Measurements as:	
EDGC 580—Measurement Principles & Techniques	3
EDGC 662—Individual Inventory Techniques	3
PSY 612—Aspiration and Ability Evaluation	3
	30

Secondary Guidance Counselor

Counseling	18
EDGC 656—Principles of Guidance	3
EDGC 665—Program Organization and Informational Services	3
EDGC 666B—Techniques of Counseling	3
EDGC 667B—Group Procedures	3
EDGC 618—Career Education for Secondary Teachers	3
OR	
EDGC 619—Organization and Administration of Career Education	3
EDGC 669B—Practicum in Guidance & Counseling	3

Professional Education	9
Required Courses	6
EDUC 600—Research Methods in Education	3
EDUC 610—Advanced Human Growth & Devel.	3
Electives	3
EDEL 630—Curriculum Construction	3
EDEL 680—History & Philosophy of Ed.	3
EDSE 683—The American Secondary School	3
PSY 589—Psychology of Learning	3
Supportives	3
Graduate course in Tests and Measurements as:	
EDGC 580—Measurements Principles & Techniques	3
EDGC 662—Individual Inventory Techniques	3
PSY 612—Aspiration and Ability Evaluation	3
	30

NOTE: Persons doing guidance and counseling outside of schools—pastors, social workers and others—are expected to apply for the Master of Arts in Adult and Continuing Education degree program with a specialty in counseling. Persons interested in counseling students in higher education should consider the Master of Higher Education degree program with a specialized area in guidance counseling. These two programs do not qualify the candidate for certification as a guidance counselor in the public schools.

*Master of Arts in Education
for Special Education Teachers*
(Department: Psychology and Special Education)

Students may enter this program if they hold either the provisional certificate for teachers of special education or the provisional certificate for teachers of exceptional children.

For Teachers of Special Education

Professional Education	12 hrs.
EDUC 600—Research Methods	3
EDUC 610—Advanced Human Growth and Development	3
EDEL 630—Curriculum Construction	3
EDEL 680—History and Philosophy of Education	3
Special Education (to be selected from the following)	10 hrs.
EDSP 537—Educational Assessment of Exceptional Children	3
EDSP 550—Nature and Needs of Exceptional Children	3
EDSP 552—Learning Disabilities	3
EDSP 601—Survey of Exceptional Children	3
EDSP 602—Speech and Language Problems	3
EDSP 655—Teaching the Exceptional Child	3
EDSP 668—Special Classes in the School	3
*EDSP 675—Practicum in Special Education	3
*Required for the program	
Electives	12 hrs.
Electives in Psychology (approved by advisor)	6
Electives (approved by advisor)	6

For Teachers of Exceptional Children

Professional Education (to be selected from the following)	10 hrs.
*EDUC 600—Research Methods	3
*EDUC 610—Advanced Human Growth and Development	3
EDAD 628—School Law	3
EDEL 630—Curriculum Construction	3
EDEL 680—History and Philosophy of Education	3
EDSE 681—Seminar—Methods for Secondary Teachers	1
EDEL 671—Seminar—Problems of Elementary Teachers	1
Special Education	12 hrs.
Area of Specialization in Severe Learning and Behavior Disorders	
EDSP 604—Resource Concepts for the Handicapped	3
EDSP 605—Programs for Young Handicapped Children	3
EDSP 607—Employability of the Handicapped	3
EDSP 655—Teaching the Handicapped Child	3
Section A—Educable Mentally Handicapped OR	
Section D—Emotionally Disturbed OR	
Section E—Learning Disabilities	
Area of Specialization in Trainable Mentally Handicapped	
EDSP 603—Assessment Methodology for the Handicapped	3
EDSP 606—Communication Disorders	3
EDSP 655—Teaching the Handicapped Child	
Section B—Trainable Mentally Handicapped	3
EDSP 668—Special Classes in the School	3
ELECTIVES (approved by advisor)	9

Students who have a certificate for teaching special education under the old certification guidelines in Kentucky or who hold a regular elementary certificate may, through a conversion program, qualify for the new provisional certificate for teachers of exceptional children. For example, a teacher with the provisional or standard elementary certificate and a certificate for teachers of special education (EMH) may convert the EMH certificate to the new learning and behavior disorders certificate. The LBD certificate enables the teacher to teach children who are mildly emotionally disturbed, educable mentally handicapped, orthopedically handicapped, or who are classified as having learning disabilities at all grade levels—preschool, elementary, and secondary. The number of credit hours required for this conversion process will vary, depending upon the courses which the teacher previously completed in special education. Teachers interested in this program should contact the department for additional information.

The department also offers an endorsement program for elementary teachers. An elementary teacher may obtain the provisional certificate for teachers of exceptional children—learning and behavior disorders, by completing the following program of study.

Endorsement of Elementary Certificate for Learning and Behavior Disorders

EDSP 601—Survey of Exceptional Children	
OR	
EDSP 230—Education of Exceptional Children	3
EDSP 602—Speech and Language Problems	
OR	
EDSP 320—Introduction to Corrective Speech	3
EDSP 537—Educational Assessment of Exceptional Children	3
EDSP 550—Nature and Needs of Exceptional Children	3
EDSP 551—Curriculum for Preschool Exceptional Children	3
EDSP 553—Curriculum for Secondary Exceptional Children	3
EDSP 555—Teaching Children with Learning and Behavior Disorders	3
EDSP 557—Curriculum for Elementary Exceptional Children	3
EDSP 675—Practicum in Special Education	4-8

A similar program is available to elementary teachers for the endorsement of the elementary certificate for teaching children who are trainable mentally handicapped. Teachers interested in either program should contact the department for additional information.

Teachers who have certification in secondary education must convert their certificates first to elementary education before enrolling in a certification program for teachers for exceptional children.

Master of Arts in Adult and Continuing Education

The Adult and Continuing Education graduate program is designed to develop the capacity of individuals to plan, organize, and carry through a variety of educational and service programs to meet the broad spectrum of adult needs in today's society. The program is flexible insofar as each course of study is designed with the student. Students who desire standard certification should apply for the Master of Arts in Education with a Specialization in Adult and Continuing Education.

Requirements for Admission

1. General admission to graduate study.
2. Two years of relevant professional experience is advisable.

Admission to Candidacy

1. See University requirements.
2. Completion of 8 to 15 hours of graduate work including EDUC 500, and approved course in adult and continuing education, and one course from the student's area of specialization.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Completion of the following program:

EDUC 600—Research Methods in Education	3
—Adult and continuing education selected from the following:	12
EDAC 554—Principles of Adult and Continuing Education	
EDAC 650—Basic Education for the Disadvantaged Adult	
EDAC 651—Human Development in Adulthood	
EDAC 652—The Community School	
EDAC 653—Planning and Evaluating the Adult Program	
EDAC 670—Research Problems: Adult Education	
EDAC 676—Independent Study: Adult Education	
EDAC 678—Internship: Adult Education	
EDAC 688—Seminar: Adult Education	
EDAC 699—Thesis	
Area of Specialization	9
*Electives (to be selected by student and graduate committee)	6
	30

*The student may pursue a thesis, EDAC 699, (3-6 sem. hrs.) in lieu of an equal number of elective hours.

Master of Arts in Health Physical Education and Recreation

The curricula leading to the degree of Master of Arts in Health, Physical Education and Recreation are designed to meet the needs of students who wish to further their training for a particular role as instructor, supervisor or administrator in a health, physical education or recreation program in the school or community.

Requirements for Admission

1. General admission to graduate study.
2. A major, minor, or a minimum of 18 approved hours in health, physical education and recreation.

Admission to Candidacy

1. Meet University requirements.
2. Completion of 8 to 15 hours of approved graduate course work, including EDUC 600 and 2 of the following: PHED 601, 604, HLTH 601, 612, REC 630, 635.

Requirements for the Degree

1. A minimum of 30 semester hours of approved graduate course work, including the following: EDUC 600, PHED 601, 604, HLTH 601 or HLTH 612, REC 630, 635. A maximum of 6 semester hours may be allowed for an acceptable thesis.
2. A minimum of 18 semester hours in courses in health, physical education and recreation.

NOTE: Completion of this program will serve to renew or extend the Kentucky provisional certificate for elementary or secondary teachers on continuing basis. Students holding the Provisional Secondary Certificate who wish to obtain the Standard Secondary Teachers Certificate must complete as a part of, and/or in addition to, this program: EDUC 600, EDUC 610, EDSE 634, EDSE 683 and EDSE 681. Elementary teachers must complete EDUC 600, EDEL 626, or EDEL 627 and two of the following: EDUC 610, EDSE 630, EDSE 680, to qualify for the Standard Elementary Certificate.

Master of Higher Education

The Master of Higher Education degree program is specifically designed to provide advanced study and preparation for:

1. Teaching in higher education.
2. General administration in higher education.
3. Student personnel administration.
4. Counseling in higher education.

Requirements for Admission

1. General admission to graduate study.
2. An area of specialization based on an undergraduate major or minor in the teaching field or an aptitude that indicates interest and potential in non-teaching areas.

Admission to Candidacy

1. See University requirements.
2. Completion of 8 to 15 hours of the program, including EDUC 600, an approved higher education course, and one course from the teaching field or area of specialization.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Completion of the following program:

EDUC 600—Research Methods in Education	3
Higher Education—selected from the following:	6-9
EDHE 635—Curriculum Construction in Higher Education	
EDHE 640—The Two-Year College in Higher Education	
EDHE 641—Academic and Administrative Problems in Higher Education	
EDHE 642—Student Personnel Work in Higher Education	
EDHE 643—Seminar in Higher Education	
EDHE 676—Independent Study: Higher Education	
EDHE 678—Internship in Higher Education	
*Teaching field or area of specialization	15-18
(At least 9 hours of this work must be at the 600 level)	
Thesis, or courses approved by the adviser	3-6
	30

*It is especially important that the student clearly determine the discipline or area or specialization he wishes to pursue, and carefully plan his program with his adviser.

Master of Arts in Psychology

Students in the Master of Arts in psychology degree program may elect an emphasis in clinical psychology, general-experimental psychology, or school psychology.

Clinical Psychology

The Master of Arts in clinical psychology is designed to lead to certification in Kentucky and other states which provide for certification of master's level psychologists. In Kentucky, certification status is awarded to master's level clinical psychologists by the Kentucky Board of Examiners upon successful completion of both an objective and essay examination covering both scientific psychology and clinical psychology. The student must complete a program of study based on curriculum guidelines provided by the Board of Examiners in Psychology in order to achieve entry to the certification examination.

The clinical program enables the student to acquire a general background in psychology and specific skills in psychodiagnostics, psychotherapy, and community assessment and intervention. The particular focus on the clinical program is on enhancement of mental health in rural communities, especially the Appalachian region. Thus there is an emphasis on mental health problems with high incidence and prevalence rates in rural communities and on strategies of service delivery to alleviate these problems.

The clinical program normally takes four semesters to complete, based on a recommended 60 hours of study, including a 16-week full-time internship. A thesis is not required for completion of the program, but is recommended for students considering eventual application to a doctoral program.

Applications for the fall semester must be received by March 15. Decisions regarding admission to the program will be announced by April 15. Students who have applications pending before Ph.D. programs in clinical psychology may apply to the program after April 1 if not accepted into a Ph.D. program. However, the intent to file an application to the program should be communicated to the department by letter or telephone call by April 10. Admission in the spring semester may be considered in exceptional circumstances.

Requirements for Admission

1. General admission to graduate study.
2. Completion of 18 semester hours in psychology, including a course in experimental psychology, and a 3 hour course in statistics.
3. Undergraduate grade-point average of 3.0.
4. Combined Graduate Record Examination Verbal and Quantitative scores of 1,000.
5. Adequate interpersonal skills, as determined by a personal interview by the clinical psychology faculty.
6. Excellent letters of recommendation (two of the three letters should be from the major department faculty).

Applications should note that enrollment in the clinical program is restricted to a specific number of students each year.

Students who lack prerequisite courses may be conditionally admitted to the program; however, credit for course work required in order to gain unconditional admission may not be applied towards the master's degree.

Students who do not have an undergraduate grade-point average of 3.0 or Verbal and Quantitative scores from the GRE totalling 1,000 may be admitted if there is sufficient evidence of probability of success in the program. This would be based on factors such as previous success in related work experiences, satisfactory score from the Miller's Analogy Test or other indices normally associated with success on the part of students in graduate study in psychology.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Completion of all core clinical courses (PSY 600, 657, 658, 661, 673, and 678) with a grade of "B" or better in each course. In order to continue in the program, students must repeat clinical courses in which grades of "C" are obtained or otherwise demonstrate to the faculty minimal competency in skills taught in these courses. No course may be repeated more than one time.
3. Successful completion of candidacy examination.
4. Successful completion of final oral examination.

General-Experimental Psychology

The general-experimental program enables the student to begin employment in a variety of industrial, educational, governmental, or business settings or to continue study in general-experimental psychology in a doctoral program.

Requirements for Admission

1. General admission to graduate study.
2. Completion of 18 semester hours of psychology, including a course in experimental psychology, and 3 semester hours of statistics.

3. Undergraduate grade-point average of 3.0.
4. Combined Graduate Record Examination Verbal and Quantitative scores of 1,000.

Students who lack prerequisite courses may be conditionally admitted. Credit for course work required in order to gain unconditional admission may not be applied towards the master's degree.

Students who do not have an undergraduate point average of 3.0 or Verbal and Quantitative scores from the GRE totalling 1,000 may be admitted if there is sufficient evidence of probability of success in the program. Students who believe that they possess a strong aptitude for graduate study in general-experimental, but do not meet the grade-point or GRE requirement, should contact the department regarding procedures for documenting their ability to succeed in the graduate program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Core requirements. All students must complete at least one course in each of the following areas:
 - a. Clinical: PSY 556, 558, 590, 633.
 - b. Developmental: PSY 610.
 - c. Experimental: PSY 521, 582, 583, 584, 621.
 - d. Statistics: MATH 553.
3. Completion and defense of an approved thesis—maximum credit allowance of 6 hours.
4. Completion of a minimum of 18 semester hours of approved course work in psychology—a minimum of 30 hours is required for the degree.

School Psychology

Students interested in a school psychology emphasis should contact the department for information relating to both admission and requirements for the degree.

Admission to Candidacy

Candidacy examinations are required for all programs—clinical, general-experimental, and school psychology. In addition to the University requirements for admission, students shall take written comprehensive examinations in the student's major area of interest and three elected areas to be chosen by the student from the following:

Group I

1. Learning and Motivation
2. Physiological Psychology
3. Research Design and Statistics
4. Sensation and Perception

Group II

1. Personality and Psychopathology
2. Human Development
3. Psychological Testing and Diagnosis
4. Psychotherapy

No more than two elected areas are to be chosen from a single group.

These examinations will be given two weeks following the mid-semester grade due date of each of the three regular semesters. Applications for candidacy examinations must be submitted to the department chairman prior to the mid-semester grade due date of the semester in which the student applies for candidacy.

Students will be recommended for candidacy after having achieved or completed the following five requirements:

1. A satisfactory grade on each of the four candidacy qualifying examinations.
2. A 3.0 or higher grade-point average with a minimum of eight hours of graduate credit.
3. Recommendation of the student's advisor and graduate committee members.
4. Removal of all admission conditions for students who have been conditionally admitted to the program.

The Specialist in Education (Ed.S.) Degree

The Specialist in Education degree program offers students who have demonstrated superior scholastic ability and special interest and aptitude in certain areas the opportunity to gain a high level of competency in a chosen specialized field for service as instructors, superiors or administrators. In some cases, the program may serve to advance the candidate toward the doctorate. It should also be noted that the Education Specialist Program may qualify school personnel for Kentucky's highest salary for teachers; however, it is not intended as an alternative to the "Rank I" programs.

Programs of study for the Specialist in Education Degree are offered in:

1. Administration and Supervision
2. Higher Education
3. Curriculum and Instruction
4. Guidance
5. Adult and Continuing Education

Requirements for Admission

1. A master's degree from an accredited college or university.
2. One year of successful work experience.
3. Acceptance by the Admissions Committee of the School of Education, and by the Dean of Graduate Programs. Criteria for admissions are based upon:
 - (a) Evidence of superior scholastic performance as indicated by a grade-point average of 3.5 on the graduate work completed.
 - (b) A Graduate Record Examination (aptitude) score of 800. Those individuals who score below 800, but above 700, on the GRE may take the NTE or the Miller Analogies. Those who score 36 or above on the Miller Analogies or the 50th percentile or above on the NTE will be considered for admission to the Education Specialist Program.
 - (c) Interview with the applicant conducted by the Admissions Committee. (In the case of Morehead State University graduates where the members of the committee feel that they have sufficient acquaintance with the applicant, the interview may be waived.)
 - (d) Applicant's background in the area of his proposed specialization.
 - (e) Recommendations from selected references.

Requirements for the Degree

1. Twenty-four semester hours of coursework approved by the student's advisory committee.
2. Completion of an applied project (6 semester hours credit).
3. Comprehensive written or oral examinations.

Joint Doctoral Program with the University of Kentucky

Morehead State University and the University of Kentucky have an agreement whereby students desiring to pursue a doctor's degree at the University of Kentucky may, upon being admitted jointly by these institutions, complete up to one year of their course work at Morehead State University.

Application for the joint program must be filed with the Dean of Graduate Programs at Morehead State University. A joint screening committee, composed of members from both institutions, will decide upon the applicant's eligibility.

In order to be admitted to the program, the applicant must meet the requirements for admission to the doctoral program of the College of Education at the University of Kentucky. To support his application, he must submit a transcript of his scores on the Graduate Record Examination (Aptitude and Advanced in Education tests), and the National Teacher Examinations.

After admission to the program, the student will be assigned to a doctoral committee composed of faculty members from both institutions. He will be permitted to do approximately one year of his work on campus at Morehead. In any case, a minimum of one academic year (18 semester hours) in residence at the University of Kentucky will be required.

One planning to pursue a doctoral program should, at an early stage in his graduate work, familiarize himself with the general nature and requirements for advanced graduate degrees, and acquire additional information about the joint Morehead-University of Kentucky program from the Dean of Graduate Programs at Morehead State University.

Fifth-Year Program (Non-degree)

The fifth-year non-degree program qualifies Kentucky teachers for Rank II on the salary schedule and also may be used to renew the Provisional Teaching Certificate. The fifth-year program may also serve as a basis for advancement to a Rank I program for teachers.

Requirements for Admission

1. A baccalaureate degree.
2. A provisional teaching certificate.

Program Requirements

1. The program shall be planned individually with each applicant by the adviser.
2. The program shall consist of a minimum of 32 semester hours credit with an academic standing of no less than a 2.0 GPA on a 4.0 scale and of the total program at least 18 semester hours must be earned at Morehead State University; at least 12 semester hours shall be graduate level coursework; at least 12 semester hours shall be in professional education; and at least 12 semester hours shall be from areas other than professional education (exceptions are early childhood education and special education). No grade less than a "C" can be counted as part of the minimum 32-hour program.
3. Once the fifth year program has been planned with the individual, the advisor may authorize in advance the completion of a maximum of 6 semester hours of the program at an accredited four-year college. Course work from a two-year institution shall not apply toward the Fifth-Year Program.
4. Course work earned by the applicant prior to planning the fifth year program may be evaluated for acceptance by the adviser and graduate dean.

5. Credit earned by correspondence shall not apply toward the fifth year program.
6. No course work taken to qualify for initial certification shall apply toward the fifth-year program.

Rank I Program (Non-degree)

Morehead State University offers programs of study beyond the master's degree for teachers, supervisors, guidance counselors, principals, and superintendents, which may qualify them for additional certification and/or for Rank I on the Kentucky salary schedule.

Programs consisting of a minimum of 45 semester hours of graduate work, including the master's degree, are available for Kentucky certification of elementary principals, secondary principals, school supervisors and directors of pupil personnel.

A Rank I Program for teachers is planned for 60 graduate hours, including the master's degree. Also, a Rank I Program for teachers is planned for 30 graduate hours in addition to the requirements for the Fifth-Year Program.

If the student has not previously met the Kentucky requirements for a standard teacher's certificate, he/she must do so if he/she intends to pursue a Rank I Program in either guidance counseling, or administration and supervision.

Requirements for Admission

1. Must hold a master's degree from an accredited college or university, or have completed a Fifth-Year Program.
2. Must hold a valid teaching certificate.

In addition to the above requirements, the following apply to applicants for guidance counseling, administration, and supervisory programs:

(a) Students may qualify for admission to programs in guidance counseling, administration or supervision by scoring 800 or better on the Aptitude Section of the Graduate Record Examination. Students who score below 800, but above 700, may be considered for the program if they have earned a standing of 3.5 on all graduate work and are recommended by the department which offers the program.

(1) Applicants who hold valid and active certificates in guidance counseling, administration or supervision may be admitted to programs in the areas in which they are certified.

(b) Applicants must be recommended for admission to the programs by the screening and interviewing committee.

Students who are not recommended for admission may file a written appeal containing a rationale for exception to the standards with the Graduate Committee, School of Education.

Requirements for the Program

1. The program must be planned with the student's advisor.
2. A minimum of 60 graduate hours including the master's degree, or the Fifth-Year plus 30 hours.
3. A grade-point average of "B" or better in all work offered for the program. No credit is accepted on grades lower than "C".
4. A minimum of 30 semester hours (of the total 60 hours) in courses open only to graduate students.
5. A minimum of 15 semester hours (of the last 30) in residence credit at Morehead State University.

NOTE: If the student desires that the University certify to the State Department of Education and/or his local superintendent that he has completed a Rank I program, request for this should be filed with the Graduate office during the term in which he ex-

pects to complete the program. Applications for Kentucky certificates must be filed on official forms.

Rank I Program requirements are met by following the prescribed categorical requirements in only one of the available areas, i.e., Secondary Principal; Elementary Principal; Supervisor; Counselor; Superintendent; further applications are needed for additional certification.

*Rank I Program for Elementary Teachers
Including the Master's Degree*

(Department: Elementary and Early Childhood Education)

The minimum of 60 graduate hours, including the master's degree, must conform to the following area distribution:

I. Studies dealing with research	6-8
II. Electives in courses outside the field of professional education	8-12
III. Studies dealing with the programs of the schools	9-16
IV. Studies dealing with the foundation of education and the nature and psychology of the learner	24
V. Electives	0-13
	60

(The program must be planned with the student's advisor on check sheets available for the program.)

*Rank I Program for Elementary Teachers
Extended from Fifth-Year Program*

(Department: Elementary and Early Childhood Education)

The minimum of 30 graduate hours in addition to the requirements for the Fifth-Year Program must conform to the following area distribution:

	Sem. Hrs.
I. Studies dealing with research	3-6
II. Studies dealing with the Foundation of Education and the Nature and Psychology of the Learner	9-14
III. Studies dealing with Programs of the School	12-16
IV. Electives in courses outside the field of Professional Education	24
V. Approved Electives in Education or other Areas	0-14

(The program must be planned with the student's advisor on check sheets available for the program.)

*Rank I Program for Secondary
Teachers Including the Master's Degree*

(Department: Administration, Supervision and Secondary Education)

The minimum of 60 graduate hours, including the master's degree, must conform to the following area distribution:

	Sem. Hrs.
I. Studies dealing with research	6-8
II. Studies dealing with the foundation of education and the nature and psychology of the learner	9-12
III. Studies dealing with the programs of the school	8-12
IV. Outside professional education (from student's majors or minors or supporting courses from other disciplines)	30-36
V. Electives	0-8
	Minimum Total 60

(The program must be planned with the student's advisor on check sheets available for the program.)

*Rank I Program for Secondary
Teachers Extended from Fifth-Year Program
(Department: Administration, Supervision
and Secondary Education)*

The minimum of 30 graduate hours in addition to the requirements for the Fifth-Year Program must conform to the following area distribution:

	Sem. Hr.
I. Studies dealing with research	3-5
II. Studies dealing with the Foundations of Education and the Nature and Psychology of the Learner	9-12
III. Studies dealing with Programs of the school	12-15
IV. Specialized Areas (other than professional education), Teaching Field(s) and supporting courses	30-36
V. Approved Electives in Education or other areas	0-8

(The program must be planned with the student's advisor on check sheets available for the program.)

*Rank I Program for Teachers
of Exceptional Children Including
the Master's Degree*

(Department: Psychology and Special Education)

The minimum of 60 graduate hours, including the master's degree, must conform to the following area distribution:

	Sem. Hrs.
I. Studies Dealing with Research	6-8
II. Studies Dealing with the Foundation of Education and the Nature and Psychology of the Learner	6-15
III. Studies Dealing with Programs of the School	8-14
IV. Specialized Area—Special Education—and Supporting Courses	23-40
V. Electives	0-9

(The program must be planned with the student's advisor on check sheets available for the program.)

*Rank I Program for Guidance Counselors
(60 graduate hours, including the Master's Degree)
(Department: Adult, Counseling and Higher Education)*

The minimum of 60 graduate hours, including the master's degree, must conform to the following area distribution:

	Sem. Hrs.
I. Guidance and Counseling	21-30
II. Professional Education	6-9
III. Testing	6-15
IV. Studies dealing with nature and psychology of the individual	9-17
V. Studies dealing with research	6-9
VI. Studies dealing with administration and supervision	3-6
VII. Approved electives from categories I-IV listed above	0-3
VIII. Approved electives	0-6
	60

(The program must be planned with the student's advisor on check sheets available for the program.)

*Certification Program for
Elementary School Principals
(45 graduate hours, including the Master's Degree)
(Department: Administration, Supervision,
and Secondary Education)*

Each of the following courses must be included in either the master's or post-master's work. (Additional courses may be

necessary in instances where the prerequisites to those courses have not been completed.) Qualifying for the Standard Elementary Teacher's Certificate and three years of successful teaching experience are prerequisite to the issuance of the elementary principal's certificate.

The Program:

	Sem. Hrs.
EDEL 632—Elementary Curriculum	3
EDGC 656—Principles of Guidance	3
*EDAD 660—Supervision	3
*EDAD 672—Seminar: Problems of the Principal	1
*EDAD 695—The Elementary School Principal	3
EDGC 580—Measurement Principles & Techniques	3
	16

*These courses are open only to students approved for the program.

Certification Program for Secondary School Principals (45 graduate hours, including the Master's Degree) (Department: Administration, Supervision, and Secondary Education)

Each of the following courses must be included in either the master's degree or post-master's work. (Additional courses may be necessary where the prerequisites to these courses have not been completed.) Qualifying for the Standard Secondary Teacher's Certificate and three years of successful teaching experience are prerequisite to the issuance of the secondary principal's certificate.

The Program:

	Sem. Hrs.
EDSE 634—Secondary Curriculum	3
EDGC 656—Principles of Guidance	3
*EDAD 660—Supervision	3
*EDAD 672—Seminar: Problems of the Principal	1
*EDAD 696—The Secondary School Principal	3
EDGC 580—Measurement Principles and Techniques	3
	16

*These courses are open only to students approved for the program.

Certification Program for School Supervisors (45 graduate hours, including the Master's Degree) (Department: Administration, Supervision, and Secondary Education)

Each of the following courses must be included in either the master's or post-master's work. (Additional courses may be necessary in instances where the prerequisites to these courses have not been completed.) Qualifying for either the Standard Elementary Certificate or the Standard Secondary Certificate and three years of successful teaching experience are prerequisite to the issuance of the certificate for school supervisors.

The Program:

	Sem. Hrs.
EDEL 632—Elementary Curriculum	3
EDSE 634—Secondary Curriculum	3
*EDAD 660—Supervision	3
*EDAD 672—Seminar: Problems of the Principal	1
EDAD 691—The School and the Public	2
EDGC 580—Measurement Principles & Techniques	3
An approved course in the advanced study of reading	3
One course from the following: EDSP 550, 537, 552, 601 or 655	3
	15

*These courses are open to students approved for the program.

(The program must be planned with the student's advisor on checksheets available for the program.)

Program for Extending Secondary Principal's Certificate to Elementary Principalship

A person holding a secondary principal's certificate in Kentucky may, with institutional approval, qualify for the elementary principalship by satisfactorily completing the following 15-hour curriculum:

	Sem. Hrs.
EDEL 632—Elementary Curriculum	3
EDAD 695—The Elementary School Principal	3
EDEL 627—Reading in the Elementary School	3
EDAD 678—Internship (in the Elementary School)	2
Electives—Approved by the student's advisor considering previous academic record and experience	5
	16

Program for Extending Elementary Principal's Certificate to Secondary Principalship

A person holding an elementary principal's certificate in Kentucky may, with institutional approval, qualify for the secondary principalship by satisfactorily completing the following 15-hour curriculum:

	Sem. Hrs.
EDSE 634—Secondary Curriculum	3
EDAD 696—The Secondary School Principal	3
EDAD 678—Internship (Secondary School)	2
EDSE 683—American Secondary School	3
Electives—Approved by student's advisor, considering previous academic record and experience	4
	15

Certification Program for Directors of Pupil Personnel (45 graduate hours, including the Master's Degree) (Department: Administration, Supervision, and Secondary Education)

Requirements for Professional Certification of Directors of Pupil Personnel

1. Completion of the requirements for either the Standard Elementary Certificate or the Standard High School Certificate.
2. Three years of successful teaching experience.

The Program:

In addition to meeting the requirements for the master's degree, the minimum of 45 graduate hours must include:

	Sem. Hrs.
From the following	7 to 10
†EDUC 600—Research Methods in Education	3
*EDGC 656—Principles of Guidance	3
EDAD 645—Principles of Education Admin.	3
EDAD 692—Admin. of School Personnel	3
*EDAD 628—School Law	3
EDAD 691—The School and the Public	2
EDGC 665—Program Organization & Informational Services	3
HLTH 601—School Health Services	2

*Course is required in the program

†Included in the minimum 45 hours of graduate work.

From the following	12 to 15 hrs.†
EDGC 580—Meas. Princ. and Techniques	3
EDGC 662—Individual Inventory Techniques	3
OR	
EDGC 666—Techniques of Counseling	3
OR	
EDSP 537—Educ. Assessment of Except. Child	3
*EDSE 610—Advanced Human Growth & Development	3
PSY 609—Advanced Educ. Psychology	3
EDSP 550—Nature & Needs of Retarded Children	3
OR	
PSY 590—Abnormal Psychology	3
SOC 600—Educational Sociology	3
SOC 525—The Community	3
OR	
GOVT 546—Public Personnel Administration	3
OR	
GOVT 548—Public Administration	3
*EDAD 698—Pupil Personnel Acct. & Records Mgmt.	3

Rank I Program for Elementary Principals
(60 graduate hours, including the Master's Degree)
(Department: Administration, Supervision
and Secondary Education)

A minimum of 60 semester hours, including the master's degree and the requirements for the Elementary Principal's Certificate, must be completed for this program. The student's work must be planned with his advisor in accordance with the check sheet for the program to conform to the following distribution of courses in the master's and post-master's programs:

	Sem. Hrs.
I. Studies dealing with administration and supervision	9-12
II. Studies dealing with research	5-8
III. Studies dealing with nature and psychology of the learner	8-10
IV. Studies dealing with programs of the school	11-14
V. Specialized non-professional (other than professional education) areas	18-24
	60

Rank I Program for Secondary Principals
(60 graduate hours, including the Master's Degree)
(Department: Administration, Supervision
and Secondary Education)

A minimum of 60 semester hours, including the master's degree and the requirements for the Secondary Principal's Certificate, must be completed for this program. The student's work must be planned with his advisor in accordance with the check sheet for the program, to conform to the following distribution of courses in the master's and post-master's programs:

	Sem. Hrs.
I. Studies dealing with administration and supervision	9-12
II. Studies dealing with research	5-8
III. Studies dealing with nature and psychology of the learner	8-10
IV. Studies dealing with programs of the school	11-14
V. Specialized non-professional (other than professional education) areas	18-24
	60

Rank I Program for School Supervisors
(60 graduate hours, including the Master's Degree)
(Department: Administration, Supervision
and Secondary Education)

A minimum of 60 semester hours, including the master's degree and the requirements for the School Supervisor's Certificate, must be completed for this program. The student's work

must be planned with his advisor in accordance with the check sheet for the program to conform to the following distribution of courses in the master's and post master's programs:

	Sem. Hrs.
I. Studies dealing with administration and supervision	8-11
II. Studies dealing with research	5-8
III. Studies dealing with nature and psychology of the learner	9-12
IV. Studies dealing with programs of the school	11-15
V. Specialized non-professional (other than professional education) areas	18-24
VI. Approved electives in education or other areas	0-11
	60

Certification and Rank I Program
for the School Superintendent
(60 graduate hours, including the Master's Degree)
(Department: Administration, Supervision
and Secondary Education)

A minimum of 60 semester hours, including the master's degree and the requirements for either the elementary or secondary principal's certificate (see above), must be completed for this program. The student's work must be planned in accordance with the check sheet for the program, to conform to the following distribution of courses in the master's and post-master's programs:

	Sem. Hrs.
I. Studies dealing with administration of supervision	13-16
II. Studies dealing with research	6-9
III. Studies dealing with nature and psychology of the learner	6-9
IV. Studies dealing with programs of the school	9-12
V. Specialized and supportive non-professional (other than education) areas	18-24
	60

Course Offerings

NOTE: (3-0-3) following course title means 3 hours class, no laboratory, 3 hours credit. Roman numerals I, II, III following the credit hour allowance indicate the term in which the course is normally scheduled: I—fall; II—spring; III—summer.

ADMINISTRATION

EDAD 628. **School Law. (3-0-3); I, III.** Responsibilities and liabilities of school boards and officials; Kentucky Code, legal provisions affecting school funds, school, personnel, attendance, discipline, textbooks and curriculum.

EDAD 645. **Principles of Education Administration. (3-0-3); II, III.** Historical development of professional school administration; basic principles and changing concepts; organization and control of the American school system; functions of the administrators.

EDAD 660. **Supervision. (3-0-3); I, III. Prerequisite: admission to an administrative program.** Nature and scope of supervision; principles governing supervisory process; planning supervisory program; facilitating teacher growth; improving curricula; using instructional materials; evaluation; and remedial programs.

EDAD 672. **Seminar—Problems of the Principal. (1-0-1); I, II, III. Prerequisite: admission to an administrative program.** Independent research problems, review of current educational research and thesis. Oral reports, group discussion. Significant problems in education related to the principalship.

EDAD 673. **Seminar—Problems of the Supervisor. (1-0-1); I, II, III. Prerequisite: admission to an administrative program.** Similar to EDSE 671, except problems of the supervisor are considered.

EDAD 678. **Internship. (One to six hours).** Supervised experience in activities appropriate to area of specialization.

EDAD 684. **School Finance. (3-0-3); II.** Sources of school support; state, local, federal; apportionment of state funds; the local district and finance; and administration control of school funds—budgeting and accounting.

EDAD 685. Research Problems of the School Leader. (One to three hours); I, II. Prerequisite: Education 600 or equivalent experience. Intensive and comprehensive investigation of problems in educational administration, involving collection and analysis of original data.

EDAD 686. The School Plant. (2-0-2); III. Problems of school plants and auxiliary facilities; evaluation of existing facilities, planning and financing building programs and selecting equipment.

EDAD 691. The School and the Public. (2-0-2); II. School-community relations; changing concept of, influence of social and economic factors and role of public relations in school-community relations.

EDAD 692. Administration of School Personnel. (3-0-3); I, III. Dimension and direction of school personnel work; faculty, staff, special service, pupil, custodial, and transportation.

EDAD 695. The Elementary School Principal. (3-0-3); I, III. Prerequisite: admission to an administrative program. Organization and administration of elementary schools; supervision of pupil; professional and non-professional activities; community relations; scheduling, and special services.

DAD 696. The Secondary School Principal. (3-0-3); II, III. Prerequisite: admission to an administrative program. Organization and administration of secondary schools; supervision of personnel; co-curricular activities; guidance programs; in-service development; schedule making and public relations.

EDAD 698. Pupil Personnel Accounting and Records Management. (3-0-3); III. Prerequisite: admission to program for director of pupil personnel. Analysis of various methods of pupil personnel accounting and records management systems including computer applications. Responsibilities of school and non-school personnel and agencies. Influences of socio-economic factors and school attendance.

EDAD 699A. Applied Project. (Two to six hours); I, II, III.

ADULT & CONTINUING EDUCATION

EDAC 554. Principles of Adult and Continuing Education. (3-0-3); I, II. Overview of adult education; historical development; psychological and sociological basis of adult learning; trends and major issues in adult education; and the principles of teaching adults.

EDAC 599. Workshop (One to three hours); I, II, III. Prerequisite: upper division or graduate classification. A workshop for specifically designated task orientation in education. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

EDAC 650. Basic Education for the Disadvantaged Adults. (3-0-3); I, III. The sociological, psychological and economic problems of the disadvantaged; investigation of traditional and innovative approaches utilized in working with the disadvantaged adult.

EDAC 651. Human Development in Adulthood. (3-0-3); II. Prerequisite: EDAC 554 or permission of instructor. The psychological and physiological changes in adulthood; designed to provide opportunities to apply knowledge of human development to the problems of working with adults.

EDAC 652. The Community School. (3-0-3); I, II. The philosophy and operation of a school to serve the needs of all people in the community. The community-wide use of school facilities and total community involvement in the educative process.

EDAC 653. Planning and Evaluating the Adult Program. (3-0-3); II. Prerequisite: EDAC 554 or permission of instructor. A study of program development with special emphasis on designing and improving programs through the evaluation process.

EDAC 670. Research Problems. (One to three hours); I, II, III. Prerequisite: EDUC 600. An independent research study of a professional problem. Conference with the instructor are by arrangement.

EDAC 676. Independent Study. (One to three hours); I, II, III. An independent study of a professional problem in education.

EDAC 678. Internship. (One to six hours). Supervised experience in activities appropriate to areas of specialization.

EDAC 688. Seminar in Adult Education. (1-0-1); on demand. A series of presentations by graduate students, visiting lecturers, and members of the graduate faculty on problems and issues confronting adult educators.

EDAC 699. Thesis (Two to six hours); I, II, III.

EDAC 699A. Applied Project. (Three to six hours); I, II, III. Prerequisite: admission to Specialist in Education Program and consent of student's committee chairman.

EARLY CHILDHOOD

EDEC 527. The Pre-School Child. (3-1-3); I, II. (Alternate summers with 528.) The principles of growth and development from the prenatal period to age six. Focuses attention on learning experiences for nursery and

kindergarten children. (Laboratory experiences are an integral part of this course.)

EDEC 528. Activities and Materials in Early Childhood Education. (3-1-3); II, III. (Alternate summers with 527.) Investigates the needs and interests of early childhood and provides opportunities to explore objectives, materials, and techniques of instruction for this age group. (Laboratory experiences are an integral part of this course.)

EDEC 529. Practicum in Early Childhood Education. (1-4-4); I, II, III. Prerequisites: EDEC 527 and 528; junior standing and admission to the teacher education program. Students are assigned to a pre-school classroom for observation, participation and teaching. On-campus seminars are held weekly. (Applications made through the Coordinator of Professional Laboratory Experiences.)

EDEC 599. Workshop. (One to three hours); I, II, III. Prerequisite: upper division or graduate classification. A workshop for specifically designated task orientation in education. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

EDEC 670. Research Problems. (One to three hours); I, II, III. Prerequisite: EDUC 600. An independent research study of a professional problem in early childhood education. Conferences with the instructor are by arrangement.

EDEC 676. Independent Study. (One to three hours); I, II, III. An independent study of a professional problem in early childhood education.

EDEC 699. Thesis. (Two to six hours); I, II, III.

ELEMENTARY EDUCATION

EDEL 516. Educational Data Processing. (3-0-3); II. Basic concepts pertaining to unit-record equipment and computers. Applications in education, research, and administration. Designed primarily for students without previous data processing instruction.

EDEL 562. Remedial Reading. (2-2-3); I, III. (Alternate summers with EDEL 677.) Prerequisite: EDEL 336 or 337. Materials, methods of diagnosing and treating reading difficulties. (Laboratory experiences are an integral part of this course.)

EDEL 599. Workshop. (One to three hours); I, II, III. A workshop for specifically designated task orientation in elementary education. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

EDEL 624. Practicum in Reading. (2-5-3), III. Prerequisite: EDEL 562. Supervised practice in working with students who have reading difficulties.

EDEL 626. Investigations in Reading. (3-0-3); II, III. Prerequisite: EDEL 336 or 337, or the equivalent. A study of current literature and research in the study of reading.

EDEL 627. Reading in the Elementary School. (3-0-3); I, II, III. Prerequisite: EDEL 336 or 337, or the equivalent. Extensive study of recent trends in materials and methods in teaching reading in the elementary school.

EDEL 630. Curriculum Construction. (3-0-3); I, II, III. A study of basic principles of curriculum development in the local school system.

EDEL 632. Elementary School Curriculum. (3-0-3); II, III. Implications of the wider goals of elementary education; the relation of each area of learning to the total program research studies, and promising classroom experiences.

EDEL 670. Research Problems. (One to three hours); I, II, III. Prerequisite: EDUC 600. An independent research study of a professional problem in elementary education. Conferences with the instructor are by arrangement.

EDEL 671. Seminar-Problems of the Teacher. (1-0-1); I, II, III. Individual research problems and thesis; review of current educational research; significant problems in education especially related to the role of the teacher. Oral reports and group discussion.

EDEL 676. Independent Study. (One to three hours); I, II, III. An independent study of a professional problem in elementary education. Conferences with the instructor are by arrangement.

EDEL 677. Reading in the Content Areas. (3-0-3). Prerequisite: an approved course in reading. The basic reading ability and study skills needed by elementary and high school students in all types of reading materials. Emphasis is placed on special skills needed for study in science, social studies, mathematics and literature.

EDEL 680. History and Philosophy of Education. (3-0-3); I, II, III. Beginnings of the American system of education; survey of theories of education, factors and forces changing American education philosophies of learning applied to contemporary educational problems.

EDEL 699. Thesis. (Two to six hours); I, II, III.

EDEL 699A. Applied Project. (Three to six hours); I, II, III. Prerequisite: admission to the Specialist in Education Program and consent of student's committee chairman.

GUIDANCE AND COUNSELING

EDGC 566. Introduction to Vocational Rehabilitation Services. (3-0-3); I, III. History of the vocational rehabilitation movement, legislative efforts and impact; an overview of the rehabilitation process, roles of rehabilitation professionals in various rehabilitation settings, discussion of values and ethics and an examination of professional organizations for rehabilitation personnel.

EDGA 567. Rehabilitation of Special Groups. (3-0-3); I, III. **Prerequisite:** EDGC 666 or permission of instructor. In-depth study of various target populations in need of rehabilitation services including physically disabled, public offenders, delinquents, drug addicts, aged, mentally retarded, and the educationally, socially and culturally disadvantaged.

EDGC 580. Measurement Principles and Techniques. (3-0-3); I, III. Identification of educational objectives associated with test construction; table of specifications; elementary statistics, testing and nontesting procedures. Investigations of major types of tests; administration, scoring and interpretation of test results.

EDGC 599. Workshop. (One to three hours); I, II, III. **Prerequisite:** upper division or graduate classification. A workshop for specifically designated task orientation in education. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

EDGC 617. Career Education for Elementary Teachers. (3-0-3); I, III. Study of the philosophical and psychological foundations of career education; the selection and use of available resources; development of units of study and teaching techniques for their infusion into the existing public school curriculum.

EDGC 618. Career Education for Secondary Teachers. (3-0-3); I, III. The development of career education in the academic curriculum for secondary teachers. Procedures for instruction in career awareness techniques for secondary teachers and development of career units for instructional purposes will be stressed.

EDGC 619. Organization and Administration of Career Education. (3-0-3); II, III. An overview of career education with emphasis on implementation of a school-wide program; understanding of career decision theories and processes.

EDGC 656. Principles of Guidance. (3-0-3); I, II, III. History, philosophical principles, and development of the guidance movement; the place of the specialist; guidance and the teacher; present status of guidance meeting the needs of the individual school; objectives, types and scope of guidance.

EDGC 657. Psycho-Social Aspects of Disability. (3-0-3); II, III. **Prerequisite:** EDGC 566 or permission of instructor. Examines the psycho-social problems of accompanying a disability and common methods of coping with disability; the status and self-concept of the disabled person and attitudes toward disabled persons.

EDGC 662. Individual Inventory Techniques. (3-0-3); II. **Prerequisite:** permission of instructor. Special training in the choice and utilization of achievement and psychological tests and inventories not requiring clinical training; sociometrics, and observational and interview techniques.

EDGC 665. Program Organization and Informational Services. (3-0-3); II, III. Organizational goals and procedures in designing a comprehensive program in information services, appraisal and counseling; relationships of the counselor with school personnel and with community members and organizations; referral procedures; legal implications for the counselor.

EDGC 666. A.B.C. Techniques of Counseling. (3-0-3); I, III. Basic philosophies, principles and procedures in counseling; participation in lab experiences; study of pertinent research.

Section A—For elementary school counselors

Section B—For secondary school counselors

Section C—For community agency counselors

EDGC 667. A, B, C. Group Procedures. (3-0-3); II, III. Study of theories and principles of individual reaction under stress in group situations and application in group counseling and guidance programs. Groups include the school, the family and the community.

Section A—For elementary school counselors

Section B—For secondary school counselors

Section C—For community agency counselors

EDGC 669. A, B, C. Practicum in Guidance and Counseling. (One to three hours); I, II. **Prerequisite:** EDGC 666 and permission of instructor. Supervised experience in guidance and counseling in groups and on an individual basis.

Section A—For elementary school counselors

Section B—For secondary school counselors

Section C—For community agency counselors

(Applications made through the Director of Professional Laboratory Experiences.)

EDGC 670. Research Problems. (One to three hours); I, II, III. **Prerequisite:** EDUC 600. An independent research study of a professional problem, conferences with the instructor by arrangement.

EDGC 674. Seminar in Guidance and Counseling. (One to three hours); I, III. **Prerequisite:** permission of instructor. Group study and

discussion of individual research or study of problems having special significance to the field of guidance and counseling.

EDGC 676. Independent Study. (One to three hours); I, II, III. An independent study of a professional problem in education.

EDGC 678. Internship. (One to six hours). Supervised experience in activities appropriate to area of specialization.

EDGC 679. Advanced Practicum. (Two to six hours); I, II. **Prerequisite:** one year's experience as a qualified counselor, permission of instructor. Supervised practice for counselors desiring a different experience of counseling than that secured in previous training or present work.

EDGC 699. Thesis. (Two to six hours); I, II, III.

EDGC 699A. Applied Project. (Three to six hours); I, II, III. **Prerequisite:** admission to the Specialist in Education Program and consent of student's committee chairman.

HIGHER EDUCATION

EDHE 635. Curriculum Construction in Higher Education. (3-0-3); II, III. Theoretical and practical basis for curriculum construction and evaluation of curriculum aims and practices of comprehensive two-year colleges; relationship to secondary schools and four-year colleges.

EDHE 640. The Two-Year College in Higher Education. (3-0-3); I, III. Unique role, philosophy and functions of two-year colleges in American education; patterns of organization and administration for academic, business, student personnel, public relations and development activities.

EDHE 641. Academic and Administrative Problems in Higher Education. (3-0-3); II, III. Selection, assignment, guidance, evaluation, payment, promotion and retirement of academic personnel, organization and development of curricular policies and instructional resources.

EDHE 642. Student Personnel in Higher Education. (3-0-3); I, II. Principles of organization and administration of personnel programs and services in higher education.

EDHE 643. Seminar in Higher Education. (One to three hours); II, III. Group study on issues in higher education.

EDHE 670. Research Problems. (One to three hours); I, II, III. **Prerequisite:** Education 600. An independent research study of a professional problem. Conferences with the instructor are by arrangement.

EDHE 676. Independent Study. (One to three hours); I, II, III. An independent study of a professional problem in education.

EDHE 678. Internship. (One to six hours). Supervised experience in activities appropriate to area of specialization.

EDHE 699. Thesis. (Two to six hours); I, II, III.

EDHE 699A. Applied Project. (Three to six hours); I, II, III. **Prerequisite:** admission to the Specialist in Education Program and consent of student's committee chairman.

LIBRARY SCIENCE INSTRUCTIONAL MEDIA

LSIM 500. Public Libraries. (3-0-3); on demand. An introduction and analysis of the public library; studies of the public library objectives, services provided, and techniques employed to achieve the objectives. Attention is given to Kentucky public library trends, management, services, and special problems.

LSIM 510. Public Library Practice. (3 hours); on demand. **Prerequisite:** LSIM 500. Designed to provide the prospective public librarian with the opportunity to apply and test his or her knowledge, understandings, and skills with the end result a balance in the professional, technical and clerical aspects of the public library. The prospective public librarian develops, through actual experiences and under competent supervision an understanding and appreciation of the total program and the public library's relationship to it along with an understanding of the community. (Application made through the Coordinator of Professional Laboratory Experiences.)

LSIM 511. Cataloging and Classification. (3-0-3); I. **Prerequisite:** skill in typing. The central purpose is to develop the ability to organize books and materials for access in a standard form according to the demands and needs of the individual library. Dewey Decimal Classification, Sears subject headings, and principles of simplified cataloging of books and non-book materials are the major content areas presented in the course.

LSIM 521. Literature and Materials for Young People. (3-0-3); I, III. An investigation of reading interests and needs of young people grades 7 through 12 with emphasis on criteria for selection and evaluation of materials, both technical and literary qualities, and methods for the utilization of such materials.

LSIM 522. Literature and Materials for Adults. (3-0-3); II. An investigation of adult reading interests and the library's role in adult education with consideration of services offered to the culturally disadvantaged and the physically handicapped. Students are given the opportunity to read and discuss the "popular book" and practice in the writing of book reviews.

LSIM 523. Reference and Bibliography. (3-0-3); II. A thorough investigation of the most significant basis titles in a general reference collection and experience in compiling a bibliography. The course is organized by the types of reference materials: encyclopedias, bibliographies, yearbooks, indexes, etc. The emphasis is placed upon reference service in schools, academic, and public libraries.

LSIM 530. Creative Library Programs. (3-0-3); I, III. Designed for all teachers, public and school librarians, the course is a study of the oral tradition, literary types, and techniques for effective utilization of literature with children in the classroom or in the library. Emphasis is on principles of story-telling, selection of stories, program planning, and development of visuals to enrich the background and stimulate the interest of children in our cultural heritage. Also covered: special library services, community and school service projects, and library-class cooperative efforts.

LSIM 542. Selection and Evaluation of media. (3-0-3); I, III. Selection and evaluation of both hardware (equipment) and software (materials) media. Consideration of the hardware will include study of details of writing specifications for purchase of equipment. Selection and evaluation of materials will take into consideration both curricular suitability and technical quality.

LSIM 547. Utilization of Educational Television. (3-0-3); I, II, III. **Prerequisite:** upper division standing. The use of television in the classroom. The history and background of ETV; how a telecourse is developed; personnel needed; examples of telelessons and their use by outstanding teachers.

LSIM 550. Message Design and Production. (3-0-3); I, III. The design, production, and evaluation of instructional messages and message systems. Through task analysis, the student shall first identify and design examples of instructional messages using principles of effective communication theory. The student will then produce the communication in AV form using appropriate graphic production techniques. The student will finally evaluate and revise the communication product through evaluative tryouts with target groups.

LSIM 555. Advanced Production. (3-0-3); II, III. **Prerequisite:** LSIM 583 or permission of instructor. Provides the student with the opportunity to refine and expand his/her skills in media production techniques. The student, in addition to study and experimentation, will produce, in cooperation with an actual school system, a major production for continuing use in the school system.

LSIM 560. Resource Center Design. (3-0-3); II, III. **Prerequisite:** LSIM 301 or permission of instructor. The course will be conducted by the seminar method in which students will research and discuss the library environment, both interior and exterior, as it relates to the educational program.

LSIM 575. School Library Practice. (Three to four hours); I, II, III. **Prerequisite:** all other library science courses required for certification except those taken at the same time as practice work. Practical application of procedures in modern school library. Reading guidance, story telling, book talks, and organization of teaching materials are stressed. (Application made through the Director of Professional Laboratory Experiences.)

LSIM 577. School Media Library Practicum II. (0-10-4); I, II. **Prerequisites:** Education 209, 210 and admission to the Teacher Education Program. A continuation and expansion of Library Science 477 and is taken concurrently with that course in all but unusual cases. The two courses comprise the practicum portion of the professional semester for students in the school media librarian's certification program. (Application made through the Coordinator of Professional Laboratory Experiences.)

LSIM 580. Learning Systems Design. (3-0-3); I, III. An introduction to the design of mediated instruction. The student shall become familiar with the systems approach to designing instruction and how this approach may be incorporated in making teaching more effective, efficient and consistent. The student will actually design a course of instruction using the instructional development process.

LSIM 581. Individualized Learning Systems. (3-0-3); II, III. An introduction to basic individualized learning systems; how they are designed, produced, and utilized. The student shall design and produce examples of learning activity packets and programmed instructional materials. Technological applications for individualizing learning such as programmers and portable computers will also be covered.

LSIM 582. Audiovisual Aids in Instruction. (3-0-3); I, III. **Prerequisite:** upper division standing. Overview of the instructional media in use in up-to-date schools. Lectures, demonstrations and practical applications of widely available audiovisual equipment, materials, and methods are used.

LSIM 583. Producing Audiovisual Materials. (3-0-3); II, III. **Prerequisite:** LSIM 582 or equivalent. Production of various types of audiovisual materials with emphasis upon still photography (slides-prints), motion picture photography, audio production, and classroom television production.

LSIM 588. Educational Gaming and Simulation. (3-0-3); I, III. An introduction to the design, production, utilization, and evaluation of educational games and simulations. The student shall produce an educational game and an educational simulation of his/her own design which will be evaluated and revised by tryout with selected target groups.

LSIM 599. Library Media Workshop. (One to six hours); on demand. Subject matter and length of time vary; prerequisites determined for each. May be repeated but not to exceed a total of six hours.

LSIM 630. Scientific Management of Learning Resource Centers. (3-0-3); II, III. **Prerequisite:** LSIM 301 or permission of instructor. This course will provide the student with the principles and techniques of scientific management as they apply specifically to library oriented problems. The basic tools of the management analyst will be studied in step-by-step detail.

LSIM 670. Research in Library Science/Instructional Media. (3-0-3); I, II, III. **Prerequisite:** EDUC 600. Investigation of a problem in the L.S./I.M. field utilizing basic methods of research, methodology to include collection, analysis, and report of data.

LSIM 676. Independent Study. (One to three hours); I, II, III. Independent study in specific areas in library science and instructional media.

LSIM 699. Thesis in LS/IM (6 hours).

SECONDARY EDUCATION

EDSE 576. Reading in the Secondary School. (2-2-3); I, II, III. Emphasis is centered around reading instruction in the junior high and high school. Materials are included for instruction and studies of the administrative problems involved. (Laboratory experiences are an integral part of this course.)

EDSE 590. Supervision of Teaching Practicum. (One to three hours); I, II, III. **Prerequisite:** Teacher Certificate. Basic principles and procedures in the techniques of supervision of student teachers. Designed to prepare teachers to become supervising teachers who provide the professional laboratory experiences during student teaching.

EDSE 599. Workshop. (One to three hours); I, II, III. **Prerequisite:** upper division or graduate classification. A workshop for specifically designated task orientation in education. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

EDSE 633. Systematic Instructional Development. (3-0-3). **Prerequisite:** admission to graduate program. A time concentrated 40 hour sequence presented in five days with eight hours of instruction per day. The course presents an instructional development system from the definition through development and evaluation stages. Nine major instructional development functions are explored in depth.

EDSE 634. Secondary School Curriculum. (3-0-3); I, II, III. A course designed to acquaint the teacher, supervisor, and administrator with the nature, development, and organization of the secondary school curriculum.

EDSE 670. Research Problems. (One to three hours); I, II, III. **Prerequisite:** EDUC 600. An independent research study of a professional problem. Conferences with the instructor are by arrangement.

EDSE 671. Seminar-Problems of the Teacher. (1-0-1); I, II, III. Individual research problems and thesis; review of current educational research; significant problems in education especially related to the role of the teacher. Oral reports and group discussion.

EDSE 676. Independent Study. (One to three hours); I, II, III. An independent study of a professional problem in education.

EDSE 677. Reading in the Content Areas. (3-0-3). **Prerequisite:** an approved course in reading. The basic reading ability and study skills needed by elementary and high school students in all types of reading materials. Emphasis is placed on special skills needed for study in science, social studies, mathematics and literature.

EDSE 681. Seminar—Methods for Secondary Teachers. (1-0-1); I, II, III. Individual research into modern and innovative teaching techniques review of current teaching methods; study of significant problems related to innovative approaches concerning the secondary school teacher. Written and oral reports and group discussion.

EDSE 683. The American Secondary School. (3-0-3); I, II, III. Traces the development of the American secondary school, identifying historical and philosophical influences upon this development; related current practices to their historical bases; examines present-day trends and innovations.

EDSE 699. Thesis. (Two to six hours); I, II, III.

SPECIAL EDUCATION

EDSP 537. Educational Assessment of Exceptional Children. (2-2-3); I, II, III. Assessment methodology relating to the identification of behavioral deficits and excesses of students which lessen their performance level in one or more core academic subject areas.

EDSP 550. Nature and Needs of Exceptional Children. (3-0-3); I, II, III. **Prerequisite:** EDSP 230. The physical, psychological, and educational needs of educable and trainable mentally retarded children; research pertaining to the nature and needs of the mentally retarded; ways of developing maximum abilities.

EDSP 551. Curriculum for Pre-School Exceptional Children. (2-2-3); I, II, III. Prerequisite: EDSP 230. Designed to prepare the teacher to work with pre-school children having handicapping conditions. Curriculum procedures involving perceptual-motor activities, prosthetic devices, and system approaches in special education will be featured.

EDSP 552. Learning Disabilities. (3-0-3); I, III. An examination of psychological, medical, and educational literature with survey, clinical, and experimental work concerning a specific learning disorder.

EDSP 553. Curriculum for Secondary Exceptional Children. (2-2-3); I, II, III. Prerequisite: EDSP 230. Designed to prepare the teacher of exceptional children to develop procedures for modifying curriculum to include concepts related to preparation of exceptional children for employment. Vocational and career education instructional methods and materials will be explored along with the establishment and implementation of work-study programs for exceptional children.

EDSP 555. Teaching Children with Learning and Behavior Disorders. (2-2-3); I, II, III. Prerequisite: EDSP 230. A consideration of curriculum sequence as specialized methods of instruction, applicable to handicapped learners in classes for educable mentally retarded. The construction, use, and adaptation of materials by teachers who are working with retarded children.

EDSP 556. Teaching the Mentally Handicapped. (2-2-3); II. Prerequisite: EDSP 230. Application of methods and materials for teaching the trainable mentally retarded. The construction and use of instructional aids to be used with the retarded individual.

EDSP 557. Curriculum for Elementary Exceptional Children. (2-2-3); I, II, III. Prerequisite: EDSP 230. Designed to prepare the teacher to develop curriculum for exceptional children that integrates the use of prosthetic devices and equipment, parent counseling, and utilization of special education support services with the school program.

EDSP 558. Learning Disabilities Methodology. (2-2-3); I, II, III. Prerequisite: EDSP 552. Application of materials and methods (including the construction of instructional aids) for teaching the student with learning disabilities.

EDSP 581. Introduction to Educational Statistics. (2-2-3); II, III. An introductory study of the applications of statistical and graphical methods to educational and psychological data. Includes areas of descriptive and inferential statistics that apply to educational research.

EDSP 599. Workshop. (One to three hours); I, II, III. A workshop for specifically designated task orientation in special education. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

EDSP 601. Survey of Exceptional Children. (3-0-3); I, II, III. The study of personality theory and psychopathology, developmental problems of exceptional children, and educational characteristics and needs of exceptional children.

EDSP 602. Speech and Language Problems. (3-0-3); I, II, III. Defines various speech and language problems and their causal factors at the elementary and secondary school level. Presents methods for the analysis, prevention, and correction of these problems.

EDSP 603. Assessment Methodology for the Handicapped. (2-2-3); II, III. Prerequisite: Special Education 537. Testing and assessment procedures utilized with traditional categorical approaches in special education. Principles of norming and scaling are included.

EDSP 604. Resource Concepts for the Handicapped. (3-0-3); I, II, III. Prerequisite: EDSP 230 or 601. Fundamental concepts regarding implementing and managing the resource room at both the elementary and secondary school levels.

EDSP 605. Programs for Young Handicapped Children. (2-2-3); I, II, III. Prerequisite: EDSP 551. Program applications for three to six year old handicapped children, including identification procedures and parent involvement techniques.

EDSP 606. Communication Disorders. (3-0-3); I, II, III. Prerequisite: EDSP 320 or 602. Procedures and methods for working with the speech and language handicapped child in a public or private school setting.

EDSP 607. Employability of the Handicapped. (3-0-3); I, II, III. Prerequisite: EDSP 230 or 601. Career exploration and preparation programming for secondary students who have special learning needs.

EDSP 655. Teaching the Exceptional Child. (Three hours for each sub-section of the course); I, II, III. Prerequisite: consent of instructor. A—Educable Mentally Handicapped. B—Trainable Mentally Handicapped. C—Gifted. D—Emotionally Disturbed. E—Learning Disabilities.

Evaluation and practice in the use of materials, methods, and curricula sequences for special class children. Emphasis is placed on adapting learning environments related to language, art, social skills, quantitative operations, health, and creative activities to meet the demands of children with special learning disorders or talents.

EDSP 668. Organization of Special Classes. (2-2-3); II, III. Prerequisite: consent of instructor. The relation between the special class teacher and students within the matrices of the larger school community. Tech-

niques of parental counseling and introduction of the students into the work and social aspects of the larger community.

EDSP 670. Research Problems. (One to three hours); I, II, III. Prerequisite: EDUC 600. An independent research study of a professional problem. Conferences with the instructor are by arrangement.

EDSP 675. Practicum in Special Education. (Three to six hours); I, II, III. Supervised practice in working with specific groups of exceptional children in educational, clinical, or institutional settings using a holistic, multi-discipline approach to therapy and/or prescriptive teaching. (Application made through the Coordinator of Professional Laboratory Experiences.)

EDSP 676. Independent Study. (One to three hours); I, II, III. An independent study of a professional problem in special education.

EDSP 678. Internship. (One to six hours). Supervised experience in activities appropriate to area of specialization.

EDSP 699. Thesis. (Six hours); I, II, III.

PROFESSIONAL EDUCATION

EDUC 600. Research Methods in Education. (3-0-3); I, II, III. Selection, delineation, and statement of a research problem, techniques of bibliography building, methods of organization, recognized methods of investigation, application of statistical methods to research problems and style-standards for research writing.

EDUC 610. Advanced Human Growth and Development. (3-0-3); I, II, III. Prerequisite: PSY 154 or 155 and EDEL 210 or EDSE 310. The developmental processes in childhood and adolescence. Application of principles of development, research findings, and theory of human behavior. (Same as PSY 610.)

HEALTH, PHYSICAL EDUCATION AND RECREATION

Health

HLTH 500. Introduction to Driver Education. (3-1-3); I, II, III. Emphasis upon the effect of attitudes, emotions, and motivations on behavior. Review of research on accident causation and other relevant research. (Laboratory experiences are an integral part of this course.) (Same as PHED 500.)

HLTH 501. Administration of Driver and Traffic Education. (3-0-3); I, II. Prerequisite: HLTH/PE 500 and HLTH/PE 505. Organization and administrative aspects of driver and traffic education. (Same as PHED 501.)

HLTH 503. Supervision of Safety Education. (3-0-3); I, II. Prerequisite: HLTH 203. Responsibilities, activities and problems of administering safety programs. (Same as PHED 503.)

HLTH 504. Methods of Teaching Driver and Traffic Education. (3-0-3); I, II. Prerequisite: HLTH/PHED 500. Designed to provide an understanding of the specifics of classroom instruction in the various subject matter fields. Selection of presentation and evaluation techniques based on recognized course objectives. (Same as PHED 504.)

HLTH 505. Intermediate Driver Education. (2-2-3); I, II, III. Prerequisite: HLTH 500. Teaching the student how to teach others to drive. Discussion of all levels of organization and appropriate teaching procedure. (Laboratory experiences are an integral part of this course.) (Same as PHED 505.)

HLTH 508. Principles of General School Safety. (3-0-3); I, II. A review of principles and practices in establishing and maintaining a healthful and safe school environment.

HLTH 512. Advanced Driver Education. (3-0-3); I, II, III. Prerequisite: PHED 500 and 505. Teaching the psycho-physical problems of human behavior as it relates to safety and driver education. (Same as PHED 512.)

HLTH 518. Use and Abuse of Drugs. (3-0-3); I, II, III. Designed to survey the field of psychoactive drugs with particular emphasis on the behavioral effects of these agents.

HLTH 519. Emergency Medical Techniques. (5-1-6); I, II. Prerequisite: HLTH 203. Development of skills in recognition of symptoms of illnesses and injuries and proper procedures of emergency care. (Laboratory experiences are an integral part of this course.)

HLTH 532. Physiology of Exercise. (3-0-3); I, II, III. Prerequisite: HLTH 402 or concurrently or permission of instructor. Study of the response of the body to muscular activity; nature of contraction, work and efficiency, cardiorespiratory adjustment, training and fitness. (Same as PHED 532.)

HLTH 576. Special Problems in Health. (One to three hours); I, II. Prerequisite: upper division or graduate classification. This course is designed to meet the special needs of individual students. An intensive study of approved specific problems from the area of health, physical education and recreation, under the direction of the instructor.

HLTH 599. Workshop. (One to three hours); I, II, III. A workshop for specifically designated task orientation in health. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

HLTH 601. School Health Services. (2-0-2); I, alt. III. Prerequisite: twelve hours of undergraduate credit in health. Seminar approach to the total program of health in the school; education for health, administration, ecology, management, improvement.

HLTH 612. Public Health Services. (2-0-2); II, alt. III. Prerequisite: twelve hours of undergraduate credit in health. Seminar approach to the total program of public health: history and philosophy, administration, service, future.

HLTH 614. Principles of Epidemiology. (2-2-3); I. Prerequisite: HLTH 612. Ecology and causes of diseases; factors influencing occurrence of diseases; critical incidents in epidemiology, epidemiologic investigations.

HLTH 670. Research Problems. (One to three hours); I, II, III. Prerequisite: twelve hours of undergraduate credit in health and permission of instructor. Intensive investigation of a problem in health; problem must be approved prior to enrollment. Conference with instructor as necessary.

HLTH 676. Independent Study. (One to three hours); I, II, III. Individual investigation into special areas of health.

HLTH 678. Internship. (One to six hours) on demand. Supervised experience in activities appropriate to area of specialization.

HLTH 699. Thesis. (One to six hours); I, II, III. Prerequisite: Approval of thesis topic by thesis committee. Maximum of six hours allowed.

Physical Education

PHED 500. Introduction to Driver Education. (3-0-3); I, II, III. (Same as HLTH 500.)

PHED 501. Administration of Driver and Traffic Education. (3-0-3); I, II. Prerequisite: HLTH/PHED 500 and HLTH/PHED 505. (Same as HLTH 501.)

PHED 502. Administration of School Athletic Programs. (3-0-3); I, II. Administrative principles and procedures applicable to the school athletic program, with special emphasis at the secondary level.

PHED 503. Supervision of Safety Education. (3-0-3); I, II. Prerequisite: HLTH 203. (Same as HLTH 503.)

PHED 504. Methods of Teaching Driver and Traffic Education. (3-0-3); I, II. Prerequisite: HLTH/PHED 500. (Same as HLTH 504.)

PHED 505. Intermediate Driver Education. (2-2-3); I, II, III. Prerequisite: PHED 500. (Same as HLTH 505.)

PHED 512. Advanced Driver Education. (3-0-3); I, II, III. Prerequisite: PHED 500 and 505. Same as HLTH 512.)

PHED 514. Training Room Modalities. (1-1-2); I, II. Prerequisites: PHED 203, 302. Emphasis on participation and use of machinery by the students involved with training room procedures.

PHED 515. Medical Aspects of Athletic Training. (1-1-2); I, II. Prerequisites: PHED 203, 302. Study of relationships existing between training programs and medical society, including case history studies.

PHED 516. Training Room Practice. (0-3-3); I, II. Prerequisites: PHED 203, 302. Actual work-participation situation involving the student in training room work.

PHED 517. Diagnosis of Athletic Injuries. (1-1-2); I, II. Prerequisites: PHED 203, 302. Diagnosis of athletic injuries.

PHED 520. Coaching Women's Athletics. (3-0-3); I, II. Emphasis will be on the coaching techniques of women's sports.

PHED 532. Physiology of Exercise. (3-0-3); I, II, III. Prerequisite: PHED 402, or concurrently, or permission of instructor. (Same as HLTH 532.)

PHED 575. Adapted Physical Education. (2-0-2); I, II. The nature and extent of the problem of exceptional students and the means whereby these students can be aided through physical education.

PHED 576. Special Problems in Physical Education. (One to three hours); I, II. Prerequisite: upper division or graduate classification. This course is designed to meet the special needs of individual students. An intensive study of approved specific problems from the area of health, physical education and recreation, under the direction of the instructor.

PHED 599. Workshop. (One to three hours); I, II, III. A workshop for specifically designated task orientation in physical education. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

PHED 600. Current Problems in Physical Education. (2-0-2); I, III. The purpose of this course is to identify, evaluate and propose solutions for problems confronted by individuals and groups who are concerned with health, physical education, and recreation.

PHED 601. Tests and Measurements in Health, Physical Education and Recreation. (3-0-3); I, III. Advanced principles of evaluation in health, physical education and recreation.

PHED 604. History and Principles of Physical Education. (3-0-3); I. Development of physical education; analysis of its aims, objectives and principles.

PHED 605. Planning Facilities for Physical Education. (2-0-2); II. A study of school facilities, equipment, site selection, building plans and equipment placement in programs of health, physical education and recreation.

PHED 606. Physiological Effects of Motor Activity. (3-0-3); I, II, III. Physiological changes resulting from motor activity. Familiarization with, and use of, the various instruments and devices for measuring physiological changes in the body.

PHED 608. Analysis of motor skills. (3-0-3); I. Applications of the principles of physics to the various skills in motor activities.

PHED 610. Readings in Health, Physical Education, and Recreation. (2-0-2); I, III. Extensive guided reading to further acquaint the student with the total area of health, physical education, and recreation.

PHED 612. Curriculum Construction in Elementary Physical Education. (2-0-2); I, II. An evaluation of the curriculum of the elementary school in relation to the needs of the pupil in the area of health, physical education and recreation; curricular planning to meet these needs.

PHED 615. Physical Education for the Exceptional Child. (2-0-2); II, III. Diagnosing the abnormal child in relation to his individual needs and capabilities in the areas of physical education and recreation in the rehabilitation or development of the abnormal child.

PHED 616. Foundations and Trends in Health, Physical Education and Recreation. (2-0-2); I, III. Physiological, psychological, sociological and scientific foundations of health, physical education and recreation. Current trends in health, physical education and recreation.

PHED 625. Adaptions of Muscular Activity. (2-2-2); II, III. Prerequisite: PHED 575. Advanced study of physical education for the exceptional student. Organization and administration of adapted physical education programs; program planning, principles and techniques, evaluation.

PHED 670. Research Problems in Physical Education. (One to three hours.) Arranged to meet the needs of the student.

PHED 676. Independent Study. (One to three hours); I, II, III. Individual investigation into special areas of physical education.

PHED 678. Internship. (One to six hours.) Supervised experience in activities appropriate to area of specialization.

PHED 699. Thesis. (One to six hours); I, II, III. Prerequisite: Approval of thesis topic by thesis committee. Maximum of six hours allowed.

Recreation

REC 522. Park Management and Resource and Operation. (3-0-3); I, II. This course is a study of the theory and current practices involved in the effective management and operation of parks and recreation areas, with emphasis on management policies and procedures for efficient operation. A point of primary emphasis would be practical work with local, state, and federal park systems and personnel to apply the theoretical knowledge in a practical situation.

REC 536. Fiscal Management in Parks and Recreation. (3-0-3); I, II. This course considers such things that are peculiar to recreation and park administration as tax structures, budgets, the budget preparation procedure, projecting financial aspects of recreation, and things necessary to handle properly, the financial affairs in the recreation and park field.

REC 528. Camping Administration. (2-0-2); I, II. This course considers the multitude of details necessary in the successful administration and organization of the camp—those things necessary to carry out the plans that have been set up for the camp.

REC 576. Special problems in Recreation. (One to three hours); I, II. Prerequisite: upper division or graduate classification. Designed to meet the special needs of individual students. An intensive study of approved specific problems from the area of recreation under the direction of the instructor.

REC 580. Outdoor Interpretation. (2-2-3); II, III. Procedures for conducting and supervising naturalist and outdoor interpretive programs.

REC 585. Programs and Materials for Therapeutic Recreation. (0-2-3); I, II. An in-depth study of the programs and materials used in therapeutic recreation. Considers various devices, activities, and materials that can be used in programs for individuals. Practical work with individuals in therapeutic situations will be stressed.

REC 599. Workshop. (One to three hours); I, II, III. A workshop for specifically designated task orientation in recreation. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

REC 620. Graduate Seminar in Recreation. (1-0-1); I, II. This course is to be used to discuss and talk about varying topics in the profession of recreation. Fundamentally, this course will be used to pull the things together for the students and get them ready to actively pursue the finding of a position in the profession of recreation.

REC 624. Evaluative Techniques in Parks and Recreation. (2-0-2); I, II. This course is a study of the evaluative process in parks and recreation situations, and includes the criteria for selection of evaluative tools, statistical treatment and interpretation of data as well as those measurement instruments that have to do with community and area surveys that also involve the projection of need and use for park and recreation facilities and programs.

REC 625. Community/School Recreation. (3-0-3); I, II. This course considers the factors and background necessary for the successful conduct of the school/college recreation program including the various factors involved in conducting the intramural programs. It considers the leisure life of the students in both organized activities and free-time or leisure pursuits.

REC 630. Programs in Recreation. (2-0-2); II, III. A study of the different media through which recreation is presented. Sponsoring groups, personnel, administration, organization, facilities, finances, maintenance, equipment, supplies and promotion.

REC 635. Organization and Administration of Intramural Activities. (2-0-2); II, III. The history and philosophy of intramural activities; the relationship of intramural activities to education, physical education, and recreation.

REC 640. Recreation in the Senior Years. (2-0-2); I, III. A study of the needs of older people with the implications for recreation programs and activities, in addition to the practical application of these ideas and programs.

REC 670. Research Problems in Recreation. (One to three hours); I, II, III. Prerequisite: Education 600. Intensive investigation of a problem in recreation. Problem must be approved prior to enrollment. Conferences arranged with instructor as necessary.

REC 699. Thesis. (One to six hours); I, II, III. Prerequisite: approval of thesis topic by thesis committee. Maximum of six hours allowed.

PSYCHOLOGY

PSY 521. Physiological Psychology. (3-0-3); I. Prerequisite: PSY 154 or 155. Physiological mechanisms of normal human and animal behavior. Anatomy and physiology relevant to the study of sensory and motor functions, emotion, motivation and learning.

PSY 554. Social Psychology. (3-0-3); I. Prerequisite: PSY 154 or 155. The scientific study of the individual's relationship with his social environment. Emphasis is placed on attitudes, personality, prejudice, discrimination, dominance, role theory, social learning, social and interpersonal perception, and social movements.

PSY 555. Environmental Psychology. (3-0-3); II. Prerequisite: PSY 154 or 155. The study of the ways in which social and physical environments affect human behavior. Direct effects of physical settings on behaviors, individual utilization of various physical settings, analysis of personnel space utilization, and other nonverbal behaviors are examined.

PSY 556. Introduction to Clinical Psychology. (3-0-3); I. Prerequisite: PSY 154 or 155 and EDSP 581 or Math 353. A survey of basic theoretical issues and research in the areas of assessment and psychotherapy, ethical, legal, and other professional problems in clinical psychology. Emphasis on clinical aspects of the school psychologist's functions in working with school age children.

PSY 558. Psychological Testing. (3-0-3); I. Prerequisite: PSY 154 or 155 and EDSP 581 or Math 353. A general introduction to psychological testing. Topics covered included interest inventories, measurement and evaluation of personality, proficiency, performance, attitudes, temperament, aptitude, capacity, and intelligence through use of group assessment instruments used in psychological research, guidance, education, social research, business and industry.

PSY 559. Behavior Modification. (2-2-3); II, III. Prerequisite: PSY 154 or 155. Operant learning principles that govern human behavior will be applied to the modification of behavior in the school setting. The course is designed to give experience in dealing with behavioral problems in the classroom and other settings. (Laboratory experiences are in integral part of this course.)

PSY 575. Selected Topics. (2-2-3); Prerequisite: consent of instructor. Various methods courses in instrumentation and data reduction, innovation and research design, directed study of special problems in psychology, various application courses, and others.

PSY 581. Experimental Psychology I. (2-2-3); I. Prerequisite: PSY 154 or 155 and EDSP 581 or Math 353. The study of experimental methods and design related to sensation, perception, discrimination, learning, forgetting, and retention. (Laboratory experiences are an integral part of this course.)

PSY 582. Experimental Psychology II. (2-2-3); II. Prerequisite: PSY 581 or consent of instructor. A continuation of PSY 581. This course includes theory, original psychological experimentation by the student, laboratory method, and data analysis. (Laboratory experiences are an integral part of this course.)

PSY 583. Sensory Psychology. (3-0-3); I. Prerequisite: PSY 154 or 155 and EDSP 581 or Math 353. The study of the biological and the physical bases of sensory experience. Presentation of a psychophysical data and basic techniques for scaling of sensation. Coverage of all sensory systems with primary emphasis on vision and audition.

PSY 584. Perception. (2-2-3); III. An examination of the role of perception as an information extraction process. Includes the constancies, space perception, illusions, and the influences of learning and experience on the development of perception. (Laboratory experiences are an integral part of this course.)

PSY 585. Systems and Theories. (3-0-3); I. Prerequisite: PSY 154 or 155 and EDSP 581 or Math 353. An intensive study of the more influen-

tial historical systems of psychology including structuralism, functionalism, associationism, behaviorism, Gestalt psychology and psychoanalysis, and a treatment of contemporary developments.

PSY 586. Motivation. (2-2-3); II. Prerequisite: PSY 154 or 155. A consideration of the basis of human and animal motivation in relation to other psychological processes. (Laboratory experiences are an integral part of this course.)

PSY 589. Psychology of Learning. (3-0-3); II, III. Prerequisite: PSY 154 or 155. The fundamental principles of learning, including acquisition, retention, forgetting, problem solving, and symbol formation; experimental studies; the application of principles to practical problems in habit formation, development of skills, remembering and logical thinking.

PSY 590. Abnormal Psychology. (3-0-3); II. Prerequisite: PSY 154 or 155. The psychology, behavior, and treatment of individuals having superior or inferior mental abilities; perceptual handicaps, orthopedic problems, and behavioral disorders, and the general methods of facilitating growth, therapy, and research in this area.

PSY 599. Workshop. (One to three hours); I, II, III. A workshop for specifically designated task orientation in psychology. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

PSY 600. Seminar. (One to nine hours). Prerequisite: permission of major professor in psychology. May be repeated for a maximum of nine hours.

PSY 609. Education Psychology. (3-0-3); II, III. Advanced and applied study of the nature of learning, evaluation of learning, outcomes and the characteristics and development of students and teaching methods.

PSY 610. Advanced Human Growth and Development. (3-0-3); I, II, III. Prerequisite: PSY 154 or 155 and EDEL 210 or 310. A study of the developmental processes in childhood and adolescence. Application of principles of development, research findings, and theory of human behavior. (Same as EDUC 610).

PSY 621. Advanced Physiological Psychology. (2-2-3); II. Prerequisite: PSY 154 or 155 and PSY 521. Interaction of physiology and behavior including the study of the peripheral and central nervous system as they relate to motor coordination and reflex processes.

PSY 633. Personality Theory. (3-0-3); II. Prerequisite: PSY 154 or 155 and permission of instructor. An examination of theories of personality. The relation of current theories to psychological research will be examined.

PSY 634. Learning Theory. (3-0-3); I. Prerequisite: PSY 154 or 155. An examination of theories of learning and the relationship of these theories to psychological research.

PSY 657. Mental Measurements I. (1-5-3); I. Prerequisite: PSY 558 and admission to graduate study in the Department of Psychology. Types of psychometric and objective methods for the measurement of mental ability and behavior. Special emphasis on training students to evaluate ability and transmit data on learning and behavior problems of clients to other professionals and school personnel.

PSY 658. Mental Measurements II. (1-5-3); II. Prerequisite: PSY 657. A continuation of PSY 657. Increased emphasis on evaluation procedures.

PSY 661. Introduction to Projective Techniques. (1-5-3); I. Prerequisite: PSY 558. Projective tests as instruments for collecting thought contents, attitudes and feelings; their use in clinical diagnosis of therapy. Practice in administering, scoring, and interpretation.

PSY 662. Advanced Projective Techniques. (1-5-3); II. Prerequisite: PSY 661. A continuation of Psychology 661.

PSY 670. Research Problems in Psychology. (One to three hours); I, II, III. Prerequisite: permission of instructor. An independent research study of a professional problem in psychology.

PSY 672. Practicum. (Two to twelve hours). I, II, III. Permission of instructor required. Placement of school-clinical students in school and clinical settings for direct services to clients under qualified supervision.

PSY 673. Clinical Methods. (1-5-3); I, II. Permission of instructor required. Techniques and theories of the psychotherapeutic and psychodiagnostic processes. Intensive use of projective and objective instruments with pre-school and school age populations. Open only to advanced students in the school clinical program.

PSY 676. Independent Study. (One to six hours); I, II. Independent study in specific areas of psychology.

PSY 678. Internship. (Two to twelve hours). I, II, III. Permission of instructor required. Placement of advanced graduate students in the school-clinical program in school and clinical settings for internship under qualified supervision. Minimum of six hours of credit required.

PSY 690. Psychological Research. (One to nine hours); I, II, III. Permission of instructor required. A seminar research design and problems course to explore in depth specific areas of research related to the student's principal professional objective.

PSY 699. Thesis. (One to six hours). Permission of advisor required.

SCHOOL OF HUMANITIES

Departments

Art, Communications, Languages and Literature, Music, Philosophy

DEGREES

Master of Arts in Art

Art Education

Studio Art

Master of Arts in Communications

Journalism

Radio-Television

Speech

Theatre

Master of Arts in English

Master of Music

Music Education

Music Performance

Master of Arts in Art

The Master of Arts in Art degree is available in two options: art education or studio art.

Requirements for Admission

1. General admission to graduate study.
2. Completion of an undergraduate major or its equivalent in art.
3. A minimum standing of 3.0 at the undergraduate level in art.
4. Submission of an acceptable portfolio.
5. Satisfactory completion of preliminary oral examination.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Those applicants who elect an option in art education may choose to take nine hours' credit in the School of Education.
3. Those candidates who elect a studio option for the degree must take a minimum of 25 hours in studio art.
4. All candidates for the degree must complete six hours in art history, the graduate seminar in art, and six hours of drawing at the graduate level.
5. Those candidates electing the art education option must complete an approved thesis or monograph.
6. Candidates electing the emphasis in studio art must have a one-man exhibit of work completed at the graduate level in studio art.
7. All candidates will defend their theses or their exhibitions.

Master of Arts in Communications

The Master of Arts in Communications provides for an emphasis in the fields of journalism, radio-television, speech, and theatre, or a dual emphasis in any two of these fields.

Requirements for Admission

1. General admission to graduate study.
2. Completion of an undergraduate major or minor in a program in communications.
3. A minimum standing of 3.0 on all undergraduate communications courses above the freshman level.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy general degree requirements.
2. If the option selected requires a thesis, it may take the form of either a creative or research thesis. A creative thesis may be an original work such as a script, production, or design project related to the area of interest.
3. A student may credit toward the 30-hour graduate program of study no more than four graduate hours in any combination of the following courses, each of which is available in the academic areas of journalism, radio-TV, speech and theatre: COMM 539. Field Experience; COMM 647. Internship.
4. Students may elect one of four options in the fields of journalism, radio-television, speech or theatre:

OPTION A*Single Emphasis with Thesis*

	Sem. Hrs.
COMM 600—Research Methods in Communications	3
Area of Specialization	12
Electives	9*
Thesis	6
	30

OPTION B*Dual Emphasis with Thesis*

COMM 600—Research Methods in Communications	3
Area of Specialization	21
Thesis	6
	30

OPTION C*Single Emphasis without Thesis*

COMM 600—Research Methods in Communications	3
Area of Specialization	18
Electives	9*
	30

OPTION D*Dual Emphasis without Thesis*

COMM 600—Research Methods in Communications	3
Areas of Specialization	24
Electives	3
	30

*Three of the nine hours must be in communications.

Master of Arts in English

The Master of Arts in English provides for varying degrees of emphasis in American literature, English literature, and linguistics.

Requirements for Admission

1. General admission to graduate study.
2. Completion of an undergraduate major or minor in English.
3. A minimum standing of 3.0 on all undergraduate English courses above the freshman level.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Six hours must be in each of two areas of English studies (American literature, English literature, linguistics, writing).
3. ENG 603. Bibliography.
4. One of the following two options:
 - A. A minimum of 32 hours of graduate credit, at least 24 in English and not more than 6 in one other field, with the following options:
 - (1) a thesis (6 hours) with an oral examination defending it, and a reading knowledge of a foreign language; or
 - (2) a thesis (6 hours) with an oral examination defending it, and a general written examination; or
 - (3) a general written examination, a reading knowledge of a foreign language, and ENG 500; or
 - (4) an additional three hours in English (a total of thirty-three) with a general written examination and ENG 500.
 - B. To qualify for a standard teaching certificate: a minimum of thirty-four hours of graduate credit, twenty-four in English and ten approved in professional education, with a general written examination and ENG 500.

Master of Music

The Master of Music degree is offered with major fields of study in performance and music education.

Requirements for Admission

1. General admission to graduate study.
2. Completion of a bachelor's degree in music or its equivalent.
3. A minimum standing of 3.0 on all undergraduate music courses above the freshman level.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy general degree requirements.
2. The candidate must complete entrance examinations in music and one of the following options:

Emphasis on Performance

	Sem. Hrs.
Applied music	8
Graduate Recital	2
Independent Study (related to performance area)	1-3
Studies in Musical Style	3
Seminar in Music Research	3
Electives in music history and literature	6
Electives	5-7
	30

(Music electives may be chosen without limitation except for applied music, in which a maximum of eight semester hours in the major performing area may be taken. A maximum of six hours from disciplines other than music may be taken.)

Emphasis on Music Education

	Plan		
	A	B	C
Applied Music	2	4	2
Studies in Musical Style	3	3	3
Seminar in Music Research	3	3	3
Foundations of Music Education	3	3	3
Psychology of Music	2	2	2
Independent Study	0	1-3	3
Graduate Recital*	0	2	0
Thesis	6	0	0
Electives in music history and literature	4	4	4
Electives	7	6-8	10
	30	30	30

(Music electives may be chosen without limitation except for applied music, in which a maximum of eight semester hours in the major performing area may be taken. A maximum of six hours from disciplines other than music may be taken.)

*The graduate recital may be given in composition or conducting as well as other performance areas, with the approval of the graduate faculty in these areas. In this case a minimum of two hours in applied music is required, along with at least four hours of course work in composition or conducting.

Certification

A student who is following a Master of Music degree program may qualify for the Kentucky Standard Certificate (provided he holds, or is eligible to hold, a provisional certificate.) A student who expects to meet certification requirements in another state should contact the certification authority in that state to determine specific requirements. In order to qualify for the Kentucky Standard Certificate a minimum of nine hours of credit must be earned in courses selected from the following two areas:

	Sem. Hrs.
a. Music Education	
578 Teaching of Percussion	2
579 Marching Band Workshop	2
595 Voice Pedagogy	3
616 Teaching of Strings	2
625 Psychology of Music	2
653 Teaching of Woodwinds	2
656 Teaching of Brasses	2
661 Teaching of General Music	2
680 Seminar in Music Research	3
681 Foundations of Music Education	3

b. Education

600 Research Methods in Education	3
609 Advanced Educational Psychology	3
610 Advanced Human Growth & Development	3
630 Curriculum Construction	3
632 Elementary School Curriculum	3
634 Secondary School Curriculum	3
680 History & Philosophy of Education	3

Music Fees

One half-hour private lesson per week, per semester	\$20.00
Each additional half-hour private lesson per week, per semester	20.00
Practice room and organ fee	5.00
Instrumental rental fee	3.00
Recital fee	40.00

Private Applied Music

A graduate student usually takes private instruction only in his major instrument or voice. Under certain conditions, with the approval of his advisor, a student may take private instruction for graduate credit in a secondary instrument. A student who is not following a music curriculum may take private instruction for graduate credit provided he can demonstrate graduate proficiency.

Private applied music courses may be repeated for credit. After completing at least one semester of credit at the 500 level, a student may enroll in courses at the 600 level. Eligibility will be determined by the final examination of the preceding semester.

Course Offerings

NOTE: (3-0-3) following course title means 3 hours class, no laboratory, 3 hours credit. Roman numerals I, II, and III following the credit hour allowance indicate the term in which the course is normally scheduled: I—fall; II—spring; III—summer.

ART

ART 513. Oil Painting III. (2-2-3); I, II, III. Prerequisites: ART 213 and 313. Experiences leading toward individual achievements in styles and techniques.

ART 516. Water Color III. (2-2-3); I, II, III. Prerequisites: ART 216 and 316. Experiences leading toward individual interpretation.

ART 521. Art Workshop. (3-3-3); I, II, III. Prerequisites: ART 251 and 351. Advanced studio in printmaking. Emphasis is given to the processes of etching and engraving.

ART 555. Advanced Art Problems. (One to six hours); I, II, III. Prerequisite: permission of the department. A studio course involving research in an art area of the student's choice.

ART 564. Modern and Contemporary Art. (3-0-3); I, II, III. A survey of painting, architecture and sculpture, dealing with neo-Classicism, Romanticism. Realism, and contemporary art.

ART 565. Arts of the United States II. (3-0-3); I, II, III. An in-depth study of the social, political, and cultural movements which affected the course of American artistic development.

ART 583. Photographic Design III. (2-2-3); I, II, III. Prerequisites: ART 383 and permission of the department. Individual problems in photographic design.

ART 594. Sculpture III. (2-2-3); I, II, III. Prerequisites: ART 294 and 394. Advanced problems in sculpture involving a combination of materials and their uniqueness as media.

ART 602. Advanced Composition and Drawing. (3-0-3); I, II, III. Prerequisite: Permission of the department. Advanced studio work in drawing with an emphasis on composition.

ART 603. Drawing. (3-0-3); I, II, III. Prerequisite: ART 304 and permission of the department. An advanced approach to drawing with extensive use of various materials and techniques.

ART 604. Advanced Figure Drawing (3-0-3); I, II, III. Prerequisite: permission of the department. A course designed to acquaint the student with advanced problems in figure drawing and anatomy.

ART 605. Figure Painting. (3-0-3); I, II, III. Prerequisites: ART 304 and permission of the department. Use of oil paint on large canvases. Both male and female models used.

ART 606. Portrait Painting. (3-0-3); I, II, III. Prerequisite: permission of the department. A study of the techniques involved in painting the portrait. Emphasis is given to anatomy, color, and techniques of developing a proficiency in rendering the human figure.

ART 613. Painting. (3-0-3); I, II, III. Prerequisites: ART 213, 313, and permission of the department. For art majors and area students who wish to do graduate work on techniques in art.

ART 616. Watercolor. (3-0-3); I, II. Prerequisite: ART 316. Research and experimentation in the techniques of various types of water color and water color materials.

ART 627. Readings in Art Education. (3-0-3); I, II, III. Prerequisite: permission of the department. Subjects related to current research in art education will be given primary consideration. Other related educational research will be given secondary consideration.

ART 651. Printmaking IV. (3-0-3); I, II, III. Prerequisite: permission of the department. Special problems in various printmaking techniques with individual problems designed to meet the specific needs of each graduate printmaking student.

ART 655. Advanced Ceramics. (3-0-3); I, II, III. Prerequisite: permission of the department. Advanced study of ceramic glazes, kiln firing procedures, kiln construction and experimental treatment of clay bodies.

ART 670. Directed Graduate Studies. (1-6); I, II, III. Prerequisite: permission of the department. A course designed to allow for independent directed projects tailored to fit the individual needs of each graduate student. No more than six hours may be taken.

ART 671. Seminar. (1-0-1); I, II, III. Prerequisite: permission of the department. A course designed to familiarize students with various methods of art criticism. A discussion course in which each student is required to participate.

ART 676. Individual Problems. (1-6); I, II, III. Prerequisite: permission of the department. Investigation of special problems which are not included as a regular part of the curriculum. No more than six hours may be taken.

ART 680. History and Philosophy of Art Education in the United States. (3-0-3); I, II, III. Prerequisite: permission of the department. A survey of the major philosophical movements and how they relate to the changing emphasis given to art education in America.

ART 692. Sculpture: Metal Casting. (3-0-3); I, II, III. Prerequisite: permission of the department. Exploration of techniques in metal casting. A study of foundry construction, operation, and maintenance.

ART 694. Sculpture. (3-0-3); I, II, III. Prerequisite: ART 594, or permission of the department. An advanced approach to sculpture with extensive use of various materials and techniques.

ART 699. Thesis. (One to six hours); I, II, III. Prerequisite: permission of the department.

COMMUNICATIONS

COMM 539. Field Experiences. I, II, III. See the general section of the catalog for a more complete description of this cooperative study course.

COMM 600. Research Methods in Communications. (3-0-3); I, III. Methods of research in areas of communications, including fundamentals of research design, data collection and analysis, and reporting findings of communications research.

COMM 601. Independent Research. (One to three hours); I, II, III. Original research by the student on some particular problem related to his field of study. The proposal must be approved by the faculty member designated. Prior arrangement necessary. (May be repeated).

COMM 602. Independent Research. (One to three hours); I, II, III. Original research by the student on some particular problem related to his field of study. The proposal must be approved by the faculty member designated. Prior arrangement necessary. (May be repeated).

COMM 647. Internship. (One to three hours); I, II, III. Competency-based practical experience aimed at increasing the proficiency of the student in the specified positions to which he is assigned, prior application necessary. (May be repeated.)

COMM 699. Thesis. (One to six hours); I, II, III. (May be repeated up to 6 hours.)

Journalism

JOUR 504. School Publications. (3-0-3); III. Advisement of students in the production of school newspapers, yearbooks, and magazines; includes a complete review of journalism principles. (Scheduled concurrently with 599-yearbook Workshop.)

JOUR 505. Law and Ethics of the Press. (3-0-3); II. Prerequisite: six hours of advanced journalism credit. An examination of law as it affects news media.

JOUR 558. Public Broadcasting. (3-0-3); II. Prerequisite: junior standing and consent of the faculty. (See Radio-TV 558.)

JOUR 565. Public Opinion and News Media. (3-0-3); I. A study of the cultural, social and psychological nature of public opinion and its influence on the press, television, radio, and film; the nature of propaganda in advertising.

JOUR 583. Advertising Copy Preparation. (3-0-3); II. A study of writing headlines and copy for print and broadcast media.

JOUR 586. Advanced Photojournalism. (3-0-3); II. Prerequisite: JOUR 285. In depth study of photojournalism equipment, techniques and style, including color photography.

JOUR 591. Technical Writing I. (3-0-3); I, II, III. (See ENG 591.)

JOUR 592. Technical Writing II. (3-0-3); I, II, III. (See ENG 592.)

JOUR 599. Yearbook Workshop. (1-0-1); III. A workshop on planning, staffing, financing and producing a high school yearbook.

JOUR 601. Interpretative Reporting. (3-0-3). Prerequisite: six hours (200 or above) advanced credit in journalism, including one basic news writing course. Writing in-depth analysis of current events by use of investigative research.

JOUR 603. Seminar. (3-0-3). Prerequisite: completion of a major or minor in journalism. Exploring problems of contemporary journalism, including directed research project and forum discussions. (May be repeated.)

JOUR 630. History of U.S. Newspapers. (3-0-3). Study of U.S. newspapers, editors, and publishers, based on a select list of biographical publications.

JOUR 659. Law, Ethics and Broadcasting. (3-0-3); I. (See R-TV 659.)

JOUR 660. Reviews and Criticism. (3-0-3). Evaluating and writing critical reviews of drama, literature, art and music for the mass media.

Radio-Television

R-TV 550. Problems in Contemporary Broadcasting. (3-0-3). Prerequisite: graduate standing or consent of instructor.

R-TV 551. Professional Audio Practices. (2-2-3); I, II. Experience and advanced study in areas such as radio program production, music recording and sound for television, film and multi-media. Prerequisite: R-TV 250 Audio Production and Direction I or consent of instructor.

R-TV 558. Public Broadcasting. (3-0-3); II. Prerequisite: junior standing and consent of the faculty. A study of the development of public broadcasting from both theoretical and operational standpoints.

R-TV 583. Photographic Design III. (2-2-3); I, II. Prerequisite: Radio-TV 383. Individual problems in photographic design.

R-TV 603. Seminar. (3-0-3). Individual research of pertinent technical and professional literature in the radio-television industry shared in seminar discussion. May be repeated.

R-TV 651. History of Broadcasting. (3-0-3). Prerequisite: graduate standing or consent of instructor. A historical study of radio-television as a communication service and its development in America.

R-TV 654. Television Production Arts. (2-2-3); II. Prerequisite: R-TV 340. Advanced course in television production to give students opportunity for planning, developing and directing program. Skills will be learned under broadcast conditions.

R-TV 659. Law, Ethics, and Broadcasting. (3-0-3); I. An in-depth study of the legal and ethical aspects of broadcasting through precedent and current cases before the Federal Communication Commission and courts.

Speech

SPCH 510. Advanced Public Speaking. (3-0-3); I, II. Preparation and delivery of longer and more complex speeches.

SPCH 527. American Public Address. (3-0-3); II. Speeches, speakers and movements in American from the colonial period through the Civil War era.

SPCH 528. American Public Address II; on demand. Speeches, speakers and movements from Reconstruction through the New Deal.

SPCH 530. Contemporary Public Address. (3-0-3); on demand. Major speeches, speakers and movements from the 1930's to the present.

SPCH 570. Parliamentary Procedures. (2-0-2); on demand. Theory and application of procedures used by profit and non-profit organizations.

SPCH 571. Interviewing for Employment (1-0-1); on demand. Theory and practice of interviewing techniques for prospective employees.

SPCH 583. Advanced Group Discussion and Leadership. (3-0-3); on demand. Prerequisite: SPCH 383 or permission of instructor. Current theory and related concepts regarding the discussion process.

SPCH 595. Administering the Communications Program. (3-0-3); I. Development and management of communications programs, including co-curricular activities.

SPCH 597. Administering and Supervising the Co-Curricular Communication Arts Program. (3-0-3); II. Prerequisite: SPCH 110 and 220. A study of the nature, objectives and values of a forensics program. The student will study the traditional high school forensic events and will have a laboratory experience in each.

SPCH 603. Seminar. (3-0-3); on demand. Prerequisite: graduate standing and completion of 21 hours in speech. To explore problems in speech with special research projects. (May be repeated.)

SPCH 605. Psychology in Communications. (3-0-3); I. A study of the psychological process underlying communications.

SPCH 620. British Public Address. (3-0-3); on demand. A study of outstanding British orators, and the impact of their speeches on the social and political affairs of their time.

SPCH 621. Classical Rhetorical Theory. (3-0-3); I. In-depth study of the rhetorical theory of Plato, Aristotle, Cicero and other writers of the Greek and Roman periods.

SPCH 622. Contemporary Rhetorical Theory. (3-0-3); II. Prerequisite: SPCH 621 or permission of the instructor. Study of the development of rhetorical and communications theory from the Renaissance to the present.

SPCH 623. Rhetorical Criticism. (3-0-3); II. The application of classical and modern rhetorical theory in order to analyze and critique selected speeches.

Theater

THEA 530. Summer Theatre III. (4-0-4); III. Prerequisite: THEA 300 and acceptance into summer theatre company. Advanced assignments in set and costume design or advanced acting and directing. (May be repeated.)

THEA 552. Early Dramatic Literature. (3-0-3); I. A detailed study of representative plays from the great periods of dramatic literature from the Greeks to mid-nineteenth century.

THEA 553. Modern Dramatic Literature. (3-0-3); II. A detailed study of the drama from the growth of realism to the present day.

THEA 554. Theatre History. (3-0-3); II. Prerequisite: THEA 284. Advanced study of acting, including analysis and development of characters in acting situations.

THEA 562. Advanced Acting. (2-2-3); II. Prerequisite: Theater 284. Advanced study of acting, including analysis and development of characters in acting situations.

THEA 563. Advanced Costuming. (3-0-3). Prerequisite: THEA 325 or permission of instructor. Designing costumes for theatrical productions, making patterns and the fabrication of garments for the stage.

THEA 564. Advanced Scene Design. (3-0-3). Prerequisite: THEA 210, 312 or permission of instructor. To develop greater proficiency in the skills of scenic design as applied to specific problems and theatrical productions.

THEA 565. Advanced Stage Lighting. (3-0-3). Prerequisite: THEA 321 or permission of instructor. Advanced study in lighting design including actual implementation for University theatre productions.

THEA 570. Children's Theatre. (3-0-3); II. Prerequisite: THEA 100. A concentrated study of the problems involved in organization and production of plays for and with children.

THEA 603. Seminar. (3-0-3). Prerequisite: completion of a major or minor in theatre. To explore problems of contemporary theatre, with directed individual research projects to be shared in seminar discussion. (May be repeated.)

THEA 612. Playwriting. (3-0-3). Prerequisite: THEA 200, THEA 100, or by permission of instructor. An analysis of the structure of plays and the writing of original scripts.

THEA 613. Advanced Play Direction. (3-0-3). Prerequisite: THEA 380. To develop greater proficiency in techniques of directing as related to specific productions and staging problems.

THEA 655. Dramatic Criticism. (3-0-3). Prerequisite: THEA 200, THEA 100, THEA 554, or by permission of instructor. Dramatic theory and criticism as developed through Aristotle, Horace, the middle ages, the Renaissance, and the twentieth century.

THEA 699. Thesis. (six hours).

ENGLISH

ENG 500. Studies in English for Teachers. (3-0-3); I, II, III. The philosophy, rationale, and content of English in the American junior and senior high schools.

ENG 501. Linguistics: Semantics. (3-0-3); II (alternate years). Presents the problems of meaning as related to referential, distributional, and rational ways of encountering experience.

ENG 502. Non-print Literary Materials for Teachers. 7-12. (3-0-3); I, II, III. Prerequisite: ENG 500 or consent of instructor. Student and faculty demonstrations of teaching the various literary genres; use of such appropriate non-print media as films, cassettes, and tapes to augment teaching effectiveness; and development of meaningful techniques of evaluating secondary school students of literature.

ENG 505. Linguistics: Grammar. (3-0-3); I, II, III. Principles of structural, transformational, generative, and tagmemic grammar.

ENG 510. Programmed Writing and Learning. (3-0-3); on demand. Using, writing, and understanding programmed texts; instruction individualized to the student's particular area of study.

ENG 516. Basic Linguistics for Teachers. (3-0-3); on demand. Application of linguistics principles to writing, reading, and literary comprehension.

ENG 528. Literary Criticism. (3-0-3); on demand. A survey of traditional criticism from the classical period of the twentieth century; or a study of modern criticism; the New Humanists, New Critics, neo-Aristotelians, and various linguistics structuralists.

ENG 533. English Fiction. (3-0-3); on demand. Development of the English novel from its beginnings to the twentieth century.

ENG 539. Milton. (3-0-3); on demand. Intensive reading of Milton's poetry and major prose.

ENG 544. Folk Literature. (3-0-3); I, II, III. The origin of such primitive literary forms as the proverb, tale, epic, ballad, and folk drama.

ENG 545. Seventeenth-Century British Literature. (3-0-3); on demand. A study of literature from the time of James I to the Restoration with emphasis on works by Donne and Jonson.

ENG 552. Early Dramatic Literature. (3-0-3); on demand. Representative drama from the Greeks to the mid-nineteenth century.

ENG 553. Modern Drama. (3-0-3); on demand. Representative dramas from the advent of realism to the present.

ENG 560. Early American Authors. (3-0-3); on demand. Writings of the American Colonial and Federal periods.

ENG 562. Nineteenth Century American Fiction. (3-0-3); on demand. The development of American fiction from Charles Brockden Brown to Stephen Crane.

ENG 564. Twentieth Century American Fiction. (3-0-3); on demand. The development of American fiction from 1900 to the present.

ENG 570. Introduction to Film Literature. (3-0-3); I, II. An introduction to the study of film as literature with extensive reading in the history of film and viewing of selected film classics.

ENG 591. Technical Writing I. (3-0-3); I, II, III. Principles of analysis, process, and definition; program, recommendation, and research reports; proposals and memoranda; visual aids; transitions, mechanics of clear and precise statement.

ENG 592. Technical Writing II. (3-0-3); I, II, III. Continuation of ENG 591.

ENG 593. Fiction and Poetry Writing. (3-0-3); I, II, III. Practicum in sustained writing. Evaluation and marketing of manuscripts.

ENG 594. Fiction and Poetry Writing II. (3-0-3); I, II, III. Continuation of ENG 593.

ENG 595. A Linguistics Approach to Writing. (3-0-3); I. Language patterns, inherent symbols and their meanings, and tagmemics.

ENG 603. Bibliography. (3-0-3); I, III. An introduction to graduate research in American and English literature. Required of all candidates for Master of Arts with a major in English.

ENG 611. Grammar Composition, Listening, Oral Skills, and Literature for Grades 1-8. (3-0-3); I, II, III. Elements of grammar, spelling, oral skills, composition—functional and creative—auding, use of language and language development, and the language of mass media.

ENG 619. American Renaissance. (3-0-3); II. An intensive study of the transcendental movement and its influence upon American literature as seen primarily in the works of Emerson, Thoreau, Hawthorne, and Melville.

ENG 620. Major American Poets. (3-0-3); on demand. Intensive study of Whitman, Dickinson, Frost, Stevens, Eliot, and others.

ENG 624. American Writers in Perspective. (3-0-3); I. Thematic development, growth of a genre and regional qualities.

ENG 631. Studies of Old English Literature. (3-0-3); on demand. An intensive reading of selected Old English poetry and prose.

ENG 641. Chaucer's Era and Middle English (3-0-3); on demand. A study of the works of Chaucer and other significant English literature from the twelfth through the fifteenth centuries.

ENG 643. English Renaissance. (3-0-3); on demand. Elements of the Renaissance and Reformation, together with the poetry, prose, and drama of the period from 1500-1600.

ENG 647. Neoclassical Period. (3-0-3); on demand. Poetry and prose of major British writers from 1660-1780.

ENG 648. English Romantic Period. (3-0-3); on demand. The works of Wordsworth, Coleridge, Shelley, Keats, Byron, and others.

ENG 650. Victorian Period. (3-0-3); on demand. The works of Tennyson, Arnold, Browning, Newman, Huxley, Ruskin, and others.

ENG 652. Twentieth Century English Literature. (3-0-3); on demand. The works of Eliot, Auden, Yeats, Joyce, Conrad, Woolf, Lawrence, Forster, and others.

ENG 670. Directed Studies (1-3); I, II, III. Prerequisite (for English majors only): fifteen hours of graduate credit in English. Individual study in any area in English under the direction of the faculty.

ENG 680. English Syntax. (3-0-3); on demand. Stresses syntactical studies primarily in the English language, and specifically in the use of American English structures.

ENG 685. Psycholinguistics. (3-0-3); on demand. Both theoretical and practical applications of all psychological aspects of language.

ENG 691. Dialectology. (3-0-3); II. Regional varieties of a language, the dialect boundaries, the phonological differences, and the lexical variations.

ENG 693. Phonology. (3-0-3); on demand. Study of the definition of phonemes and combinations of phonemes.

ENG 697. Sociolinguistics. (3-0-3); on demand. Theory and practice involved in individual and institutional language patterning.

ENG 699. Thesis. (1-6); I, II, III. Thesis requirement consists of a total of six semester hours to be distributed according to the particular program followed by the student.

FINE ARTS

FNA 588. Opera Workshop. (0-2-1); I, II. An introduction to the techniques of musical theater with emphasis placed on the integration of music and action-dramatic study of operatic roles.

FNA 660. Comparative Arts. (3-0-3); on demand. A study of music, literature, and the visual arts in relation to their social, religious, and historical backgrounds.

FRENCH

FRN 550. Reading French I. (3-0-3); on demand. Prerequisite: permission of instructor. Intensive practice in reading of the French language, with rapid and correct idiomatic translation as the aim.

FRN 551. Reading French II. (3-0-3); on demand. Prerequisite: French 550 or permission of the instructor. Further study of grammar and drill in reading, with emphasis on reading in the student's own subject area.

MUSIC**Conducting**

MUSC 671. Advanced Conducting. (2-2-3); I, II, III. Advanced instruction and experience in the preparation, rehearsal, and performance of ensemble music.

Education

MUSE 578. Teaching of Percussion. (2-0-2); II, III. A study of the development of percussion instruments, literature and performing techniques.

MUSE 579. Marching Band Workshop. (2-0-2); I, II. Techniques of preparing marching bands for performance.

MUSE 595. Voice Pedagogy. (3-0-3); I. An introduction to the physiological, acoustical, and phonetic bases of singing and private voice instruction. Emphasis will be placed on the relationship between scientific fact and the practical application of principles through the use of imagery and phonetic choice.

MUSE 616. Teaching of Strings. (2-1-2); II. A survey of teaching techniques and materials with primary emphasis on the public school level.

MUSE 625. Psychology of Music. (2-0-2); II, III. A study of the psychological processes upon which musical behavior depends.

MUSE 635. Practicum in Music Teaching. (Three hours); I, II, III. Prerequisite: permission of the head of the Department of Music. Practical experience on an individual basis in some areas of music teaching under the supervision of a member of the music faculty. The credit will be offered only to the student whose need can be met with an appropriate situation for supervised teaching.

MUSE 653. Teaching of Woodwinds. (2-0-2); I, III. Comparative study of the various techniques and recent trends in the teaching of woodwind instruments.

MUSE 656. Teaching of Brasses. (2-0-2); I, III. Comparative study of various techniques and recent trends in the teaching of brass instruments.

MUSE 661. Teaching of General Music. (2-0-2); on demand. Pedagogy course with emphasis upon music for the non-performing student in the elementary and secondary schools.

MUSE 681. Foundations of Music Education. (3-0-3); II, III. Examination of the historical, philosophical, and sociological foundations of the teaching of music in the public schools.

Class Applied Music

MUSG 583. Studio Improvisation. (0-2-1); I, II. Prerequisite: four hours of credit in MUSG 383. May be repeated for credit.

History and Literature

MUSH 565. Music in America. (3-0-3); I. A survey of the history of American music from colonial times to the present.

MUSH 581. Literature of the Piano. (3-0-3); I. Survey of the keyboard music from the sixteenth century to the present.

MUS 591. School Band Literature. (2-0-2); II, III. Examination and criticism of music for training and concert use by groups at various levels of attainment.

MUSH 592. Vocal Literature. (3-0-3); II. A survey of music for solo voice and vocal ensemble, sixteenth through twentieth centuries; stylistic traits, types of compositions, sources, and performance practices.

MUSH 691. Symphonic Literature. (3-0-3); I, III. Orchestral literature from the Mannheim School to the present. Emphasis upon formal structure, harmonic idioms, and orchestration.

MUSH 693. Contemporary Music. (3-0-3); I, III. A study of the compositions and theories of those composers who have contributed significantly to the music of the twentieth century.

MUSH 694. Chamber Music. (2-0-2); II, III. A study of the literature for small ensembles from the eighteenth century to the present.

Private Applied Music

MUSP 501, 601. Private Flute.
MUSP 502, 602. Private Oboe.
MUSP 503, 603. Private Bassoon.
MUSP 504, 604. Private Clarinet.
MUSP 505, 605. Private Saxophone.
MUSP 506, 606. Private Horn.
MUSP 507, 607. Private Trumpet.
MUSP 508, 608. Private Euphonium.
MUSP 509, 609. Private Trombone.
MUSP 510, 610. Private Tuba.
MUSP 516, 616. Private Harp.
MUSP 519, 619. Private Percussion.
MUSP 527, 627. Private Violin.
MUSP 528, 628. Private Viola.
MUSP 529, 629. Private Cello.
MUSP 530, 630. Private Double Bass.
MUSP 535. Private Classical Guitar.
MUSP 536. Private Guitar.
MUSP 537, 637. Private Electric Bass.
MUSP 540, 640. Private Voice.
MUSP 541, 641. Private Harpsichord.
MUSP 542, 642. Private Organ.
MUSP 543, 643. Private Piano.
MUSP 562, 662. Private Composition.
MUSP 660. Graduate Recital. (202); I, II, III. A solo public recital of approximately one hour's duration. With the permission of the music faculty.

Theory

MUST 531. Arranging. (2-0-2); on demand. Prerequisite: Music 232 or the equivalent. Scoring, arranging, transcribing of selected or original materials for voices and/or instruments.

MUST 532. Advanced Arranging. (2-0-2); on demand. Prerequisite: Music 531. Continuation of Music 531.

MUST 563. Advanced Composition I. (1-1-2); I, II. Prerequisite: Music 364. Study, writing and performance of students' original creative work. Private conferences and composition seminar in colloquium.

MUST 564. Advanced Composition II. (1-1-2); I, II. Prerequisite: Music 563. Continuation of Music 563.

MUST 631. Arranging for the Marching Band. (2-0-2); I, II. Study or current trends in half-time show styles; creative experiments in arranging in various styles; attention to individual projects.

MUST 663. Creative Writing I. (2-0-2); I, II, III. Private coaching and critique in developing individual compositional style.

MUST 664. Creative Writing II. (2-0-2); I, II. Prerequisite: Music 663. Continuation of Music 663.

MUST 690. Studies in Musical Style. (3-0-3); II, III. Detailed analysis of the music of individual composers, musical styles and periods.

Research

MUSW 676. Independent Study. (One to three hours); I, II, III. Definition and investigation of a problem in music. A written report of the problem, procedure, and results of the study must be submitted.

MUSW 680. Seminar in Music Research. (3-0-3); I, III. A study of the types of research appropriate to the field of music and the methodology of each.

MUSW 699. Thesis. (One to six hours); I, II, III. Prerequisites: Music 580 and approval of thesis topic. May be divided among two or more semesters.

PHILOSOPHY

PHIL 505. History of Philosophy I. (3-0-3); I. Ancient and Medieval philosophy; a history of Western philosophy from Thales 624-546 B.C. to the beginning of the Renaissance.

PHIL 506. History of Philosophy II. (3-0-3); II. Modern and contemporary philosophy; a history of Western philosophy from the renaissance to the present.

PHIL 676. Research Problems. (One to three hours); on demand. Prerequisite: twelve hours of undergraduate credit or three hours of graduate credit in philosophy. The student selects an approved topic in philosophy on which he will do a direct study.

SPANISH

SPA 501. Advanced Grammar. (3-0-3); on demand. Compulsory for those who plan to teach Spanish. A thorough study of the verbs and the structure of the language. Based on the Royal Academy Grammar.

SPA 523. Don Quixote de la Mancha. (3-0-3); on demand. A study of this masterpiece of Spanish literature.

SPA 532. Contemporary Spanish and Spanish American Literature. (3-0-3); on demand. A survey of significant characteristics of twentieth century Hispanic literature, including the novel, short story, drama, essay, and poetry.

SPA 540. Seminar in Hispanic Literature. (3-0-3); on demand. Group instruction and practice in research methods peculiar to Hispanic literature.

SPA 545. Spanish Drama from the Generation of 1898 to the Present. (3-0-3); on demand. A study of the major dramatists and dramatic trends from Benavente and his contemporaries through García Lorca, Casona, and Buero Vallejo.

SPA 550. The Spanish Essay from the Eighteenth Century to the Present. (3-0-3); on demand. A study of the major essayists from Feijoo through Madariaga.

SPA 555. Lope de Vega. (3-0-3); on demand. A study of the major dramatic and nondramatic works of Lope de Vega.

SPA 670. Research Problems. (One to three hours); I, II, III. Original research of an approved subject under faculty supervision.

SPA 676. Independent Study. (One to three hours); I, II, III. Individually planned study of a specific topic under direction of the faculty.

SCHOOL OF SCIENCES AND MATHEMATICS

Departments

Biological Sciences, Mathematical Sciences,
Physical Sciences, and Science Education

DEGREES

Master of Science in Biology
Master of Science in Mathematics

Master of Science in Biology

Students pursuing a Master of Science in biology may elect to follow a thesis or a non-thesis route.

Requirements for Admission

1. General admission to graduate study.
2. Completion of an undergraduate major or minor in biology.
3. Minimum standing of 3.0 in all upper division biology courses.
4. Acceptable proficiency in chemistry, mathematics, and physics as determined by the biology graduate admissions committee.

Admission to Candidacy

See University requirements.

Requirements for the Degree (Thesis)

(The student pursuing the thesis route may emphasize botany, zoology, microbiology, taxonomy, molecular biology, reproductive physiology, or any combination of these.)

1. Satisfy general degree requirements.
2. A thesis and the completion of a minimum of 24 semester hours of approved course work in biology. At least 16 hours of this work (including a maximum credit allowance of six semester hours for the thesis) must be earned in courses at the 600 level. The remaining hours may be selected from biology as well as from approved related fields.
3. No more than six hours of course work may be applied toward degree requirements in which grades of "C" are earned.
4. Each candidate will be required to take final written/oral examinations as determined by the student's advisory committee.

Requirements for the Degree (Non-thesis)

1. Satisfy general degree requirements.
2. Completion of a minimum of 32 semester hours of graduate work.
3. Completion of a minimum of 24 semester hours of approved course work in biology. At least 16 hours of this work must be earned in courses at the 600 level. The remaining hours may be selected from biology as well as from related fields with the approval of the advisory committee.
4. In general, the specifics of course distribution are to be arranged by the student with the advise and consent of his advisory committee. The following are minimum requirements:

- A. Successful completion of at least one course from each of the following six areas of study: general biology, zoology, cell biology and animal psychology, microbiology, botany and plant physiology, and environmental biology.
- B. No more than six hours of course work in which grades of "C" are earned may be applied toward degree requirements.
- C. Each student will be required to take one hour of graduate seminar and two to three hours of research problems (BIO 676) to demonstrate ability to carry out independent research under laboratory conditions.
5. Each candidate will be required to take final written/oral examinations as determined by the student's advisory committee.

Non-Thesis Areas of Study

- (1) General Biology
 - 574—Biological Techniques
 - 601—Biological Concepts
 - 604—Modern Theories of Evolution
 - 612—Speciation
 - 625—Advanced Genetics
- (2) Zoology
 - 520—Histology
 - 534—Ichthyology and Herpetology
 - 533—Mammalogy
 - 537—Ornithology
 - 540—General Parasitology
 - 545—Medical Entomology
 - 605—Biology of the Invertebrates
 - 606—Biology of the Vertebrates
 - 615—Systematic Entomology
 - 640—Advanced Parasitology
- (3) Cell Biology and Animal Physiology
 - 525—Animal Physiology
 - 655—Cytology
 - 650—Cellular Physiology
 - 595—Biochemistry I
 - 596—Biochemistry II
 - 630—Endocrinology
 - 632—Reproductive Physiology
- (4) Microbiology
 - 514—Plant Pathology
 - 515—Food Microbiology
 - 518—Pathogenic Microbiology
 - 519—Virology
 - 617—Mycology
 - 618—Microbial Physiology

- (5) Botany and Plant Physiology
 - 513—Plant Physiology
 - 550—Plant Anatomy
 - 551—Plant Morphology
 - 608—Taxonomy of Vascular Plants
 - 620—Advanced Plant Physiology
- (6) Environmental Biology
 - 553—Workshop in Environmental Biology
 - 510—Limnology
 - 561—Ecology
 - 611—Radiation Biology

Master of Science in Mathematics

Requirements for Admission

1. General admission to graduate study.
2. Completion of an undergraduate major or minor in mathematics.
3. A minimum grade average of 3.0 on all undergraduate mathematics courses above and including the beginning course in calculus.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Completion of a minimum of 18 semester hours of approved course work in mathematics including MATH 586, 610, 650, and 651. If a student has taken MATH 586 or its equivalent as an undergraduate, an approved course in analysis may be substituted provided the student demonstrates proficiency in complex variables to a committee of the graduate faculty in mathematics appointed by the head of the department. At least 12 of the 18 semester hours must be earned in courses at the 600 level.
3. A student must complete one of the following:
 - A. Prepare an approved thesis for which maximum credit allowance is 6 hours or
 - B. Complete an additional 6 hours in mathematics courses at the 600 level.

Course Offerings

NOTE: Field courses are designed with an asterisk (), (3-0-3) following course title means 3 hours class, no laboratory, 3 hours credit. Roman numerals I, II and III following the credit hour allowance indicate the term in which the course is normally scheduled. I—fall; II—spring; III—summer.*

BIOLOGY

BIOL 510. Limnology. (0-4-2); III. Prerequisites: BIOL 209, 215, CHEM 112 and 112A. Characteristics of fresh water conditions including chemical and physical effects, seasonal changes, thermocline development, and pressure in the ecology of aquatic forms.

BIOL 513. Plant Physiology. (2-2-3); I. Prerequisite: BIOL 215 and CHEM 327 or equivalent. Diffusion, osmosis, cell wall and membrane structure, mineral nutrition, photosynthesis, respiration, macro-molecules, photoperiodism, and other aspects of plant growth and development.

BIOL 514. Plant Pathology (1-4-3); I. Prerequisite: BIOL 215. Plant diseases; classification of fungi; diseases caused by rusts, smuts, fleshy fungi, bacteria, and viruses; physiogenic diseases; principles and procedures in the control of plant diseases; resistant varieties and culture control.

BIOL 515. Food Microbiology. (1-4-3); I. Prerequisite: BIOL 217 or 317. Microbiology of food production, food spoilage, and food-borne diseases.

BIOL 518. Pathogenic Microbiology. (2-2-3); I. Prerequisite: BIOL 217 or 317. Microbial diseases of man and animals; host responses to diseases.

BIOL 519. Virology. (2-2-3); II. Prerequisite: BIOL 317, or consent of instructor. Morphology and chemistry of the virus particle; symptoms, identification, and control of more common virus diseases of plants and animals; host-virus relationships; research methods concerned with viruses.

BIOL 520. Histology. (1-2-3); I. Prerequisite: BIOL 209. Characteristics of tissues and organs of vertebrates.

BIOL 525. Animal Physiology. (2-2-3); I. Prerequisites: BIOL 209 and CHEM 326 or equivalents. Comparison of fundamental physiology processes in representatives of invertebrate and vertebrate animals. Emphasis will be placed on comparative energetics, and physiological adaptations of organisms to their environment.

BIOL 530. Ichthyology. (1-4-3); II in even years. Prerequisite: BIOL 209. The anatomy, physiology, taxonomy, ecology, distribution, natural history and evolution of fish. Emphasis will be placed on collection, identification and classification of those fresh water fish native to eastern North America. Common marine fish of the Atlantic and Gulf coasts will also be studied.

BIOL 531. Herpetology. (1-4-3); II in odd years. Prerequisites: BIOL 209. The anatomy, physiology, taxonomy, ecology, distribution, natural history and evolution of amphibians and reptiles. Emphasis will be placed on collection, identification and classification of those herptiles found in eastern North America.

BIOL 535. Mammalogy. (1-4-3); I. Prerequisite: BIOL 209. Mammals of eastern North America with emphasis on mammals of southeastern North America. Taxonomy, adaptation, natural history, and methods of skin preparation.

BIOL 537. Ornithology. (1-4-3); II*. Prerequisite: BIOL 209. Anatomy, physiology, classification, and identification of birds; life histories, habits, migration, and economic importance of native species.

BIOL 540. General Parasitology. (1-4-3); II. Prerequisite: BIOL 209. Protozoan, helminth, and arthropod parasites of man and domestic animals; emphasis on etiology, epidemiology, diagnosis, control, and general life histories of parasites.

BIOL 545. Medical Entomology. (2-2-3); I. Prerequisite: BIOL 334, or permission of the instructor. Arthropod vectors of diseases with special emphasis on insects of medical importance, anatomy, physiology, identification, ecology, and control measures.

BIOL 550. Plant Anatomy. (2-2-3); I. Prerequisite: BIOL 215. Gross and microscopic studies of internal and external structures of vascular plants. The cell, meristem, cambium, primary body, xylem and phloem, roots, stems, and leaves; flowers and fruits; ecological anatomy.

BIOL 551. Plant Morphology. (2-2-3); II. Prerequisite: BIOL 215. Fossil and living non-vascular plants (except bacteria) and vascular plants; emphasis on morphology, ecology, and evolution.

BIOL 553. Workshop in Environmental Biology. (3-0-3); III. Prerequisite: permission of the instructor. Regional distribution and reserve depletion of wildlife, forest, land, water, air, and mineral resources; emphasis on pollution and environment. (Especially designed for in-service and future teachers).

BIOL 561. Ecology. (2-2-3); I*. Prerequisites: BIOL 209 and 215. Energy flow, biochemical cycles, limiting factors, and ecological regulators at the population, community, and ecosystem levels.

BIOL 575. Scanning Electronmicroscopy. (1-2-2); II. Brief description of the theory of the electron gun, the magnetic control of electron pathways, and variations in electron microscope construction. The major portion of the course will be concerned with the preparation of specimens and actual application of the scanning electron microscope.

BIOL 595. Biochemistry I. (2-4-4); I. Prerequisite: CHEM 327 or 332 or permission of the instructor. The chemistry of carbohydrates, lipids, proteins and nucleic acids.

BIOL 596. Biochemistry II. (2-4-4); II. Prerequisite: BIOL 595. Continuation of Biochemistry I. Intermediary metabolism of carbohydrates, lipids, proteins, and nucleic acids; function and mechanism of action of enzymes; energetics of living systems, and regulation of life processes.

BIOL 601. Biological Concepts. (2-0-2); II. Selected concepts from various biological sciences; the impact of recent experimentation and discovery on basic biological principles.

BIOL 604. Modern Theories of Evolution. (2-0-2); I, II. History of evolutionary thought; classical evidences of evolution; factors involved in speciation and the origin of higher groups.

BIOL 605. Biology of the Invertebrates. (1-4-3); I. Major invertebrate phyla; emphasis on their evolution, taxonomy, morphology, physiology, and ecology.

BIOL 606. Biology of the Vertebrates. (2-2-3); II. Vertebrate classes; emphasis on their evolution, taxonomy, morphology, physiology, and ecology; local representatives. Field trips required.

BIOL 608. Taxonomy of Vascular Plants. (2-2-3); I. Collection, preservation, and classification of vascular plants; emphasis on ecological adaptations and evolutionary trends.

BIOL 611. Radiation Biology. (1-2-2); II. Radiation effects on living systems; use of isotopes with respect to techniques used in determining effects on biological systems.

BIOL 612. Speciation. (2-0-2); I, II. Species concepts in terms of physiological, and neontological forms of reference; subspecies variation, clines, and reproductive isolation and capacity.

BIOL 615. Systematic Entomology. (1-4-3); II. Prerequisites: BIOL 334 and permission of the instructor. Insect orders with emphasis on the classification of insects to family and beyond; taxonomic keys.

BIOL 617. Mycology. (2-4-4); II. Morphology, taxonomy, and reproductive physiology of the fungi.

BIOL 618. Microbial Physiology. (2-4-4); I. Prerequisites: BIOL 317, CHEM 326 or permission of the instructor. Advanced concepts in the physiology and cytology of micro-organisms.

BIOL 620. Advanced Plant Physiology. (2-2-3); I. Prerequisites: BIOL 513 and CHEM 327 (calculus recommended). Physiology and biochemistry of green plants; respiratory metabolism, photosynthesis, nitrogen metabolism, terminal oxidation, and energy relationships of the cell.

BIOL 625. Advanced Genetics. (3-0-3); II. Discussion and research projects to meet the desires and needs of advanced students.

BIOL 630. Endocrinology. (2-2-3); I. Twelve hours of biology; CHEM 327 and BIOL 595 recommended. Functions of endocrine glands; embryological development, histological characteristics, and biochemical organization of endocrine cells. Emphasis on molecular regulation of synthesis, secretion, and stimulation of hormones.

BIOL 632. Reproductive Physiology. (2-2-3); II. Physiological processes of reproduction in domestic animals and man; gonadal functions, endocrine relationships, and fertility problems.

BIOL 640. Advanced Parasitology. (1-4-3); II. Parasites other than those of the phylum Arthropoda; the etiology, epidemiology, pathology, diagnosis prophylaxis, and control of parasitic protozoans, cestodes, trematodes, and nematodes.

BIOL 650. Cellular Physiology. (2-4-4); I. Prerequisites: twelve hours of biology and CHEM 112 and 112A, CHEM 327. Generalized cell; biochemistry and biophysics of cell membranes; permeability, diffusion, and osmosis; carbohydrates, lipid, protein, and nucleic acid metabolism; respiration and terminal oxidation; energetics of cellular processes.

BIOL 655. Cytology. (2-2-3); I. Prerequisites: twelve hours of biology and CHEM 112 and 112A, CHEM 327. Cell morphology; biochemistry, genetics and cell developments; the cytoplasm, nucleus, and nucleocytoplasmic relationships.

BIOL 671. Seminar. (1-0-1); I, II. Prerequisite: graduate status. Student and/or faculty reports on individual research, technical papers in scientific journals, recent developments in biology, scientific meetings, or other significant problems in biology. Required of all graduate students in biology.

BIOL 676. Research Problems. (1-3); I, II, III. Prerequisite: undergraduate minor in biology or equivalent. Independent research in biology. Problem must be approved prior to registration.

BIOL 699. Thesis. (1-6); I, II, III. Prerequisite: division permission required. Research and thesis writing. Varying portions of the total credit may be elected to best fit student schedules.

MATHEMATICS

MATH 504. Topology. (3-0-3). II. Prerequisites: MATH 304 and 350 or consent of instructor. Elementary set theory; topological spaces; metric spaces; compactness and correctness; mappings of topological spaces; related topics.

MATH 510. Real Variables. (3-0-3); I. Prerequisite: MATH 310. Topological properties of Euclidean space; theory of differentiation and integration; sequences and series of functions; Metric spaces.

MATH 511. Functional Analysis (3-0-3); I. Prerequisites: MATH 301 and 510 or consent of instructor. Linear spaces; normed and Banach spaces; Hilbert spaces, applications to sequence spaces and Fourier series.

MATH 519. Probability. (3-0-3); I. Prerequisite: MATH 275. A course in mathematical probability and its applications to statistical analysis.

MATH 520. Mathematical Statistics. (3-0-3); II. Prerequisite: MATH 519. Hypothesis testing and estimation; bivariate and multivariate distributions; order statistics; test of fit, non-parametric comparison of locations; distribution theory.

MATH 553. Statistical Methods. (3-0-3); I. Prerequisite: MATH 353 or 501. A second course in basic statistical methods with applications. Analysis of variance; general regression analysis, hypothesis testing; confidence intervals.

MATH 555. Nonparametric Statistics. (3-0-3); II. Prerequisite: MATH 353 or 501. A course in basic nonparametric statistical methods with applications.

MATH 573. Projective Geometry. (3-0-3); III. Prerequisites: MATH 372 or consent of instructor. A synthetic treatment of projective

geometry leading into natural homogeneous coordinates; analytic projective geometry; conics; axiomatic projective geometry, some descendants of real projective geometry.

MATH 575. Selected Topics (One to six hours); I, II. Prerequisite: consent of instructor. Topics are offered which meet the needs of the students and which are not otherwise included in the general curriculum.

MATH 585. Vector Analysis. (3-0-3); I. Co-requisite: MATH 276. Vector functions of a single variable; scalar and vector fields; line integrals; generalizations and applications.

MATH 586. Complex variables. (3-0-3); II. Prerequisite: MATH 310 or 585, or permission of instructor. Algebra of complex variables; analytic functions, integrals; power series; residues and poles; conformal mappings.

MATH 595. Mathematics Curriculum Workshop. (One to six hours); III. Prerequisite: consent of instructor. New curricula developments in mathematics.

MATH 605. Advanced Topics. (3-0-3); I. Prerequisite: consent of instructor. Advanced study in some area of mathematics.

MATH 610. Real Analysis. (3-0-3); II. Prerequisite: MATH 510. Abstract measure spaces; Lebesgue integration; differentiation theory; classical Banach spaces.

MATH 631. Problem Solving and the Teaching of Mathematics in the Elementary School. (3-0-3); I, II. Prerequisite: consent of the instructor. An activity oriented course designed for the elementary school teacher in curricular materials and problem solving.

MATH 650. Higher Algebra I. (3-0-3); I. Prerequisite: MATH 351 or consent of instructor. Groups, rings.

MATH 651. Higher Algebra II. (3-0-3); II. Prerequisite: MATH 650 or consent of instructor. Vector spaces and modules, fields, linear transformations.

MATH 670. Research Problems. (One to three hours); I, II, III. Prerequisite: consent of instructor. Individual research in mathematics. The problem to be investigated must be approved prior to registration.

MATH 675. Selected Topics (One to six hours); I, II. Prerequisite: consent of instructor. Topics are offered which meet the needs of students and which are not otherwise included in the general curriculum.

MATH 699. Thesis. (One to six hours); I, II, III. Prerequisite: department permission required. Research and thesis writing. Varying portions of the total credits may be elected to best fit student schedules.

SCIENCE EDUCATION

SCI 551. Plant Natural History. (3-0-3); II, III. Prerequisites: Science 105.

SCI 551. Plant Natural History. (3-0-3); II, III. Prerequisite: Science 105 or equivalent. The survey of major taxonomic groups, with emphasis on the natural history of local plants.

SCI 552. Animal Natural History. (3-0-3); I, III. Prerequisite: Science 105 or equivalent. The survey of major taxonomic groups, with emphasis on the natural history of animals.

SCI 553. Workshop in Environmental Biology (3-0-3); III. Prerequisite: permission of instructor. Regional distribution and reserve depletion of wildlife, forest, land, water, air, and mineral resources; emphasis on pollution and environment. (Especially designed for in-service and future teachers.)

SCI 570. Earth Science. (3-0-3); I, II, III. Prerequisite: permission of instructor. Basic fundamentals of the geological sciences.

SCI 580. History of Science. (3-0-3); I, II, III. Prerequisite: six hours of science credit. Development of scientific traditions, discoveries, and concepts from the time of ancient Egypt to the present.

SCI 590. Science for the Elementary Teacher. (2-2-3); I, II, III. Prerequisite: the student should have completed the minimum education requirements in sciences and mathematics. Admission to the teacher education program. A study of teaching scientific concepts to elementary children.

SCI 591. Science for the Middle School Teacher. (2-2-3); I, II, III. A study of pedagogy, science content, and techniques applicable to the teaching of science to middle school or junior high children.

SCI 592. Science for the Secondary Teacher. (2-2-3); II, III. Prerequisite: permission of instructor. Concepts of teaching high school science with emphasis on laboratory techniques, test preparation, questioning, presentation methods, and care of equipment.

SCI 676. Research Problems. (One to six hours); II, III. Independent research in science education. (Problem must be approved by the Department of Science Education prior to registration.)

SCI 690. Advanced Science for the Elementary School Teacher. (2-2-3); I, II, III. Prerequisite: Science 590 or equivalent. A comprehensive overview of teacher competencies applicable to the effective teaching of elementary school science.

SCHOOL OF SOCIAL SCIENCES

Departments

**Geography; Government and Public Affairs;
History; Sociology, Social Work and Corrections**

DEGREES

**Master of Arts in History
Master of Arts in Sociology**

Master of Arts in History

Students majoring in history for the Master of Arts degree may emphasize either American history, European history, non-western history or a combination of these.

Requirements for Admission

1. General admission to graduate study.
2. Completion of an undergraduate major or minor in history.
3. A minimum standing of 3.0 on all undergraduate history courses above the freshman level.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy University degree requirements.
2. Completion of one of the following four plans: (While it is generally recommended that a student who seeks a doctoral degree select Plan A, the student should seek the advice of the department graduate advisor in selecting his option.)

Plan A

1. Completion of a minimum of thirty semester hours of approved graduate work.*
2. Completion of an approved thesis for which six semester hours will be granted.
3. A reading knowledge of a modern foreign language.

Plan B

Same as Plan A except that a written comprehensive examination is substituted for a reading knowledge of a modern foreign language.

Plan C

1. Completion of a minimum of thirty semester hours of approved graduate work.*
2. Research papers in two 600-level courses each of which must be approved by two members of the history graduate faculty.
3. A written comprehensive examination over the course work.
4. A reading knowledge of a modern foreign language.

Plan D

1. Completion of a minimum of thirty-three semester hours of approved graduate work.*
2. Research papers in two 600-level courses each of which must be approved by two members of the history graduate faculty.
3. A written comprehensive examination over the course work.

*A maximum of six semester hours may be taken in a cognate area with the approval of the graduate advisor.

The Master of Arts in Sociology

Requirements for Admission

1. General admission to graduate study.
2. Completion of 18 semester hours of undergraduate work in sociology.
3. A minimum standing of 3.0 on all sociology courses above the freshman level.

Those students who have not maintained the 3.0 average quality point standing or have not completed 18 semester hours of undergraduate credit in sociology may gain admission to this program by successfully completing one or more of the following:

- a. Entrance examinations prepared and administered by the sociology graduate faculty.
- b. Satisfactory scores on the Graduate Record Examination.
- c. An interview by the admissions committee of the Department of Sociology.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfactory general degree requirements.
2. All students must take SOC 615 Sociological Research, and SOC 650 Sociological Thought and Theory.
3. Completion of one of the three options: General Sociology, Corrections, Gerontology.

General Sociology Option

Students electing this option must complete one of the following plans:

Plan A

- a. Completion of a minimum of 30 semester hours of approved graduate work in sociology. At least 15 hours of the sociology credit must be earned in courses at the 600 level.
- b. Completion of an approved thesis.
- c. A reading knowledge of a modern foreign language.

Plan B

- a. Same as Plan A except a written comprehensive examination is substituted for a reading knowledge of a modern foreign language.

Plan C

- a. Completion of a minimum of 30 semester hours of approved graduate work in sociology. At least 15 hours of the sociology

credit must be earned in courses open only to graduate students and must include a research seminar in sociology.

- b. A reading knowledge of an approved foreign language.
- c. A written comprehensive examination.

Plan D

- a. Completion of a minimum of 33 semester hours of approved graduate work in sociology. At least 15 hours of sociology credit must be earned in courses open only to graduate students.
- b. A written comprehensive examination.

Corrections Option

- a. Students electing this option must complete a minimum of 18 semester hours in sociology and 18 semester hours in corrections. Twelve semester hours of the corrections requirement will be earned in a practicum in a professional corrections situation.
- b. A written comprehensive examination.

Gerontology Option

- a. Completion of a minimum of 27 semester hours of approved graduate work in sociology, of which nine must be a professional practicum in social agencies or independent research.
- b. Completion of a minimum of 9 semester hours in an approved cognate area.
- c. A written comprehensive examination.

Course Offerings

NOTE: (3-0-3) following course title means 3 hours class, no laboratory, 3 hours credit. Roman numerals I, II, and III following the credit hour allowance indicate the term in which the course is normally scheduled. I—fall; II—spring; III—summer.

CORRECTIONS

COR 502. Readings in Corrections. (One to three hours); on demand. A critical analysis of research literature on crime causation and control. Emphasis is placed upon theoretical contributions and methodological foundations.

COR 510. Law of Corrections. (3-0-3); on demand. An analysis of civil law in the United States related to the protection of society, the accused and adjudicated offender, and the administration of justice.

COR 515. Correctional Counseling Services. (3-0-3); II. The basic concepts of practical experience in a jail, detention home, juvenile or adult correctional institution, juvenile or adult probation and parole agency, or other related agency. A minimum of twenty hours per week will be spent working at the assigned agency.

COR 590. Practicum in Corrections. (0-0-6); II, III. The course consists of practical experience in a jail, detention home, juvenile or adult correctional institution, juvenile or adult probation and parole agency, or other related agency. A minimum of twenty hours per week will be spent working at the assigned agency.

COR 601. Criminology Theory. (3-0-3); on demand. (See Sociology 601).

COR 606. Juvenile Corrections. (3-0-3); I. A critical examination of theory methods, and trends in the treatment of juvenile delinquency. Emphasis will be on both institutional and community-based juvenile corrections.

COR 610. Correctional Administration and Management. (3-0-3); This course is designed to acquaint the graduate student with the role of administration in correctional settings. Specifically, the student will learn prisoner management, institutional budgeting, staff development, and community relations.

COR 625. Deviance. (3-0-3); on demand. (See Sociology 625).

COR 690. Graduate Practicum in Corrections. (0-0-12). The course consists of concentrated practical experience in a jail, detention facility, juvenile or adult correctional institution, juvenile or adult probation and parole agency, or other related agency. A minimum of forty hours per week will be spent working at the assigned agency.

GEOGRAPHY

GEO 500. Soviet Union. (3-0-3); I. Systematic and regional study, with special attention given to the resource base. Appraisal of the agricultural and industrial strength of the country; consideration of the effects of governmental policy and economic growth.

GEO 502. Geographic Factors and Concepts. (3-0-3). A general survey of the field of geography in its various branches. Designed for beginning

teachers and other students lacking an adequate background for advanced work in geography.

***GEO 505. Conservation of Natural Resources. (3-0-3).** Natural resources basic to human welfare, emphasis on lands, water, minerals, forests, and wildlife, including their interrelationships.

***GEO 510. Urban Geography. (3-0-3); II.** Origin and development of cities, urban ecology, central place theory, functional classifications, and a consideration of site, situation, and land utilization of selected cities.

***GEO 540. World Manufacturing. (3-0-3).** Interpretive analysis of the distribution and function of selected manufacturing industries; location theory; trends in regional industrial changes.

GEO 550. Geography for Teachers. (3-0-3). A study of the basic concepts, materials and techniques for the teaching of geography.

***GEO 590. Advanced Meteorology. (3-0-3); II. Prerequisite: GEO 390.** Weather elements; emphasis on meteorological skills; application to industrial, aviation, maritime, and military needs.

GEO 601. Special Problems. (3-0-3). Prerequisite: permission of the instructor. Supervised comprehensive investigation of selected problems in the field of geography. (May be repeated to a maximum of six hours.)

GEO 623. Southeast Asia. (3-0-3). Geopolitical, socio-economic, and resource potential problems of the countries of Southeast Asia.

GEO 629. The Mediterranean. (3-0-3). The Mediterranean Sea as a focal point of Western culture, emphasis on the related areas of three continents: Southern Europe, Northern Africa, and Southwestern Asia.

GEO 631. Cultural Europe. (3-0-3); II. A culturally-oriented study of Europe, which is really *not* a continent in the traditional sense, but whose boundaries can *best* be defined in HUMAN terms. Emphasized are European life-and-thought patterns, which are the heritage of a great majority of Americans.

GEO 640. Resources and Industries. (3-0-3). The resource base, nature, structure, and distribution of industry and its function in a national economy.

GEO 676. Independent Study. (One to three hours); I, II, III. Self-directed independent study of a special problem or topic in geography. The proposed topic must be submitted in writing and be approved by the department head and a faculty member who will supervise the study.

*Indicates Systematic Geography courses.

GOVERNMENT AND PUBLIC AFFAIRS

GOVT 500. Pressure Groups and Politics. (3-0-3). Prerequisite: GOVT 141 or consent of the instructor. Theory of interest groups; the role of interest groups in the political process; group ideology; techniques of political propaganda.

GOVT 505. Politics of Ecology. (3-0-3); II. A political analysis of the problems of the environmental crises.

GOVT 510. Law of Corrections. (3-0-3); on demand. (See Corrections 510).

GOVT 540. Public Administration. (3-0-3); I. Prerequisite: GOVT 141 or consent of the instructor. Historical evolution; theory of organization and administration; personal, financial, and legal aspects of public administration.

GOVT 541. Public Finance. (3-0-3); I. (See Economics 541). Public expenditures; public revenue; taxation; public credit, financial administration of government.

GOVT 546. Public Personnel Administration; (3-0-3); II. Prerequisite: GOVT 540 or consent of the instructor. Manpower utilization; concepts, principles and practices of the merit system; leadership; decision-making process; motivation of public employees.

GOVT 555. Internship in Public Affairs. (One to six hours). Prerequisite: consent of the instructor. On-the-job work-study experience in government.

GOVT 600. Seminar: State and Local Government. (3-0-3). Prerequisites: GOVT 141 and 242 or consent of the instructor. Intensive and detailed study of state and local government problems of metropolitan areas; interstate and local cooperation; compacts and regional planning.

GOVT 620. Seminar: International Relations. (3-0-3). Prerequisite: GOVT 450 or consent of the instructor. Training in methodology and use of the tools for individual research in international relations. Emphasis on Europe, Asia, Latin America, and Africa.

GOVT 660. Politics in Education. (3-0-3). Comparative case studies and discussion of policy outputs, (curriculum, facilities, budget) and who wields influence in American school politics.

GOVT 676. Special Problems. (One to three hours.) Prerequisite: consent of the instructor. Original graduate research project or readings in a particular subject area. Classes arranged for studying a particular problem.

HISTORY

HIS 540. Colonial America. (3-0-3); I. The nation from the Age of Discovery to the Revolutionary Wars.

HIS 541. American Revolution and Federal Period. (3-0-3); II. A continuation of 540, covering the period from the American Revolution to the Era of Good Feelings.

HIS 543. The United States, 1876-1900. (3-0-3); II. Emphasis is placed upon the rise of big business with its resultant epoch of America as a world power.

HIS 545. The United States, 1900-1939. (3-0-3); I. The American people from the Progressive Period through the New Deal.

HIS 546. The United States, 1939-Present. (3-0-3); II. America from World War to world leadership. Emphasis is placed upon the resultant social problems.

HIS 548. United States Foreign Relations. (3-0-3); I. A survey designed to acquaint the student with the foreign relations of the United States from its conception to our present role in the United Nations.

HIS 549. American Life and Thought. (3-0-3); I. A survey of the American intellectual heritage from Puritanism to the "mod" world.

HIS 550. The World, 1914-1939. (3-0-3); I. A study of extending from the results of World War One to the outbreak of the Second World War with special emphasis on communism, facism and nazism.

HIS 551. Religion in American History. (3-0-3); II. Religion in all facets of American history: cultural, secular and institutional. The role of religion in the molding of our nation.

HIS 552. The World, 1939 to the Present. (3-0-3); II. A detailed study of World War II and the aftermath of a world divided.

HIS 558. The Slavery Controversy. (3-0-3); I. The issues growing out of differences concerning slavery within voluntary societies.

HIS 576. American History: Directed Readings. (1-3); I, II, III. Prerequisite: open only to history majors and minors with permission of the chairman.

HIS 577. European History: Directed Readings. (1-3); I, II, III. Prerequisite: open only to majors and minors with permission of the chairman.

HIS 578. Non-Western History: Directed Readings. (1-3); I, II, III. Prerequisite: open only to history majors and minors with permission of the chairman.

HIS 580. American Business History. (3-0-3); I. Early colonial commerce; rise of big business; monopoly and antitrust laws; the labor movement, agriculture development, government and the economy; foreign policy and trade, effects of war; business cycles; basic principles of the American economy.

HIS 610. American Biography. (3-0-3). The characteristics of and services rendered by men and women who have played leading roles in the history of the nation.

HIS 630. History of Historical Writing. (3-0-3). A study of the major historians and of the development of historical writing from early times to the present. Special emphasis will be given to historical writing in the fields of European and American history.

HIS 632. The French Revolution. (3-0-3). Study of the changing interpretations of the French Revolution.

HIS 638. The Negro in the 20th Century. (3-0-3). The Negro's world from a sociological, economic, political and historical point of view.

HIS 640. Seminar: The United States to 1865. (3-0-3).

HIS 641. Seminar: The United States Since 1865. (3-0-3).

HIS 660. Seminar: Europe to 1648. (3-0-3).

HIS 661. Seminar: Europe Since 1648. (3-0-3).

HIS 670. Seminar: Non-Western History. (3-0-3).

HIS 676. Independent Study. (1-3). Individually planned study on a particular topic. Program to be approved by head of the department.

HIS 680. History for Teachers. (3-0-3). Designed as a "refresher" course, interpretations of history and method, for the public school teacher.

HIS 684. The Improvement of Social Studies Instruction. (3-0-3). Designed as a seminar or permit public school teachers to develop and to exchange ideas, strategies, techniques and materials.

HIS 699. Thesis. (1-6). Required of all candidates for the M.A. in history enrolled in option A and B.

SOCIAL WORK

SWK 500. Special Problems. (1-3); I, II, III. Arranged with department to study a particular topic in the social work field.

SWK 510. Practicum in Social Work. (4-8); I, II, III. Actual work experiences in the various agencies of social welfare under supervision of a trained and certified professional worker. Comparable to student teaching in professional education.

SWK 515. Correctional Counseling. (3-0-3); II. (See Corrections 515).

SWK 520. Social Work Administration and Management. (3-0-3); I. The history, nature, organizational structure, and philosophy of the administration of public programs of income maintenance and other welfare services, consideration of the role of voluntary agencies.

SWK 525. Social Work Practice III. (3-0-3); I, II. The student will master social work practice methods as they are applied to organizations, groups and individuals.

SWK 530. Social Policy and Planning. (3-0-3); I, II. An intensive study of the emergence of social welfare programs in the United States and the events that have shaped their development. A major emphasis is given to the conceptual tools of analysis as a basis for evaluating social policy alternatives and developing new ones.

SWK 535. Group Dynamics. (3-0-3); I. This course is designed to give the student an understanding of group method and the theories underlying the use of groups in the helping process. Special emphasis will be given to the processes that affect the development and functioning of all types of groups.

SWK 540. Gerontology: Problems and Services to the Aging. (3-0-3); on demand. An analysis of aging designed to provide the student with a knowledge of the special factors involved in the aging process as well as the social work techniques designed to aid such individuals to cope with the changes inherent in the aging process.

SWK 545. Death and Dying. (3-0-3); on demand. The analysis of death and dying as social process and problems and strategies for working with dying persons. (See Sociology 545).

SOCIOLOGY

SOC 510. Principles of Sociology. (3-0-3); I. This course is designed to give sociology majors an integrated perspective of the discipline and to provide an advanced introduction to graduate students entering sociology from related disciplines.

SOC 515. Family Dynamics. (3-0-3); II. An intensive analysis of the family in its social context. Emphasis is placed upon social interaction within the family, socio-economic and socio-cultural factors which bear influence upon it, and the relationship of the family to the total social system.

SOC 525. The Community. (3-0-3); I, II. The general character of community relations in society; the structure and function of the community as a social system and the processes of balancing community needs and resources; the planned and unplanned social change.

SOC 540. Gerontology. (3-0-3); on demand. (See Social Work 540).

SOC 545. Death and Dying. (3-0-3); on demand. The analysis of death and dying as social process and problems and strategies for working with dying persons. (See Social Work 545).

SOC 600. Independent Research. (One to three hours); I, II, III. Qualified students may arrange with staff or individual work on some particular sociological problem. Credit hours will depend on the quality and quantity of achievement by the student.

SOC 601. Criminological Theory. (3-0-3); on demand. An intensive analysis of the major areas of criminological theory. Primary emphasis is placed upon contemporary theoretical issues.

SOC 603. Appalachian Sociology. (3-0-3); I. A study of major Appalachian social institutions including the family, religion, education, the economy and government; a survey of health and welfare institutions, major value orientations, population characteristics and social change.

SOC 605. Mind, Self, and Society. (3-0-3); on demand. An examination of the individual and society as the products of human interaction.

SOC 615. Sociological Research. (3-0-3); I. Advanced study in behavioral research methodology; empirical generalizations, proposition formation and analysis, data gathering and interpretation, instrumentation, scaling techniques and supervised application of methods.

SOC 620. Educational Sociology. (3-0-3); on demand. Contributions of sociology to understanding education as a social process. Sociological concepts and principles are used to point up crucial problems in education.

SOC 625. Deviance. (3-0-3); on demand. Analysis of deviance as social behavior. Emphasis is placed upon acquisition of an understanding of the major sociological theories of deviance.

SOC 630. Social Inequality. (3-0-3); on demand. A critical analysis of the theories and issues of social inequality.

SOC 635. Complex Organization. (3-0-3); on demand. An analysis of organizations as social systems. An inquiry into bureaucratic developments in educational, industrial, military, and welfare institutions.

SOC 640. Social Policy in Aging. (3-0-3); on demand. This course is designed to develop knowledge of federal, state and local programs which relate directly to the field of gerontology. Specifically, the course demonstrates how federal, state, and community programs affect the welfare of senior citizens.

SOC 650. Sociological Thought and Theory. (3-0-3); I. An intensive study of certain selected pioneer sociological theorists such as Weber, Durkheim, Marx and contemporary theories.

SOC 690. Graduate Practicum in Gerontology. (0-0-9). Designed to provide the graduate student actual work experience in community agencies providing services to the aging. The practicum will be under the supervision of trained and certified professionals in the field.

SOC 699. Thesis. (One to six hours). Students electing to write a thesis for the M.A. program will work under the supervision of a faculty member and must present a thesis approved by the graduate faculty.

GRADUATE FACULTY

The date in parentheses after the name is that of first appointment to a position on the faculty of the University.

*Douglas G. Adams, Associate Professor of Art (1967), M.A., Morehead State University.

*Eena Adams, Assistant Professor of Home Economics (1976), M.S., Kansas State University.

John M. Alcorn, Assistant Professor of Accounting (1976), M.B.A., Georgia State University.

*Franz Altschuler, Assistant Professor of Art (1978), B.A., Illinois Institute of Technology.

*Elizabeth Anderson, Assistant Professor of Education (1966), A.M., Morehead State University.

Lindsey R. Back, Associate Professor of Government and Public Affairs (1974), Ph.D., University of Tennessee.

Reedus Back, Dean of Graduate Programs and Professor of Education (1962), Ed.D., University of Kentucky.

*Joseph D. Barber, Assistant Professor of Marketing (1974), M.B.A., Miami University (Ohio).

Lewis W. Barnes, Professor of English (1963), D. Lit., Ph.D., London University (England).

Ruth B. Barnes, Professor of English (1963), D. Lit., Ph.D., London University (England).

Richard Bayley, Associate Professor of Radio-Television (1976), Ph.D., University of Illinois.

James R. Beane, Associate Professor of Music (1959), M.M., Louisiana State University.

*Faye Belcher, Associate Director of Libraries and Associate Professor of Library Science (1965), M.S.L.S., University of Kentucky.

Joe F. Bendixen, Professor of Agriculture (1971), Ph.D., Iowa State University.

Charlotte M. Bennett, Associate Professor of Home Economics (1974), Ed.D., Indiana University.

Earl J. Bentley, Professor of Health, Physical Education and Recreation (1959), Ed.D., University of Southern Mississippi.

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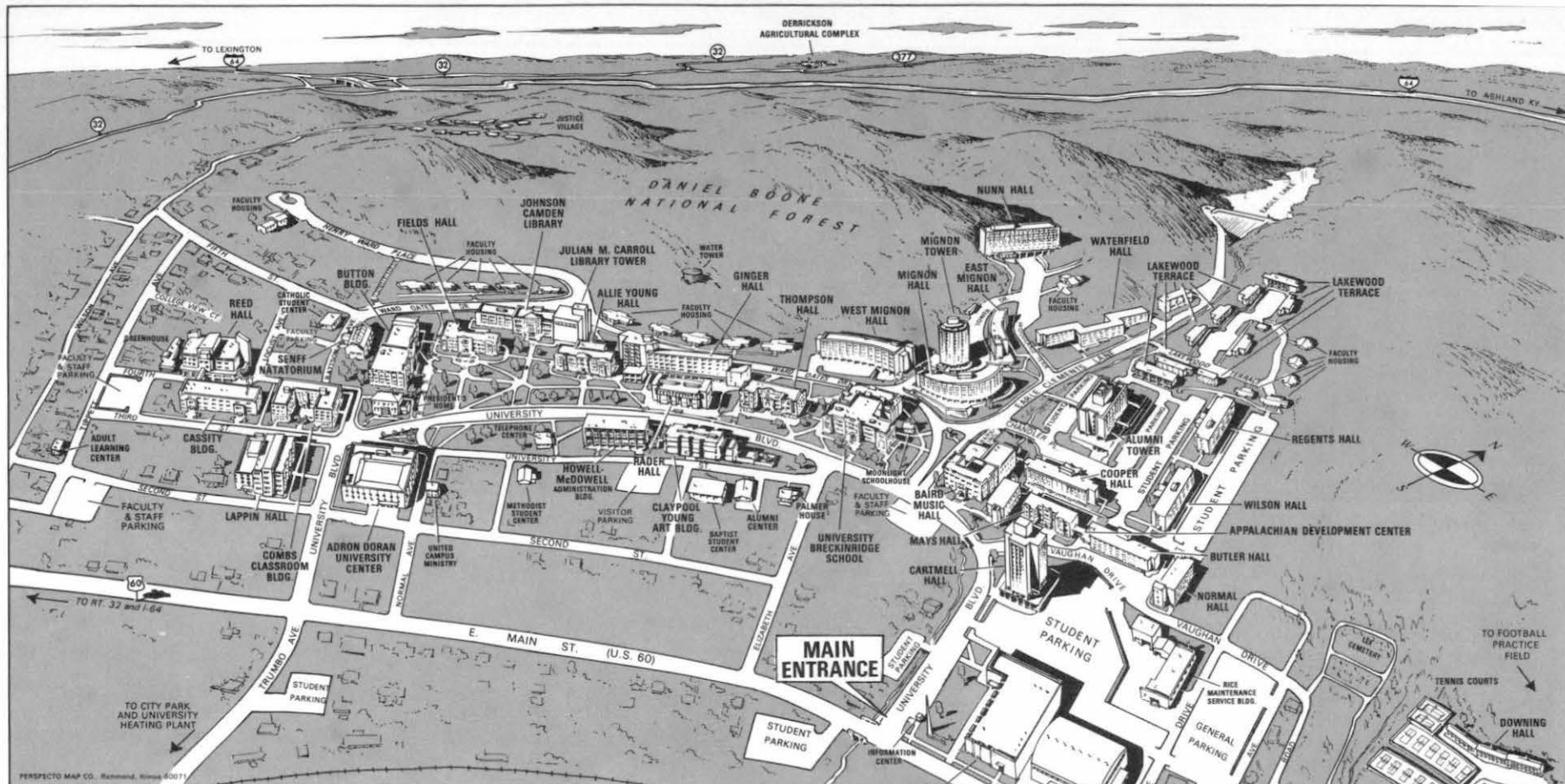
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INDEX

Abbreviations	vii	Elementary Education courses	23
Accounting courses	10	English	30
Accreditation and Memberships	iii	degree requirements	30
Administration, Graduate	2	courses	33
Administration, University	iv	Faculty	41
Admissions	3	Fees	5
general requirements	3	Fifth-Year Program	19
candidacy	3	Financial Aid	5
Adult and Continuing Education	16	Fine Arts courses	33
degree requirements	16	French courses	33
courses	23	General Admission Requirements	3
Advisors	2	General Degree Requirements	3
Agriculture courses	8	Geography courses	34
Alumni Association	5	Gerontology courses	40
Applied Sciences and Technology	8	Grades—see Marking System	
Art	29	Government and Public Affairs courses	39
degree requirements	29	Guidance and Counseling courses	24
courses	31	Health, Physical Education and Recreation	16
Assistantships	5	degree requirements	16
Biology	35	courses	26
degree requirements	35	Health courses	26
courses	36	Higher Education	17
Board of Regents	iv	degree requirements	17
Business and Economics	10	courses	24
Business Education and Office Administration	10	History	38
degree requirements	10	degree requirements	38
courses	10	courses	39
Calendar	vi	History of the University	1
Campus, the	1	Home Economics courses	8
Candidacy, University requirements for	3	Housing	5
Change of Program	4	Humanities	29
Commencement	4	Industrial Education courses	9
Communications	29	Journalism courses	32
degree requirements	29	Library	5
courses	31	Library Science/Instructional Media	24
Computing Services	5	Management and Marketing	10
Contents	vii	Marking System	4
Corrections courses	39	Master's Degrees—see Degrees	
Counseling, Guidance and	15	Mathematics	36
courses	24	degree requirements	36
Courses (See subject listings for		courses	37
offerings and descriptions)		Music	30
course load	4	degree requirements	30
course identification	4	courses	33
course repeating	4	Philosophy courses	34
Degrees	2	Physical Sciences	35
Master of Business Administration	10	Placement Services	5
Master of Business Education	10	Post-Master's Programs	19
Master of Higher Education	17	Prefixes—see Abbreviations	
Master of Music	30	President's List	4
Master of Arts in:		Professional Education courses	26
Adult and Continuing Education	16	Psychology	17
Art	29	degree requirements	17
Communications	29	courses	28
Education	14	Radio-Television courses	32
English	30	Rank I Program	19
Health, Physical Education, Recreation	16	Recreation courses	27
History	38	Regional campus study	5
Psychology	17	Repeating a course	4
Sociology	38	Residency for fee assessment purposes	6
Master of Science in:		Science Education courses	37
Biology	35	Sciences and Mathematics	35
Mathematics	36	Secondary Education courses	25
Vocational Education	8	Second master's degree	4
Degree Requirements	3	Social Sciences	38
general	3	Social Work courses	40
specific—see program		Sociology	38
Doctoral Program, Joint	19	degree requirements	38
Early Childhood Education courses	23	courses	40
Economics and Finance	10	Spanish courses	34
Education	14	Special Education courses	25
degree requirements	14	Specialist in Education	18
courses	22	Speech courses	32
adult and continuing	23	Student's rights in access to records	6
administration	22	Testing Services	5
early childhood	23	Theatre courses	32
elementary	23	Thesis	4
guidance and counseling	24	Time limitation	3
higher education	24	Transfer credit	4
library science and instructional media	24	University degree requirements	3
reading specialist endorsement	25	University services	5
secondary education	25	Vocational Education	8
special education	25	degree requirements	8
professional education	26	courses	9
Education Administration courses	26		



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